



Curriculum and Instruction
with a concentration in
Bilingual Special Education
Master's Degree Program

Practicum/Internship Handbook

The Graduate School of Education
& Human Development
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OVERVIEW

The George Washington University

The George Washington University (GW) had its beginnings in 1821 as the Columbian College in the District of Columbia. The name of the institution was changed in 1873 to Columbian University and in 1904 to The George Washington University. GW is a private, non-sectarian, coeducational institution, which attracts students not only regionally and nationally but also from more than 125 other countries.

The Graduate School of Education and Human Development

The Graduate School of Education and Human Development (GSEHD) is dedicated to preparing professionals who are both well-grounded in important principles of teaching and research and able to respond creatively to the changing needs of our increasingly complex society; GSEHD's programs of teaching, research and public service are based on the belief that education is a multifaceted field, encompassing a broad and evolving body of knowledge, skills, and processes; that concepts of human development must be integrated into all aspects of education; that professional training must be combined with general and liberal arts studies; and that education is a lifelong process which takes place in a variety of settings. The School strives to balance a commitment to the traditional concerns of education and human development with sensitivity to emerging issues.

The School has more than 50 full-time faculty members who have extensive professional and research experience in both national and international education and human development settings. In addition to research and teaching, faculty members are involved in a variety of professional activities. GSEHD's faculty is complemented by adjunct faculty drawn from research, government, and professional organizations and agencies in the Washington area. The student body of GSEHD is cosmopolitan, with approximately 1,000 graduate students from the United States and many nations around the world. A major characteristic of GSEHD is the individual attention and advising that students receive in their graduate studies.

Candidates for graduate admission must have a Bachelor's degree from an accredited program acceptable to The George Washington University and GSEHD, a minimum grade point average of 2.75, and a test score from the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) above the 50th percentile. Each candidate must submit two letters of recommendation, participate in a two-step interview process, and provide writing samples. Subsequent to the personal interview, candidates may be required to fulfill undergraduate deficiencies through additional coursework.

Mission and Goals of the Graduate School of Education and Human Development at The George Washington University

Mission: The Graduate School of Education and Human Development at The George Washington University is committed to providing the highest quality of educational services to its students. We develop innovative research programs, contribute in diverse ways to local communities and the nation, and actively participate in the international community of scholarship. Our unique location in the nation's capital, a vibrant multicultural and multinational center, offers a broad range of resources and opportunities to our diverse students and faculty. We believe that continuous self-examination and improvement are fundamental to the education and human development professions.

Goals: The Graduate School of Education and Human Development will become nationally recognized for the creation and dissemination of knowledge in areas related to education, human development, and organizational studies. The Graduate School of Education and Human Development will be ranked with other nationally recognized universities as a leader in developing practitioners, scholars, and leaders in teaching, learning, and human development across the life span.

Bridging Concepts

The following bridging concepts or overarching themes are central to the new, unified conceptual framework of the School and weave through the mission, goals, and initiatives of its strategic plan. These concepts form the framework of instruction and are imbedded in each course.

The bridging concepts are:

- **Research and Scholarship:** Research and scholarship are prerequisite to the improvement of the educational practice
- **Leadership in the Educational Endeavor:** Leadership is critical in the reform and redesign of education and human services at all levels.
- **Building Reflective Practitioners:** **Building** reflective practitioners through the integration of theory and practice needs to be the focus of all programs.
- **Service to the Multicultural, Multinational, and International Community of Diverse Learners:** A community of diverse learners is a prerequisite to success in the educational and human service professions.

Curriculum and Instruction with a Concentration in Bilingual Special Education

Program Description

The Master of Arts in Education and Human Development prepares teachers and other educational personnel for increased responsibilities in the planning, implementation, and evaluation of curriculum and instruction. The program includes study in the development of curriculum, research and evaluation of instructional practice, teacher education, work with special programs, and school policy and management. Upon completion of the program of study, candidates are eligible for certification in Bilingual Special Education in the District of Columbia. In addition, the course work leads to certification in ESL.

The field of study, Curriculum and Instruction with a concentration in Bilingual Special Education, provides graduate level study to meet the need for high caliber, professionally trained educators and administrators for teaching and leadership roles in state and local educational institutions. The program prepares them to respond to the needs of culturally and linguistically diverse exceptional students. The program addresses the needs of the increasing number of English Language Learners (ELL) throughout the country as schools attempt to provide programs for culturally and linguistically diverse exceptional students (CLDE).

The knowledge and skills developed in the program include the ability to:

- Appropriately assess culturally and linguistically diverse students;
- Develop curriculum that matches the learning styles and academic needs of the students;
- Teach students in inclusive settings;
- Work collaboratively with professional teams and families of these students;
- Identify and respond to legislative mandates, as well as current issues and trends, that impact on service delivery to this unique population;
- Instruct English language learners; and
- Provide administrative and supervisory leadership in the design and implementation of services for students and their families.

Program Mission

The Bilingual Special Education Program trains leaders in the field of bilingual special education who are committed to the principles of community service, reflective practice, research and scholarship and educational leadership. All theories, which promote the success of culturally and linguistically diverse and/or exceptional children, are integrated into daily practice throughout this program and across service delivery roles.

**Masters Program of Study Sequence
Curriculum and Instruction
with a Concentration in Bilingual Special Education**

<u>Required Courses</u>	<u>Semester Hours</u>
SPED 255 Interdisciplinary and Interagency Services Coordination for Special Populations	3
SPED 266 Development of Language in Exceptional Children	3
SPED 268 Development of Young Children with Special Needs	3
SPED 272 Strategies for Inclusion: Addressing Needs of Special Populations	3
SPED 258 The Immigrant Experience	3
SPED 275 The Culturally and Linguistically Diverse Student with Special Needs: Policy, Research, and Trends	3
SPED 276 Academic and Psychosocial Assessment of the Culturally and Linguistically Diverse Student	3
SPED 277 Teaching the Culturally and Linguistically Diverse Student with Special Needs: Methods and Materials (field based)	3
SPED 278 Internship: Educational Intervention for the Culturally and Linguistically Diverse Student with Special Needs (field based)	6
TRED 221 Emergent Literacy	3
TRED 227 Teaching Reading and Writing in English as a Second Language	3
TRED 251 Second Language Instruction	3
TRED 256 Linguistic Applications in English as a Second Language	3
EDUC 295 Quantitative Methods II: Research Design and Data Analysis	3

The Office of Laboratory Experiences (OLE)

The intern's placement is arranged through OLE in conjunction with his/her advisor and university supervisor. Although specific student requests are considered during the placement process, it is the public school district that makes the final decision. Once the internship placement has been made by the appropriate school system, it is University policy that the placement not be changed.

Note: An intern may not be assigned to teach at the schools from which he/she graduated from or at schools, which his/her children attend.

Prior to the Internship placement, interns must do the following:

1. TB Screening

Submit a copy of a negative TB test (done within the last year) to OLE.

2. Teaching Internship Application Forms

Submit a completed Teaching Internship Application form to OLE through the university supervisor.

State Verification of Certification

The Office of Laboratory Experiences is responsible for verifying interns' completion of the teacher preparation program and the internship for certification purposes. Upon completing the program, students should send an unofficial copy of transcripts to the OLE (the transcript should indicate the degree that was obtained). Certification questions should be directed to Dr. Patricia Tate, Director of OLE. Any questions or suggestions regarding the student's internship may be directed to:

**Dr. Patricia Tate, Director
Office of Laboratory Experiences
The George Washington University
2134 G Street, N.W., #427
Washington, DC 20052**

(202) 994-1542 or (202) 994-6166

Policies and Procedures

Dates of Attendance

Teaching internships normally begin one week before the first week of classes at the Professional Development School (PDS) site or demonstration site. Students are expected to be available for orientation and introductory meetings at the University and/or Professional Development School. This allows a time for all interns, cooperating teachers(s) and university supervisors to meet, share expectations, and negotiate special concerns or needs.

GW teaching interns follow their assigned school's vacation and holiday schedules. Absences of more than two consecutive days require a doctor's note or formal letter of explanation to the university supervisor. If interns miss any days of the practicum or internship, the absence must be made up. Interns should arrange make-up days in collaboration with their cooperating teacher(s) and university supervisor. The University reserves the right to extend the placement due to excessive absences or to terminate the placement due to inappropriate behavior on the part of the intern. If interns are absent for more than two class sessions, they are required to drop the course and repeat it the following the year.

Daily Schedule

Generally, interns should plan on arriving at their school site at least 30 minutes before school begins and leaving no earlier than 30 minutes after school ends.

Note: In addition to the internship responsibilities, GW interns attend practicum and internship seminars in the late afternoon or early evening.

Program Administration

SPED 277 and SPED 278 are not identical in form from semester to semester. The administration of the internship will vary depending on the professional development school site, demonstration and the nature of and design of the school program.

Evaluation and Grading

The University considers each cooperating teacher's progress report and final evaluations on the intern critical to the process of assessing the intern's improvement over the course of the placement and the student teaching intern's overall teaching abilities. After appropriate consultation with the cooperating teacher(s), the student and the seminar instructor, the university supervisor determines the final grade.

THE TEACHING INTERNSHIP EXPERIENCE

Introduction

The internship is designed to be an integrative, culminating experience in the Bilingual Special Education program. The purpose is to provide the prospective teacher with opportunities for making connections between theory and practice, developing effective strategies for teaching, learning, and identifying teaching strengths and needed areas of improvement. The internship offers the teacher candidate the opportunity to organize information about teaching behaviors into pedagogically useful concepts. The teacher candidate develops professional competencies in decision-making and works in a learning environment where he/she can develop as a professional educator. The internship is usually acknowledged as the most outstanding, meaningful experience of the entire teacher program. The interns are admitted into the program on the basis of self-selection and professional screening.

The first days of the internship assignment are extremely important, for they set the tone for the full experience. Formal orientation to the school and community takes place in the week prior to the beginning of the PDS school year and attendance is mandatory. Most administrators like to meet the teacher intern before the actual experience begins. The intern should make a note of the names of the principal, assistant principal, administrative assistant, cooperating teacher(s), counselor, librarian, and chief custodian or school engineer.

Intern Evaluation – Fall Semester SPED 277 and Spring Semester SPED 278

In the fall and spring semesters, the interns will complete the midpoint and final evaluations. The purpose of evaluation is to determine the intern's readiness to continue with the program and to be recommended for teacher certification. The evaluation process includes information from the intern, the assigned cooperating teacher(s) and the university supervisor. In the fall semester (SPED 277) the intern, cooperating teacher and university supervisor will meet monthly to discuss goals, accomplishments and concerns. In the spring semester (SPED 278) the cooperating teacher(s) will complete two formal evaluations on the intern's progress, one at midpoint and then a final evaluation. Both the intern and the university supervisor will be involved in the preparation of these evaluations. The final decision for the intern's grade and recommendation for certification rests with the university supervisor.

The midpoint progress report and final evaluation forms become a part of the intern's file that is kept by OLE for two years. Interns should make a copy of all evaluations for certification purposes, as copies will not be sent to prospective employers. Interns may set up a credential file through GW's Career Center.

Intern Supervision

The university supervisor will observe the intern teaching, followed up with oral and written feedback. The feedback of observations, and/or concerns will be shared with the cooperating teacher(s) and intern; all three participants will decide on specific areas to focus on in subsequent

observations. Open communication among all participants is meant to help the teacher intern have a positive internship experience.

The intern's role in the process of observation and follow up is not a formal one, but it is just as important. Reflection and self-analysis can help improve the intern's teaching performance. It is expected that the intern will be open and receptive to the feedback, which is offered as help to become an effective teacher.

Teaching Internship Seminar

As a requirement for a teaching internship, interns must attend scheduled seminars. The seminars will cover such topics as student assessment, parent/teacher conferencing, and classroom management.

During the internship experience, the intern, cooperating teacher(s), and university supervisor each assume certain responsibilities. Please read the information regarding those responsibilities in the appropriate sections of this handbook.

Professional Development School

Both the bilingual special education practicum and teaching internship are frequently conducted in professional development school (PDS) sites. The PDS is a public school, K-12, that provides access to teachers and students. The primary mission of a PDS is to improve the quality of teacher preparation. The education of pre-service teachers and professional development of in-service teachers is greatly enhanced by the collaborative partnership between school systems and colleges of teacher education. By forming a bridge between educational theory and practice, the PDS provides an extensive pre-service internship, continued professional development, and an opportunity for both pre-service and in-service teachers to conduct action researcher on best teaching practices. Ultimately, the PDS model enhances the educational experience of pre-service teachers, in-service teachers, and students in grades K-12.

Memorandum of Understanding: Responsibilities of the Teaching Intern

The role of the intern is twofold. One, the intern is a learner studying the teaching/learning process. Two, the intern is a co-teacher whose instructional responsibilities increase daily. The assigned cooperating teacher(s) and university supervisor will encourage the intern to vary instruction methods by using different models of teaching. Interns should bring in outside resources to enrich the classroom experience.

The teaching intern assumes responsibility for:

1. Understanding that the internship is a professional commitment and that you are required to fulfill all of the responsibilities of the field-based assignment as agreed upon by you, the cooperating teacher and university supervisor.
2. Recognizing that the primary duty and responsibility is the internship placement. The role of a substitute teacher should not be taken, either paid or gratis during the internship experience, unless the university supervisor grants prior permission.
3. Maintaining confidentiality of information found in student records such as cumulative records and special education records as well as information acquired during conferences with parents and school personnel.
4. Dressing according to the professional standards established by the program administrators.
5. Behaving in a professional manner toward students, faculty, non-teaching staff, parents and administrators
6. Making it a priority to establish working relationships with school staff members, such as teachers, pupil services personnel, librarians, secretaries, and custodians within the first month.
7. Observing other teachers within and outside of your assigned setting during the teaching internship. Interns should observe each member of their assigned grade level teams, and always obtain permission from the teachers before observing their classes.
8. Reading and becoming familiar with both the internship and the host school handbook, and determining the school rules and procedures for handling accidents, discipline and behavior problems.
9. Discussing with the cooperating teacher(s) the classroom management and behavior management procedure used in his/her classroom.
10. Obtaining and reviewing the textbooks, curriculum guides, lesson plan format, and any supplementary materials that are used by the cooperating teacher(s).
11. Limiting parent contact to situations approved by university and school staff.

12. Attending all faculty meetings, and appropriate in-service training as well as Back to School Night and selected PTA meetings.
13. Assuring that personal needs and obligations, employment, other university classes or activities do not take precedence over the internship responsibilities.
14. Committing to and meeting the requirements of the PDS. It is understood that due to the intensive nature of the program, interns are discouraged from accepting employment while attending classes and participating in the practicum or internship on a full-time basis.
15. Attending make-up classes resulting from the closure of the school site due to inclement weather.
16. Attending all PDS sessions. Absences of more than two days require a doctor's note or a formal letter of explanation to the university supervisor. If interns are absent for more than two class sessions, they are required to take an incomplete and complete the course the following year. If interns miss a day of their practicum or internship, the absence must be made up.
17. Submitting a copy of a negative TB test (done within the last year) to The Office of Laboratory Experiences at GSEHD (202-994-1542 or 202-994-6166).
18. Taking the PRAXIS I examination in the first semester of enrollment (fall or spring).
19. Taking the PRAXIS II specialty examinations in accordance with the District of Columbia's accreditation requirements (Special Education and ESL) during the last full semester of enrollment.
20. Registering with the GSEHD Admissions Office (202-994-1450) to take the Bilingual Special Education Program comprehensive exam during the last semester of enrollment.

Signature of Teacher Intern

Date

Social Security Number of Teacher Intern

Signature of Principal Investigator or
Project Director

Date

Schedule of Instructional Responsibilities

During the practicum interns should have a series of graduated, incremental instructional experiences, which help develop their teaching competency. The intern will begin observing the classroom and school environment and establishing a rapport with other professionals in the school. As the placement progresses, the goal is for the intern to assume progressively increasing amounts of instructional responsibility in the classroom. Interns will function in the role of instructional assistant while continuing to observe and reflect upon the practicum experience. Interns will select a student or students for whom they will develop a case study and will begin a needs analysis in order to adopt materials and modify instruction. Below is a suggested guide for sequencing the bilingual special education teacher intern's responsibilities in the school. The sequence and pace that the intern assumes various duties depend on his/her classroom experience and expertise and as deemed appropriate by the cooperating teacher(s) and the university supervisor. Weekly journal entries that are explained in SPED 277 syllabus should reflect your observations and experiences in each area of responsibility.

SPED 277: Methods and Materials Practicum

Week 1 Orientation:

- Overview of the teacher training program to prepare teachers to work with culturally and linguistically diverse and/or exceptional (CLD/E) students.
- Overview of the professional development school (PDS) model.
- Overview of the scope and sequence of skills and curricula for the elementary **or** middle school level.
- Meet with professional development school (PDS) principal and staff.
- Learn the names of essential staff members.
- Participate in PDS Faculty opening activities.
- Meet cooperating teacher.
- Assess current expertise in the use of technology and set goals for improvement.

Week 2:

- Begin to establish a rapport with the cooperating teacher.
- Discuss your intent and determine how to make this practicum of mutual benefit.
- Meet K-12 students and begin to establish rapport.
- Learn the names of the K-12 students.
- Observe and note class routines.
- Examine appropriate grade-level and content area standards, texts and curricula.

Week 3:

- Identify second language learners and students with exceptional needs in the classroom.
- Become familiar with the IEPs of exceptional students in the classroom.
- Observe the cooperating teacher's instructional style and connect it to a learning theory.
- Begin to observe the learning styles of the students.
- Start to identify both formal and informal ways to assess student progress.
- Continue to examine grade level or content area curricula.

Week 4:

- Initiate role as an instructional aide.
- Discuss cooperating teacher's unit/lesson preparation.
- Collaborate with cooperating teachers (ESL, special and general education) to discuss accommodation and adaptations for exceptional students.
- Read examples of case studies.
- Select students for case studies.
- Begin writing content objectives for students.
- Begin writing language objectives to support content objectives.

Week 5:

- Continue role as an instructional aide.
- Begin observations of selected students.
- Use observational guide to keep anecdotal notes.
- Begin to document prereferral strategies for at-risk students.
- Investigate specific goals and objectives in identified students' IEPs.
- Determine ways to incorporate IEP goals with content objectives.
- Identify ways to assess progress toward meeting IEP and curriculum goals.

Week 6:

- Observe students to identify learning styles.
- Locate resources for instructional materials and curricula appropriate for CLD/E students.
- Design a mini lesson that incorporates the learning style of each selected student.
- Discuss lessons with cooperating teacher and university supervisor.
- Arrange with university supervisor to be video taped during week 7 or 8.

Week 7:

- Use mini lesson from Week 6 to teach a small group while being video taped.
- Evaluate materials that you used to determine their value as instructional tools.
- Identify which intelligences are routinely addressed in your lessons as well as the classroom as a whole.

- Discuss lesson with cooperating teacher and university supervisor.
- Design a second mini lesson based on your experience and feedback from the first mini lesson.

Week 8:

- Use mini lesson from Week 7 to teach a small group while being video taped.
- Confer with cooperating teacher regarding strengths and needs of the mini lesson.
- Observe students to determine language use/proficiency and if accommodations are required (what, when, where, how).
- Investigate materials available in the Instructional Media and Materials Center at GWU, the GWU on-site lending library, the University's library and the school's professional library and other appropriate resources.
- Explore ways to enhance communication with parents as appropriate.

Week 9:

- Observe classroom behavior of selected student(s) and analyze behavior patterns.
- Identify strategies to modify inappropriate behavior and reward appropriate behavior.
- Discuss behavior modification strategies with cooperating teachers.
- Begin to compile anecdotal notes to complete case studies.
- Investigate instructional and class management resources from the school district web site and other professional teaching sources.
- Complete mid-term evaluation with the university supervisor.
- Draft affective, academic and professional goals.

Week 10:

- Based on the unit/lesson plan used by cooperating teacher, design supplementary materials or adaptations for the CLD/E student you have observed.
- Discuss adaptations and materials with the cooperating teacher.
- Teach a small group of students using the supplementary materials and/or adaptations.
- Discuss strengths and weaknesses of the lesson with the cooperating teacher.
- Observe in other classrooms at your grade level (subject area).

Week 11:

- Continue role as instructional aide and/or begin to take on teamed or individual instructional responsibilities.
- Begin to design multi-disciplinary unit based on one used by your cooperating teacher.
- Confer with a fellow teacher intern to share and elaborate on lesson plans.
- Attend special education meetings as appropriate after conferring with special education staff and the university supervisor.

Week 12:

- Continue to develop your instructional role and collaborative responsibilities.
- Write lesson plans for multi-disciplinary unit using one of the formats modeled in class.
- Participate in the IEP process as appropriate.
- Investigate family interaction with supportive social services.

Week 13

- Continue in instructional role.
- Complete case studies.
- Continue with assigned lesson planning with university supervisor and/or mentor teacher.
- Participate in the IEP process as appropriate.

Week 14

- Begin to implement assigned lesson plans.
- Participate in the IEP process as appropriate.

Week 15

- Continue implementing assigned lesson planning.
- Begin to assemble the special education portfolio to include the IEP and case study of your selected student and develop a plan to continue gathering appropriate documents for the special education portfolio.
- Review and revise affective, academic and professional goals and develop a plan of action to accomplish your goals.

Week 16

- Finish teaching the unit.
- Bring closure to the practicum.
- Complete self-evaluation of learning.

SPED 278: Teaching Internship

In each placement, interns should have a series of graduated, incremental instructional experiences, which help develop their teaching competency. As the placement progresses, the goal is for the intern to assume progressively increasing amounts of instructional responsibility in the classroom. By the end of the sixteen-week placement, interns should have assumed complete instructional responsibility for a full teaching load covering the entire school day. Each intern's progress is unique in assuming these responsibilities; the rate of instructional load is to be determined by the cooperating teacher(s), the intern and the university supervisor. Efforts should be made to allow the intern an opportunity to work cooperatively with general education teachers, special education teachers and ESL teachers. Below is a suggested guide for sequencing the bilingual special education teacher intern's responsibilities in the school. The sequence and pace at which the intern assumes various duties depends on his/her classroom experience and expertise.

Week 1:

- Discuss cooperating teachers' unit/lesson preparation.
- Team in classes with cooperating teacher(s), implementing objectives with small groups or individual students or assisting in large group instruction.
- Identify the components of a complete takeover and assess your own "readiness" for takeover.
- Begin to plan your action research project.

Week 2:

- Continue to team in classes with cooperating teachers, implementing objectives with small groups or individual students or assisting in large group instruction.
- Develop unit goals, objectives and activities for selected classes (middle school) or Thematic Unit A (elementary).
- Select appropriate materials to support your instruction.
- Meet with your cooperating teacher and university supervisor to agree on a takeover schedule.
- Identify the research design you will use in your project.

Week 3:

- Continue to team in classes with cooperating teachers.
- Continue to develop lesson plans for Unit A including instructional elements of modeling, guided practice and independent practice.
- Check plans with cooperating teacher and university supervisor.
- Observe cooperating teacher(s)' methods of advocating for ESL, special education, and bilingual special education students with other school personnel.
- Discuss the advocacy role with cooperating teacher (this should be a recurring process).
- Identify and begin to implement data collection process.

Week 4:

- Design assessment as well as adaptation components for lesson plans.
- Conference with cooperating teacher and university supervisor to evaluate progress and develop interventions.
- Investigate the achievement tests in use in the county or school district, by reviewing test manuals for administration in both English and another language.
- Draft your philosophy of teaching.
- Begin teaching Unit A.
- Meet with university supervisor and cooperating teacher to discuss progress.
- Continue to collect action research data.

Week 5:

- Continue teaching Unit A.
- Cooperating teacher will observe and give feedback.
- Observe cooperating teachers administering and scoring Brigance or other individualized assessments used by the school district.
- Begin to develop unit goals, objectives, and activities for selected classes or Unit B.
- Submit Thematic Unit A with 3-5 lesson plans (elementary).

Week 6:

- Continue teaching and begin to develop assessments and adaptations for Unit B.
- Administer and score the Brigance test or other individualized test used by the school district while special education or cooperating teacher observes.
- Complete the cooperating teacher mid-term questionnaire independently. Your cooperating teacher also will be completing it independently.
- Arrange for observations in other classrooms.
- Continue to collect action research data.

Week 7:

- Continue to develop lesson plans for Unit B.
- Videotape lesson presentation. View videotape with a peer and note what went well and which elements you would change. Focus on your performance and the students' engagement in the lesson in your write up.
- Administer and score second Brigance test or other individualized assessment.
- Submit a draft of your resume.

Week 8:

- Continue teaching takeover according to your schedule.
- Cooperating teacher will observe and give feedback.

- Meet with the cooperating teacher and university supervisor to complete midterm evaluation provided by the University including assessment of teaching strengths and areas of needed improvement.
- Submit progress report on goals.
- Continue to collect action research data.

Week 9:

- Continue takeover according to your schedule.
- Participate in scheduled IEP meetings as appropriate.
- Submit Unit B with 3-5 lesson plans (elementary).
- Submit progress report on technology portfolio to university supervisor.

Week 10:

- Continue teaching according to your takeover schedule.
- Begin to develop Unit C (goals, objectives and instructional activities).

Week 11:

- Continue teaching according to your takeover schedule.
- Participate in the eligibility and IEP process as appropriate.
- Videotape lesson presentation. View tapes with another peer and submit your write-up according to guidelines.
- Review assessments and adaptations for lesson plans in Unit C.

Week 12:

- Continue teaching takeover according to schedule.
- Prepare with cooperating teacher for specific students' IEP conference.
- Attend and participate in IEP conference as appropriate.
- Meet with university supervisor and cooperating teacher to discuss progress.
- Submit Unit C with 3-5 lesson plans.

Week 13:

- Continue teaching according to takeover schedule.
- Prepare with cooperating teacher for specific students' IEP conference, as appropriate.
- Attend and participate in IEP conference, as appropriate.
- Submit progress report on electronic portfolio.
- Prepare summary of action research findings.

Week 14:

- Continue teaching according to your schedule.
- Continue observing in a variety of settings.
- Report on action research findings and make recommendations to implement strategies or modify instruction based on research findings.

Week 15:

- Team with cooperating teacher in all classes.
- Prepare with cooperating teacher for specific students' IEP conference as appropriate.
- Attend and participate in IEP conference as appropriate.
- Submit final assessment of progress toward your goals.

Week 16:

- Team with cooperating teacher in all classes.
- Complete final evaluation provided by the University.
- Meet with the cooperating teacher and University supervisor to discuss the student teaching experience.

The Cooperating Teacher's Role

The role of the cooperating teacher(s) has two dimensions. The first dimension is that of the teacher responsible for the learning of the PreK-12 students in the classroom. The second is that of a supervising/mentoring teacher responsible for the development and evaluation of the instructional and professional capacities of the teacher intern. The cooperating teacher(s) with input from the university supervisor, where appropriate, assumes responsibility for:

1. Becoming acquainted with the intern's professional development needs and using the information to help the student grow as a professional.
2. Preparing the class for the intern's arrival and creating an atmosphere in which the intern has a definite feeling of belonging.
3. Acquainting the intern with school policies, procedures, faculty, staff, and the community.
4. Providing the intern with curriculum guides and instructional materials; access to student records, audio-visual equipment and other materials; and, if possible, a desk for workspace.
5. Acquainting the intern with the needs of the students, the curriculum, and the various plans for instruction used in the school and classroom.
6. Demonstrating and discussing a variety of teaching and classroom management techniques.
7. Defining the extent of the intern's authority and responsibilities.
8. Providing informal encouragement, constructive criticism, and recognition of successes on a daily basis.
9. Scheduling a formal observation and weekly conference to discuss intern's strengths and areas needing improvement and to offer specific suggestions for growth.
10. Maintaining observation records and writing and submitting evaluation reports relative to the intern's progress.
11. Facilitating the intern's professional development by fostering an atmosphere in which self-evaluation is valued.
12. Providing time for and maintaining communication with the university supervisor.
13. Contributing constructive criticism, which will assist in the improvements of the internship program.
14. Submitting copy of intern evaluation(s) along with honorarium form to the university supervisor.

The University Supervisor's Role

The university supervisor is the official representative of the University who assumes ultimate responsibility for the supervision of interns. The university supervisor serves as the liaison between the University and the school personnel of the schools. The university supervisor:

1. Provides pertinent materials to interns, cooperating teacher(s), and school administrators.
2. Conducts orientation meetings for interns and classroom teachers.
3. Reviews interns' daily and long-range plans.
4. Provides feedback to assist interns improve their instructional skills through observation and conferences.
5. Provides a written copy of observations to the intern.
6. Schedules sufficient time to discuss the observation with intern and cooperating teacher(s).
7. Holds individual and group conferences.
8. Confers with the cooperating teacher(s) concerning the progress of the intern on a regular basis throughout the internship placement.
9. Submits final evaluations to OLE along with the cooperating teacher(s)' honoraria forms .
10. Determines final grade and certification recommendation through a process of continuing evaluation and after consultation with the cooperating teacher(s) and interns.
11. Reports any changes in the status of the intern to the Office of Laboratory Experiences.
Documentation is required when there is a doubt about certification or the satisfactory completion of student teaching.

Observations

Early in the first semester, the university supervisor checks to make sure that the intern is making a satisfactory adjustment. Any potential problems should be identified and discussed as early as possible in the experience. The university supervisor will provide support and suggestions to the intern and the cooperating teacher during the course of formal and informal observations. The supervisor attempts to vary the class periods observed and the observation strategies utilized. Some observations are scheduled in advance; others may be unannounced.

Planning and Conferencing

It should be emphasized to the student that good planning is perhaps the most important ingredient in successful teaching. It is important for the intern to know precisely what he/she wants to do at any time during a lesson, for this knowledge forms the basis for an effective teaching-learning situation. The interns should begin to develop daily lesson plans, which should be completed several days before they are to be taught, so that discussions can be held with the cooperating teacher(s) and the plans be revised accordingly. It is suggested that no intern be allowed to present a lesson unless the plan has been read and approved by the cooperating teacher(s).

Daily and Long-Range Planning

The importance of planning, both long-range and daily, cannot be overemphasized. The daily lesson plans should be of sufficient detail to allow the cooperating teacher(s) to evaluate them and to allow the intern to use them with confidence. The first long-range plans and the first several weeks of daily plans should result from the sharing of ideas by the intern and the cooperating teacher(s).

The intern will prepare lesson plans for all lessons taught. While the intern will be required to prepare some lessons according to the University format, cooperating teachers and interns may decide to use another format, which better suits their classroom needs. The University lesson plan format will be provided in the seminars. As interns assume increasing levels of instructional responsibility and effectiveness in their schools, lesson plans may become more precise and brief.

Conferencing

Frequent scheduled conferences between the cooperating teacher(s) and intern are an integral part of the teaching internship experience and contribute to effective planning. There is not a uniformly specific length of time or frequency for planning sessions between the cooperating teacher(s) and the intern, but cooperating teacher(s) and interns are encouraged to arrange, as soon as possible, a regular, ongoing planning time.

The initial conference is a particularly important one. It provides the cooperating teacher(s) an opportunity to become acquainted with the intern to provide an overview of classroom and school policies and to share professional philosophy and goals.

On-going conferences can help the intern to see purpose, and potential problems should be identified and discussed as early as possible in the experience.

Instructional Conferencing

This process is designed to identify and reinforce effective teaching behaviors and assist in strengthening those skills that need improvement. Instructional conferences are scheduled with individual interns and with cooperating teacher(s), and a conference with the intern follows each classroom visit. If a conference cannot be arranged immediately following the observation, the university supervisor schedules a telephone conference or reschedules a visit as soon as it is convenient for both parties (but no later than three days following the observation).

Evaluation during the Teaching Internship

There are three basic reasons for the evaluation during the internship. First, it assists the intern in improving and progressing in the areas of instructional skills and professional development. Second, it will help the intern master the skills of reflection and self-analysis. Third, evaluation and growth are continuous processes best implemented through periodic conferences and in an atmosphere of non-threatening help. However, formal evaluation is also a necessity and must be honestly and professionally accomplished.

Evaluation of the Teaching Internship

GW views the evaluation of the intern as shared responsibility involving the university supervisor, the cooperating teacher(s), and the intern. Though each of these persons is expected to make a distinct contribution to the evaluation process, it is generally recognized that it is the cooperating teacher(s) who bears the major responsibility in documenting the intern's progress, achievements, and needs. This is due to the cooperating teacher(s)' unique relationship and time involvement with the intern. The university suggests that the cooperating teacher(s) schedule at least one formal observation of a lesson per week followed by a conference, in addition to the regularly scheduled planning/feedback conference with the intern. The intern and the cooperating teacher(s) should identify specific teaching behaviors to be observed during the lesson with the cooperating teacher(s) providing structured feedback about the intern's performance.

Mid-Term and Final Conferences

Two three-way conferences will be scheduled during the placement to assess the intern's progress. These conferences provide an opportunity for the intern, the cooperating teacher(s), and the university supervisor to mutually discuss the intern's performance. An evaluation checklist sheet will be issued to provide written data as the evidence of progress. This sheet will be completed for mid-point and final conferences by the cooperating teacher(s) and the university supervisor and will be shared during the conference.

The cooperating teacher(s) base the final evaluation of the intern's progress toward predetermined goals. At the end of the teaching internship, the university supervisor and the cooperating teacher(s) will discuss the level of student accomplishment and the university supervisor will assign a grade for the student.

APPENDIX

Professional Goals

Name: _____

Internship Site: _____

Internship Dates: _____

Cooperating Teacher: _____

Site Principal: _____

University Advisors: _____

Affective Goals

- Goal 1 :
 - Action Plan:
 - Resources:
- Goal 2:
 - Action Plan:
 - Resources:

Theory to Practice Goals

- Goal 1 :
 - Action Plan:
 - Resources:
- Goal 2:
 - Action Plan:
 - Resources:

Educational Leadership Goal

- Goal:
 - Action Plan:
 - Resources:

Signature _____

Date _____

Lesson Plan Format

- I. Subject:
- II. Standard/Indicators:
- III. Objectives:
- IV. IEP Goals/Objectives:
- V. Materials Needed:
- VI. Estimated Time Required:
- VII. Planned Classroom Management Strategies:
- VIII. Assessment of Student Progress/Performance:
 - A. Pre-assessment:
 - B. Formative:
 - C. Summative:
- IX. Procedural:
 - A. Motivating Activity:
 - B. Teaching:
 - 1. Demonstration/Modeling and Guided Practice:
 - 2. Independent Practice:
 - C. Accommodation/Modification:
- X. Reflection/Self Evaluation:

The George Washington University
School of Education and Human Development
Office of Laboratory Experiences
2134 G Street, N.W., Suite 416
Washington, DC 20052

Progress Report – Bilingual Special Education

Student Intern _____ S.S.# _____

Cooperating Teacher _____ University Supervisor _____

School System _____ School _____

Level (please check one) _____ Middle/Inter./Jr. High _____ Senior High Grade(s) _____

Description of placement (self-contained, resource, etc.) _____

Subjects Taught During Internship _____

Beginning of Date of Student Teaching (at this site) _____ Ending Date _____

Information on this form should be reviewed jointly. Submit only one copy to OLE.

This form completed by ___ Cooperating teacher ___ University Supervisor ___ Student Intern

Date _____

The categories on this mid-point rating sheet are designed to generate discussion of the intern's performance, progress and needs for improvement. Be descriptive but specific in what you have observed. The checklist in the left-hand column is designed to give the intern a general indication of areas in which they are progressing as well as areas, which need additional effort.

Areas where
intern is making:

1. Planning Instruction:

Excellent Progress

Good Progress

Needs Improvement

2. Teaching Strategies:

Excellent Progress

Good Progress

Needs Improvement

3. Classroom Management Skills:

Excellent Progress

Good Progress

Needs Improvement

4. Knowledge of Content:

Excellent Progress

Good Progress

Needs Improvement

5. Interpersonal Relationships:

Excellent Progress

Good Progress

Needs Improvement

6. Professional Qualities:

Excellent Progress

Good Progress

Needs Improvement

OVERALL STRENGTHS:

Additional Comments/Concerns:

Signature(s) _____ University Supervisor

_____ Cooperating Teacher

_____ GW Intern

The George Washington University
School of Education and Human Development
Office of Laboratory Experiences
2134 G Street, N.W., Suite 416
Washington, DC 20052

Final Evaluation – Bilingual Special Education

Student Intern _____ S.S.# _____

Cooperating Teacher _____ University Supervisor _____

School System _____ School _____

Level (please check one) _____ Middle/Inter./Jr. High _____ Senior High Grade(s) _____

Description of placement (self-contained, resource, etc.) _____

Subjects Taught During Internship _____

Beginning of Date of Student Teaching (at this site) _____ Ending Date _____

Information on this form should be reviewed jointly. Submit only one copy to OLE.

This form completed by ___ Cooperating teacher ___ University Supervisor ___ Student Intern

Date _____

1. Overall Performance:

2. Strengths:

3. Suggested Areas of Improvement:

4. Additional Comments:

Signature _____ Date _____

**The George Washington University
Department of Teacher Preparation and Special Education
Pre-Observation Conference Form**

Prior to each observation, the student teacher will complete this form and submit to University Supervisor/Advisor for the purpose of discussion during the pre-observation conference.

Student Teacher:

Class:

Supervisor:

Date:

Intent of Lesson Observed:

Objectives for the Lesson:

Student Teacher Concerns, Areas of Interest, and/or Areas to Target for Feedback:

Comments:

**The George Washington University
Department of Teacher Preparation and Special Education
Post-Observation Conference Form**

Student Teacher:

Class:

Supervisor:

Date:

Intent of Lesson Observed:

Objectives for the Lesson:

Student Teacher Concerns, Areas of Interest, and/or Areas to Target for Feedback:

Comments:

Recommendation(s):

**The George Washington University
Department of Teacher Preparation and Special Education
Classroom Observation Form**

Student Teacher:

Class:

Supervisor:

Date:

Student Behaviors

Student Teacher Behaviors

**The George Washington University
Department of Teacher Preparation and Special Education
Cooperating Teacher Feedback Form**

Student Teacher:

Class:

Cooperating Teacher:

Date:

Please complete this form after observation in order to provide direction for the student teacher's growth. Using a scale of 1 to 7 (strongly disagree to strongly agree), assess the student teacher at her/his current level of proficiency, not as an experienced teacher, in the areas listed below.

Professional Characteristics/Skills

Comments/Suggestions

_____ Enthusiasm

_____ Creativity

_____ Flexibility

_____ Initiative/Resourcefulness

_____ Appearance

_____ Dependability

_____ Leadership

_____ Collaboration Skills

_____ Confidence

_____ Oral Communication

_____ Written Communication

_____ Self Evaluation Skills

_____ Ability to Receive Constructive Feedback
and Apply Suggested Techniques/Strategies

Instruction**Comments/Suggestions**

- _____ Planning
- _____ Appropriate Objectives
- _____ Organization (lesson plan book/materials)
- _____ Questioning Skills
- _____ Rapport with Students
- _____ Knowledge of Subject Area
- _____ Evaluation/Assessment Skills
- _____ Classroom Management
- _____ Ability to Adjust Lessons to Accommodate
Various Learning Styles and Abilities
- _____ Ability to Ready Dynamic Behaviors of
Students and Adapt

**The George Washington University
Department of Teacher Preparation and Special Education
Cooperating Teacher Questionnaire
(Mid-term)**

Please **circle** the appropriate response for each item below.

1=outstanding 2=satisfactory 3=needs improvement 4=significant weakness 5=N/A

Be sure to complete each comment section. Your input is valuable!

1. The intern demonstrates thought and care in carrying out teaching responsibilities (including an ability to evaluate his/her own instructional effectiveness).

1 2 3 4 5

Comments:

2. The intern is establishing and maintaining rapport with students.

1 2 3 4 5

Comments:

3. The intern is establishing rapport with other school personnel.

1 2 3 4 5

Comments:

4. The intern is becoming familiar with relevant aspects of the students' background knowledge and experiences.

1 2 3 4 5

Comments:

5. The intern makes learning goals and instructional procedure clear to the students.

1 2 3 4 5

Comments:

6. The intern demonstrates a commitment to professional growth (takes initiative, actively participates in school activities, etc.).

1

2

3

4

5

Comments:

7. There is ample opportunity for the intern and me to meet and share ideas.

Comments:

8. Please comment on the intern's

Strengths:

Areas of need:

9. Recommendations for the intern:

10. Other comments:

Intern's Name

Cooperating Teacher's Name / Date

**The George Washington University
Department of Teacher Preparation and Special Education
Cooperating Teacher Questionnaire
(final)**

Please **circle** the appropriate response for each item below.

1=outstanding 2=satisfactory 3=needs improvement 4=significant weakness 5=N/A

Be sure to complete each comment section. Your input is valuable!

1. The intern uses instructional time effectively.

1 2 3 4 5

Comments:

2. The intern has established and is maintaining rapport with students and school personnel.

1 2 3 4 5

Comments:

3. The intern has established and is maintaining consistent standards of classroom behavior.

1 2 3 4 5

Comments:

4. The intern creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.

1 2 3 4 5

Comments:

5. The intern articulates clear learning goals for the lesson that are appropriate for the students.

1 2 3 4 5

Comments:

6. The intern demonstrates a commitment to professional growth (takes initiative, actively participates in school activities, etc.).

1 2 3 4 5

Comments:

7. There is ample opportunity for the intern and me to meet and share ideas.
Comments:

8. Please comment on the intern's

Strengths:

Areas of need:

9. Recommendations for the intern:

10. Other comments:

Intern's Name

Cooperating Teacher's Name / Date

**The George Washington University
Department of Teacher Preparation and Special Education**

PARTICIPANT EVALUATION OF INTERNSHIP

This is the final requirement for completion of Internship activities. Please take plenty of time to complete this evaluation. Your experiences are considered to be an important measure of the effectiveness and quality of the experience. Thank you for your considered responses.

Intern: _____ Semester: _____ Year _____

Description of Field Placement: _____

Site Supervisor: _____

University Advisor: _____

A. STUDENT GOALS, OBJECTIVES, AND TIME FRAME

Do you think the number of hours worked weekly were appropriate for meeting your established goals and objectives? If not, please explain.

Do you feel that the scope of the work that you contracted to complete was too great, too small, or just right for the internship period? Please explain.

Do you think the activities and tasks accomplished met your desired goals for the internship? If yes, please explain. If not, why not?

B. STUDENT SUPERVISION AND SUPPORT

What are your thoughts about the supervision or guidance that you received at the internship site?

Did you feel it was adequate and helped you accomplish your goals?

How would you modify the supervision to make it more helpful or supportive?

What are your thoughts about the supervision or guidance you received from your university supervisor? Did you feel it was adequate and helped you accomplish your goals? How would you modify the supervision to make it more helpful or supportive?

When you began, did you feel you were adequately oriented to the school/organization to which you were assigned? If not, please explain what would have been helpful to you.

Were resources within the host school/organization adequate and appropriate for completion of your objectives? If not, please explain.

What resources have been most useful to you?

C. STUDENT EVALUATION OF COMPETENCY DEVELOPMENT

What new skills or competencies did you feel you acquired that will be useful to you in the future?

Were there skills or competencies that you hoped to gain but did not?

Do you feel your course work provided you with an adequate foundation to accomplish the demands of this internship experience? Please explain. This is an important question because it speaks to the relevance of course content.

Are you pleased with the products you produced? If not, what would you like to see changed?

How would you describe your performance in the internship? Check one and explain.

Comments

___ I feel I accomplished most of my objectives with high quality performance and products:

___ I feel I accomplished my objectives with good performance, but I could have accomplished more:

___ I was not satisfied with my performance and could have accomplished much more.

How would you modify the internship experience or requirements?

Additional Comments: