

The George Washington University

Graduate School of Education and Human Development
Department of Teacher Preparation and Special Education

HANDBOOK FOR THE ELEMENTARY EDUCATION MODEL PROGRAM INTERNSHIP II – Spring Semester

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TABLE OF CONTENTS

| | |
|--|----|
| ATTENDANCE, SCHEDULE, AND ORIENTATION | 3 |
| STAGES OF INSTRUCTIONAL RESPONSIBILITIES FOR THE INTERN..... | 4 |
| PLANNING | 5 |
| LESSON PLANS | 5 |
| OBSERVATIONS BY THE UNIVERSITY SUPERVISOR..... | 6 |
| EVALUATION OF INTERNSHIP II..... | 6 |
| MID-TERM AND FINAL CONFERENCES | 7 |
| PROGRAM ADMINISTRATION..... | 7 |
| APPENDIX A: PRACTICE TEACHING EVALUATION GUIDELINES: TEACHING STANDARDS AND EVIDENCE OF COMPETENCE..... | 8 |
| APPENDIX B: PROGRESS TOWARD STANDARDS..... | 14 |

Dates of Attendance

In the elementary education program the internship begins on the first day of classes on campus. The internship ends the Friday after the last day of classes on campus. (Please refer to the appropriate calendar prepared for your semester and year.) GWU interns follow their cooperating school's spring vacation and national holiday schedule. Any absences in internship assignments will be made up after the final day as needed. Absences will be noted by elementary education faculty. Interns should arrange make-up days in collaboration with their cooperating teachers. GWU students receive one personal or sick leave day per month.

Daily Schedule

Because local area schools have varying beginning and dismissal times, interns will arrange, with their cooperating teachers, a specific, consistent schedule for daily time of arrival and departure. Generally, interns should plan on arriving at their schools at least 30 minutes before school begins and leaving no earlier than 30 minutes after school ends. (Note to cooperating teachers: GWU students usually will be taking one to two university courses at night in addition to their internship responsibilities.)

Orientation to School

Elementary interns should report on their first day to the school principal. It is recommended that principals or a designated teacher orient the intern to the school and introduce them to the assigned cooperating teacher. This orientation can include, among other items, review of school policies and procedures, orientation to school layout, and introduction to appropriate administrative, and instructional, and pupil personnel. Principals are also encouraged to provide interns with the school's handbook for teachers.

Orientation to Class

During the first few days of the internship, the cooperating teacher should provide the intern with appropriate classroom orientation; this informal orientation can include, among other items, room organization, policies regarding recess and lunchroom, procedures for leaving the room, use of library and playground, mainstreaming, special programs, and so forth.

The intern also needs to know about rules and procedures for use of instructional materials, audio-visual equipment and photo-copying and fax machines.

Stages of Instructional Responsibilities for the Intern

Interns should have a series of graduated, incremental, instructional experiences which develop their teaching competency. As the semester progresses, the goal is for the intern to assume a progressively increasing amount of instructional responsibility in the classroom. By the end of the semester, interns should have assumed complete instructional responsibility in all subject area, covering the entire school day. Each intern's progress is unique in assuming these responsibilities; the rate of instructional responsibility is to be determined by the cooperating teacher and intern discussion and collaboration. The following might provide a guide for the sequencing of instructional responsibilities:

- Week 1: Observe and become acquainted with the cooperating teacher, pupils, classroom environment, and begin working with pupils, as directed by the cooperating teacher. Intern observation of cooperating teacher's modeling of lessons to class.
- Weeks 2-4: Initial instructional work with a small group selected by the cooperating teacher, following discussion and planning with the cooperating teacher. Continued intern observation of cooperating teacher's modeling of teaching in all content areas. Beginning of whole class instruction in language arts, spelling, or math.
- Weeks 4-6: Instruction with more than one group in reading or math. Continued work with whole class in other areas.
- Weeks 6-9: Begin planning and development of a content area unit, while continuing all other instructional responsibilities, including transition from one content area to another.
- Weeks 10-13: Begin to teach all reading groups. Continue other instructional responsibilities, as able.
- Weeks 13-15: Full-time teaching. Interns will be able to assume entire instructional load at the elementary level.

It is again important to note that this sequence is suggestive. Each situation will vary to some degree due to individual differences of cooperating teachers, interns, and elementary school pupils. Rate of progress will be determined primarily by the cooperating teacher and intern in their day-to-day instructional planning.

Planning

Interns need a practical, on-going form of both short-term and long-term planning which will be useful to them in their classroom teaching. More specifically, interns need experience in daily planning, in weekly block plans, and in planning units of instruction which may cover several weeks.

Frequent scheduled conferences between the cooperating teacher and the intern are an integral part of the internship and contribute to effective planning. Such conferences provide the opportunity to identify the needs and interests of pupils and to arrange appropriate educational experiences which meet these needs. Conferences also provide the intern with directed experience in setting suitable instructional goals and evaluating student progress toward such goals.

There is no uniformly specific length of time or frequency for planning sessions between the cooperating teacher and the intern. Conferences may be arranged before or after school, or during the day. Cooperating teachers and interns are encouraged to arrange, as soon as possible, a planning time which is mutually agreeable.

Note: The initial conference is an important one. It provides the cooperating teacher an opportunity to become acquainted with the intern, to provide an overview of classroom and school policies, and to arrange an initial classroom assignment for the intern. Providing an intern with such responsibility from the beginning helps him or her feel more comfortable in the classroom since it focuses attention on a task to be accomplished rather than on worries about what might happen. Examples of such responsibilities include reading a story, working with a small group, sharing in class discussion, assisting with playground or lunch duty, and so on. By working with the group from the first day, the intern becomes a co-teacher in the eyes of the pupils, and not merely an observer.

Lesson Plans

Interns will prepare lesson plans for all lessons taught. While GWU students have been provided a standard, conventional lesson plan format (including goals, objectives, procedure, methodology, materials, and evaluation) in their methods block coursework, cooperating teachers and interns are free to design the lesson plan format which is mutually suitable for their classroom use. The cooperating teacher will receive a copy of the plan no later than the morning the lesson is to be taught and prior to the beginning of classes. After the lesson has been taught, the student will evaluate it in writing. Interns will keep all copies of their lesson plans and evaluations in their lesson plan journals. The lesson plan journal should be available for the university supervisor to review as needed.

Observations by the University Supervisor

A university supervisor will schedule six observations during the semester. If an intern is experiencing difficulty, additional visits will be arranged. Observations will be organized as follows:

1. 30-40 minutes: Observation of the intern's lesson
2. 15-25 minutes: Conference with the cooperating teacher
3. 15-25 minutes: Conference with the intern.

For each observation by the university supervisor, the intern will have prepared a formal lesson plan using the model provided during the university methods block course in Internship I in the fall semester. Interns are expected to provide a copy of the lesson plan for university supervisor evaluation 10 minutes prior to the scheduled observation. students are expected to keep supervisor recommendations for each observation in their lesson plan journal.

For Spring semester, the following individuals will serve as university supervisors:

Dr. Sylven Beck
Associate Professor of Elementary Education
202-994-9084

Adjunct Faculty in Elementary Education
Office of Laboratory Experience
202-994-1542

Evaluation of Internship II: Students will be evaluated on their teaching performance in the following categories:

1. knowledge of curricular content
2. communication skills
3. instructional ability
4. techniques of evaluation (self and pupil)
5. sensitivity to students
6. professionalism

A detailed description of these categories is provided on a separate sheet, Practice Teaching Evaluation Guidelines: Teaching Standards and Evidence of Competence (See Appendix A, page 9). Observations by the university supervisor and the cooperating teacher will provide the basis for evaluating student performance. At the end of the Internship II experience, the university supervisor and the cooperating teacher discuss the level of student accomplishment and assign a grade for the intern, with the responsibility for final grade determination resting with the university supervisor.

Mid-Term and Final Conferences

Two 3-way conferences will be scheduled during the semester to assess the intern's progress. One conference will be held at mid-semester and the other near the end of the semester. These conferences provide an opportunity for the intern, the cooperating teacher, and the university supervisor to mutually discuss the intern's in-class performance. An evaluation guideline sheet, Progress Toward Standards (See Appendix B, page 11), will be completed prior to mid-semester and final conferences by the intern, the cooperating teacher, and the university supervisor. Mid-semester assessment is to be done in pencil; and on the same form, the final assessment is to be done in ink in order to clearly display the intern's progress. These evaluations will be shared at each conference and, upon completion of the final conference, will be collected by the university supervisor to be filed in the intern's permanent file at the university.

Program Administration

TRED 235, Professional Internship in Elementary Education, is not uniformly identical in form from school to school and semester to semester. There is flexibility to provide for individual differences in interns and their respective schools; there are also provisions for change based on continuous program review and evaluation. Questions that relate to the experience of any intern at a given school can be referred to the supervisor assigned to that intern and school. Questions or suggestions regarding the administration of the program may be directed to:

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APPENDIX A

PRACTICE TEACHING EVALUATION GUIDELINES;
TEACHING STANDARDS AND EVIDENCE OF COMPETENCE

**THE GEORGE WASHINGTON UNIVERSITY
ELEMENTARY EDUCATION**

Practice Teaching Evaluation Guidelines

Teaching Standards and evidence of Competence

STANDARD I: Knowledge of Curricular Content

1. Is aware of sources of appropriate information for subjects taught.
2. Demonstrates knowledge of specific subject matter details when providing examples.
3. Can apply subject matter knowledge to "real" life and practical situations.
4. Uses current information in lessons.
5. Relates class activities to children's world and experiences.
6. Instructional plans reflect the structure of knowledge or hierarchy of skills being taught.
7. Keeps abreast of developments in subject matter field.

STANDARD II: Communications Skills

1. Clear explanations and directions. Enunciates clearly enough to be understood easily. Modulates voice so class can hear. Organizes verbal presentations so they can be readily understood. Supports verbal explanations with media, concrete examples, demonstrations, etc., when needed.
2. Frames questions to encourage inquiry. Asks questions which elicit several levels of student response. Allows reasonable time for student response. Asks questions which are relevant to lesson goals. Rephrases questions which are not effective. Involves students in responding to each other and asking their own questions. provides cues in a structured manner.
3. Uses appropriate examples and languages. Uses examples which point out major features of ideas included in lesson. Uses a vocabulary and syntax appropriate for students. Avoids illustrations that may be misleading. Includes non-examples whenever possible.
4. Clear goals for students. Clarifies for students all performance expectations. Gives students frequent feedback concerning their achievement. Is consistent in stating expectations. clarifies grading practices.
5. Appropriate language. (See Standard II: 1 and 3).
6. Models good communication. Uses good syntax in oral and written communication. Makes infrequent spelling errors. Uses vocabulary appropriate for audience and

activity. Practices correct pronunciation.

7. Listens to students. Takes the time to listen patiently. Will often adjust to students' physical level. makes eye contact when listening. Responds so as to encourage learner growth. seeks out conversational contact with students.
8. Communicates effectively with parents. Shares information with parents on an appropriate basis. conducts conferences in a professional, businesslike, but friendly manner. Listens o parents' questions and concerns and responds objectively, citing evidence when possible. Plans for student improvement with parents.

STANDARD III: Instructional Ability

1. Understands students needs - modifies instruction accordingly. Looks for and responds to students' learning difficulties. makes and utilizes diagnostic tools. Uses questions during lesson to monitor level of student understanding. Effectively adjusts lesson pace to individual needs.
2. Has clear goals for student learning. Explains both qualitative and quantitative expectations to students. Prepares clear lesson plans in advance. Writes objectives which are clear and useful and which students understand.
3. Relates elements of instruction. Transitions from unit to unit and lesson to lesson are logical. Lesson objectives reflect relative importance of content. Instruction capitalizes on students' relevant knowledge in other area.
4. Understands developmental psychology. Effectively uses interest and ability grouping. Plans lessons and assignments in line with students' attention spans. Identifies and uses indicators to determine level of student competence. Makes assignments that allow students to be successful.
5. Uses age appropriate methods and materials. Considers student aptitude and interest in making instructional decisions. Makes good use of student input and feedback. Uses individualized techniques when appropriate. Provides a variety of instructional modes to accommodate different learning styles.
6. Uses subject matter appropriate methods and materials. Methods emphasize the key ideas in the subject matter. Uses multiple examples and illustrations.
7. Teaches basic skills. Lesson objectives in all areas reflect basic skills needed by students.
8. Aware of recent developments in teaching. Tries new techniques as the need for

change occurs. attends and cooperates in various aspects of professional development. Is willing to share skills and ideas with colleagues.

9. Classroom Management. Maintains class control in atmosphere conducive to learning. Has consistent expectations for student behavior. anticipates problems and reacts with necessary changes. deals with student privately when possible, with a willingness to hear student's point of view. Practices positive reinforcement techniques. uses a variety if motivational strategies. Involves all students in learning activities. Provides enrichment work for students who have completed assigned work.
10. Uses community resources effectively. Is aware of human and physical resources in area. Includes the use of these resources in planning and instruction when possible.

STANDARD IV: Evaluation

1. Uses appropriate evaluation techniques. Uses a variety of techniques to evaluate student growth. Designs tests which reflect a variety of levels of difficulty and comprehension. Tries to create a non-threatening atmosphere for evaluation.
2. Interprets results and improves instruction. Uses test data to diagnose needs of students. Understands statistics typically used by tests. Uses test data to "troubleshoot and make changes in instruction.
3. Identifies and works to remedy reading problems. Is especially sensitive to students' reading abilities. Employs appropriate methods to improve specific reading skills. Makes necessary adjustments in reading level of material used by students.
4. Encourages students involvement. Seeks student reaction to content and methods. Uses, when appropriate, student suggestions about instruction.
5. Self-evaluation. Relates the results of evaluation to specific teaching behaviors being used. Seeks feedback on teaching. Accepts and implements university supervisor and cooperating teacher recommendations as appropriate.

STANDARD V: Sensitivity to Students

1. Encourages exercise of students rights. Encourages student input in forming class rules. Encourages students to set individual and class goals. Willing to hear students' views. Has students assumes responsibility for their own actions.
2. Enhances self-esteem of students. Reacts in a constructive manner to student mistakes. Finds opportunities for all students to contribute. Encourages student input in class decisions. Shows a genuine fondness for student. Makes positive comments

about student accomplishments. Helps students become aware of their accomplishments.

- 3,4,5. Favorable learning environment. Gives attention to all students. Treats students as individuals. Helps students respect and appreciate one another's similarities and differences. Is aware of student's feelings as well as their ideas. Lessons reflect a concern for individual and group differences. Takes the time to listen to students. Capitalizes on the strength of each student in the class.
6. Makes allowances for biases and limitations in his or her own background which limit his or her responsiveness to students from other backgrounds.

STANDARD VI: Professionalism

1. Acceptance of responsibility. Carries out classroom procedures which are learned through observation as well as those "spelled out" by the supervising teacher. Is consistent in carrying out the details of assignments and completing them on time. Is willing to accept a position of authority in the classroom. Is at school on time, stays until and/or work at school is completed, and makes up any absences. Is aware of his/her role as a model for children.
2. Attitude. Exhibits a professional attitude toward the student experience and the school setting. Demonstrates maturity in handling the ups and downs of teaching. Has a manner with all children that is comfortable and appropriate to the situation and the age of the group. Seems to enjoy teaching. Is able to be firm when firmness is needed without unnecessarily unpleasant overtones.
3. Appropriate use of information. Is responsible about information collected about children and keeps records confidential. Information about children is shared in professional manner furthering appropriate in-school meetings. Evaluates nature of information and uses objective rather than subjective reports to the greatest possible extent.
4. Relationship with others. Does not engage in behavior in relation to children which is contrary to the philosophy of the school or is detrimental to the smooth operation of the classroom. Is able to work well with other teachers and interns, sharing tasks equitably. Does not allow personal differences or preferences to interfere with working relationships. seeks out appropriate information from a variety of people but is not overtly dependent on input from others.

APPENDIX B

PROGRESS TOWARD STANDARDS

THE GEORGE WASHINGTON UNIVERSITY
Elementary Education

Progress Toward Standards

Student Name:

Cooperating Teacher/University Supervisor:

School: _____ **Grade:** _____

| | Excellent Progress | Good Progress | Needs Work |
|---|---------------------------|----------------------|-------------------|
| STANDARD I: Knowledge of Curricular Content | | | |
| 1. sources of information | | | |
| 2. knowledge of subject matter details | | | |
| 3,4,5. application to practical situations current information relates activities to children's world | | | |
| 6. structure of knowledge or hierarchy of skills | | | |
| 7. abreast of new developments | | | |
| Comments: | | | |
| STANDARDS II: Communications Skills | | | |
| 1. clear explanations and directions | | | |
| 2. questions | | | |
| 3. examples | | | |
| 4. clear goals | | | |
| 5. appropriate language | | | |
| 6. good example | | | |
| 7. listens to students | | | |
| 8. communicates with parents | | | |
| Comments: | | | |



Progress Toward Standards (continued)

| | Excellent Progress | Good Progress | Needs Work |
|--|---------------------------|----------------------|-------------------|
| STANDARD III: Instructional Ability | | | |
| 1. understands student needs | | | |
| 2. clear learning goals | | | |
| 3. interrelates knowledge | | | |
| 4. developmental psychology | | | |
| 5. methods and materials - student | | | |
| 6. methods and materials - subject matter | | | |
| 7. basic skills | | | |
| 8. recent developments | | | |
| 9. classroom management | | | |
| 10. community resources | | | |
| Comments: | | | |
| STANDARD IV: Evaluation | | | |
| 1. appropriate procedures | | | |
| 2. improves instruction | | | |
| 3. reading problems | | | |
| 4. student involvement | | | |
| 5. self-evaluation | | | |
| Comments: | | | |

Progress Toward Standards (Continued)

| | Excellent Progress | Good Progress | Needs Work |
|---|---------------------------|----------------------|-------------------|
| STANDARD V: Sensitivity to Students | | | |
| 1. freedom of expression | | | |
| 2. enhances self-esteem | | | |
| 3,4,5. favorable learning environment positive atmosphere for all discourage stereotyping | | | |
| 6. allowance for personal biases | | | |
| Comments: | | | |
| STANDARD VI: Professionalism | | | |
| 1. accepts professional responsibility | | | |
| 2. maintains a professional attitude | | | |
| 3. uses information appropriately | | | |
| 4. relates professionally with colleagues | | | |
| Comments: | | | |

Signature of Evaluator

Date