
SCHOOL OF EDUCATION

STUDENT TEACHING

AND

INTERNSHIP

HANDBOOK

(Based on SOE Conceptual Framework and the INTASC Principles)

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INTRODUCTION

This comprehensive handbook covers the programs within the School of Education containing the requirement of either Student Teaching or Internship. It includes the work of several University of Guam School of Education faculty members, Mrs. Julie Fee, Drs Marilyn Jackson, Lourdes Ferrer, Benit Dungca, Kelle Murphy, Sweeter Sachuo, John Sanchez, James Maryott, Randy Braman and Catherine Stoicovy.

The handbook is a living document and will be revised as the need arises and as items are identified to be updated or included. Each new copy will be identified by approval dates appearing in the footer. All earlier editions should be discarded and only the information contained in the latest handbook followed.

Internship is unique because each program has a different set of expected outcomes. For this reason, the majority of the requirements will be unique to the program. There will be general requirements that cross all program; however, each program has specific requirements each candidate will be expected to complete prior to the awarding of the degree or certification.

Further, participation in internship is only permitted when the individual already holds at least a baccalaureate degree from a recognized university or college and is seeking to complete certification requirements. The only exception to this policy is individuals completing a degree in Chamorro Language and Culture.

While the handbook is comprehensive as to policy and procedures, each program may add additional requirements that are unique to the individual program. Copies of these additional requirements are to be put on file in the Office of Field Experience prior to the start of the semester.

Mission of the School Education

The mission of the School of Education (SOE) is the preparation and development of teachers and other education personnel for professional performance in diverse cultural contexts. The School of Education maintains a leadership role in generating new knowledge in the field of education, its dissemination in the region, as well as delivery of appropriate instruction and related regional services under challenging social, economic, environmental, and political realities. Embodied in the School's mission is the provision of research, support and service for meeting the diverse demands arising from Guam and the Asia-Pacific region. The avenues to fulfilling the School of Education's mission are through teaching, research and service.

CODE OF ETHICS FOR EDUCATORS

Advisory Board and by the Executive Committee of AAE. It contains four basic principles relating to the rights This Code of Ethics for Educators was developed by the distinguished Association of American Educators (AAE) of students and educators. (<http://aaeteachers.org/index.php/about-us/aae-code-of-ethics>).

OVERVIEW

The professional educator strives to create a learning environment that nurtures to fulfillment the potential of all students.

The professional educator acts with conscientious effort to exemplify the highest ethical standards.

The professional educator responsibly accepts that every child has a right to an uninterrupted education free from strikes or any other work stoppage tactics.

PRINCIPLE I: Ethical Conduct toward Students

The professional educator accepts personal responsibility for teaching students character qualities that will help them evaluate the consequences of and accept the responsibility for their actions and choices. We strongly affirm parents as the primary moral educators of their children. Nevertheless, we believe all educators are obligated to help foster civic virtues such as integrity, diligence, responsibility, cooperation, loyalty, fidelity, and respect-for the law, for human life, for others, and for self.

The professional educator, in accepting his or her position of public trust, measures success not only by the progress of each student toward realization of his or her personal potential, but also as a citizen of the greater community of the republic.

1. The professional educator deals considerately and justly with each student, and seeks to resolve problems, including discipline, according to law and school policy.
2. The professional educator does not intentionally expose the student to disparagement.
3. The professional educator does not reveal confidential information concerning students, unless required by law.
4. The professional educator makes a constructive effort to protect the student from conditions detrimental to learning, health, or safety.
5. The professional educator endeavors to present facts without distortion, bias, or personal prejudice.

PRINCIPLE II: Ethical Conduct toward Practices and Performance

The professional educator assumes responsibility and accountability for his or her performance and continually strives to demonstrate competence.

The professional educator endeavors to maintain the dignity of the profession by respecting and obeying the

law, and by demonstrating personal integrity.

1. The professional educator applies for, accepts, or assigns a position or a responsibility on the basis of professional qualifications, and adheres to the terms of a contract or appointment.
2. The professional educator maintains sound mental health, physical stamina, and social prudence necessary to perform the duties of any professional assignment.
3. The professional educator continues professional growth.
4. The professional educator complies with written local school policies and applicable laws and regulations that are not in conflict with this code of ethics.
5. The professional educator does not intentionally misrepresent official policies of the school or educational organizations, and clearly distinguishes those views from his or her own personal opinions.
6. The professional educator honestly accounts for all funds committed to his or her charge.
7. The professional educator does not use institutional or professional privileges for personal or partisan advantage.

PRINCIPLE III: Ethical Conduct toward Professional Colleagues

The professional educator, in exemplifying ethical relations with colleagues, accords just and equitable treatment to all members of the profession.

1. The professional educator does not reveal confidential information concerning colleagues unless required by law.
2. The professional educator does not willfully make false statements about a colleague or the school system.
3. The professional educator does not interfere with a colleague's freedom of choice, and works to eliminate coercion that forces educators to support actions and ideologies that violate individual professional integrity.

PRINCIPLE IV: Ethical Conduct toward Parents and Community

The professional educator pledges to protect public sovereignty over public education and private control of private education.

The professional educator recognizes that quality education is the common goal of the public, boards of education, and educators, and that a cooperative effort is essential among these groups to attain that goal.

1. The professional educator makes concerted efforts to communicate to parents all information that should be revealed in the interest of the student.
2. The professional educator endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in his or her classroom.
3. The professional educator manifests a positive and active role in school/community relations.

TEACHER CANDIDATES' PROFICIENCIES

The preparation of teachers and other professional personnel in education at the School of Education (SOE) revolves around three conceptual dimensions: *Knowledgeable Scholar*, *Effective Communicator* and *Reflective Decision-maker*. They form the basis for the development of standards/outcomes that every program in the School of Education must adhere to.



Figure 1: SOE Conceptual Framework

The contents of the School of Education Standards reflect the initiatives of the faculty to produce quality graduates from all its programs. They show four important attributes of an effective educator.

1. **Knowledge** – The standards for *Knowledgeable Scholar* describe what candidates should possess about content, pedagogy, ethics of service and professionalism.
2. **Skills** – These include the skills needed to become an *Effective Communicator*, such as presentation, collaboration, negotiation and team-building. Candidates need to master these skills to apply knowledge effectively in the classroom and other professional teaching situations.

3. **Abilities** – Reflective thinking and decision-making form part of the abilities candidates should possess in order to continuously improve the teaching-learning process. The standards in the component of *Reflective Decision-maker* describe the behaviors that candidates should demonstrate.

4. **Dispositions** – Some standards from each of the three conceptual dimensions – *Knowledgeable Scholar, Effective Communicator and Reflective Decision-maker* describe dispositions usually associated with candidates who pursue successful teaching and education careers.

Every candidate is expected to demonstrate knowledge, skills and abilities to use technology as described in the ISTE National Educational Technology Standards for Students. Thus, the three conceptual dimensions have incorporated technology standards that all candidates need to meet.

The School of Education Standards closely follows the ten model standards for Teacher Licensure from the Interstate New Teacher Assessment and Support Consortium (INTASC). The Guam Department of Education (GDOE) also acknowledges these ten model standards from INTASC as essential in the state's teacher licensure practices. Its Teacher Standards are based on the afore-mentioned INTASC standards.

Association of Childhood Education International (ACEI) Standards.

The Elementary Education Program not only follows the SOE Standards that are within the Conceptual Framework of the School, the INTASC Standards and the Teacher Standards of GDOE but also the Association of Childhood Education International (ACEI) Standards. ACEI is the specialized professional association (spa) of all accredited elementary education programs in the United States.

The following table shows the alignment of the ACEI standards with the conceptual components of the SOE Framework, INTASC Standards and the GDOE Teacher Standards for the Elementary Education Program.

Council for Exceptional Children (CEC) Performance- Based Standards.

Special Education follows the National Council for the Accreditation of Teacher Education (NCATE) recently approved new CEC performance-based standards for the preparation and licensure of special educators. The new CEC standards are divided into three parts: Field Experiences and Clinical Practice Standard, Assessment System Standards, and Special Education Content Standards.

In the past, CEC had 15 practicum standards. The new Field Experiences and Clinical Practice Standards are much briefer, focus on the kinds of experiences provided, and no longer have a requirement for a specific number of hours or weeks.

The Assessment System Standards provide guidance to programs on the key components of the assessment systems.

The CEC Special Education Content Standards are made up of ten narrative standards. The Content standards have been reorganized from eight domain areas into ten domain areas. These domain areas parallel those of the ten Interstate New Teacher and Assessment (INTASC).

Consortium Principles. The narrative Content Standards were written to reflect the content of the validated knowledge and skills. Program reviews will be done at the Content Standard level, not at the knowledge and skill level.

Although reviews will be done at the Content Standard level, it will be critical for faculty to use the knowledge and skill items in the Common Core and the appropriate Area of Specialization to inform their curriculum development and to develop assessments. This will be necessary to ensure that the program's evaluation system comprehensively addresses each of the ten standards.

All of the knowledge and skills in the Common Core and the Areas of Specialization have been edited to eliminate redundancy and to increase the precision of the language. In addition, several new items have been validated and added.

([http://www.cec.sped.org/AM/Template.cfm?Section=Ethics and Practice tandards](http://www.cec.sped.org/AM/Template.cfm?Section=Ethics%20and%20Practice%20standards)
& Template=/CM/ContentDisplay.cfm&ContentID= 1443)

To determine the extent of accomplishment of standards by the candidates, the following rubrics (Table 2) have been developed.

In making a summative evaluation of the overall performance of the teacher candidate, it is recommended that these rubrics be used by the university supervisor.

The same rubrics should also be used by the student teacher in making his/her own self evaluation before he/she finally exits the program.

The Interstate School Leaders Licensure Consortium (ISLLC) Standards.

The seven ISLLC Standards for school leaders and the SOE Conceptual Framework guide the development of this Internship Course and all specialization courses in the Education Administration and Supervision Program. All activities and course requirements focus on developing student competency in these areas.

THE FIELD COORDINATOR

The Field Coordinator serves as the University's liaison with the Department of Education (DOE), DDESS (DoDEA), St. John's and other private schools on the island. Duties include:

1. Responsible for receiving student teaching and internship applications.
2. Confirming completion of all requirements and required GPA.
3. Serve as the sole contact with schools in regards to Student teaching and internship.
4. Works with Program Coordinators to place student teachers at schools.
5. Works with School Principals to identify Classroom Supervisors that meet the qualification and who have demonstrated the skills necessary to help develop good teachers.
6. Maintains all files of student teachers and interns to include copies of additional program requirements, observation reports, final Student teaching/internship reports, and any other reports or documentation on the program.
7. Visits schools participating in the teacher education program to gather information and data to improve the program.
8. Develops *Memorandums of Understandings*, as needed, with other educational entities to provide partnerships to better serve the student teaching/internship program.

THE PROGRAM COORDINATOR

The Program Coordinator is the leader of the individual units within the school of education and provide the expertise necessary to provide a strong teacher education program. In addition to their responsibilities for the unit the Program Coordinator provides the following support to student teachers:

1. Evaluates the student teacher application and ensures the student has met all requirements.
2. Advises the Field Coordinator on placements.
3. Assigns University Supervisors to the student teachers.
4. Inform the Field Coordinator of University Supervision assignments
5. Evaluates the overall Student teaching program and makes recommendations.

SECTION 1:
UNDERGRADUATE
PROGRAMS:
STUDENT
TEACHING

STUDENT TEACHING REQUIREMENTS GENERAL POLICIES

The following requirements apply to all student teachers regardless of program or specialization. All student teachers and classroom supervisors should be familiar with these minimum general requirements. The various programs or specializations may have additional requirements that you should be familiar with.

1. **ELIGIBILITY:** The determination of eligibility is dependent upon the outcome the student is seeking. There are three different categories of student teachers:
 - i. Those completing degree requirements
 - ii. Those seeking certification
 - iii. Those entering the University having fulfilled all requirements except Student teaching (determined by the Guam Certification Education Commission (GCEC))

Regardless of category, all students must be accepted and registered with the University and accepted into the School of Education (SOE), have complete all general education requirements, all education required courses, and earned a grade point average of 2.7 or better. All education course work the student must have earned a "C" or better. Students may not enter Student teaching with any grade of "Incomplete" on their record.

2. **PRAXIS II.** Students must arrange to take the PRAXIS examinations prior to Student teaching placement. Two PRAXIS II tests must be completed, content knowledge and Principles of Learning and Teaching (PLT). The SOE recognizes the GCEC passing scores as the SOE passing scores. The scores are posted on the ETS website, Guam. It is **highly recommended** students complete PRAXIS well in advance of applying for student teaching. This allows retakes prior to assignment time.
3. **APPLICATION.** Applications are available from the Office of Field Experience or the secretary for TEPS. The application is to be fully completed and submitted with all required documents by the deadline date prior to the semester the student is qualified to student teach. Applications will not be accepted after that date, with the exception of students who did not received a passing grade for Student teaching or those eligible for internship but failed to secure a job prior to the start of the semester internship was to occur. However, in the case of interns, applications will not be accepted after the add/drop period of the semester.

Student who are repeating Student teaching are to fill out the application form only. This is for the purpose of placement and record keeping. As all other requirements will be on file, there will be no need to submit them again. Student teachers will only be allowed to repeat student teaching once.

There are two categories of Student teaching, those seeking a degree and those seeking certification. The following documents are required with the application:

Student Teachers seeking degree:

- Current academic evaluation
- Current resume
- Letter of acceptance into SOE (copy)
- Midpoint assessment
- Disposition rubrics (3)
 - Two from SOE faculty
 - One from a general education faculty member (Elementary Majors)
 - One from a content faculty member (Secondary or Content Majors)
- Advisor's signature (SOE)

Student Teachers who already hold a bachelors and are seeking certification:

- Completed Application
- Official Transcript(s) (UOG and other)
- Current Certification Evaluation from GPSS/Other (copy)
- Midpoint Assessment
- 2 Disposition Rubrics (Secondary Majors, one from subject area Professor)
- Advisor's Signature (SOE)
- Current Resume

DoDEA: The University of Guam has entered into a student teacher agreement with DoDEA allowing for placement at DoDEA schools. Those wishing to student teach at DoDEA/DDESS – Guam need to comply with the following:

- Meet the University deadline dates
- Contact the University Field Coordinator

If selected, the student teacher will meet with the DoDEA Student Teacher Coordinator prior to the selection of classroom supervisors. At that time the student will need the following:

- Police Clearance
- Biography
- Resume
- Driver's License

4. **PLACEMENT.** Student teachers are placed at schools by the Field Coordinator. Under no circumstances are students to approach anyone at a school in regards to Student teaching. Students will recommend up to three (3) possible placements. The Field Coordinator will attempt to place student teachers at their desired location; however, final placement will be depended the selection of Classroom Supervisors will be done through the school Principal.

Secondary placements will also take into account which high school the student graduated from. Because of the mentoring relationship between the Classroom Supervisor and the Teacher Candidate, placements will usually be made in a school different from the school in which the student candidate graduated. An exception may be considered where the faculty has significantly changed and/or a long period of time has passed since graduation.

Special Education majors are required to complete student teaching experiences in both elementary and secondary special education settings. Placements are subject to the coordination between the elementary and secondary special education settings (split semester) and selection the classroom supervisors.

NOTE: Student Teachers will not be placed in a school or department in which a spouse, a relative or a friend is a faculty member. During the Student teaching assignment, the Teacher Candidate is to avoid fraternizing with students socially.

5. **DEADLINE.** All deadlines are final dates documents will be accepted by the Field Coordinator.
6. **REQUIRED DOCUMENTS.** The following documents are due as indicated. The only exception will be the Praxis results for students under catalogs prior to 2007-2008; however, those who are not required to take Praxis are **highly encouraged** to take them prior to Student teaching as the praxis tests are required for certification.

- | | | |
|--------------------------------------|----------------------------------------|---------------------------------|
| a. Applications for Student teaching | Fall – October 31 st | Spring-March 31 st * |
| b. Praxis II Passing Scores | Fall – October 31 st | Spring-March 31 st * |
| c. Police Clearance | One week prior to the start of intern. | |

d. Court Clearances (Superior)	<i>One week prior to the start of intern</i>
e. Tuberculosis (Negative) Results	<i>One week prior to the start of intern</i>
f. Drug Test	<i>One week prior to the start of intern</i>
g. <i>Volunteer Policy Form</i>	<i>One week prior to the start of intern</i>
h. <i>Permission forms</i>	<i>With the Student teaching Application</i>

**Note: If the deadline date falls on the weekend, then the last working day of the month.*

7. **CLEARANCES.** The police clearance, court clearance, tuberculosis test and drug test are to be completed no sooner than two weeks prior to the start of the Student teaching experience. These documents will be forwarded to the Personnel Division of GDOE.

8. **PERMISSION TO RELEASE INFORMATION FORMS.** Two permission forms are available to assist student teachers with the Certification Process and the requirements for employment with the GDOE. These forms are optional; however, if the student teacher chooses not to submit these forms, the Field Coordinator cannot and will not transfer the above listed documents to GCEC or the Personnel Division of GDOE.

9. **VOLUNTEER POLICY FORM.** This form allows the student teacher to be on the assigned campus and protects the student teacher and the University during the Student teaching experience.

10. **CLASSES DURING STUDENT TEACHING.** Because of the extensive and intensive nature of the Student teaching experience, it is recommended that no other courses be taken during this semester. However, one (1) 3-credit course may be taken while Student teaching only with the approval of the advisor. Should a class be approved, the class cannot conflict with the Student teaching hours.

11. **EMPLOYMENT.** Employment is not allowed while Student teaching.

<p><u>Note:</u> Student teachers need to find out from the University Supervisors additional requirements not contained within this handbook, if any.</p>

THE STUDENT TEACHER

The primary role of a student teacher is that of a learner. Through observations and practical experiences in and out of the classroom the student teacher will be able to develop the knowledge, skills and dispositions of a professional educator.

In the school, the student teacher needs to carry out certain duties and responsibilities. In assuming these responsibilities the student teacher must remember that he/she is a representative of both an institution and a profession. The student teacher is responsible to the Classroom Supervisor, to the University Supervisor, to the University Field Coordinator and to the education profession.

SPECIFIC RESPONSIBILITIES

The student teacher is expected to:

1. Participate in all activities during Student teaching. These activities include professional development meetings conducted by the school, Student teaching seminars, service learning activities, classroom teaching and observations, and benchmark conferences.
2. Write weekly goals for personal growth.
3. Make a developmental portfolio and share this with the Classroom Supervisor and University Supervisor. .
4. Develop a showcase portfolio and make a reflective analysis of each artifact included in the portfolio.
5. Make a showcase presentation near the end of the Student teaching experience for 20 – 25 minutes to the Classroom and University Supervisors. The STUDENT TEACHER is encouraged to invite others to attend as well
6. Fulfill all program requirements.
7. Evaluate the Student teaching Program.

DUTIES OF A STUDENT TEACHER

BEFORE THE START OF STUDENT TEACHING:

Each STUDENT TEACHER needs to schedule a visit to his/her assigned school. During this visit the ST should:

1. Meet with the principal of the assigned school. At this meeting become informed about school policies and procedures.
2. Meet with the classroom supervisor. At this meeting become familiar with the classroom schedule, rules, curriculum and textbooks. Also, develop a plan for Student teaching including units to be taught.
3. Become oriented to the school plan.

DURING STUDENT TEACHING:

1. Maintain regular and punctual attendance.
2. Get acquainted with the school plant and personnel.
3. Get involved - attend meetings, conferences and workshops. Participate actively in school functions.
4. Know and abide by the school policies and procedures.
5. Know and abide by the policies and procedures established by the classroom supervisor for his/her classroom.

6. Assume only the authority delegated by classroom supervisor who is legally responsible for the class.
7. **BE PREPARED!** Complete all assignments and lesson plans on time. Remember, the classroom supervisor and the students are depending on you.
8. Keep all information received about students in the class or school confidential.
9. Be aware of student needs. Remember that each student is an individual with his/her own needs, abilities, interests and capacities for learning.
10. Show respect for the students. Be sympathetic, fair and courteous towards all students.
11. Show enthusiasm for the learning experiences being developed with students.
12. Confer with the classroom supervisor on a regular basis. Accept directions, criticisms and suggestions in a professional manner.
13. Conduct yourself in a professional manner at all times.
14. Maintain a professional appearance, appropriate for your school, in dress and grooming.
15. *LEARN ALL YOU CAN ABOUT TEACHING!!* This is your chance to get help with problems, practice techniques you have learned, observe experienced teachers and ask questions. Take full advantage of this unique opportunity.

DESIRED COMPETENCIES OF A STUDENT TEACHER

1. Manifests enthusiasm for teaching, for students and for learning.
2. Is dependable and responsible in professional life.
3. Exercises sound judgment and tact in professional and interpersonal relationships

4. Exhibits flexibility and creativity in teaching methods/strategies, activities, materials and in meeting individual student needs.
5. Clearly defines goals, objectives, procedures, activities and evaluation in both long range and daily planning.
6. Provides for a variety of student learning styles.
7. Develops a variety of instructional strategies/methods. The STUDENT TEACHER is able to utilize strategies for large group, small group and individualized instruction.
8. Utilizes a variety of quality classroom instructional materials.
9. Motivates and challenges students.
10. Encourages active student involvement and inquiry.
11. Uses questioning techniques that span the range from factual knowledge level questions to those that encourages divergent and higher level thinking appropriately.
12. Utilizes appropriate evaluation technique.
13. Is able to diagnose, analyze and remediate student errors.
14. Has a beginning repertoire of classroom management and record keeping techniques.
15. Maintains a reasonable level of classroom control (authoritative but not authoritarian)
16. Is aware of students as individuals with individual differences and needs.
17. Establishes good rapport with students. The STUDENT TEACHER needs to be positive and friendly, yet professional, in relationships with students.

18. Provides a positive learning environment in which the classroom is a safe place, both physically and emotionally, for students.
19. Demonstrates good verbal communication skills. Uses correct grammar and appropriate vocabulary for the level of students.
20. Has knowledge of content material and is able to do a task analysis for skills and concepts taught.
21. Dresses appropriately and conducts self in a professional manner.
22. Demonstrates willingness to change and grow professionally.
23. Displays confidence in his/her ability to teach.

SPECIFIC SCHOOL OF EDUCATION STUDENT TEACHING POLICIES

ASSIGNMENT. The start and finish dates of Student teaching coincide with the start and finish of the University semester schedule; however, it is highly recommended that Student Teacher begin this experience with the start and ending dates of the school's semester. At a minimum, one (1) week prior to the start of Student teaching, Student Teacher are required to report to their assigned schools. They should report first to the Principal of the school and then to their Classroom Supervisor. The purposes of this initial visit are:

1. To introduce the STUDENT TEACHER to the principal and to the classroom supervisor.
2. To acquaint the STUDENT TEACHER with the school plan and personnel.
3. To acquaint the STUDENT TEACHER with school policy, rules, procedures and schedules.
4. To acquaint the STUDENT TEACHER with the classroom rules, procedures, schedules, curriculum and texts.

4. To allow for planning between classroom supervisor and STUDENT TEACHER for the Student teaching experience for long-range Student teaching activities such as units of study.

HOURS IN SCHOOL. *Student teachers must spend all day, from the opening of school in the morning to the closing of school in the afternoon, at their assigned school.*

Any variation from this must be negotiated between the student teacher and the Classroom Supervisor, the University Supervisor and the Program Coordinator. The school Principal must be notified. Employment hours are not an acceptable variation.

Student teachers are expected to be available periodically before or after school for meetings and for conferences with parents and the supervisors.

DAYS IN SCHOOL. Student teachers are encouraged to follow the public school calendar rather than the University calendar. Fall semester student teachers are encouraged to be at their assigned school site early to see how their master teacher begins the school year and establishes class routines.

ABSENCES. The student teacher is expected to be present for all assigned days in the school. No absences will be allowed except for illness or death in the immediate family and jury duty (jury duty is seen as a civic responsibility and the courts do not see school responsibilities as a legitimate reason to be excused). If a student teacher must miss a day due to the above listed reasons cited, **all absences must be made up.** The classroom supervisor and the university supervisor will determine how the student teacher can make up the work.

If a student teacher is absent, he/she must call the classroom teacher and the university supervisor. A doctor's note is required for personal illness or illness in the immediate family.

Absences for any other reason must be approved in advance by the Program Coordinator and reported to the university supervisor and classroom supervisor. A phone call to a school clerk does not count as notifying the classroom supervisor (many times phone messages do not reach the classroom teacher until late in the day). *Failure to provide notification, or excessive absences could be cause for termination of Student teaching.*

It is the student teacher's responsibility, in the case of absence, to ensure that all lesson plans, materials and teacher's guides needed to carry out the day's activities are left with the classroom supervisor.

PUNCTUALITY. Student teachers have an obligation to be punctual. Arriving promptly and signing in at the cooperating school. Schools vary in their expectations for faculty arrival and leaving times; however, the student teacher needs to be aware of the contractual agreement of 15 minutes before the school day begins and 15 minutes after the school day ends. Student teachers are expected to follow the school's procedures.

Many teachers arrive at school well before the first period of the day to begin their preparations. Student teachers need to do so as well. Student teachers should also factor in travel time to the placement site in order to arrive at the designated time.

SUBSTITUTING. A student teacher should *never* act as a substitute classroom teacher during the Student teaching period. At no time, may the student teacher instruct the class without the Classroom Supervisor or an official DOE approved substitute teacher on duty. A teacher instructing another class within the same or adjoining classroom/space is NOT considered meeting this requirement. Report this to the University Supervisor immediately.

STRIKES. Student teachers should report to the Program Coordinator in the event of a strike by teachers at their assigned school(s).

PROFESSIONALISM. The student teacher is expected to exercise the highest ethical and professional behavior. It is appropriate to always speak about your Classroom Supervisor in positive, complimentary terms to the school staff. It is never appropriate to discuss your Classroom Supervisor in personal or negative terms. If the STUDENT TEACHER is having a problem with the Classroom Supervisor, the STUDENT TEACHER should speak with the Field Coordinator and the Program Coordinator.

Ethical standards also require confidentiality. Individual student concerns are to be discussed only with the Classroom Supervisor, the principal, or support personnel who can help. The Student Teacher is never to discuss a student outside the school or with the parents of other children.

LESSON PLANS - UNIT PLANS. All student teachers are required to make lesson plans for any lesson they teach. The classroom teacher must approve these plans before they are implemented. A record of all plans taught must be kept in the developmental portfolio. The rubrics for assessing lesson plans should be consulted in writing lesson plans. (Appendix K, L & M).

The classroom supervisor should establish a deadline for submission of daily plans and unit plans. Sufficient time should be allowed for discussion of plans with the student teacher and for any necessary revisions to be made. Copies of all lesson plans previously used and those currently being taught must be made available to the university supervisor on his/her visits. A week in advance is a reasonable request.

USE OF LIBRARY. 1. UOG. The names of all student teachers will be forwarded to the Dean of Learning Resources (RFK Library - UOG). Student teachers will be able to use the services of the library, including the AV services and the CRC, as if they were faculty members at the University.

2. ***GDOE.*** Classroom supervisors should explain the process for obtaining access to materials with GDOE, including the use of the school library, LAMP and the LRC.

DISCIPLINE. The classroom supervisor should clarify the student teacher's responsibility for classroom discipline. Classroom and school-wide discipline policies and procedures should be outlined for the student teacher. The limits of the student teacher's responsibility and authority should be clearly outlined. The classroom supervisor or the principal should clearly explain *liability* as it pertains to the student teacher and the school situation.

The student teacher must make sure all of the above is explained. If not, then it is the student teacher's responsibility to ask!

GROOMING. The University has no dress code; however, host schools may have dress codes. Student teacher dress and general appearance should follow the dress code of the host school and be acceptable to the teachers and Principal of the school. A student teacher's personal appearance is a reflection on himself/herself, the University and the education profession.

Physical education requires a different dress code from other professional student teachers by the nature of the subject. Dress expected is:

- UOG PE, Health, and Sports Studies Polo shirts
- Knee length tan shorts (must be loose fitting- no more than 2 inches above the knee)
- Belts
- Sneakers and socks

Student teachers are not to wear:

- Tank tops
- T-shirts with any type of profanity, fight club logos, any writing, and tight fitting shirts
- Athletic shorts and any shorts above knee length and tight fitting
- Flip flops
- Baseball hats (only to be worn when teaching units outside in the sun)
- Sun glasses (only to be worn outside when teaching units in the sun)

OBSERVATIONS. All student teachers are required to spend time observing their classroom supervisors. This should be done at the beginning of the Student teaching period and may also be done periodically throughout the semester. Notes should be taken during the observation and recorded as journal entries for the student teacher's developmental portfolio.

PORTFOLIOS. All student teachers are required to make two types of portfolios.

- a. Developmental portfolio – This portfolio contains a collection of artifacts for each INTASC standard and Content Standard appropriate to level/subject teaching. It should contain lesson plans that were used to teach the assigned topics, the assessment instruments that were used to measure student understanding and skills after teaching the assigned topics, student work samples representing knowledge and skills tested, and journal entries.
- b. Showcase portfolio – This portfolio is a *best evidence* collection of artifacts demonstrating competence on the INTASC standards and Content Standard appropriate to level/subject teaching. A written reflective analysis needs to be prepared for each selected artifact. This portfolio must be uploaded using LiveText.

WEEKLY MEETING WITH UNIVERSITY SUPERVISOR. Student teachers are required to attend meetings as set by your University Supervisor.

MEETINGS, CONFERENCES, ETC. All student teachers are required to attend school related meetings and functions, such as faculty/staff meetings (if invited), PTA meetings, workshops, Parent-Teacher Conferences, etc. They are also required to attend the benchmark conferences, Student teaching seminars and meetings called by program coordinators or the Field Coordinator (if any). Reports of participation in these meetings and conferences should be part of their journal.

SERVICE LEARNING. All student teachers are required to carry out at least one service learning during the Student teaching period. A report on the experience is to be included in their journal.

WEEKLY GOALS. All student teachers are expected to keep a record of their weekly goals for personal growth. Accomplishments of these goals will be discussed during the benchmark conference. After the conference, student teachers will work on their next set of weekly goals based on the results of the discussion made during the benchmark conference. These new goals and progress made in relation to them will be discussed in the subsequent benchmark conference.

SELF EVALUATION. It is extremely important for student teachers to self-evaluate prior to a benchmark conference.

EVALUATION. Evaluation of the student teacher is not confined to formal observations. The student teacher will be under continuous evaluation by both classroom and university supervisors. When evaluating the student teacher, the university supervisor and the classroom supervisor will keep in mind not only the best interest of the students he/she will teach, the hiring officials and the teaching profession in general. The student teacher's final grade is the responsibility of the university supervisor, in consultation with the classroom supervisor.

The classroom supervisor will evaluate the student teacher on an ongoing daily basis and will also make *four* (4) formal evaluations of the student teacher during the semester. The classroom supervisor will share all of

these evaluations with the student teacher during the benchmark conferences. In addition, the classroom supervisor and university supervisor will monitor progress through the developmental portfolio made by the student teacher. Towards the end of the Student teaching period, the student teacher will submit for evaluation an electronic portfolio through LiveText and will do an oral presentation to his/her supervisors and colleagues.

EVALUATION AND TESTING OF STUDENTS. All student teachers are required to be involved in evaluating and testing the students they teach. They should administer their own teacher made tests and, if possible, standardized test. They should work with their classroom supervisors in grading students. Results of the tests should be examined and used in planning subsequent instructions. It is important for student teachers to analyze test results. A corresponding plan of action should be made. The analysis and plan of action should be made part of the developmental portfolio.

RECORD KEEPING. ALL STUDENT TEACHERS ARE REQUIRED TO BE INVOLVED IN RECORD KEEPING FOR THE STUDENTS THEY TEACH. THEY SHOULD KEEP A GRADE/RECORD BOOK FOR THEIR CLASS (ES) AND ANY OTHER RECORDS DEEMED NECESSARY BY THEIR CLASSROOM SUPERVISORS OR UNIVERSITY SUPERVISORS. IF POSSIBLE STUDENT TEACHERS SHOULD ALSO BE INVOLVED IN MAINTAINING CUMULATIVE RECORDS FOR THE STUDENTS THEY TEACH.

GRADING. The student teacher's final grade will be issued by the university supervisor. Student teachers will be notified of their progress at mid-term during a three-way evaluation conference between the student teacher and his/her supervisors. Another three-way conference will be held at the end of Student teaching. The final grade will be issued then.

The following performance levels are used with the equivalent descriptors, points and letter grades for each INTASC standard.

<i>Distinguished (Very Good)</i>	-	4	A
<i>Proficient (Good)</i>	-	3	B
<i>Basic (Fair)</i>	-	2	C
<i>Unsatisfactory (Needs Improvement)</i>	-	1	D

PERFORMANCE LEVELS

The following ratings should be used to indicate the performance levels of the student teacher in each of the 10 INTASC standards or appropriate level/subject content Standards:

- *Distinguished* – The student teacher has demonstrated an exemplary ability to create a community of learners that has students who are highly motivated and engaged and assuming responsibility for their own learning.
- *Proficient* – The student teacher clearly understands the concepts underlying the component (with reference to the INTASC standard) and implements it well. This implementation is consistent and effective.
- *Basic* – The student teacher appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is intermittent and/or not entirely successful. Additional reading, observation and experience may enable the student teacher to become proficient in this area.

Unsatisfactory – The student teacher does not appear to understand the concepts underlying the component. Work on the fundamental practices associated with the element is required to enable growth in this area.

REMOVAL FROM PLACEMENT. Removal from a field experience placement may be initiated by the Classroom Supervisor, university supervisor, principal or the student (Appendix C) If removal from the placement is the result of unethical conduct, criminal activity or extreme incompetence in performing the requirements of the experiences, the student may be denied a second opportunity.

ACCOMMODATIONS FOR PERSONS WITH DISABILITIES/SPECIAL NEEDS:

If you are a student with a disability who will require accommodation(s) to participate in this course, please contact the Field Experience Coordinator privately to discuss your specific needs. You will need to provide the Field Experience Coordinator with documentation concerning your need for accommodation(s) from the EEO/ADA Office. If you have not registered with the EEO/ADA Office, you should do so immediately at 725-2244/2971/2243 (TTY) to coordinate your accommodation request.

STUDENT TEACHING TIMELINE

The following timeline should be used as a **guide** by the classroom supervisor and student teacher for the student teacher's gradual introduction to teaching. This timeline may vary among the different specializations, refer to the specialization section of this handbook or, the Student teachers and classroom supervisors should check with the university supervisors regarding such variations.

TIME	ACTIVITIES
Week's 1 - 2	Observation & Participation. Assist the classroom supervisor in managing the class. Team teach with the classroom supervisor.
Weeks 2 - 4	Work with small groups and with individuals. Teach a lesson to the whole class. Focus of evaluation is on classroom management (See INTASC Principle 5A)
Weeks 4 - 6	Continue as above. Teach two lessons. Focus on other INTASC standards.
Weeks 6 - 8	Continue as above. Teach more than two lessons. Focus on some more INTASC standards.
Weeks 8 – 15	Teach whole class all day. Concentrate on INTASC standards that need to be addressed further.

THE CLASSROOM SUPERVISOR

The University of Guam's Student teaching Program is based on the assumption that the one person potentially exerting the greatest influence on a student teacher is the classroom supervisor. The primary role of a classroom supervisor is that of mentor and guide to the student teacher. While continuing to oversee the education of his/her pupils the classroom supervisor assumes the additional responsibility of helping prepare a teacher candidate. The classroom supervisor is thus responsible to the student teacher, the University Student teaching Program and the education profession.

MINIMUM REQUIREMENTS

The classroom supervisor should possess the following:

1. Hold a valid Guam Teaching Certificate in the subject area/level.
2. Five years of teaching experience in that subject or at that level.
3. Have shown exceptional skills as a teacher at the level the student teacher is seeking certification through evaluation and/or Principal recommendation.

DESIRED COMPETENCIES OF A CLASSROOM SUPERVISOR

1. Has a comfortable understanding of the subject matter.
2. Understands the processes of learning.
3. Is an "educational broker", knows where and how to find information.
4. Practices modeling behaviors, behaviors consistent with his/her beliefs.
5. Is open to change. Is willing to take risks and to be held accountable.
6. Is aware of his/her changing and emerging style.
7. Has a developing understanding of the dynamics of behavioral change (learning).
8. Is unbiased and unprejudiced with regard to race, color, creed, national origin or sex.
9. Plans thoroughly, is resourceful, creative and motivating.
10. Is protective of the health and safety of students.
11. Is optimistic and hopeful.

12. Continues to develop a teaching strategies repertoire.
13. Is skillful and fair in assessment of learning and uses that assessment to determine further instruction.
14. Is skillful in working with colleagues and parents.
15. Provides a constructive and positive environment for learning.
16. Has a continued interest in professional responsibilities and opportunities for professional growth and development.
17. Maintains ethical standards in professional relationships.
18. Has a wide range of interests, including those of students.
19. Has a wide range of coping skills.
20. Maintains a sense of humor.
21. Utilizes appropriate self-evaluation techniques

SPECIFIC RESPONSIBILITIES

The classroom supervisor (CS) is expected to:

1. Assist the student teacher develop the knowledge, skills and dispositions of a professional educator. The indicators for these domains are contained in the School of Education Conceptual Framework.
2. Familiarize the student teacher with school and classroom rules and regulations, routine activities and resources in the school.

3. Familiarize the student teacher of the district's and school's mission statements as well as special school level objectives.
4. Assist the student teacher in writing lesson plans using the rubric for lesson planning and check the lesson plans prepared by the student teacher against the required rubric.
5. Observe and evaluate lesson delivery using the lesson delivery rubric.
6. Conduct at least four formative evaluations of the student teacher. Discussions of evaluations made will be done during the benchmark conferences with the student teacher.
7. Check the developmental portfolio regularly.
8. Evaluate the showcase portfolio and its accompanying reflection.
9. Participate in the assessment of the showcase presentation by the student teacher.
10. Submit to the SOE Office of Field Experiences duly accomplished INTASC Evaluation Forms at designated dates. This is to include copies of the formal observations and any other evaluation documentation completed.
11. Evaluate the Student Teaching Program.

DUTIES OF A CLASSROOM SUPERVISOR

The University of Guam's Teacher Education Program is based on the premise that Teacher Education is a professional responsibility involving university and school faculty in a cooperative effort to assure the public that newly graduated and certificated staff has had the benefit of a professional preparation program. In this regard, the involvement of classroom supervisors is considered crucial. The classroom supervisor plays the primary role in conducting the teacher candidate across the bridge between academic preparation and professional service.

In accepting that role, the classroom supervisor agrees to do the following:

Before the student teacher arrives:

1. Meet with the student teacher to plan for his/her experience in your classroom, including units to be taught by the student teacher.
2. Prepare the class for the student teacher's arrival. Establish and maintain with the class the position of the student teacher as a co-worker. This includes discussing your role, the role of the student teacher, and the behavior expected toward the student teacher.
3. Prepare parents for the participation of a student teacher in your classroom. Again, establish and maintain the position of the student teacher as a co-worker. Assure parents the classroom teacher will continue to be present and responsible for class.
4. Prepare a space or work area for the student teacher to use.
5. Prepare fellow teachers and other school personnel for the student teacher's arrival. Suggest ways they might help. A successful student teaching experience for both you and your student teacher should involve the whole school.
6. Prepare materials for the student teacher's use such as (if the school is participating in "Go Green" programs, where the STUDENT TEACHER can find this information on-line):
 - a. Request a faculty hand book for the student teacher to use during the semester
 - b. School policies and procedures
 - c. Map of the school
 - d. List of school personnel
 - e. Emergency procedures
 - f. School schedule and class schedule
 - g. Classroom rules and procedures
 - h. Seating charts
 - i. Curriculum guides/DOE standards/course outlines and objectives
 - j. Textbooks and teacher's manuals
 - k. Other materials you feel would be useful

After the student teacher arrives:

1. Introduce the student teacher to school personnel. Encourage the student teacher to become familiar with the duties and responsibilities of the school health counselor, guidance counselor, librarian, clerks, custodians, aides and other support personnel.
2. Familiarize the STUDENT TEACHER with the arrangement of the classroom, the school building, and the grounds. Insure the STUDENT TEACHER familiar with the evacuation routes and where students are to assemble.
3. Familiarize the STUDENT TEACHER with special routines, i.e., who makes the coffee, what faculty costs the STUDENT TEACHER is expected to share, such as coffee and what are the "hands-off" or off limits situations.
4. Introduce the student teacher to the class/classes. Help him/her become familiar with the individual and group needs of the class/classes.
5. Help the student teacher become familiar with routines necessary for the smooth operation of the classroom. Explain procedures for taking attendance, lunchroom count, fire drills, etc.
6. Provide a strong presence in the beginning and slowly release responsibility beginning with the third week.
7. *Approval in advance*, the student teacher's daily, weekly and long-range lessons and unit plans. The success of the student teacher depends, in part, upon well-prepared lesson plans. Therefore, all student teachers are required to submit their lesson plans to their classroom supervisor for approval prior to teaching. These plans should be submitted in sufficient time (suggest at least 1 week ahead for daily plans) for the classroom supervisor to discuss them with the student teacher, revisions to be made, and approve them. The student teacher should not be allowed to teach without prior approval of the lesson plans. If there is any problem with this, please discuss it with the university supervisor or call the Office of Field Experiences.
8. Prior to the STUDENT TEACHER taking over the class demonstrate a variety of different methods and teaching procedures.
9. Observe the student teacher daily for methods, materials, management, problems, successes, etc. and provide feedback. Help the STUDENT TEACHER develop a self-evaluation system to evaluate what happens during the school and day and how the STUDENT TEACHER plan met the establish standards or where improvement is needed. Record your observations and share them frequently with the student teacher and the university supervisor.

10. Plan and conduct periodic conferences with the student teacher to discuss his/her progress.

11. Establish a regular and formal meeting time in addition to the informal and important discussions. This will help the STUDENT TEACHER learn to schedule review time and help maintain lines of communication. Videotaping and/or audio tapes to review are also encouraged. Recommended this be done weekly.

12. Confer frequently with the University Supervisor.

13. Participate in three-way (student teacher, classroom supervisor, and university supervisor) evaluation conferences at the appropriate time to assign mid-term and final grades for the student teacher.

14. Make at least four (4) formal evaluations of the student teacher on the forms provided. These should be shared with, and signed by, the student teacher. All evaluations are to be sent to the Office of Field Experiences.

15. Write a supportive documentation for the student teacher's Placement File.

16. Help the student teacher, when necessary, to develop his/her personality and to improve his/her appearance, manners and verbal skills.

17. Encourage the student teacher to start or to continue to develop a personal file of materials and ideas.

18. Stress the importance of maintaining a clean, comfortable and attractive classroom and make the student teacher aware of responsibilities in this area.

19. Assist the student teacher in test construction and other methods of evaluating pupils.

20. Stress the importance of appropriate bulletin boards and displays as teaching aids. Plans for such aids should be approved by the classroom supervisor prior to their use in the classroom.

Conclusion of Student Teaching

1. Write an evaluation letter recommending a summary descriptor based upon the INTASC/NCATE rubrics (Distinguished, proficient, basic, and unsatisfactory) for the teaching and related professional experience portion of the experience. This recommendation does not automatically transform into the final grade assignment.

Contents of the letter should include the student teacher's current strengths and weaknesses based upon the conceptual framework of Knowledgeable Scholar, Effective Communicator and Reflective Decision-maker. The Classroom Supervisor will meet with the student teacher to review the content of the letter. Both the Classroom Supervisor and the student teacher should sign and date the bottom of the letter. Each should retain a copy and forward the original to the Fieldwork Coordinator. This meeting is held prior to the end of the UOG semester. (See format and sample in Appendix.)

2. Completion of Classroom Supervisor Survey.
3. Completion of Candidate Exit Survey.
4. Attend a final meeting with the SOE field coordinator to evaluate the student teaching/internship program.

THE UNIVERSITY SUPERVISOR

The University Supervisor acts as a coordinator/liaison for the Student teaching Program. He/she assumes the role of evaluator of his/her student teachers and of the Student teaching Program. The university supervisor is responsible to the student teacher, the classroom supervisor, the SOE Student teaching Program and to the education profession.

SPECIFIC RESPONSIBILITIES

The University Supervisor (US) is expected to:

1. Familiarize student teachers and Classroom Supervisors with University Policy and Procedures on student teaching.

- 2 Familiarize student teachers and Classroom Supervisors with program requirements for student teaching.
- 3 Provide help to student teachers and classroom supervisors as needed and/or requested.
- 4 Conduct sessions/seminars with the student teacher to discuss observed strengths collectively and observed weaknesses, individually and collectively.
- 5 Observe and evaluate student teachers' teaching performance at least four (4) times during the semester using the classroom observation sheet recording strengths and weakness.
- 6 Meet with the STUDENT TEACHER after each observation to discuss the ST's professional and personal growth and development.
- 7 Meet with student teachers whose progress is rated as unsatisfactory to determine if STUDENT TEACHER will continue.
- 8 Submit copies of observation documentation to the Field Coordinator's office.
- 9 Check the developmental portfolio for every visit made.
- 10 Participate in the assessment of the showcase presentation by the student teacher.
- 11 Write a summative narrative report.
- 12 Evaluate the Student teaching Program.

HELPFUL HINTS FOR STUDENT TEACHERS

It is a day during which you spend more time praising pupils than blaming them; more time approving than disapproving; more time looking for positive traits than finding faults.

It is a day you begin by thinking back to yesterday, so you can better direct today's activities and plan those for tomorrow, summarizing yesterday's work, clarifying today's and projecting tomorrow's.

It is a day during which you ask more questions than give answers - you set youngsters to work digging out facts from many sources - the textbooks, the newspapers, back issues of magazine.

It is a day during which you plant an idea, stimulate a thought, prompt a creative act, set someone to pondering - even though you may never know which pupil you influence.

It is a day when you do more listening as talking. It is a day so structured that there is time for pupil discussion and pupil reports.

It is a day so balanced that there are opportunities for individual recitation, group activity and subgroup consultation with you.

It is a day during which you make time for a brief rest and relaxation for yourself between classes, for a deeper breath, for a moment of seclusion, for a break in the routine of the teaching day. No teaching day is a good one unless you also make time for greeting pupils, other teachers, the principal and other staff members.

It is a day during which you talk to pupils in private - reviewing their achievements and pointing out their capacities. When the school day ends, you'll know you've had a good teaching day if you've kept your good humor uncorked and your impatience bottled up - and if you feel good about what you've done and are ready to begin all over again.

LESSON PLANNING

Good teachers plan teaching-learning activities carefully.

It isn't enough to have a period of full activity - it must be purposeful activity designed to accomplish a specific objective or objectives.

The lesson plan should be a servant (of the one making and using it) and not a master. It should be flexible.

It should be written and detailed - to the extent needed by the one using it. At no time should the plan's detail be less than a substitute teacher would need to execute the lesson plan.

Student teachers should plan in detail and confer with their master teacher regarding their plans before using them.

The lesson plan should include at least the basic 4 steps in teaching:

1. Setting the behavioral objective(s)
2. Selecting learning materials and activities with modification for students with special needs
3. Developing procedures with accommodations for students with special needs
4. Evaluating learning outcomes

The form, content and other details of a lesson plan will vary according to the nature of the learning experience and the maturity level of the learners. Sample lesson plan formats are included in the appendix of this handbook. The student teacher should consult with the Classroom Supervisor and the university supervisor regarding the use of these or other formats. They may establish lesson plan format and the amount of detail in the plan.

EARLY CHILDHOOD EDUCATION PROGRAM

You are entering the world of the professional educator and the qualities you want to demonstrate are ability, energy, commitment, good character and highly ethical behavior. You will need to participate in the life of the school where you are assigned. You should coordinate your daily time of arrival and departure with your Classroom Supervisor's schedule. It is important that you be there at least as long as the Classroom Supervisor, and longer if necessary for you to get everything completed.

It is essential that you and your Classroom Supervisor function as a team so the experience is a good one for both; providing professional growth and development. One of the marks of a professional teacher is the ability to establish effective collegial relationships with fellow staff.

REQUIRED TEXT. There is no required textbook; however you will be given two (2) booklets, the general SOE Student Teacher Handbook and the Early Childhood Student Teacher Book; to include a section for the

Classroom Supervisor and one section for the Student Teacher. Also included in this booklet are: 1) five Classroom Supervisor Evaluation Forms, 2) INTASC Formative Evaluations also called the Benchmark Conference Evaluation Form, 3) Rubric Based on INTASC Principles, and all other Assessments Rubrics.

These items should be explained and given to Classroom Supervisors your second week of student teaching. The INTASC evaluation occurs frequently with ongoing feedback and goal setting. The INTASC evaluation is a formal conference between the Classroom Supervisor and the Student Teacher. Your University Supervisor may occasionally participate in a conference. The most important outcome of this conference is the dialogue that occurs.

REQUIRED SUPPLIES. The student Teacher Candidate MUST purchase and use his/her own lesson plan booklet for daily planning. You will also need a 3inch binder to create your Developmental Portfolio that will be developed with your Classroom Supervisor. All Student Teachers must have their LiveText account for their electronic portfolio.

COURSE REQUIREMENTS.

a. Lesson Activities and Planning a Unit

- A lesson plan is provided for the University Supervisor each time he/she is scheduled for a formal observation/evaluation visit; and should be prepared for everything that you teach.
- A one week unit is required and must be submitted before the end of your seventeen week placement
- Other unit plans and lessons are to be prepared with your Classroom Supervisor whenever they are appropriate.

b. LiveText online Portfolio

1. All Early Childhood/Elementary Student Teacher Candidates are required to compile information regarding DOE formal evaluation process. This will also help you acquire a vast amount of materials and resources from your Classroom Supervisor for your first year of teaching, such as parent newsletters, lessons, fieldtrip forms and information and many other necessary forms and documents
2. Portfolio Reflection Paper with INTASC Standards can be found in your Handbook
3. Developmental Portfolio will be shared and showcased during the Student teacher Forum. The content of the Developmental Portfolio should include some of the following:
 - Lesson plans for all lessons taught
 - Tests, seatwork exercise
 - Video of oral tests given
 - Rubrics for projects
 - Presentations
 - Samples of student's work representing different groups
 - Feedback from University Supervisor
 - Reflections of one's teaching

- Goals
- c. **Monthly Student Teachers Meetings.** Student Teachers meeting will be held prior to you being placed at your school site. Once a month for one hour you are expected to attend the ECE Student Teachers meeting. An email is sent regarding the agenda of important matters that will be discussed and any concerns that may arise from student Teachers. These meetings are for you so please inform the Classroom Supervisor in advance that these meetings are mandatory.
- d. **Student Teacher Form.** At the end of every semester, the ACEI Associations will sponsor their Student Teacher Forum, *Straight Talk: Tell It Like It Is*. This is an informal discussion in which you and the other Student Teachers will talk frankly about your student teaching experience to your peers who will be student teaching in the very near future. You will give advice, make recommendations, suggested tips, do's and don'ts about what to expect from the children, the administration, parents and Classroom Supervisors. There will also be a Q and A session. This is usually an informal but most enjoyable event. Also at this time, you will **SHOWCASE AND SHARE YOUR DEVELOPMENTAL PORTFOLIO**.
- e. **Your specific responsibility.** The Student Teacher is expected to submit the following documents before a grade can be issued:
- **Summative Student Teaching Profile**
 - **Disposition rubric**
 - **Rubric for Oral Presentation**
 - **INTASC and NCATE Standards**
 - Reflective analysis of Portfolio Artifact
 - Rubric for Lesson Delivery (each formal visit by supervisor)
 - Rubric for Lesson Plan (each formal visit by UOG supervisor)
 - SOE Exit Assessment for Student Teacher
 - Exit Assessment for Classroom Supervisor
 - Weekly Goals for Personal Growth
- f. **Course Grades.** Formal evaluation/observations and conferences. Your Classroom Supervisor and the University Supervisor will observe and make formal evaluation that may include brief conferences at different times over the sixteen week placement. You will be observed regularly and formally by your Classroom Supervisor. The Classroom Supervisor is required to submit FIVE formal evaluations. Your University Supervisor will observe and make FOUR formal evaluation
- *Grading. You will receive a letter grade for student teaching placement which will be determined by your University Supervisor after consultation with your Classroom Supervisor. The University Supervisor has the final responsibility for your grade. Student Teaching grades will be:*
 - *“A” denotes superior/excellent/TARGET performance in all aspects of student teaching*
 - *“P” denotes passing/satisfactory ACCEPTABLE performance in all aspects of Student Teaching*
 - *“F” denotes UNACCEPTABLE or less than professional performance and you must repeat student teaching.*

- *Before an unacceptable grade is issued frequent and formal feedback to discuss improvement should occur; discussions if improvement is seen; discuss ways to improve; goal-setting, and submitting documentation to the student, Classroom Supervisor, UOG Supervisor and the Field Experience Coordinator.*

ELEMENTARY EDUCATION PROGRAM

Teacher Work Sample (TWS)

Overview:

The TWS contains **5 tasks** that are aligned with the ACEI Standards. Each task is followed by an assessment rubric that defines the performance levels attained in the accomplishment of the task.

Tasks:

1. Lesson Planning

You will write lesson plans (the number will be specified by your subject area methods professor). Your lesson planning includes the following stages:

- (Std. 3.1, 3.2, 3.5) *Preparation stage* where you will draw upon an in-depth knowledge of development and learning characteristics of children. You should be able to demonstrate in your write-up your knowledge of human growth and development, including the theories of learning that support the activities you propose to carry out in your lesson plan. Your activities should be backed up by appropriate AV materials or computer software. Make sure you have a rationale for the choice of these technology materials stressing the facilitation of communication when you use these materials in teaching.
- (Std. 3.3 and 3.4) *Execution stage* where you will write the curricular goals, objectives, activities and instructional materials you will use to carry out the lesson. The activities should be categorized into 4 – introduction (or motivational phase), presentation, generalization (or closure), and application (or making connections).

Note: Your activities should have provisions for the following:

- development of critical thinking, problem-solving and performance skills
- accommodation of diversity in the classroom (e.g. fast and slow learners, learners who are less proficient in the medium of instruction, learners with special needs)

- c. (Std 4) *Evaluation stage* where you will attach to your lesson plan the assessment tools you will use to measure the extent of accomplishment of the lesson objectives.

Your work will be assessed following the rubrics for lesson planning that covers the three stages mentioned above. (Rubric 1)

2. Teaching (Std. 3.2, 3.3, 3.4, 3.5)

You are to carry out the activities in your lesson plan. Your lesson delivery will be assessed following the rubric for lesson deliver (Rubric 2). Read this before you teach and follow the indicators therein.

3. Organizing data from assessment results (Std 4)

You need to record the results of assessment before (if pre-test is given), during and after every instruction Organize your data in table or graph form. This section of the *Report on Impact on Student Learning* will be assessed following the rubric for impact on student learning. (See Rubric 3)

4. Developing critical thinking, problem-solving and performance skills (3.3)

The table on the next page shows the behavior indicators of critical thinking. Provide opportunities for students to exhibit these behaviors in your own teaching. The list of behaviors serves as a checklist for your supervisor to observe you as you provide opportunities to develop critical thinking in your students. At the end of 4 or 5 teaching periods your performance will be assessed in terms of frequency of opportunities provided. For example: *Always* – more than 4 times, *Most of the time* – at least 4 times, *Sometimes* – 2-3 times, and *Rarely* – one time.

Your overall performance level is determined according to how often you have provided opportunities to develop critical thinking in your class. Refer to the performance level below.

Very good – always provided opportunities for critical thinking

Good - provided opportunities for critical thinking most of the time

Fair – sometimes provided opportunities for critical thinking

Needs Improvement – provided one opportunity only

Your performance will be assessed using the checklist found in (Rubric 4)

CRITICAL THINKING INDICATORS AND EXAMPLES

<p>A. Interpretation</p> <ol style="list-style-type: none">1. Explain statements, graphs, pictures, procedure, etc.2. Examine evidences and question their validity, accuracy and relevance3. Critique content4. Ask insightful questions	<p>Examples of what you might ask your students or do with them</p> <p>Look at the picture. What do you think will happen if...? Why do you say so?</p> <p>Do you agree with the results of group ...? Why? Why not?</p> <p>Look at the work of ... Is there something missing? Why do you say so?</p> <p>Use KWL. What do you <u>want</u> to know about our lesson for today?</p>
<p>B. Analysis and Evaluation</p> <ol style="list-style-type: none">1. Analyze and evaluate results2. Formulate conclusions3. Discriminate rationally4. Summarize the lesson	<p>Give a problem situation with a solution. Do you think that is a good solution?</p> <p>What did you learn from our activity?</p> <p>Given these tasks which do you think is the most appropriate for the situation? Why?</p> <p>What are all the things you learned from this lesson? Refer to the KWL chart.</p>
<p>C. Presentation</p> <ol style="list-style-type: none">1. Reason out and justify answer2. Draw support from experiences in making arguments3. Discuss multiple perspectives about	<p>Ask a question and make student state reason for it.</p> <p>Refer to KWL chart. You said that (from prior knowledge) How is that related to what you are saying now?</p> <p>What do you say about it? Do you agree (call another student)?</p>

the topic	How can we solve this problem?
4. Suggest solutions	

5. Writing impact of teaching on student learning (Std 4 and 5.2)

Make a write up of your impact on student learning. Collect the assessment results and put them in table or graph form. Interpret the results and make a plan of action based on these results. Your work will be assessed using the impact on student learning rubric. (Appendix)

SPECIAL EDUCATION PROGRAM

SPECIAL EDUCATION TIMELINE

Special Education Program divides the semester and student teaching experience between two settings, Basic Life Skills classroom and the Resource room. The following timeline addresses this variation and is for both elementary and secondary special education settings.

TIME	ACTIVITIES
Week 1	Observation & Participation. Including attending IEP meetings. Assist the classroom supervisor with managerial duties (hall duty, roll taking, students' bus schedule, set-up assistive technology, and materials.) work with small groups and with individual pupils.
Week 2	Continue as above. Team-teaching with the classroom supervisor. Teach one lesson each day to the whole class. Focus of evaluation is on classroom management.
Week 3	Teach two lessons each day. The student teacher will follow the classroom supervisor's unit plan, but devise their own lesson plans and implement them with the approval of the Classroom Supervisor. First observation by university supervisor.

Week 4	Teach up to three lessons per day or two thirds of teaching load. The student teacher will develop and implement their own unit plan/lesson plans with the approval of the Classroom Supervisor.
Week 5-7	Full-time teaching (whole class all day). Student teachers will develop and implement their own unit plan/lesson plans and teach a full load under the direction of the Classroom Supervisor. (Video tape ONE model lesson). Second observation by the university supervisor.
Week 8, Friday	Meet with the university supervisor. Complete Student teaching Part I requirements (Benchmark summary, developmental portfolio, video analysis, evaluation form, Classroom Supervisor, and summative Student teaching profile).
Week 9	Begin Student teaching Part II

Specific Assignments

Daily Reflective Journal. All student teachers are required to keep a daily reflective journal and submit them weekly to the instructor via THE LISTSERV each Saturday by 6 pm. (Appendix D).

Professional Weekly Goals. Using the Professional Weekly Goals Form (Appendix G), student teachers are expected to select one to two CEC Professional Standards as their weekly goals for personal growth. They are to write a self-evaluation of their accomplishments using the same Weekly Goals Form for discussion during the periodic benchmark conference (Appendix G) with the Classroom Supervisor and the university supervisor.

Program Evaluation. To be provided by the administrative staff.

Summative Narrative. All student teachers are required to write a summative narrative using CEC Professional Summative Student teaching Profile (Appendix S). And submit it via Livetext for review.

Video-Taping/Self Analysis. A self-videotape and its analysis are to provide a student teacher with a medium to present himself/herself in action and to allow a self-assessment of his/her performance as a classroom teacher. It is a unique experience that focuses on the student teacher's impact in the classroom. It also enables a student teacher to receive objective feedback from the university supervisor and the Classroom Supervisor that in turn, builds confidence and may lead to significant growth in the classroom teaching. (Appendix N & O).

Permission for Videotaping (Appendix P): Many schools have privacy policies in place for videotaping pupils. Student teachers must inquire about these policies. If a policy is not in place, it is suggested that student teachers create a letter of explanation indicating the purpose of the videotaping and ask parents to return the form if they do not wish for their child to be videotaped.

Note: During the entire placement, the student teachers will complete assignments in their Developmental portfolio as well as preparing their presentations of evidence of meeting the CEC Professional Standards benchmarks. The Developmental Portfolio will be up-to-date and available to the Classroom Supervisor and SOE university supervisor on a daily basis

PHYSICAL EDUCATION PROGRAM

PHYSICAL EDUCATION TIMELINE

Physical Education requires Student teaching at both the elementary and the secondary level. The following schedule is the tentative schedule. The first half of the semester will be at the elementary level and the second half of the semester at the secondary level.

TIME	ACTIVITIES
Weeks 1- 2	Observation. The first two weeks are used for the student teacher to observe, become familiar with the students and the school.
Weeks 3-10	Observation and small tasks such as attendance, etc that the mentor teacher decides to give to the student. The mentor teacher and student teacher will decide together what tasks the student teacher will be assigned.
Weeks 11-16	The two week unit of instruction should be taught during this time period. When the unit is taught is decided upon by the student teacher and the mentor teacher during the first week of school
Week 16 date.	Portfolio presentation. Specific date and time will be announced at a later date.

Weekly Reflections

The purpose of the weekly reflections is to allow for on-going communication between the student teacher and the university supervisors. All emails are kept confidential. Weekly reflections can cover the following topics:

1. concerns that arise in the placement
2. thoughts regarding incidences observed
3. brainstorming ideas for lessons
4. Anything of concern that you would like to address
5. Any behaviors exhibited by students that you would like to share

Rubric for Weekly Reflections

Unacceptable	Acceptable	Target
Reflections show little to no evidence of critical analysis.	Reflections show adequate evidence of critical analysis, but lack the thoroughness of a target benchmark.	Reflections show a high level of critical analysis of one's teaching to determine where improvement and growth are needed for optimum student learning.
Standards: RD1, RD5, RD6 INTASC: 9		

WEEKLY MEETINGS

The meetings are designed to allow student teachers the opportunity to discuss any concerns or brainstorm any ideas with the University Supervisor and other student teachers. The meetings allow the University Supervisor to have increased communication with student teachers.

All meetings are mandatory. Student teachers are expected to arrive on-time. Missed meetings will result in a one letter grade reduction off the final grade. Two tardies will result in an absence.

If a student teacher arrives late and leaves early, it will be counted as a missed meeting.

All meetings will be held on Tuesdays, at 4:30 PM.

TEACHER WORK SAMPLE- ARTIFACT ASSIGNMENT

The artifact contains three sections. Part one involves the development of the Contextual Factors, Learning Goals, and Assessments. Part two involves the Design for Instruction, Instructional Decision-Making, and Analysis of Student Learning. Part three involves the development of Reflection and Self-Evaluation.

Through the completion of this assignment, the student will demonstrate his or her knowledge of appropriate experiences that should be incorporated in the secondary school experience in physical education. This assignment should allow the student to model his or her resourcefulness in using professional skills and abilities in researching, creating, and solving a real professional responsibility.

Alignment: NCATE/NASPE: 1.1, 1.2, 1.4, 1.6, 2.1, 2.2, 2.3, 3.1, 4.3, 6.1, 6.3, 6.7, 7.2, 7.3; INTASC: 1, 2, 3, 4, 6; SOE Conceptual Framework: KS 1, 2, 3, 4, 5; EC 1, 2, 4, 5, 6; RD 1, 2, 6; GDOE: 1.1, 1.2, 1.3, 1.4, 1.6; 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.10, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3.

ASSIGNMENT: The student teacher will plan a two-week unit to be taught in the final month of the placement. The student teacher and mentor teacher will work together to decide on the unit.

TEACHER WORK SAMPLE ARTIFACT ASSIGNMENT RUBRIC

Part One: Contextual Factors, Learning Goals, Assessments (55)

Indicator	Level Achieved	Unsatisfactory 0 points	Basic 3 points	Proficient 4 points	Distinguished 5 points
Contextual Factors					
Grade level and unit being taught		Not included	Included		

Indicator	Level Achieved	Unsatisfactory 0 points	Basic 3 points	Proficient 4 points	Distinguished 5 points
Community, District and School Factors		Not included or information missing	Response only includes factors asked for	Response includes factors and includes the impact on instruction	Response indicates understanding of the components and the impact on instruction
Classroom Factors		Not included or information missing	Response only includes factors asked for	Response indicates developing knowledge and includes the impact on instruction	Response indicates understanding of the components and the impact on instruction
Student Characteristics		Not included or information missing	Response only includes factors asked for	Response indicates general knowledge of needs, learning styles, skill levels that may affect learning	Response includes general and specific knowledge of age, gender, race/ethnicity, developmental levels, language and culture
Instructional Implications		Not included or information is missing	Response only includes information asked for	Response indicates general implications for instruction based on conceptual factors and assessment and does not include modifications or adaptations	Response indicates specific implications for instruction and assessment based on conceptual factors and includes specific modifications for specific needs
Learning Goals					
Clarity of Learning Goals		Not included or information is missing	General and specific goals are not related	1-2 general goals are clearly stated. Specific objectives are not related to general objectives	All general and 1-2 specific objectives are clear and related

Indicator	Level Achieved	Unsatisfactory 0 points	Basic 3 points	Proficient 4 points	Distinguished 5 points
Significance, Challenge, Variety		Not included or information is missing	General and specific objectives are not aligned to Bloom's	1-2 general goals are aligned to Bloom's and 1-2 are above knowledge and comprehension level	All general and 1-2 specific objectives are aligned to Blooms and are above knowledge and comprehension level
Appropriateness for Students		Not included or information is missing	General and specific goals are not appropriate for development, pre-requisite knowledge, skills and student needs	1-2 general goals are appropriate for development and pre-requisite knowledge, skills and student needs	All general and 1-2 specific objectives are appropriate for development and pre-requisite knowledge, skills and student needs
Alignment		Not included or not aligned	General and specific goals are not aligned to PASS and NASPE standards	1-2 general goals are aligned and no specific goals are aligned to PASS and NASPE standards	All general and 1-2 specific goals are aligned to PASS and NASPE standards
Assessments					
2 different assessments included		Not included or information is missing	Included two different assessments		
Alignment Overview, Adaptation Plan		Not included or not aligned	Both Assessments are aligned to learning goals		
Clarity of Criteria/Modes of Assessment/Techni		Assessment criteria not included or not	Assessment criteria is included		

Indicator	Level Achieved	Unsatisfactory 0 points	Basic 3 points	Proficient 4 points	Distinguished 5 points
cal Soundness		clear	and clear		
Plan for Formative Assessment		Not included or not clear	Posttest is included and explanation of how it will be used is included and clear		

Part Two: Design for Instruction, Instructional Decision-Making, and Analysis of Student learning (29)

Indicator	Level Achieved	Unsatisfactory 0 points	Basic 3 points	Proficient 4 points	Distinguished 5 points
Design for Instruction					
Results of Pre-assessment		Not included or not appropriate	Include tables and charges but not aligned to objectives	Include and aligned to 1-2 general goals	Included and aligned to all general goals and 1-2 specific objectives
Unit Overview		Not Included or not developmentally appropriate, or not aligned	Included, developmentally appropriate, and aligned to learning goals		
Lesson Plan		Not included or not fully completed	Included and all components completed		
Technology		Not included	Included		
Instructional Decision-Making					

Indicator	Level Achieved	Unsatisfactory 0 points	Basic 3 points	Proficient 4 points	Distinguished 5 points
First Day		Not Included	Included		
Second Day		Not Included	Included		
Analysis of Student Learning					
Whole Groups		Not Included	Included		
Subgroups		Not Included	Included		
Individuals		Not Included	Included		

Part Three: Reflection and Self-Evaluation (6)

Indicator	Level Achieved	Unsatisfactory 0 points	Basic 3 points	Proficient 4 points	Distinguished 5 points
Goal One		Not Included	Included		
Goal Two		Not Included	Included		

Total Points = 90

A = 81-90; B = 72-80; C = 63-71; D = 54-62; F = 53 and below

INDIVIDUALIZED DEGREE PLAN

IDP and 4th Year students usually attend the higher education institution in their respective islands while in non-attendance at the University of Guam. Students in the IDP program are only required to attend twelve (12) credit hours on the UOG campus; however, student teaching may not be used to fulfill this requirement. Student teaching is a separate activity and, therefore, is treated as such.

IDP students must take and pass Praxis I with the scores accepted by the SOE prior to applying for student teaching. All other requirements for student teaching are the same as those students in the regular degree program with the exception of Praxis II, which FSM.

SECTION 2: GRADUATE INTERNSHIP

Internship requirements are dependent upon the outcome the student is seeking. Most internship programs at the School of Education are the final step prior to receiving a Master's degree. The Master's of Teaching internship is, however, intended as part of the completion program for certification.

Internship may fulfill the student teaching requirement only if the student has previously earned at least a baccalaureate degree.

What follows are the policies and procedures for each of these areas.

MASTER'S OF TEACHING

Students planning to participate in internship must be employed as a teacher prior to acceptance into the internship program.

ELIGIBILITY. Students must be accepted and registered with the University and accepted into the School of Education (SOE), have been accepted into the Master's of Teaching (MAT) program. All graduate course work the student must have earned a "B" or better. Students may not enter internship with any grade of "Incomplete" on their record.

The student must teach the subject for which the intern is seeking certification.

PRAXIS II. Students must arrange to take the PRAXIS examinations prior to internship placement. Two PRAXIS II tests must be completed, content and Principles of Learning and Teaching (PLT). The SOE recognizes the GCEC passing scores as the SOE passing scores. The scores are posted on the EST website, Guam.

APPLICATION. Applications are available from the Office of Field Experience or the secretary for TEPS. The application is to be fully completed and submitted with all required documents by the second week of the semester internship is to occur. Applications will not be accepted after that date, with the exception of students who were unable to acquire employment and need to convert to intern.

The following documents are required with the application:

- Current academic evaluation
- Current resume
- Letter of acceptance into SOE (copy)
- Midpoint assessment
- Disposition rubrics (3)
 - Two from SOE faculty
 - One from a general education faculty member (Elementary Majors)
 - One from a content faculty member (Secondary or Content Majors)
- Advisor's signature (SOE)

PLACEMENT. Placement will be at the site the intern is employed.

DEADLINE. All deadlines are final dates documents will be accepted by the Field Coordinator.

REQUIRED DOCUMENTS. The following documents are due as indicated. The only exception will be the Praxis results for students under catalogs prior to 2007-2008; however, those who are not required to take Praxis are **highly encouraged** to take them prior to intern as the praxis tests are required for certification.

- | | |
|---------------------------------------|---------------------------------------------------|
| <i>c. Applications for internship</i> | <i>Fall – 2nd week of the semester</i> |
| <i>d. Praxis II Passing Scores</i> | <i>Fall – August 31st</i> |

LESSON PLANS. All interns are *required* to make lesson plans for any lesson they teach. These plans are to be posted on Livetext one week prior to presentation and must be kept in the developmental portfolio throughout the semester. The rubrics for assessing lesson plans should be consulted in writing lesson plans.

PORTFOLIOS. All student teachers are required to make two kinds of portfolios.

- a. Developmental portfolio – This portfolio contains a collection of artifacts for each INTASC standard and Content Standard appropriate to the subject teaching. It should contain lesson plans that were used to teach, the assessment instruments that were used to

measure student understanding and skills after teaching the lessons, student work samples representing knowledge and skills tested, and journal entries.

- b. Showcase portfolio – This portfolio is a *best evidence* collection of artifacts demonstrating competence on the INTASC standards and Content Standard appropriate to the subject teaching. A written reflective analysis needs to be prepared for each selected artifact. This portfolio must be uploaded using LiveText.

MEETINGS, CONFERENCES, ETC. Required to attend the benchmark conferences, intern seminars and meetings called by program coordinators or the Field Coordinator (if any). Reports of participation in these meetings and conferences should be part of the journal.

WEEKLY GOALS. All interns are expected to keep a record of their weekly goals for personal growth. Accomplishments of these goals will be discussed during the benchmark conference. After the conference, interns will work on their next set of weekly goals based on the results of the discussion made during the benchmark conference. These new goals and progress made in relation to them will be discussed in the subsequent benchmark conference.

SELF EVALUATION. It is extremely important for student teachers to self-evaluate prior to a benchmark conference.

RECORD KEEPING. All student teachers are required to be involved in record keeping for the students they teach. They should keep a grade/record book for their class(es) and any other records deemed necessary by their classroom supervisors or university supervisors. If possible student teachers should also be involved in maintaining cumulative records for the students they teach.

SHOWCASE PRESENTATION. Make a showcase presentation near the end of the intern experience for 20 – 25 minutes to the Classroom and University Supervisors. The STUDENT TEACHER is encouraged to invite others to attend as well

1. Fulfill all program requirements.

2. Evaluate the Intern Program.

ABSENCES. The intern is expected to be present at school. No absences will be allowed except for illness or death in the immediate family and jury duty (jury duty is seen as a civic responsibility and the courts do not see school responsibilities as a legitimate reason to be excused). If an intern must miss a day due to the above listed reasons cited, **all absences must be made up.** The university supervisor will determine

how the intern can make up the time. If an intern is absent, he/she must notify the university supervisor.

Absences for any other reason must be approved in advance by the Program Coordinator and reported to the university supervisor. *Failure to provide notification, or excessive absences could be cause for termination of intern.*

STRIKES. Interns should report to the Program Coordinator in the event of a strike by teachers at their assigned school(s).

PROFESSIONALISM. The intern is expected to exercise the highest ethical and professional behavior. Ethical standards also require confidentiality. Individual student concerns are to be discussed only with the principal, or support personnel who can help. Students are never to be discussed outside the school or with the parents of other children.

USE OF LIBRARY. The names of all interns will be forwarded to the Dean of Learning Resources (RFK Library - UOG). Interns will be able to use the services of the library, including the AV services and the CRC, as if they were faculty members at the University.

GROOMING. The University has no dress code; however, intern dress and general appearance should follow the dress code of the host school and be acceptable to the teachers and Principal of the school. An intern's personal appearance is a reflection on himself/herself, the University and the education profession.

Physical education requires a different dress code from other professional student teachers by the nature of the subject. Dress is expected to fit the activity; however, interns are not to wear:

- Tank tops
- T-shirts with any type of profanity, fight club logos, any writing, and tight fitting shirts
- Athletic shorts and any shorts above knee length and tight fitting
- Flip flops
- Baseball hats (only to be worn when teaching units outside in the sun)
- Sun glasses (only to be worn outside when teaching units in the sun)

EVALUATION. Evaluation of the intern is not confined to formal observations. The intern will be under continuous evaluation by both the principal and the university supervisors. When evaluating the intern, the university supervisor will keep in mind not only the best interest of the students he/she will teach, the hiring

officials and the teaching profession in general. The intern's final grade is the responsibility of the university supervisor.

OBSERVATIONS. The university supervisor will evaluate the intern throughout the semester and will also make *five* (5) formal evaluations of the intern. The principal and the department chairperson will each make one (1) formal observation. Towards the end of the intern period, the intern will submit for evaluation an electronic portfolio through LiveText and will do an oral presentation to his/her supervisor..

GRADING. The intern's final grade will be issued by the university supervisor. Interns will be notified of their progress at mid-term during an evaluation conference between the intern and his/her supervisors. Another conference will be held at the end of intern. The final grade will be issued then.

The following performance levels are used with the equivalent descriptors, points and letter grades for each INTASC standard.

<i>Distinguished (Very Good)</i>	-	4	A
<i>Proficient (Good)</i>	-	3	B
<i>Basic (Fair)</i>	-	2	C
<i>Unsatisfactory (Needs Improvement)</i>	-	1	D

PERFORMANCE LEVELS

The following ratings to indicate performance levels of the student teachers in each of the 10 INTASC standards or appropriate level/content Standards should be used by both classroom and university supervisors.

- *Distinguished* – The student teacher has demonstrated an exemplary ability to create a community of learners that has students who are highly motivated and engaged and assuming responsibility for their own learning.
- *Proficient* – The student teacher clearly understands the concepts underlying the component (with reference to the INTASC standard) and implements it well. This implementation is consistent and effective.
- *Basic* – The student teacher appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is intermittent and/or not entirely successful. Additional reading, observation and experience may enable the student teacher to become proficient in this area.

- *Unsatisfactory* – The student teacher does not appear to understand the concepts underlying the component. Work on the fundamental practices associated with the element is required to enable growth in this area.

Removal from internship may be initiated by the university supervisor, principal or the student (Appendix C) If removal from the placement is the result of unethical conduct, criminal activity or extreme incompetence in performing the requirements of the experiences, the student may be denied a second opportunity.

DESIRED COMPETENCIES OF AN INTERN

1. Manifests enthusiasm for teaching, for students and for learning.
2. Is dependable and responsible in professional life.
3. Exercises sound judgment and tact in professional and interpersonal relationships
4. Exhibits flexibility and creativity in teaching methods/strategies, activities, materials and in meeting individual student needs.
5. Clearly defines goals, objectives, procedures, activities and evaluation in both long range and daily planning.
6. Provides for a variety of student learning styles.
7. Develops a variety of instructional strategies/methods. The intern is able to utilize strategies for large group, small group and individualized instruction.
8. Utilizes a variety of quality classroom instructional materials.
9. Motivates and challenges students.
10. Encourages active student involvement and inquiry.

11. Uses questioning techniques that span the range from factual knowledge level questions to those that encourages divergent and higher level thinking appropriately.
12. Utilizes appropriate evaluation technique.
13. Is able to diagnose, analyze and remediate student errors.
14. Has a beginning repertoire of classroom management and record keeping techniques.
15. Maintains a reasonable level of classroom control (authoritative but not authoritarian)
16. Is aware of students as individuals with individual differences and needs.
17. Establishes good rapport with students. The intern needs to be positive and friendly, yet professional, in relationships with students.
18. Provides a positive learning environment in which the classroom is a safe place, both physically and emotionally, for students.
19. Demonstrates good verbal communication skills. Uses correct grammar and appropriate vocabulary for the level of students.
20. Has knowledge of content material and is able to do a task analysis for skills and concepts taught.
21. Dresses appropriately and conducts self in a professional manner.
22. Demonstrates willingness to change and grow professionally.
17. Displays confidence in his/her ability to teach.

ACCOMMODATIONS FOR PERSONS WITH DISABILITIES/SPECIAL NEEDS:

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact me privately to discuss your specific needs. You will need to provide me with documentation concerning your need for accommodation(s) from the EEO/ADA Office. If you have

not registered with the EEO/ADA Office, you should do so immediately at 725-2244/2971/2243 (TTY) to coordinate your accommodation request.

ADMINISTRATION AND SUPERVISION

Internship in administration and supervision is aligned closely with the ISLLC Standards for School Leaders. The purpose of the administration internship is to expose the candidate to the day-to-day operations of a school or educational setting. It is a critical transition prior to a full-time appointment position. *Prerequisite: At least three Administration/Supervision specialization graduate courses and consent of advisor.*

This experience provides opportunities for the candidate to develop and enhance administrative skills in field-based setting(s). Under the tutelage of an experienced school administrator and a university supervisor, the student will engage in problem based learning at a field-site and apply the concepts learned in previous coursework.

REQUIREMENTS:

I. **BEFORE** the Internship Course begins, you must ensure that these documents are submitted.

1. FORM I (Applicant Screening)	Appendix A
2. Self-Assessment (Pre-Internship Competence)	Appendix B
3. Internship Proposal and Approval Form	Appendix C
4. Permission to Intern Form	Appendix D

DESCRIPTION OF SCREENING, SELF-ASSESSMENT. AND INTERNSHIP PROPOSAL

Prior to participating in the actual internship experience, candidates must be screened and preliminary activities must be completed.

1. Screening of Applicants:

Qualifications for admission include: 1) a minimum of one year of thoroughly **successful** teaching experience, 2) evidence of administrative and/or supervisory potential, and 3) completion of the required university prerequisite courses.

Performance in graduate classes and interviews by the university instructors in administration are also basis for judgment. Final admittance to the program is generally based upon the recommendation of the candidate's local school supervisor and upon the screening process of the Education Administration Program (EAP), which includes an examination of the student's academic and experience records and a personal review.

The first step is to complete the EAP FORM 1 (Attachment A). The student will submit Form 1 to the UOG field coordinator who will seek endorsement from the candidate's assigned principal. The UOG field coordinator will forward the endorsement to the administration program coordinator. Actual registration is limited to those whose enrollment is approved by the administration program coordinator with evidence that they have successfully completed the screening process.

2. Self-Assessment of Administrative Competencies.

In order to have a successful internship experience, it is important that the student engage in a critical self-assessment of their current leadership skills and abilities. The administrative Competency Self-Assessment – Form 2 (Appendix B) was developed to measure pre-internship competence in the seven ISLLC Standards prior to Internship. FORM 2 will also be completed at the end of the semester to determine the student's post-internship competence.

As the student completes FORM 2 (pre-internship competence), he/she should consider his/her talents, skills, knowledge, professional experiences and involvement in administrative leadership activities, which he/she will bring to the internship experience. The results from FORM 2 will help the student to identify the administrative skills they do well, and those areas where they need more experience.

Upon completing FORM 2 and tabulating the results, the student can begin to prioritize which of the seven ISLLC standards they will need to develop during their internship experience. They may begin to draft the internship proposal by prioritizing the competency areas that they need to strengthen. Develop the internship proposal with performance objectives and activities for each of the competency areas they prioritized.

3. Proposal Format and Approval Form

The intern will choose goals based on his/her Administrative Competency Self-Assessment results. The format found in Appendix C and Appendix E should be used to develop the Internship Proposal.

The intern must submit: 1) the application screening form, 2) the completed self-assessment and 3) proposal to their UOG Field Supervisor prior to the first week of the semester. The candidate will make arrangements to discuss the proposal and to make any adjustments they and the UOG field supervisor deem necessary. When the UOG Field supervisor endorses the Internship Proposal, the candidate will then obtain endorsement from the GDOE Administrative "Mentor(s)" they are assigned to.

A copy of the internship proposal with all signatures must be submitted to the SOE Internship Field Supervisor, along with the Campus Supervision Permission Form (Appendix D). When all parties have agreed on and signed off on the proposal, the candidate may begin his/her internship experience.

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THE INTERNSHIP EXPERIENCE

The following projects must be submitted/completed in order to fulfill their internship requirements:

A. Internship Portfolio

The internship log is a written record of the activities the student has completed. In addition to the log entries, the intern must submit a weekly reflection paper with the weekly log. As students write their weekly reflection paper, they should examine what occurred during the week timeframe and decide what went right, what went wrong, and what might have been done. This portfolio will consist of evidence of work the intern has completed during the internship. The portfolio should be organized in the following manner:

1. All Internship Logistic Documents (e.g., Form 1, Form 2, Internship Proposal, Permission to Intern form. (Appendices A, B, C, D)

2. Activity Log and Weekly Reflection. (Appendix E)

differently to resolve the issues successfully. This written narrative should include a free flow of thought and feeling about what the intern has been involved in during the timeframe covered- including the good, the bad, and the ugly experiences you encountered. This reflective writing does not need to be shared with anyone except the VOG field supervisor. In the reflection narrative, DO NOT repeat what the intern wrote in the log. He/she should dissect and evaluate what occurred during the week.

3. Reports or Evidence of Competency in the Standards.

This section should, "HIGHLIGHT" the activities that convey competence in the standards.

4. Checklist of required Internship activities with signatures of completion. (Appendix F)

The intern will use the form in Appendix F to show the dates and verification signatures that the activities were completed. (These dates should coincide with your weekly log.)

5. Self-Assessment (Post-Internship) and Self-Evaluation. (Appendix B & G)

The Intern will use the forms in Appendix B & G. Once they complete post internship self-evaluation survey (Appendix B), they can compare their growth from the Pre-Intern Assessment to the Post-Intern Assessment, and discuss this in the self-evaluation form found in Appendix G.

6. Mentor Evaluation Form

The intern will have their school administrator complete and submit the Mentor Evaluation form in the Handbook for School Principals and Supervisors.

B. Administrator's Operations Binder

This binder should contain important documents and a listing of resources that will help you run an Effective School (e.g. Bell Schedule, School Action Plan, staff assignments, faculty assignments, listing of school organizations and their chairperson, PTA officers, Administrator's listing of duties, contact numbers and names of agencies that support the school, etc.)

C. Practicum Seminars

As part of your internship course requirements, all interns must attend the Internship Seminars scheduled by the SOE Internship Field Supervisor. In these seminars students will have the opportunity to share lessons learned, and share concerns/questions they may have about the role and duties of school administrators. Guest Speakers will also be invited to share leadership strategies, etc.

D. Final Presentation

The interns will give a 30 - 45 minute power point presentation summarizing their internship experiences. They should focus on the activities that demonstrate their competence in the Administrative Standards for School Leaders. Also, they will discuss 2 - 3 major challenges they encountered and how they dealt with each situation. Finally, the intern will share the area(s) they still need to gain experience in.

RESPONSIBILITIES OF THE INTERN, THE MENTOR AND THE FIELD SUPERVISOR

The Internship program is designed to meet the following objectives:

- 1) To prepare confident, caring and capable leaders.
- 2) To provide on-the-job professional development opportunities for future leaders.
- 3) To strengthen the relationship and balance between theory and practice in the field of education administration.

- 4) To recognize and gain from the expertise of experienced leaders.

A meaningful internship depends upon collaboration among the student intern, the Administrator/Mentor, and the SOE Internship Field Supervisor. This section delineates the responsibilities of each.

The Student Intern

Roles and Responsibilities of the Student Intern:

- Intern assumes responsibility in preparing and implementing all the requirements of the Internship course.
- Intern conducts himself/herself in a professional manner.
- Intern develops a personalized internship plan and accomplishes the goals.
- Intern communicates frequently with his/her DOE Mentor and UOG Field Supervisor.
- Intern works under the governance of the school district's policies and procedures as well as the policies and procedures of the University of Guam, School of Education.
- Intern participates in both formative and summative assessments of his/her performance.

The Mentor (School Administrator)

Qualifications for an Internship Mentor:

- Has confidence in his/her own personal and professional development.
- Enjoys giving support and encouragement to aspiring leaders on a one-to-one basis.
- Has a personal reputation as an experienced effective leader.
- Is knowledgeable about current educational issues and practices.
- Possesses an understanding of political and organizational dynamics in relation to education.
- Has an understanding of leadership/management skills.
- Is committed to the mentoring process.
- Has made the necessary arrangements to have time available to work with a student over an extended period of time.

- Is open to new ideas.
- Is sensitive to the needs and concerns of others.
- Practices effective listening skills.
- Presents a professional demeanor.

Roles and Responsibilities of an Internship Mentor:

- Mentors foster a belief in self.
- Mentors teach specific skills, and facilitate the implementation of the internship proposal.
- Mentors challenge and give responsibility.
- Mentors give feedback.
- Mentors help in development of a leadership perspective.
- Mentors encourage professional growth.
- Mentors provide insight into the social and political mores of the profession and the organization.
- Mentors help students to build a professional network.
- Mentors are available for discussion.
- Mentors give support and encouragement.
- Mentors are role models.
- Mentors share their information and influence.
- Mentors facilitate communication with the intern and university field supervisor.

The UOG Field Supervisor

Roles and Responsibility of the *UOG* Field Supervisor:

- Field Supervisor commits to guiding the intern as he/she develops and implements the internship proposal.
- Field Supervisor will facilitate communication between the Intern and the GDOE administrative mentor(s).

- Field Supervisor will maintain close contact with the intern as he/she works under the supervision of the GDOE mentor. The Field supervisor will make site visits to consult with the mentor and intern.
- The Field Supervisor will conduct formative and summative assessments of the intern's performance.

MASTER'S OF GUIDANCE AND COUNSELING

The goal of the school counseling internship is to further develop and refine the skills addressed during coursework and practicum. Moreover, the internship should provide the student with the full range of counselor responsibilities appropriate to the school setting. School Counseling students may concentrate on one level of schooling (elementary, middle, or high) but are encouraged to spend time at another level as well. Careful consideration should be given to the potential internship site and this should be discussed with the student's university supervisor. During internship, students assume increasing levels of responsibility for a range of counseling activities. Site supervisors serve as mentors, meeting regularly for individual supervision, and university supervisors also meet regularly with the student and site supervisor throughout the semester.

REQUIRED HOURS FOR INTERNSHIP

Students are required to log 200-300 hours for each 3-credit internship course, for a total of 400-600 hours for two 3-credit internship courses. If the student completes only 200 hours per course, at least 100 hours of these must be direct service hours and the remaining may be indirect hours. If the student completes 300 hours per course, at least 60 direct service hours are required.

INTERNSHIP OBJECTIVES

As part of the internship experience, the student will engage in real life work experiences with the supervision of the university and site supervisors. Individual supervisors may modify, delete or add to this list.

To expand skills from other courses

Relate theory to practice

Evaluate professional growth and career goals

Consult with other professionals

Gain increased understanding of administrative and technical tasks under the purview of a counselor

Acquire greater knowledge of and experience a variety of intervention strategies

Gain understanding of diversity and multicultural issues and needs

Expand knowledge of technology in counseling

Function as a professional counselor at an approved site

SITE SUPERVISORS

Internship work must be performed at a school site where a site supervisor can provide consistent supervision. Site supervisors should have a minimum of a Masters Degree and Certification in School Counseling.

Site supervisors must have:

Logging Hours

The internship experience will be a combination of work with clients and related activities, as well as learning administrative tasks. Direct service hours are defined as contact with clients and families where the counselor-in-training directly assists in the provision of some service. Indirect hours include any other services that are provided that do not require direct client contact. Supervision meetings where the student interacts with university and/or on-site supervisors regarding his/her performance are indirect hours.

Direct Services:

Below are descriptions of each activity which is considered to have direct client contact that contributes to the development of counseling skills.

Individual counseling includes performing client sessions focused on the assessment and treatment of specific client goals. **Group counseling** includes participating in co-leading a student group focused around a specific group goal.

Individual advisement includes class planning, as well as college counseling. This could also include college recommendations, scholarships, scheduling and parent workshops. It is expected that a counselor-in-training in a high school setting will perform this task significantly more than in an elementary or middle school setting.

Developmental Guidance includes conducting classroom lesson plans in accordance with the ASCA's national model of School Counseling. This also includes developing curriculum as mandated by district standards.

Testing and Assessment includes any assessments which would fall under the purview of a school counselor.

Parent Consultations includes any contacts or meetings that you have with parents of students within your school.

Parent Workshops includes any trainings and parent-focused workshops that you co-lead.

Telephone or Email Contacts include any direct contact that you have with students or parents which is not face to face. These hours should reflect only a small portion of your direct service hours.

Indirect Activities:

Below are descriptions of each activity which is considered indirect service hours.

Observation includes any observation of an on-site staff member performing counseling tasks.

This is only considered indirect if you are not performing the client activity.

Referrals include outsourcing of services, including researching all options.

Teacher Consultation is considered all interactions where you are working directly with a teacher regarding clients and other educational issues.

Administrator Consultation is considered all interactions where you are working directly with a school administrator regarding clients and other educational issues.

Team Meetings are all student-focused meetings at the school site, including IEP and PPT student meetings.

Staff Meetings are all other staff meetings which occur at the school site.

Professional Development Activities are any trainings, workshops or conferences that you attend as part of your internship experience. **Faculty Individual supervision**

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Grading

The student's final grade will be determined by the university supervisor. It will include both an analysis of the quantitative and qualitative aspects of the student's experience and performance. The final grade will be based on:

- The student fulfilling the required service hours
- How well the student's goals and objectives have been met
- The site supervisor's evaluation
- Any other course requirements, as indicated on course syllabi

Evaluation

The students will complete an evaluation of their University Supervisor (via course evaluations), their site, and their site supervisor.

MASTER'S OF READING

The Master of Education in Reading program at the University of Guam requires that each candidate complete 90 clinical hours in the SOE Literacy Center as well as pre-clinical field experience hours that are embedded across literacy specialization courses in the program (for a total of approximately 135 hours). Field experiences take place in the candidates' own classrooms, in the community, and in the School of Education Literacy Center. The assignments are tightly integrated and developmentally sequenced each semester to increase the achievement of student learning objectives. SOE program faculty carefully supervises candidates as they document field-based and clinical work. Candidates are introduced to literacy coaching in literacy specialization courses at the appropriate developmental level as they move through the program.

CLINICAL EXPERIENCES (6 CREDITS - 90 SEMESTER HOURS)

The Practicum courses (ED643 & ED644) are taken midway in the program. The two courses provide the supervised clinical experiences and internship needed to meet NCATE, SPA, and Guam Commission for Educator Certification requirements for Reading Specialist certification. Candidates work for an extended period of time (90 clinical hours) with struggling readers and writers. Under close supervision of a University Supervisor, candidates learn to use a range of formal and informal assessment tools and methods to diagnose and assess individual learners' reading and writing development, to guide and implement intervention instruction, and to involve the learner in self-assessment. Candidates develop assessment and intervention case reports for each child.

COURSE DESCRIPTIONS FOR THE CLINICAL COURSES are as follows:

ED643 PRACTICUM: LITERACY ASSESSMENT (3 CR) Students will learn how to use a range of formal and informal assessment tools and methods to diagnose and assess individual learners' reading and writing development, to guide instruction, and to involve the learner in self-assessment. The emphasis is on using assessment in the service of instruction in the classroom and clinical settings. This course is an advanced practicum focusing on the PK-12 grade levels. Supervised clinical practice is provided at the School of Education Literacy Center. *Prerequisite: Consent of Advisor*

ED644 PRACTICUM: LITERACY INSTRUCTIONAL LAB (3 CR)

Building on students' experience in ED643 Practicum Literacy Assessment, this course focuses on reading and writing instruction for children and adolescents with diverse learning needs. Students observe, diagnose, and instruct children at the School of Education Literacy Center. They will deepen their understanding of reading/writing processes and strengthen their skills in designing and implementing instruction that is responsive to the current knowledge, skills, interests, motivation and needs of individual learners. Students will also extend their knowledge of how to assess students, synthesize measurement data (both formal and informal) and present findings to parents and professionals in the form of a case report. This course is an advanced practicum focusing on the PK-12 grade levels. Supervised clinical practice is provided at the School of Education Literacy Center. *Prerequisite: ED643 and consent of advisor.*

RESPONSIBILITIES OF THE PRACTICUM CANDIDATE

To be eligible to take the Practicum course, students must have taken the prerequisite courses and have consent of the advisor. Students must have also submitted a Midpoint Portfolio onto LiveText prior to taking the course. The Midpoint Portfolio will be evaluated by a committee established by the candidate's Program Coordinator. The ED643 Practicum features a series of artifacts to document the use of in-depth assessment information to plan individualized instruction for a struggling reader and writer. The practicum involves weekly assessment sessions with the child. The major artifact is the Diagnostic Case Report.

The ED643 Practicum: Literacy Assessment involves the following essential processes:

- _____ Register online for a LiveText account at <http://www.livetext.com> if you have not yet done so
- _____ Consult with your Practicum Supervisor to identify a child in need of reading and writing assistance
- _____ Consult with classroom/and or content teachers (s) to document educational history and to identify student strengths and limitations. Administer and analyze the Classroom Teacher Interview (see form)
- _____ Consult with parent/guardian to gather parent perspectives about the student. Administer and analyze the Parent Interview (see form). Collect and analyze additional data by having parents complete the My Child as a Reader An Observational Guide for Parents (see form)
- _____ Administer and analyze the Student Interview (see form) to examine individual reading preferences, student interests, and to determine how the child perceives him/herself as a reader/writer
- _____ Collect and analyze school records on child's academic performance (see form)
- _____ Conduct weekly assessment sessions with the child
- _____ Submit thorough session plans well in advance of each assessment session with the child. Session plans must subscribe to the session plan format provided by the instructor (see form)
- _____ Administer and analyze the Qualitative Reading Inventory-IV (QRI-IV) narrative text selections
- _____ Analyze word identification, fluency, oral/silent reading, retelling and comprehension abilities through QRI-IV and other appropriate assessments recommended and approved by the program coordinator and practicum supervisor
- _____ Collect and analyze child's writing samples

- _____ Document your assessments and intervention plans in your session planning sheets and in your case report. Keep student work samples for the case report
- _____ Interpret results of assessments and discussing preliminary findings with the practicum supervisor and practicum classmates
- _____ Demonstrate an understanding of the nature and multiple causes of reading and writing difficulties in a diagnostic report by synthesizing data and providing recommendations for instructional intervention. Include recommendations for the Home, the School, and the Literacy Center (see template form for case report)
- _____ Present interim reports to the class on assessments as well as a summary of the final diagnostic report
- _____ Edit case report drafts with advisement from supervisor and classmates (peer editing)
- _____ Present a final and thorough summary of the diagnostic report to parent/guardian during a pre-arranged parent conference at the end of the semester
- _____ Submit ED643 LiveText Portfolio

Building on candidates' experience in ED643: Literacy Assessment, the ED644 Practicum Literacy Instructional Lab involves weekly tutoring sessions with the same child assessed during the ED643 practicum. The major artifact is the ED644 Addendum Case Report.

The ED644 Practicum: Literacy Instructional Lab involves the following essential processes:

- _____ Conduct weekly tutoring sessions with the child and apply the intervention strategies recommended in the ED643 Diagnostic Case Report
- _____ Submitting thorough session plans well in advance of each assessment session with the child. Session plans must subscribe to the session plan format provided by the instructor (see form)
- _____ Keep student work samples for the case report
- _____ Re-administer the assessments conducted during the ED643 practicum to determine the child's level of literacy improvement
- _____ Interpret results of assessments and discuss preliminary findings with the practicum supervisor and practicum classmates.
- _____ Present interim reports to the class on assessments as well as a summary of the final Addendum Case report.
- _____ Edit Addendum Case report drafts with advisement from supervisor and classmates (peer editing)
- _____ Present a final and thorough summary of the Addendum diagnostic report to parent/guardian during a pre-arranged parent conference at the end of the semester
- _____ Invite parents to a culminating Literacy Celebration to observe their child reading before an audience of their peers. Parents will also view a Power Point Presentation highlighting the strategies employed during tutoring sessions to help their child develop as readers and writers.

_____ Contribute to the knowledge and practice of paraprofessionals by providing professional development and training for paraprofessionals at their respective schools.

RESPONSIBILITIES OF THE PRACTICUM SUPERVISOR:

The Practicum Supervisor will be the on-site instructor for the ED643 and ED644 Practicum courses. Supervisors will:

- _____ Use the adopted course syllabi to ensure that candidates complete all of the course requirements at an Acceptable or Target benchmark as determined by the rubrics in the course syllabi
- _____ Ensure that candidates identify a student in need of reading and writing assistance
- _____ Prior to the Assessment and Tutoring sessions, ensure that all practicum forms have been disseminated and returned (see attached forms)
- _____ Demonstrate and ensure that candidates are properly trained in the use of all assessment tools and intervention strategies
- _____ Attend all practicum sessions to observe and provide feedback on the candidate's assessment and tutoring sessions with the child.
- _____ Edit and provide feedback on ED643 and ED644 case reports
- _____ Ensure that case report drafts have been sent via email to the Program Coordinator and evaluating committee for final review, feedback, and approval several weeks prior to the parent conference
- _____ Ensure that candidates' case reports are well-written and in final format for the parent conference.
- _____ Ensure that candidates conduct their parent conference in a timely and professional manner
- _____ Ensure that candidates upload their ED643 and ED644 Portfolios onto Live Text
- _____ Evaluate candidates' ED643 and ED644 Portfolios on LiveText
- _____ In collaboration with candidates, assist and monitor the planning, organization, and implementation of the culminating Literacy celebration

MASTER'S IN TESOL

Course description:

This course is a professional practicum in TESOL. The practicum gives you an opportunity to teach in English as a Second Language setting and participate in professional organizations such as the International Reading Association and TESOL. This is a supervised practicum in that the candidate will be observed on a number of occasions by the university supervisor.

RESPONSIBILITIES OF THE PRACTICUM CANDIDATE

To be eligible to take the Practicum course, students must have taken the prerequisite courses and have consent of the advisor. Students must have also submitted a Midpoint Portfolio onto LiveText prior to taking the course. A committee established by the candidate's Program Coordinator will evaluate

the Midpoint Portfolio. The focus of the practicum course is the Teacher Work Sample (TWS). The TWS measures how well candidates are able to apply their knowledge and skills in an authentic classroom setting with English Language Learners.

The ED692 Practicum TESOL involves the following essential processes:

- _____ Register online for a LiveText account at <http://www.livetext.com> if you have not yet done so
- _____ Consult with your Practicum Supervisor to identify school for your practicum experience
- _____ Consult with your Practicum Supervisor regarding the Teacher Work Sample (TWS) which is the focus of your practicum experience.
- _____ Submit TWS on LiveText template

RESPONSIBILITIES OF THE PRACTICUM SUPERVISOR:

The Practicum Supervisor will be the on-site instructor for the ED692 Practicum TESOL course

- _____ Use the adopted course syllabi to ensure that candidates complete all of the course requirements at an Acceptable or Target benchmark as determined by the rubrics in the course syllabus
- _____ Collaborate with the SOE Field experience Coordinator to identify and secure permission from an appropriate PK-12 school for TESOL candidates to implement TWS with ESL students
- _____ Edit and provide feedback on candidates' TWS
- _____ Ensure that candidates' final TWS reports have met the Acceptable or Target benchmarks
- _____ Ensure that candidates upload their TWS onto Live Text template
- _____ Evaluate candidates' TWS on LiveText
- _____ Schedule on-site visits as needed to observe candidates' implementation of TWS with ESL students

TEACHER WORK SAMPLE

Introduction

The Teacher Work Sample is an extended assignment that requires you, the teacher, to assess your instructional choices and strategies in relation to current research in pedagogy, curriculum standards, and content area knowledge. The TWS focuses on the decision-making process involved in the planning and delivery of a 2-4 week unit of standards-based instruction. It is designed to help prospective and in-service teachers understand the connection between teaching and student learning by analyzing the multiple, dynamic relationships between planning, instruction and assessment.

The TWS, a major component of the ED692 Practicum TESOL course, measures how well candidates are able to apply their knowledge and skills in an authentic classroom setting.

Core Elements

The basic principles underlying the work sample are that students learn best when the teacher:

- fully understands the teaching-learning context,
- sets challenging and diverse learning goals based upon national and professional standards,
- plans lessons and selects instructional strategies that take into account both these learning goals and the different abilities and needs of the students,
- uses assessments at key points in the instructional sequence to monitor student learning and modify that instruction according to student needs, and
- can stand back and reflect upon his/her own teaching and use these insights to improve student learning and promote professional growth.

Each of these core elements will be examined in the work sample.

I. Contextual Factors – The Setting for Learning (2-4 pages)

While schools may be similar with respect to the basic ESL instruction they offer, the setting for learning varies greatly from school to school and from classroom to classroom within a particular school. The more you know about all of these elements, the better equipped you will be to successfully address the needs of the school and its students. This section should focus on explaining how the characteristics of the community, the school, and the individual students will affect your instructional design.

- ❑ Community:
 - location of the school and the district
 - resources of the district and its support of education
 - socio-economic and linguistic profile of the community
 - performance of the school on standardized assessments
 - percentage of students classified as Special Education
 - percentage of ELL students and their level of English proficiency

For information on above, consult the GPSS web site as well as other sources.

- ❑ School, Classroom, and Individual Students
 - Describe the school (size, organization plan, ability grouping, scheduling patterns, disciplinary policies, etc.)
 - Describe the physical layout of the classroom(s) in which you are teaching, whether you are required to share this classroom with other teachers, the technology and other resources available.
 - Describe the classroom climate and any issues relating to student behavior.
 - Identify the specific class you will be using for the work sample and discuss the composition of that class.

✚ * ELLs with special needs:
Consult with appropriate personnel in your district to find out what is being done to identify and serve the ELL with special needs. Summarize and comment on the process and availability of resources.

✚ * Evaluation and Testing: Describe the assessments used to assess ESL students at the elementary and the secondary levels. How are the results used for placement of ELL students in the district? Based on your observation of the ELL students in your classes, please comment on the effectiveness of the testing and placement.

✚ Establish the class you will use for your work sample;
From this class, choose three students of different ability levels (based on language proficiency, learning style, academic background, etc.). Do not use actual names, but provide for each of them:

- testing and placement information
- brief social history and socio-linguistic background

You will be monitoring them throughout the work sample

II. Learning Goals (1-2 pages)

The work sample focuses on the decision-making processes involved in the planning and delivery of a 2-4 week unit of standards-based instruction. The unit itself should consist of a sequence of interrelated lessons organized around fundamental concepts or a theme/big ideas, with a limited number (4-6) of learning goals.

In many cases, more than one lesson will be required to fully explore the individual learning goals. The following items must be included:

- Based on your pre-assessment of the students (see below) identify 4-6 learning goals for the unit. These will form the basis for your assessment of student learning.
- Use a chart or form of graphic organizer to show how your learning goals are aligned with the relevant national, professional, and local standards (INTASC, TESOL/ESL, GPSS).
- Explain briefly why you think these goals are appropriate for your students.

III. Assessment Plan (2-4 pages)

Your assessment plan for the unit should be based on the learning goals identified above.

Well-designed assessments can improve instruction in several ways. They will guide instruction by keeping teaching focused on the goals and standards to be achieved. Assessments are also important because they enable the teacher to see what students have and have not learned, to understand why, and, on the basis of this knowledge, to modify instruction accordingly.

Pre-assessment::

Conduct a pre-assessment to determine what students do and do not know about the learning goals of the unit. A pre-assessment can take many forms and may be formal or informal. It may be as simple as asking the students to respond to a set of carefully structured questions or to provide information about a specific topic. This will provide a baseline of prior student knowledge as it relates to your learning goals.

Assessment:

You should employ multiple forms of assessment, both traditional and authentic, formal and informal:

- Provide a brief description of your assessment plan explaining how your assessments will measure what you teach and how they will show an impact on student learning (growth from pre- to post-assessments). You may wish to use a chart for this.
- Your assessment plan should also indicate how assessments can be adapted to meet the needs of individual students (eg: those you have identified).
- Identify key assessments for the unit. Create a rubric for the key assessments you will use in order to establish clear criteria for various performance levels. Align your rubrics with the INTASC, GPSS, and TESOL standards.

IV. Design for Instruction (2-3 page narrative plus plans and accompanying materials)

Using your knowledge of the teaching-learning context and the results of your pre-assessment, design to teach a 2-4 week unit of instruction which will help all of your students achieve the standards-based learning goals outlined above. These lessons should form a coherent, connected instructional sequence from the first until the last day of the unit. They should indicate an in-depth understanding of content and the ability to make these ideas relevant and accessible to your students. Be sure to:

- include a variety of learning activities linked to the unit learning goals.
- select instructional activities that will achieve the identified learning goals and demonstrate that you are sensitive to the characteristics and needs of your students.

- include at least one lesson using web-based technology to enhance instruction
- include one lesson using cooperative learning.

You may use Webquest on <http://www.geocities.com> for this section.

This section of the work sample should include all lessons taught as part of this unit together with all supplementary materials and assessments.

V. Analysis of Student Learning (2-3 pages plus visuals)

The purpose of this section is to show that you are able to analyze your own teaching. This section has three main components:

- For the entire class, use a visual means (chart, graph) to quantify student learning with respect to the unit learning goals; provide an explanation for the outcomes.
- For the three students whom you had selected, explain which instructional strategies were most and least effective for these individual students and give possible reasons for these learning outcomes.
- Evaluate the success of each of the lessons comprising the unit using the TWS Individual Reflection.

VI. Reflection and Self-Evaluation (2-3 pages)

The purpose of this final section is to show that you are able to analyze your own teaching and use these insights to grow professionally.

- If you were to teach this unit again, how would you revise your learning goals, instructional design decisions, or assessment system? Explain your reasoning.
- Drawing on both your analysis of student learning and your narrative self-evaluation of the lessons you taught, explain how teaching this unit has helped you grow professionally.
- Identify specific areas where you think your teaching was particularly strong. Provide evidence to support your claim.
- Identify specific areas (assessment, individualization of instruction, content knowledge, etc.) where you feel you need improvement in order to become an accomplished classroom teacher.
- What specific insights or experiences do you wish that you had had before you began practicum teaching?

TEACHER WORK SAMPLE SCORING RUBRIC

Please note: English Language Learners are referred to as “students”

	Unacceptable	Acceptable	Target
I. Contextual Factors – The Setting for Learning			
<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes demographic, cultural and linguistic characteristics of the community and the school <input type="checkbox"/> Describes resources of community and support of learning <input type="checkbox"/> Describes aspects of school organization that impact instruction <input type="checkbox"/> Describes the students in target class and their skills, prior learning, and learning differences <input type="checkbox"/> Analyzes how the above factors will influence learning goals and instructional design 	<ul style="list-style-type: none"> • Two or more of the indicators for the description of learning context are not met or represent poor quality work, and narrative displays an inadequate understanding of the school, its community, and the students being taught, and/or a lack of care and time. • Candidate analysis of instructional implications of the community, school and classroom description is superficial, incomplete and/or fails in other ways to provide an adequate foundation for instructional planning. 	<ul style="list-style-type: none"> • All of the major indicators for the description of learning context are met, and those that are not met are considered minor or reasonable. Narrative displays adequate description and analysis of the school, its community, and the students being taught. • Candidate addresses instructional implications of the community, school and classroom description, but analysis may be general and intuitive rather than specific and theoretically informed. 	<ul style="list-style-type: none"> • All indicators for the description of learning context are met to an exemplary degree, and narrative demonstrates a sophisticated understanding of the school, its community, and the students being taught. • Candidate applies pedagogical theory in a sophisticated way to analyze the impact of setting and student skills, prior learning and learning differences on learning goals and instructional design.
II. Learning Goals			
<ul style="list-style-type: none"> <input type="checkbox"/> Describes the fundamental concepts and big ideas and explains the significance of the unit <input type="checkbox"/> Identifies 4-6 significant, varied and challenging learning goals 	<ul style="list-style-type: none"> • Narrative displays weak content knowledge and little awareness of the major issues to be addressed in the unit and may not adequately explain either how the unit fits into the curriculum or the ways in which individual lessons and the instructional 	<ul style="list-style-type: none"> • Narrative displays adequate content knowledge and an awareness of the key disciplinary concepts, but may not fully articulate the contribution of the unit to the curriculum or the ways in which individual lessons and the instructional 	<ul style="list-style-type: none"> • Narrative displays sophisticated knowledge of the content to be taught and the fundamental concepts of the discipline and clearly articulates significance of the topic within the overall curriculum and the ways in which individual lessons and

<ul style="list-style-type: none"> ❑ Aligns learning goals with national, state and professional standards ❑ Develops lessons that support the unit learning goals in ways which are appropriate for students 	<p>sequence support learning goals.</p> <ul style="list-style-type: none"> • A substantial proportion of learning goals do not address significant issues and/or their relation to relevant standards is unclear or absent. • Learning goals do not consistently relate to the major issues and concepts, are not clearly formulated, and/or fail to ask meaningful questions in ways that are appropriate to the students. 	<p>sequence support learning goals.</p> <ul style="list-style-type: none"> • Most learning goals address significant issues and are aligned with relevant standards. • Learning goals generally relate to the major issues and concepts, but may be overly general, address only factual knowledge, or not clearly convey the significance of the topic to the students. 	<p>the instructional sequence support learning goals.</p> <ul style="list-style-type: none"> • All learning goals address significant issues or understandings and are clearly aligned with relevant standards. • Learning goals translate content knowledge into challenging and meaningful questions appropriate to the students.
	Inadequate	Meets Standards	Exemplary

II. Learning Goals – continued

<ul style="list-style-type: none"> ❑ Develops lessons that are clearly written, utilize higher order thinking skills, and allow students various means to demonstrate proficiency 	<ul style="list-style-type: none"> • Lesson aims generally do not promote development of higher-order thinking skills and/or their relation to learning goals is weak. 	<ul style="list-style-type: none"> • Most lesson aims promote the development of higher-order thinking skills and support unit learning goals. 	<ul style="list-style-type: none"> • All lessons are clearly written, promote higher-order thinking skills and support unit learning goals.
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III. Assessment Plan

<ul style="list-style-type: none"> ❑ Develops clear and well-designed pre-and post-assessments that are aligned with learning goals ❑ Unit employs multiple forms of traditional and authentic assessment ❑ Establishes clear criteria or various performance 	<ul style="list-style-type: none"> • Pre- and post-assessments are poorly designed and/or not aligned with learning goals and results do not inform instructional decision-making. • Unit relies upon a small number of traditional assessments which may not either adequately promote or assess student learning. • Either does not employ rubrics or fails 	<ul style="list-style-type: none"> • Pre- and post-assessments generally address the learning goals and are consistent with instructional decision-making, and results are sometimes used to inform instructional decision-making. • Unit generally relies on traditional assessment tools (multiple choice, short answer, essay) that may not provide students with the opportunity to apply and extend their knowledge. • Employ one or more rubrics to help the 	<ul style="list-style-type: none"> • Pre- and post-assessments are well designed and aligned with learning goals and results are used to inform instructional decision-making. • Unit employs multiple forms of traditional and authentic assessment to assess and promote student learning and modify instruction. • Designs and employs multiple rubrics to
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<p>levels</p> <p>❑ Adapts instruction and assessment based on needs of individual students</p>	<p>to incorporate them in any meaningful way into instruction.</p> <ul style="list-style-type: none"> • Generally does not adapt assessments to meet student needs or does so in inappropriate ways. 	<p>student understand the individual learning goals and how they will be assessed.</p> <ul style="list-style-type: none"> • Provides some accommodations in assessment to meet the needs of individual students. 	<p>guide student learning, assess performance proficiency, and provide feedback and incorporates self-assessment into learning goals.</p> <ul style="list-style-type: none"> • Consistently provides well-reasoned accommodations in assessment to meet the needs of individual students.
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<p>IV. Design for Instruction</p>			
<p>❑ Integrates assessments that are aligned with relevant standards and learning goals</p>	<ul style="list-style-type: none"> • Does not effectively implement assessment plan and/or does not use assessment results to inform classroom practice. 	<ul style="list-style-type: none"> • Implements the assessment plan and provides feedback to students, but may not be able to consistently use assessment results to identify and respond to learning differences or to provide concrete feedback relative to identified learning difficulties. 	<ul style="list-style-type: none"> • Consistently uses the assessment plan (Section III) to identify student learning differences and difficulties, to inform and modify instruction, and to provide constructive feedback relative to identified learning difficulties on an ongoing basis.

	Inadequate	Meets Standards	Exemplary
IV. Design for Instruction – continued			
<input type="checkbox"/> Demonstrates in-depth knowledge of content	<ul style="list-style-type: none"> Displays gaps in subject area knowledge, unable to effectively communicate central concepts of discipline, or adequately respond to student questions. 	<ul style="list-style-type: none"> Demonstrates adequate knowledge of discipline and curriculum, but may not be able to situate the lesson or unit within a broader conceptual framework or anticipate and respond to student learning difficulties and misconceptions. 	<ul style="list-style-type: none"> Demonstrates sophisticated knowledge of key disciplinary concepts, is able to contextualize instruction, and is able to anticipate and respond to student learning difficulties and misconceptions.
<input type="checkbox"/> Presents a coherent instructional sequence <input type="checkbox"/> Employs multiple instructional strategies including cooperative learning	<ul style="list-style-type: none"> Sequence and coherence of lessons is weak and lesson plans are not adequately developed. Unit may not employ multiple strategies or implement them successfully. 	<ul style="list-style-type: none"> Lessons are related to the unit learning goals and lesson plans are adequately developed. Unit employs and adequately implements multiple instructional strategies. 	<ul style="list-style-type: none"> Unit represents a coherent, well-developed instructional sequence and lesson plans are fully developed in content and pedagogy Unit demonstrates good execution of wide variety of instructional strategies.
<input type="checkbox"/> Includes adaptations and accommodations for exceptional students <input type="checkbox"/> Integrates technology to enhance instruction <input type="checkbox"/> Incorporates literacy into content area instruction.	<ul style="list-style-type: none"> No modifications designed or implemented. Lessons may not employ web-based technology or fail to do so successfully. Lessons do not regularly incorporate literacy and/or do not do so in ways which enhance instruction. 	<ul style="list-style-type: none"> Some modifications designed and implemented. Lessons successfully employ web-based technology to enhance instruction. Lessons generally incorporate literacy though integration into content area instruction may be artificial. 	<ul style="list-style-type: none"> Lessons consistently demonstrate the ability to design and implement adaptations to the needs of exceptional learners in appropriate ways. Lessons employ web-based technology in innovative ways to enhance instruction. Lessons consistently incorporate literacy in ways which reinforce content area learning.
V. Analysis of Student Learning			
<input type="checkbox"/> Charts student learning with respect to learning	<ul style="list-style-type: none"> Student learning is not charted for class and 	<ul style="list-style-type: none"> Student learning is charted for whole 	<ul style="list-style-type: none"> Student learning is charted in creative

<p>goals is charted for the whole class and selected individual students</p> <ul style="list-style-type: none"> ❑ Interprets results of quantitative and qualitative analysis to assess impact of instruction on student learning 	<p>students and/or work is sloppy or incomplete.</p> <ul style="list-style-type: none"> • Narrative analysis of learning outcomes is incomplete, does not identify salient factors and/or explain how they influenced student learning using evidence drawn from unit. 	<p>class and individual students.</p> <ul style="list-style-type: none"> • Narrative displays knowledge of class and individual students, identifies salient factors influencing student learning, and provides plausible explanations of differences in student learning outcomes based on evidence drawn from unit. 	<p>and illuminating ways for whole class and individual students.</p> <ul style="list-style-type: none"> • Narrative displays detailed knowledge of class and individual students, identifies salient factors influencing student learning, and make explicit use of pedagogical theory and based on evidence drawn from unit to explain differences in student learning outcomes
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***APPENDIX A: RUBRICS
FOR THE CONCEPTUAL
DIMENSIONS***

RUBRICS FOR THE CONCEPTUAL DIMENSIONS

Conceptual Dimensions	Unacceptable	Acceptable	Target
<p><i>Knowledgeable Scholar</i></p> <ul style="list-style-type: none"> • Content Knowledge 	<ul style="list-style-type: none"> ✓ Does not know the subject matter of one's discipline ✓ Is not familiar with related topics from other disciplines 	<ul style="list-style-type: none"> ✓ Knows and understands the subject matter (concepts, principles and research related to one's discipline) ✓ Relates the subject matter in one discipline with subject matter in other disciplines 	<ul style="list-style-type: none"> ✓ Demonstrates mastery of subject matter ✓ Is able to prepare a thematic unit
<ul style="list-style-type: none"> • Technological Knowledge 	<ul style="list-style-type: none"> ✓ Has limited knowledge of the applications of technology for teaching and learning ✓ Does not consider technology resources in making assessments of teaching and learning 	<ul style="list-style-type: none"> ✓ Knows a variety of appropriate technology as tools for teaching and learning ✓ Considers a variety of technology resources for assessing teaching and learning 	<ul style="list-style-type: none"> ✓ Uses appropriate technology to support student-centered strategies that address the diverse needs of students ✓ Utilizes appropriate technology resources to collect and analyze data to improve instructional practices

Conceptual Dimensions	Unacceptable	Acceptable	Target
<ul style="list-style-type: none"> Professional Knowledge 	<ul style="list-style-type: none"> ✓ Does not know the bases of education, its various aspects, the factors that influence learning and the best practices of teaching ✓ Reports a research conducted in one's field but fails to discuss its implications for teaching and learning 	<ul style="list-style-type: none"> ✓ Is familiar with the bases of education and schooling, theories about learning and best practices of teaching ✓ Knows the implications of research in one's field for teaching and learning 	<ul style="list-style-type: none"> ✓ Applies theories and concepts learned in the design and implementation of developmentally and culturally appropriate activities for all students ✓ Uses research findings in planning learning experiences for students
<ul style="list-style-type: none"> Pedagogical Knowledge/ Pedagogical Content Knowledge 	<ul style="list-style-type: none"> ✓ Demonstrates very limited understanding of theories and research about effective teaching ✓ Does not use prior knowledge and background experiences of students ✓ Does not make use of research findings in teaching 	<ul style="list-style-type: none"> ✓ Understands theories and research about effective teaching ✓ Draws on cultural background and prior knowledge of students in designing learning experiences ✓ Sorts out findings and conclusions for application in the context of practice 	<ul style="list-style-type: none"> ✓ Applies theories and research about effective teaching in lesson planning ✓ Contextualizes teaching and relates subject matter with other disciplines ✓ Provides diverse instructional settings to ensure learning of all students ✓ Incorporates research findings to improve teaching and learning

Conceptual Dimensions	Unacceptable	Acceptable	Target
<ul style="list-style-type: none"> • Service Learning 	<ul style="list-style-type: none"> ✓ Does not consider family and community involvement in planning learning experiences ✓ Does not participate in organized service activities 	<ul style="list-style-type: none"> ✓ Understands the importance of school, family and community contexts in teaching ✓ Understands that participation in organized service activities will enhance one's understanding of course content and sense of civic responsibility 	<ul style="list-style-type: none"> ✓ Works with parents and members of the professional community and learns from them ✓ Participates in organized service activities and formulates plans of action to help others
<ul style="list-style-type: none"> • Ethics 	<ul style="list-style-type: none"> ✓ Does not know the code of ethics of teaching and the rights of students 	<ul style="list-style-type: none"> ✓ Knows the code of ethics of the teaching profession ✓ Knows the rights of students and the guidelines on the use of human subjects 	<ul style="list-style-type: none"> ✓ Demonstrates at all times behaviors consistent with the teachers' code of ethics ✓ Protects and defends students' rights in the spirit of what is best and appropriate in the context of practice

Conceptual Dimensions	Unacceptable	Acceptable	Target
<p><i>Effective Communicator</i></p> <ul style="list-style-type: none"> Verbal/non-verbal skills 	<ul style="list-style-type: none"> Exhibits poor command of speaking, listening, reading, writing and viewing 	<ul style="list-style-type: none"> Exhibits high command of speaking, listening, reading, writing and viewing 	<ul style="list-style-type: none"> Utilizes verbal and non-verbal communication to express subject matter effectively and to encourage active involvement of students in discussions and written work
<ul style="list-style-type: none"> Adaptability 	<ul style="list-style-type: none"> Does not adapt presentation to the needs, abilities and background of the students Does not engage students in instructional conversations to evaluate understanding of subject matter 	<ul style="list-style-type: none"> Adapts presentation to the needs, abilities and background of the students Engages students in instructional conversations to evaluate understanding of subject matter 	<ul style="list-style-type: none"> Activates prior knowledge and assists in making them connect experiences to content and tailors the medium to the students' needs and abilities Monitors comprehension through on-going interactions with the students and makes necessary adjustments in one's presentations

Conceptual Dimensions	Unacceptable	Acceptable	Target
<ul style="list-style-type: none"> • Language processes 	<ul style="list-style-type: none"> ✓ Uses ineffective modes of communication to convey knowledge of and about subject matter 	<ul style="list-style-type: none"> ✓ Uses the receptive and expressive modes to convey knowledge of and about subject matter 	<ul style="list-style-type: none"> ✓ Integrates multiple modes of communication to express concepts clearly and accurately ✓ Uses the expressive processes to promote thinking and learning with content materials
<ul style="list-style-type: none"> • Affective skills 	<ul style="list-style-type: none"> ✓ Lacks the energy and enthusiasm when teaching ✓ Uses ineffective behavior modification strategies 	<ul style="list-style-type: none"> ✓ Demonstrates passion, enthusiasm and energy in teaching all types of students ✓ Delivers an inspiring message that leads to improvement in students' attitudes, values and behavior 	<ul style="list-style-type: none"> ✓ Designs, plans and implements communication strategies within a learning environment that supports diversity ✓ Designs, plans and implements communication strategies that encourage and challenge all students to strive and work harder

Conceptual Dimensions	Unacceptable	Acceptable	Target
<ul style="list-style-type: none"> • Interpersonal skills 	<ul style="list-style-type: none"> ✓ Does not use team building strategies ✓ Does not utilize cooperative and collaborative work to build communities in the classroom ✓ Does not communicate with parents and other members of the professional community 	<ul style="list-style-type: none"> ✓ Demonstrates skills in team building ✓ Creates group work situations to encourage student interactions ✓ Communicates with parents and other members of the professional community 	<ul style="list-style-type: none"> ✓ Demonstrates skills in team building and achieving group consensus ✓ Demonstrates a sense of community within the classroom through cooperative and collaborative work with diverse students ✓ Engages in collaborative activities with parents and professionals in the school and broader professional communities

Conceptual Dimensions	Unacceptable	Acceptable	Target
<ul style="list-style-type: none"> • Knowledge dissemination 	<ul style="list-style-type: none"> ✓ Disseminates information through oral presentations only and without the use of technology and other appealing media ✓ Does not engage in professional dialogues 	<ul style="list-style-type: none"> ✓ Uses different media to disseminate information ✓ Disseminates knowledge through active engagement in professional dialogues with colleagues 	<ul style="list-style-type: none"> ✓ Is skilled in using various media and technology resources to disseminate knowledge to others and continues to share information through presentations, seminars and publications ✓ Actively engages in professional dialogues and collaborates with colleagues in formulating action plans to disseminate knowledge to a wider audience

Conceptual Dimensions	Unacceptable	Acceptable	Target
<p><i>Reflective Decision-maker</i></p> <ul style="list-style-type: none"> Adaptations and innovations 	<ul style="list-style-type: none"> ✓ Carries out a teaching strategy without reflecting upon its features and assessing its workability in one's classroom ✓ Assesses student learning but does not adjust instruction according to student performance 	<ul style="list-style-type: none"> ✓ Understands the teaching-learning process and the need to innovate to improve the process for reflective decision-making ✓ Knows how to assess teaching and learning and makes provisions to address emerging concerns 	<ul style="list-style-type: none"> ✓ Demonstrates an in-depth understanding of the teaching-learning process and selects appropriate innovations and evaluates usefulness for reflective decision-making ✓ Accurately assesses teaching and learning and makes appropriate adjustment for instruction ✓ Continuously monitors student learning

Conceptual Dimensions	Unacceptable	Acceptable	Target
<ul style="list-style-type: none"> Self evaluation and professional growth 	<ul style="list-style-type: none"> Engages in self reflection but does not identify areas for improvement 	<ul style="list-style-type: none"> Assesses one's professional self to see where improvement and growth are needed 	<ul style="list-style-type: none"> Reviews self performance regularly and develops action plans for improvement Consults with others in the field to reflect on one's teaching and seek ways to further improve one's skills
<ul style="list-style-type: none"> Holistic perspective 	<ul style="list-style-type: none"> Does not consider multiple perspectives in making decisions Plans instruction without considering input from previous knowledge and connections to other disciplines 	<ul style="list-style-type: none"> Explores diverse views before making conclusions Anchors instruction on acceptable theories and meaningful linkages connecting it to students' background and experiences 	<ul style="list-style-type: none"> Seeks to understand ideas in their connected whole and critically judges these only after a thorough knowledge of them has been achieved Considers all perspectives and critically examines knowledge and utilizes this in-depth understanding in making connections across disciplines to support and improve student learning

Conceptual Dimensions	Unacceptable	Acceptable	Target
<ul style="list-style-type: none"> • Social responsiveness 	<ul style="list-style-type: none"> ✓ Fails to understand that one's sensitivity to students' needs influence their behaviors ✓ Demonstrates less caring attitude towards students ✓ Fails to recognize one's social responsibility towards the community 	<ul style="list-style-type: none"> ✓ Understands students' needs and interest and acts with care and love to bring the best to them ✓ Understands that participation in school, district, local and global communities is a social responsibility and makes provision for active participation 	<ul style="list-style-type: none"> ✓ Demonstrates an in-depth understanding of the balance between the acts of caring and loving and the acceptable rules of conduct with diverse students ✓ Weighs all variables before making commitment to take social responsibility and then follows this analysis with active participation at all levels within the community

Conceptual Dimensions	Unacceptable	Acceptable	Target
<ul style="list-style-type: none"> • Account-ability for student learning 	<ul style="list-style-type: none"> ✓ Does not engage in active inquiry to monitor teaching and learning ✓ Displays very limited understanding of multiple assessments and collects data from one or two sources to assess student performance 	<ul style="list-style-type: none"> ✓ Actively engages in inquiry to evaluate one's teaching and uses results to improve student learning ✓ Understands the use of multiple assessments to interpret the total performance of each student and collects multiple sources of information in assessing student outcomes 	<ul style="list-style-type: none"> ✓ Continuously reflects upon and evaluates one's style of teaching in order to produce positive effects on students' learning and dispositions ✓ Regularly and comprehensively collects, compiles, summarizes, analyzes (quantitatively and qualitatively) and reports data from multiple assessment tools to improve student performance

Conceptual Dimensions	Unacceptable	Acceptable	Target
<ul style="list-style-type: none"> • Critical analysis and synthesis of learning 	<ul style="list-style-type: none"> ✓ Designs learning experiences that are not reflective of the central concepts and principles in one's field ✓ Creates a learning environment based on naïve conceptions about teaching and learning 	<ul style="list-style-type: none"> ✓ Analyzes the central concepts and principles in one's field and uses this analysis in designing learning experiences for all students ✓ Critically analyzes and synthesizes all aspects of the learning environment before making decisions to improve it 	<ul style="list-style-type: none"> ✓ Analyzes the central concepts and principles in one's field and integrates them in instructional practice and adjusts instruction appropriately to enhance student learning ✓ Creates a learning environment that supports all students including exceptionalities based on a critical analysis and synthesis of multiple perspectives about teaching and learning

**APPENDIX B: LETTERS FOR
SCHOOL
ADMINISTRATOR AND
CLASSROOM
SUPERVISOR**

University of Guam
Early Childhood/Elementary Education Program
School of Education
Mangilao, Guam 96923
(671) 735-2424

Dear Administrator:

Thank you for allowing a Teacher Candidate to complete his/her training at your school. As you know, this time is exciting and challenging for the student. This student has selected your school. Because of the extreme importance of this experience in the program, you will become a significant person in the students' life and training. The student will have the opportunity to experience the challenges of teaching through working at your school.

The Handbook for the Classroom Supervisor has some suggestions for making this experience effective for the student. Below I have listed a few ideas that will help the student feel comfortable.

- You will probably want to discuss with your teacher that a student teacher will be working in the school.

- You may want to let your teacher know when the student teacher is coming and a little bit about the student so they can help provide a welcoming atmosphere.
- It is important to provide a place for the student, such as desk or a table, that is his/her own work center, if that is possible.
- In order for the student to feel comfortable and more at home, some of the information that you will want to provide on the first few days are things like where to park, how the lunchroom process works, use of the copier and other equipment, and other things that tell about the culture and the way things function in your building. Providing a school handbook helps with this also.
- Schedules of school events, parent conferences, grading dates, and other key dates are essential.

We appreciate your professional commitment to this student and to our program. A Teacher Candidate is the key experience in teacher training and it counts on the willingness of teachers and administrators to work with our students. Because it is so crucial, it is very important that we communicate. You may always call the student's supervisor. The supervisor should see the student four or five times during the sixteen week period so you should feel free to communicate with the supervisor whenever the need arises or if you have questions about the process.

Sincerely yours,

Marilyn Jackson, Ed.D.

Associates Professor/Student Teacher Coordinator

Early Childhood Education Program Coordinator

University of Guam
Early Childhood/Elementary Education Program
School of Education
Mangilao, Guam 96923
(671) 735-2424

Dear Classroom Supervisor:

Thank you for serving as a Classroom Supervisor of the Teacher Candidate experience of one of our students. As you know, this time is exciting and challenging for the student. This student has selected you because of your skills and abilities as a teacher. The student believes that you will be effective in serving as a mentor, friend, coach, and advisor. Because of the extreme importance of this experience in the program, you will become a significant person in the student's life and training. The student will have the opportunity to experience the challenges of teaching through working with you, as a successful teacher. You may also be very important during the job interview process.

The Handbook for the Classroom Supervisor has some suggestions for making this experience effective for the student and for you. Below I have listed a few ideas that will help you, your class, and the student feel comfortable.

- You will probably want to discuss with your class that a student candidate will be working in your classroom and describe what that means for you and for the class.
- You may want to let your principal and your colleagues know when the student teacher is coming and a little bit about the student so they can help provide a welcoming atmosphere.

- It is important to provide a place for the student, such as a desk or a table, that is his/her own work center, if that is possible.
- In order for the student to feel comfortable and more at home, some of the information that you will want to provide on the first few days are things like where to park, how the lunchroom process works, use of the copier and other equipment, and other things that tell about the culture and the way things function in your building. Providing a school handbook helps with this also.
- Schedules of school events, parent conferences, grading dates, and other key dates are essential.

We appreciate your professional commitment to this student and to our program. A Teacher Candidate is the key experience in teacher training and it counts on the willingness of Classroom Supervisors and administrators to work with our students. Because it is so crucial, it is very important that we communicate. You may always call the student's supervisor. The university supervisor should visit the student four or five times during the sixteen week period so you should feel free to communicate with the supervisor whenever the need arises or if you have questions about the process.

Sincerely yours,

Marilyn Jackson, Ed.D.

Associates Professor/Student Teacher Coordinator

**APPENDIX C:
TERMINATION OF**

STUDENT TEACHING/INTERNSHIP

TERMINATION OF STUDENT TEACHING/INTERNSHIP

Grounds for dismissal from student teaching include:

- Failure to comply with the Code of Ethical Educator;
- Failure to be punctual;
- Failure to inform the Classroom Supervisor and SOE University Supervisor of unavailable absences in a timely manner;
- Excessive absences for any reason;
- Repeated failure to be dressed appropriate;
- Failure to act professionally;
- Failure to make significant progress in applying feedback from Classroom Supervisor or SOE University Supervisor;
- Failure to demonstrate the appropriate dispositions of professionalism in preparing for, conducting self within, and conducting self outside of the school setting;
- Failure to be prepared for teaching assignment either by not turning in completed unit or lesson plans according to the time-line established or by behaving in such a way that it is obvious the plan had not been rehearsed sufficiently;
- Failure to provide the Classroom Supervisor (mentor) with daily lesson plans and appropriate feedback forms;
- Failure to provide an up-to-date Student Teaching developmental portfolio when requested to do so;
- Failure to demonstrate the maturity needed to conduct student/teacher relationships;
- Failure to demonstrate the maturity needed to conduct Teacher Candidate/teacher relationships;
- Failure to demonstrate adequate preparation of the presentation of evidence at the benchmark conference.

All dismissals will be based on recommendation of the Classroom Supervisor, the SOE University Supervisor, the Program Coordinator, and the Field Experience Coordinator. Dismissal for cause usually will mean an automatic recording of "NC". At the discretion of the Classroom Supervisor and the SOE University Supervisor an "I" will be submitted when appropriate. Students with an "I" will be able to complete student teaching when all conditions have been met for continuation. **Completion of student teaching after recording of an "NC" will require a meeting with the SOE University Supervisor, the SOE Field Coordinator, the Program Coordinator, and the Field Experience Coordinator. Students with an "NC" may re-register for student teaching when all conditions have been met for re-enrollment.**

Note: A Student Teacher may be removed from or reassigned the practicum by the SOE University Supervisor in consultation with the SOE Field Coordinator when it is deemed in the best interest of the university, school, pupils, or the Student Teacher.

APPENDIX D: OBSERVATION
TIP FOR
OBSERVATION/PRACTICUM

Observation Tips for Observation/Practicum

1. Be professional. You represent the university, SOE, your professor, as well as yourself to a potential employer.
2. Dress professionally and appropriately.
3. Punctuality is important. Plan to be at the school early.
4. Turn off your cell phone during observation.
5. Always sign in at the office upon entering a school campus.
6. Introduce yourself to the principal on your first visit. Thank her for allowing you to visit. Or, leave the principal a "Thank You" note.
7. Introduce yourself to the school secretary (one of three most important persons). Be sure to thank her for arranging your visit.
8. Introduce yourself to your Classroom Supervisor and work out a schedule of planned visits. Do not just show up unannounced for your observation/service.
9. Respect and follow all school rules yourself, i.e. do not run in the halls or smoke on campus.
10. If you and a classmate are in the same classroom, do not sit together or chit chat.
11. Abide to all confidentiality laws. Under NO circumstance will you discuss or disclose any student's personal information.
12. Do not fraternize with students you may know at a school site when you are there in an "official" capacity.

13. Do not plan to visit your boyfriend/girlfriend, and/or relatives' classrooms.
14. Participate in instructional activities, when invited, or watch quietly.
15. If you are assisting the teacher in any way do a GOOD job. Remember you are a pre-service teacher.
16. Always be polite, always thank the teacher.
17. It is an accepted part of the learning process to discuss with the teacher things you observed in class that may need further clarification or why certain methods were chosen. It is unacceptable to be challenging, demanding, or offensive to the Classroom Supervisor, the para-educator and/or the students.
18. Yes, this bears repeating: Dress professionally and appropriately.
19. Again, always thank the Classroom Supervisor for accommodating you.
20. Be yourself, do a good job, and have fun.

INFORMAL OBSERVATION

Teachers are constantly looking at students and listening to what is occurring in the classroom. These observations are made to determine such factors as:

- the nature of student participation in class discussion
- the kinds of questions asked
- the interpersonal skills used in cooperative groups
- the correctness of student responses to questions
- the nature of student responses to examples
- how students react to an assignment
- how students react to grades on a test
- the verbal skills demonstrated in expressing thoughts
- the pacing of a lesson
- whether more examples are needed
- which students to call on
- the interest level of the students
- the degree of understanding demonstrated in student answers

This list is by no means exhaustive. Although informal observation is unstructured, it is not random. Effective teachers learn to observe key students in each class who show their reactions more clearly than others.

Source: McMillan, J. (2001). Classroom, assessment: Principles and practice for effective instruction. MA: Allyn & Bacon. [page 105]

CRITERIA Score	EXCELLENT 4	VERY GOOD 3	SATISFACTORY 2	NEEDS WORK 1	UNSATISFACTORY 0
Writing Quality	Strong writing style with clear ability to express thoughts and point of view. Excellent grammar, syntax, spelling, etc.	Good writing style with solid ability to convey meaning. Very good grammar, syntax, spelling, etc.	Writing style conveys meaning adequately. Some grammar, syntax and spelling errors.	Difficulty expressing ideas, feelings or descriptions. Limited syntax. Needs to work on grammar, spelling, etc.	Considerable difficulty expressing ideas or descriptions clearly. Many grammatical, syntactical, and spelling errors.
What?	4	3	2	1	0
Description of Service-Learning Session(s)	Clear incisive description that reveals situation and dynamics vividly. Excellent use of adjectives, Metaphors, etc. Sensitive and perceptive.	Solid description that fully discloses the scene. Some interpretation of events, meanings, etc.	Factual description of sequence of events with little "texture" or interpretation. Clearly not fully developed.	Brief or general statement with few details. Little if any sense of meaning.	Little description at all, or brief, perfunctory statements glossing over the event(s). The reader has little idea what transpired.
So What?	4	3	2	1	0
Insights and Understanding	Definite insights into issues and implications of events for self and students. Aware of increased complexity of issues and situations.	Some insights into situations, issues and personal change/growth. Making connections with implications for self or students. Some sense of complexity.	Positive experience at an intuitive or emotive level. Gains affectively from the 'experience' but insights based on conscious reflection are few or simplistic.	Doing the assignment. Neutral experience without personal resonance or impact.	Rigid attitude. Resistant to change in established point of view.
Now What?	4	3	2	1	0
Commitment and Challenge	Creates a personal plan of action or personal challenge based on commitment to class or insights into teaching.	Creates a 'next step' based on previous events or progress in teaching.	Committed to class through rapport or personal caring. Notes class' progress.	Somewhat committed to class and/or teaching. Unchallenged.	Not committed to the class or teaching. Definitely not exerting self to a level of commitment.
	4	3	2	1	0

<p>Progress and Leadership Development</p>	<p>Significant growth or personal development. Evidence of synthesis of experience into goals or plan of action with implications for the future.</p>	<p>Increased sensitivity, change of attitude, and awareness of connections.</p>	<p>Steady course. Incremental progress of which the teaching assistant may not be personally aware</p>	<p>No progress. Repetitious experience and reflection.</p>	<p>Losing ground. Bored or frustrated. Negative attitude in reflection.</p>
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Created by Dr. David Burton

**APPENDIX E:
PROFESSIONAL
STANDARDS (FOR
CLASSROOM
SUPERVISOR)**

Alignment of the Conceptual Framework with INTASC and Program Standards

The following performance levels are used with the equivalent descriptors, points and letter grades for each INTASC standard.

<i>Distinguished (Very Good)</i>	-	4	A
<i>Proficient (Good)</i>	-	3	B
<i>Basic (Fair)</i>	-	2	C
<i>Unsatisfactory (Needs Improvement)</i>	-	1	D

PERFORMANCE LEVELS

The following ratings should be used to indicate the performance levels of the student teacher in each of the 10 INTASC standards or appropriate level/subject content Standards:

- *Distinguished* – The student teacher has demonstrated an exemplary ability to create a community of learners that has students who are highly motivated and engaged and assuming responsibility for their own learning.
- *Proficient* – The student teacher clearly understands the concepts underlying the component (with reference to the INTASC standard) and implements it well. This implementation is consistent and effective.
- *Basic* – The student teacher appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is intermittent and/or not entirely successful. Additional reading, observation and experience may enable the student teacher to become proficient in this area.
- *Unsatisfactory* – The student teacher does not appear to understand the concepts underlying the component. Work on the fundamental practices associated with the element is required to enable growth in this area.

INTASC PRINCIPLES

Standard	Narrative	Comments and Rating: Indicate if D, P, B, or U
Principle 1	The student teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.	
Knowledge of Content	Takes initiative to locate and teach information beyond traditional text. Seeks to keep abreast of new ideas and understanding in the field.	
Use of Interdisciplinary Approaches when Teaching Content	Incorporates interdisciplinary strategies on a regular basis and utilizes the knowledge/skills of colleagues and students to enhance learning.	
Selects Content that Encourages Diverse Perspectives	Strategically introduces resources and experiences that challenge the learner's beliefs and assumption about common understandings, thus creating an environment where critical thinking is a habit.	
Principle 2	The student teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.	
Developmental Characteristics of Students	Learners are engaged in activities to stimulate their thinking, test ideas/materials, and assume responsibility for shaping their learning task	

Standard	Narrative	Comments and Rating: Indicate if D, P, B, or U
Activities on Prior Knowledge and Experiences	Lessons include deliberate opportunities for students to discover the connections between current content and life experiences. Students see the purpose and the “big picture”	
Principle 3	The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	
Teaching to Individual Learning Abilities	Articulates clearly individual student goals and expectations. Individualized instruction allows for most students to succeed and be challenged.	
Selection of Resources to Meet Range of Individual Needs: Special Education to Gifted	Actively seeks out resources from the community or professional organizations and utilizes these sources and materials for the benefit of varied learners.	
Expectations for learning and achievement	Expects students to challenge themselves by providing opportunities for choice in activities and assignments.	
Principle 4	The student teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.	
Selecting Resources for General Instruction	Seeks out and uses resources from professional organizations or through community speakers, study trips, commercial materials, etc. These resources are not just	

Standard	Narrative	Comments and Rating: Indicate if D, P, B, or U
	"add-ons" but are fully integrated into a comprehensive curriculum.	
Best Practices: Multiple Teaching Strategies, Active Learning, Modeling	Facilitates inquiry through carefully planned lessons and involving students at the planning stage. Most students are actively engaged in questioning concepts, developing learning strategies, and problem solving. Motivation is evident.	
Student Teacher Role in Instructional Process	Demonstrates multiple roles as needed. Students are actively engaged and self-directed, seeking resources, and collaborating with others.	
Principle 5	The student teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.	
Management of Transitions	Transitions are seamless with students assuming some responsibility for efficient operation.	
Management of Time and Materials	Time and materials are handled smoothly and efficiently with no loss of attention or interest. Students assume some responsibility for efficient operation of time and materials.	
Directions and Procedures	Directions and procedures are clear to students. Anticipates possible student misunderstanding, plans, monitors for it.	
Pacing	Pacing of the lesson is smooth, timely and appropriate, allowing	

Standard	Narrative	Comments and Rating: Indicate if D, P, B, or U
	for reflection and closure.	
Performance of Non-Instructional Duties: attendance, lunch count, distribution of papers, duties, etc.	Systems for performing duties are well established with students assuming appropriate responsibility for efficient classroom operation.	
Positive Climate for Intrinsic Motivation	Teacher helps the group develop shared values and expectation for interactions and academic discussions creating a positive classroom climate of openness, mutual respect, support, and inquiry.	
Establishing Expectations for Behavior	Standards of conduct for various situations are clear to students and appear to have been developed or revised with student participation.	
Monitoring Student Behavior	Monitoring is subtle and preventive. Students monitor their own and their peer's behavior in appropriate ways.	
Response to Student Misbehavior	Response to misbehavior is highly effective and sensitive to students' individual needs.	
Principle 6	The student teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	
Oral and Written Language	Oral and written language is correct and expressive with well chosen vocabulary that enriches the lesson.	
Quality of Question	Knows how to ask questions and stimulate discussion in different ways for particular purposes. Promotes risk-taking, divergent	

Standard	Narrative	Comments and Rating: Indicate if D, P, B, or U
	thinking, and stimulations of curiosity. Students learn to question.	
Discussion Techniques with Student Participation	Students assume considerable responsibility for the success of the discussion, initiating topics, and making unsolicited contributions. Students insure that all voices are heard in the discussion.	
Use of Media and Technology	Takes initiative to integrate new technology formats into curriculum. Quality and depth are consistently strong.	
Principle 7	The student teacher plans instruction based upon knowledge of the subject matter, students, the community, and curriculum goals.	
Purposeful Learning Activities based on Essential Skills and District Curriculum	Learning activities follow a well-organized progression and follow the school/district curriculum requirements.	
Short- and Long- Term Planning	Responds to unanticipated sources of input, evaluates plans in relation to short- and long-term goals. Has a clear understanding of the “big-picture” for planning.	
Lesson Plans: Monitoring and Adjustment	Makes major adjustment to plans to meet student needs, interest, and motivation.	
Principle 8	The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the	

Standard	Narrative	Comments and Rating: Indicate if D, P, B, or U
	learner.	
Variety of Formal/Informal Assessment Strategies	Involves learner in self-assessment activities to foster awareness of their strengths/needs and to set personal goals for learning	
Assessment Data Used in Lesson Planning/ Adjustment	A deliberate attempt is made to assess instructional goals for the sole purpose of determining the next steps in instruction for individual, small groups, and the whole class.	
Evaluates Criteria and Feedback	Learners are involved in setting criteria for evaluation. Feedback is individualized and includes personal goal setting. Descriptive rubrics are created and shared with students.	
Recording and Monitoring Assessment Data	System is highly effective and students are involved in collection and summarizing data.	
Principle 9	The student teacher is reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks our opportunities to grow professionally.	
Reflections on Teaching (written journal and conversations)	Is able to critically analyze a lesson weighing the relative strength of the weak areas. Offers alternative actions complete with different approaches. Actively seeks	

Standard	Narrative	Comments and Rating: Indicate if D, P, B, or U
	constructive criticism.	
Relationships with Colleagues	Routinely shares materials, resources, ideas with colleagues. May volunteer to organize tasks or take the lead with activities within a department/team or at the school level.	
Professional Growth	Demonstrates levels of leadership on a team or with the faculty. May include: sharing new knowledge/skills, conducting/sharing action research in the classroom, making presentations to faculty, fully coordinating events such as study trips, teaching after school enrichment classes	
Principle 10	The student teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	
Participation in School/District Events and Projects	Frequently seeks opportunities to volunteer for activities outside of own classroom or creates activities such as enrichment/remedial classes for students outside or regular school day. Values his/her role in making the entire school a productive learning environment.	
Sensitivity to Student Needs and Awareness of Community Resources	Is persistent in seeking to end discriminatory activity or harassment among students. Also, teams with the classroom teacher to obtain support services.	
Respectful and Productive	Demonstrates initiative in creating new avenues for	

Standard	Narrative	Comments and Rating: Indicate if D, P, B, or U
Communications with Families	connections/communications with families. This may include: family learning projects, a new or different type of class newsletter, utilizing parents in class projects.	

The above form will be used by your classroom supervisor in assessing your performance. This should be submitted to the Field Experience Office 4 times within the student teaching period.

ACEI STANDARDS

1. DEVELOPMENT, LEARNING AND MOTIVATION

- 1.1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents
- 1.2 Candidates use knowledge and understanding to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

2. CURRICULUM

- 2.1 Central concepts, tools of inquiry, and structures of content: Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the K-6 grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels
- 2.2 English language arts: Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas
- 2.3 Science: Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy
- 2.4 Mathematics: Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data

- 2.5 Social studies: Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world
- 2.6 The arts: Candidates know, understand, and use, as appropriate to their own understanding and skills, the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students
- 2.7 Health education: Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health
- 2.8 Physical Education: Candidates know, understand, and use, as appropriate to their own understanding and skills, human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students
- 2.9 Connections across the curriculum: Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students to build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

3. INSTRUCTION

- 3.1 Integrating and applying knowledge of instruction: Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community
- 3.2 Adaptation to diverse students: Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
- 3.3 Development of critical thinking, problem solving, performance skills: Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills
- 3.4 Active engagement in learning: Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments

3.5 Communication to foster collaboration: Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom

4. ASSESSMENT

4.1 Assessment for instruction: Candidates know, understand, and use formal and informal assessment strategies

4.2 Candidates demonstrate their knowledge of and ability to use assessment strategies to plan, evaluate and strengthen instruction

4.3 Candidates demonstrate their knowledge of and ability to use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each elementary student.

5. PROFESSIONALISM

5.1 Practices and behaviors of developing career teachers: Candidates understand and apply practices and behaviors that are characteristic of developing career teachers

5.2 Reflection and evaluation: Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally

5.3 Collaboration with families: Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children

5.4 Collaboration with colleagues and the community: Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.

THE COUNCIL FOR EXCEPTIONAL CHILDREN PROFESSIONAL STANDARDS

The CEC Common Core professional standards, which are listed below, address the knowledge and skills related to 10 essential areas of professionalism. These 10 standards and their associated knowledge and skills are presented next.

Standard #1 Foundations

	Models, theories, and philosophies that form the basis for special education practice.
	Laws, policies, and ethical principles regarding behavior management planning and implementation.
	Relationship of special education to the organization and function of educational agencies.
	Rights and responsibilities of students, parents, teachers and other professionals, and schools related to exceptional learning needs.
	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
	Family systems and the role of families in the educational process.
	Historical points of view and contribution of culturally diverse groups.
	Impact of the dominant culture on shaping schools and the individuals who study and work in them.
	Potential impact of the differences in values, languages, and customs that can exist between the home and school.
	Articulate personal philosophy of special education.

Standard #2 Development and Characteristics of Learners

	Typical and atypical human growth and development.
	Educational implications of characteristics of various exceptionalities.
	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.

	Family systems and the role of families in supporting development.
	Similarities and differences of individuals with and without exceptional learning needs.
	Similarities and differences among individuals with exceptional learning needs.
	Effects of various medications on individuals with exceptional learning needs.

Standard #3 Individual Learning Differences

	Effects an exceptional condition(s) can have on an individual's life.
	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs.
	Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.
	Differing ways of learning of individuals with exceptional learning needs, including those from culturally diverse backgrounds, and strategies for addressing these differences.

Standard #4 Instructional Strategies

	Use strategies to facilitate integration into various settings.
	Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
	Use strategies to facilitate maintenance and generalization of skills across learning environments.
	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
	Use strategies that promote successful transitions for individuals with exceptional learning needs.

Standard #5 Learning Environments and Social Interactions

	Demands of learning environments.
	Basic classroom management theories and strategies for individuals with exceptional learning needs.
	Effective management of teaching and learning.
	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
	Social skills needed for educational and other environments.
	Strategies for crisis prevention and intervention.
	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
	Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.
	Ways specific cultures are negatively stereotyped.
	Strategies used by diverse populations to cope with a legacy of former and continuing racism.
	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
	Identify realistic expectations for personal and social behavior in various settings.
	Identify supports needed for integration into various program placements.
	Design learning environments that encourage active participation in individual and group activities.
	Modify the learning environment to manage behaviors.
	Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
	Establish and maintain rapport with individuals with and without exceptional learning needs.
	Teach self-advocacy.
	Create an environment that encourages self-advocacy and increased independence.
	Use effective and varied behavior management strategies.

	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
	Design and manage daily routines.
	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
	Structure, direct, and support the activities of para-educators, volunteers, and tutors.
	Use universal precautions.

Standard #6 Communication

	Effects of cultural and linguistic differences on growth and development.
	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.
	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
	Augmentative and assistive communication strategies.
	Use strategies to support and enhance the communication skills of individuals with exceptional learning needs.
	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Standard #7 Instructional Planning

	Theories and research that form the basis of curriculum development and instructional practice.
	Scope and sequences of general and special curricula.
	National, state or provincial, and local curricula standards.

	Technology for planning and managing the teaching and learning environment.
	Roles and responsibilities of the para-educator related to instruction, intervention, and direct service.
	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
	Involve the individual and family in setting instructional goals and monitoring progress.
	Use functional assessments to develop intervention plans.
	Use task analysis.
	Sequence, implement, and evaluate individualized learning objectives.
	Integrate affective, social, and life skills with academic curricula.
	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
	Incorporate and implement instructional and assistive technology into the educational program.
	Prepare lesson plans.
	Prepare and organize materials to implement daily lesson plans.
	Use instructional time effectively.
	Make responsive adjustments to instruction based on continual observations.
	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

Standard #8 Assessment

	Basic terminology used in assessment.
	Legal provisions and ethical principles regarding assessment of individuals.
	Screening, pre-referral, referral, and classification procedures.
	Use and limitations of assessment instruments.

	National, state or provincial, and local accommodations and modifications.
	Gather relevant background information.
	Administer nonbiased formal and informal assessments.
	Use technology to conduct assessments.
	Develop or modify individualized assessment strategies.
	Interpret information from formal and informal assessments.
	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
	Report assessment results to all stakeholders using effective communication skills.
	Evaluate instruction and monitor progress of individuals with exceptional learning needs.
	Create and maintain records.

Standard #9 Professional and Ethical Practice

	Personal cultural biases and differences that affect one's teaching.
	Importance of the teacher serving as a role model for individuals with exceptional learning needs.
	Continuum of lifelong professional development.
	Methods to remain current regarding research-validated practice.
	Practice within the CEC Code of Ethics and other standards of the profession.
	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.
	Act ethically in advocating for appropriate services.
	Conduct professional activities in compliance with applicable laws and policies.
	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.

	Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
	Practice within one's skill limit and obtain assistance as needed.
	Use verbal, nonverbal, and written language effectively.
	Conduct self-evaluation of instruction.
	Access information on exceptionalities.
	Reflect on one's practice to improve instruction and guide professional growth.
	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.

Standard #10 Collaboration

	Models and strategies of consultation and collaboration.
	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
	Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.
	Maintain confidential communication about individuals with exceptional learning needs.
	Collaborate with families and others in assessment of individuals with exceptional learning needs.
	Foster respectful and beneficial relationships between families and professionals.
	Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
	Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
	Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
	Use group problem solving skills to develop, implement, and evaluate collaborative activities.

	Model techniques and coach others in the use of instructional methods and accommodations.
	Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
	Observe, evaluate, and provide feedback to para-educators.

CEC PRACTICUM STANDARDS (FOR ALL SPECIAL EDUCATION TEACHERS)

1. Field experiences are sequential in difficulty.
2. Each field experience has clearly stated, measurable objectives, which relate to the overall goals and objectives of the program.
3. The field experiences involve professionals (e.g., teachers, early interventionists), who use practices congruent with the knowledge and skills expected of the candidate.
4. Cooperating professionals are provided program standards, which structure field experiences.
5. The student teaching experience is in the same type of settings as that for which the candidate is seeking licensure/certification.
6. The student teaching experience is with the same type of individuals as those with whom the candidate is preparing to work.
7. Candidates are placed only with cooperating professionals who are appropriately licensed/certified in the specialization in which candidates are seeking certification.
8. Each area of specialization provides supervision to candidates by university/college faculty qualified and experienced in teaching in the area of specialization.
9. During student teaching, the supervisor from the university visits the candidate at least, five times.
10. Explicit performance criteria are established for student teaching and each field experience.
11. Candidates have a minimum of ten (10) full-time weeks or equivalent clock hour composite (e.g., 350 clock hours) of supervised practicum/student teaching in the areas of specialization for which the candidate is being prepared.
12. Knowledge and skills required for each practicum experience reflect ????????
13. Practicum experiences are supervised under a structured program of advisement.
14. Each area of specialization has responsibility for assigning candidates to approved placements. This responsibility includes the approval of Classroom Supervisors and supervisors. Criteria for the selection and retention of such persons are in writing and subject to ongoing evaluation.

15. Each area of specialization has written criteria for the selection and retention of cooperating professionals and supervisors.

NATIONAL ASSOCIATION OF SPORTS AND PHYSICAL EDUCATION

Standard 1: Scientific and Theoretical Knowledge

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Standard 2: Skill-Based and Fitness-Based Competence

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in NASPE's K-12 Standards

Standard 3: Planning and Implementation.

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

Standard 4: Instructional Delivery and Management.

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Standard 5: Impact on Student Learning

Physical education teacher candidates utilize assessments and reflection to foster student learning and to inform instructional decisions.

Standard 6: Professionalism

Physical Education teacher candidates demonstrate dispositions essential to becoming effective professionals.

NATIONAL COUNCIL FOR SOCIAL STUDIES STANDARDS FOR BEGINNING TEACHERS

STANDARD 1: SOCIAL SCIENCE THEMES

Standard 1.1. Culture and Cultural Diversity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

Standard 1.2. Time, Continuity, and Change. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

Standard 1.3. People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.

Standard 1.4. Individual Development and Identity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

Standard 1.5. Individuals, Groups and Institutions. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.

Standard 1.6. Power, Authority, and Governance. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.

Standard 1.7. Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.

Standard 1.8. Science, Technology and Society. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

Standard 1.9. Global Connections. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.

Standard 1.10. Civic Ideals and Practices. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

STANDARD 2.0 SOCIAL SCIENCE DISCIPLINES

Standard 2.1. History. Candidates who are to be licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.

Standard 2.2. Geography. Candidates who are to be licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.

Standard 2.3. Civics and Government. Candidates who are to be licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.

Standard 2.4. Economics. Candidates who are to be licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

Standard 2.5. Psychology. Candidates who are to be licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS (NCTM) STANDARDS FOR BEGINNING TEACHERS

MATHEMATICS PREPARATION FOR ALL Secondary Level MATHEMATICS TEACHER

CANDIDATES

- Standard 1.* Knowledge of Problem Solving. Candidates know, understand and apply the process of mathematical problem solving.
- Standard 2.* Knowledge of Reasoning and Proof. Candidates reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.
- Standard 3.* Knowledge of Mathematical Communication. Candidates communicate their mathematical thinking orally and In writing to peers, faculty and others.
- Standard 4.* Knowledge of Mathematical Connections. Candidates recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.
- Standard 5.* Knowledge of Mathematical Representation. Candidates use varied representations .of mathematical Ideas to support and deepen students' mathematical understanding.
- Standard 6.* Knowledge of Technology. Candidates embrace technology as an essential tool for teaching and learning mathematics.
- Standard 7.* Dispositions. Candidates support a positive disposition toward mathematical processes and mathematical learning.
- Standard 8.* Knowledge of Mathematics Pedagogy. candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

Standard 9. Knowledge of Number and Operations. Candidates demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships among number and number systems, and the meaning of operations.

Standard 10. Knowledge of Different Perspectives on Algebra. Candidates emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.

Standard 11. Knowledge of Geometries. Candidates use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.

Standard 12. Knowledge of Calculus. Candidates demonstrate a conceptual understanding of limit, continuity, differentiation, and Integration and a thorough background in techniques and application of the calculus.

Standard 13. Knowledge of Discrete Mathematics. Candidates apply the fundamental ideas of discrete mathematics in the formulation and solution of problems.

Standard 14. Knowledge of Data Analysis, Statistics, and Probability. Candidates demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.

MATHEMATICS PREPARATION FOR ALL MIDDLE SCHOOL Level MATHEMATICSTEACHER CANDIDATES

Standard 1. Knowledge of Problem Solving. Candidates know, understand and apply the process of mathematical problem solving.

Standard 2. Knowledge of Reasoning and Proof. Candidates reason, construct, and evaluate mathematical arguments and develop an appreciation for mathematical rigor and inquiry.

Standard 3. Knowledge of Mathematical Communication. Candidates communicate their mathematical thinking orally and in writing to peers, faculty and others.

Standard 4. Knowledge of Mathematical Connections. Candidates recognize use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding.

Standard 5. Knowledge of Mathematical Representation. Candidates use varied representations of mathematical ideas to support and deepen students' mathematical understanding.

Standard 7. Dispositions. Candidates support a positive disposition toward mathematical processes and mathematical learning.

Standard 8. Knowledge of Mathematics Pedagogy. Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

Standard 9. Knowledge of Number and Operations. Candidates demonstrate computational proficiency, including a conceptual understanding of numbers, ways of representing number, relationships among number and number systems, and meaning of operations.

Standard 10. Knowledge of Different Perspectives on Algebra. Candidates emphasize relationships among quantities including functions, ways of representing mathematical relationships, and the analysis of change.

Standard 11. Knowledge of Geometries. Candidates use spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties.

Standard 12. Knowledge of Calculus. Candidates demonstrate a conceptual understanding of limit, continuity, differentiation, and integration and a thorough background in techniques and application of calculus.

Standard 13. Knowledge of Discrete Mathematics. Candidates apply the fundamental ideas of discrete mathematics in the formulation and solution of problems.

Standard 14. Knowledge of Data Analysis, Statistics, and Probability. Candidates demonstrate an understanding of concepts and practices related to data analysis, statistics, and probability.

Standard 15. Knowledge of Measurement. Candidates apply and use measurement tools.

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NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE)

Standards for Beginning Teachers

Standard 1. Candidates follow a specific curriculum and are expected to meet appropriate performance assessments for pre-service English language arts teachers.

ATTITUDES FOR ENGLISH LANGUAGE ARTS

Standard 2. Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

Standard 2.1 Candidates create an inclusive and supportive learning environment in which all students can engage in learning.

Standard 2.2. Candidates use ELA to help their students become familiar with their own and others' cultures.

Standard 2.3. Candidates demonstrate reflective practice, Involvement In professional organizations, and collaboration with both faculty and other candidates.

Standard 2.4. Candidate use practices designed to assist students in developing habits of critical thinking and judgment "

Standard 2.5. Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.

KNOWLEDGE OF ENGLISH LANGUAGE ARTS:

Standard 3. Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and non print media; technology; and research theory and findings.

Standard 3.1. Candidates demonstrate knowledge of, and skills in the use of, the English language.

Standard 3.2. Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.

Standard 3.3. Candidates demonstrate their knowledge of reading processes.

Standard 3.4. Candidates demonstrate knowledge of different composing processes.

Standard 3.5. Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

Standard 3.6. Candidates demonstrate knowledge of the range and influence of print and non print media and technology in contemporary culture.

Standard 3.7. Candidates demonstrate knowledge of research theory and findings in English language arts.

PEDAGOGY FOR ENGLISH LANGUAGE ARTS

Standard 4.1. Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.

Standard 4.1. Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.

Standard 4.2. Candidates align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.

Standard 4.3. Candidates integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students.

Standard 4.4. Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.

Standard 4.5. Candidates engage students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms.

Standard 4.6. Candidates engage students in critical analysis of different media and communications technologies.

Standard 4.7. Candidates engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.

Standard 4.8. Candidates engage students in making meaning of texts through personal response.

Standard 4.9. Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and non print texts.

Standard 4.10. Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

NATIONAL SCIENCE TEACHERS ASSOCIATION

Standards for Beginning Teachers

- Standard 1.* Content Candidate structures and interprets the concepts, ideas and relationships in science that are needed to advance student learning in the area of licensure as defined by state and national standards developed by the science education community. Content refers to concepts and principles understood through science; concepts and relationships unifying science domains; processes of investigation in a science discipline; and applications of mathematics in science research.
- Standard 2.* Nature of Science. Candidate successfully engages students in activities to define the values, beliefs and assumptions inherent to the creation of scientific knowledge within the scientific community, and contrast science to other ways of knowing. Nature of science refers to characteristics distinguishing science from other ways of knowing; characteristics distinguishing & basic science, applied science, and technology; processes and conventions of science as a professional activity; and standards defining acceptable evidence and scientific explanation.
- Standard 3.* Inquiry. Candidate engages students regularly and effectively in science inquiry and facilitate understanding of the role inquiry plays in the development of scientific knowledge. Inquiry refers to questioning and formulating solvable problems; reflecting on, and constructing, knowledge from data; collaborating and exchanging information while seeking solutions; and developing concepts and relationships from empirical experience.
- Standard 4.* Context of Science. Candidates relates science to the daily lives and interests of students and to a larger framework of human endeavor and understanding. The context of science refers to relationships among systems of human endeavor including science and technology; relationships among scientific, technological,. personal, social and cultural values; and the relevance and importance of science to the personal lives of students.
- Standard 5.* Skills of Teaching. Candidate creates a community of diverse student learners who can construct meaning from science experiences and possess a disposition for further inquiry and 1earDin&. Skills of Teaching refers to science teaching actions, strategies and methodologies; interactions with students that promote learning and achievement; effective organization of classroom experiences; use of advanced technology to extend and enhance learning and the use of prior conceptions and student interests to promote new learning.

Standard 6. Curriculum. Candidate develops and applies a coherent, focused science curriculum that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students. Science curriculum refers to an extended framework of goals, plans, materials, and resources for instruction and the instructional context, both in and out of school, within which pedagogy is embedded.

Standard 7. Social Context Candidate relates science to the community and uses human and institutional resources in the community to advance the education of their students in science. The social context of science teaching refers to the social and community support network within which science teaching and learning occur; relationship of science teaching and learning to the needs and values of the community; and involvement of people and institutions from the community in the teaching of science.

Standard 8. Assessment. Candidate uses a variety of contemporary assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science. Assessment refers to the alignment of goals, instruction and outcomes; movement and evaluation of student learning in a variety of dimensions and the use of outcome data to guide and change instruction.

Standard 9. Environment for Learning. Candidates design and manage safe and supportive learning environments reflecting high expectations for the success of all students. Learning environments refers to the physical spaces within which learning of science occurs; psychological and social environment of the student engaged in learning science; treatment and ethical use of living organisms; and safety in all areas related to science instruction.

Standard 10. Professional Practice. Candidate participates in the professional community, improving practice through their personal actions, education and development. Professional practice refers to knowledge of, and participation in, the activities of the professional community; ethical behavior consistent with the best interests of students and the community; reflection on professional practices and continuous efforts to ensure the highest quality of science instruction; and willingness to work with students and new colleagues as they enter the profession.

INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM (ISLLC) STANDARDS

Standard 1: VISIONARY LEADERSHIP. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning support by the school community.

Standard 2. INSTRUCTIONAL LEADERSHIP. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3. ORGANIZATIONAL LEADERSHIP. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4. COMMUNITY LEADERSHIP. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources.

Standard 5. ETHICAL LEADERSHIP. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6. CONTEXTUAL LEADERSHIP. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7. INTERNSHIP. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in standards 1 - 6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

**APPENDIX F:
DEVELOPMENTAL/SHOWCASE
PORTFOLIO**

DEVELOPMENTAL/SHOWCASE PORTFOLIOS

DEVELOPMENTAL STUDENT TEACHING PORTFOLIO

The Developmental Student Teaching Portfolio provides opportunity for the Student Teacher to collect and reflect on evidence of progress. This leads to better planning and productive goal setting for improvement of practice. This portfolio should be kept up-to-date and available and should be available to the Classroom Supervisor and to the SOE University Supervisor.

All observations, assignments, lesson plans, unit plans, lesson evaluations, video tape teaching evaluations, copies of feedback sheets from Classroom Supervisor and University Supervisor, as well as copies of student assessments must be recorded in the Developmental Student Teaching Portfolio. A list of specific documentation required can be found in Appendix I. Generally this documentation includes:

1. Interview with principal or assistant principal (This is in addition to the preliminary meeting that is held with the principal on the first day at the school. For the interview, the Student Teacher should develop a list of 5 to 8 questions regarding the role of a administrator in supporting and establishing a positive learning environment).
2. Observations of students, Classroom Supervisor, and colleagues; (All entries dated and placed in chronological order).
3. Analysis and self evaluation of all assisting, demonstrating, small group and large group instruction. (These can be in journal form until responsibility for teaching a complete lesson is assumed).
4. Lesson plans - Placed in chronological order by grade and/or class and date; (Do not duplicate if teaching same unit/lesson to different classes.) Includes complete plan and self-evaluation of each lesson: Complete objectives; Equipment needed; Instant Activity; Anticipatory set; Instructional episodes; and a Culmination or Closure including summary and checking for understanding; (Appendix L). Include student assessment instruments and rubrics.
5. Discussion of each conference with Classroom Supervisor with focus on problems or needs highlighted and ways of incorporating suggestions and change of behavior within future lessons.
 - Copies of goals set weekly as well as those attained.
 - Copies of each filled out benchmark conference rubric.
6. Evaluations of students based upon pre-and post-evaluations.
 - Discussion of how formative and summative evaluation demonstrated student learning and accomplishment of goals and objectives of all units.
 - Description of changes in behavior observed. Discussion of social, cognitive, psychomotor and fitness changes seen over time.
 - Attendance and grading reports included.
 - Artifacts of student work showing different levels of achievement;

7. Evaluation of strengths and weaknesses based on videotaped classes. (Appendix N)
8. Analysis and self evaluation of overall student teaching experience.
 - (Overview) Description weaknesses and strengths.
 - Description of what strategies were used to make changes in the teaching based upon on-going self-evaluations, feedback from Classroom Supervisor, SOE University Supervisor, and peers.
 - (Specific) Discussion of all video tapes of teaching especially looking at strengths and weaknesses as well as changes seen over time.
 - Description of what changes are still needed in order to develop competence in teaching.
9. Discuss teaching philosophy.
10. Appendices
 - Weekly Evaluation Sheets. (Appendix E).
 - Copies of graded student papers documenting unsatisfactory, satisfactory, and exemplary work.
 - Picture of bulletin board you have done for at least one unit.
 - Evaluation of entire student teaching experience. (Appendix S).
 - Handouts and resource materials collected.
 - Professional Vita.
 - Copy of typed assessment letter from Classroom Supervisor (Appendix T).

Your Classroom Supervisor and SOE University Supervisor will communicate regularly to assess your on-going progress, review your written assignments and meet for the final evaluation of your teaching. During the course of the semester, bring your up-to-date, organized portfolio with you each day.

SHOWCASE PORTFOLIO

A Showcase Portfolio will be created by carefully selection of materials throughout the semester. The Showcase Portfolio is collection of artifacts selected from the Developmental Portfolio that best demonstrate attainment of each element of the rubric. Artifacts can also be chosen to demonstrate change over time. For each artifact, a reflective written statement is prepared. It also includes the philosophy statement and beliefs about classroom management and the learning environment. For ideas for evidence selection see Appendix. At least two to three artifacts should be selected over the semester to highlight attainment of each of the principles/standards for Beginning Teachers.

An oral presentation of the Showcase Portfolio will occur at the end of the semester. The attainment of the 10 INTASC Standards will be accessed via the presentation as well as via the final Benchmark Conference.

**APPENDIX G: TYPES OF
ARTIFACTS FOR
DOCUMENTATION OF
ATTAINMENT OF
STANDARDS**

TYPES OF ARTIFACTS FOR DOCUMENTATION OF ATTAINMENT OF STANDARDS

The list below is not an inclusive list. It is meant to help guide you in the selection of your evidence.

Caution: When including children's names in captions, descriptions, or work, *use only first name. Confidentiality must be maintained in both written and oral presentation of evidence.*

Evaluation

- Assessments: tests created, authentic performance-based assessments along with scoring rubrics, informal assessment strategies, evidence of student progress over time
- Diagnostic tools used to understand student performance levels
- Samples of checklists, samples of students work (with signed permission forms)

General

- Journal entries and reflections
- Anecdotal notes
- Video segments of instruction along with reflective narrative
- Informal and formal evaluations from others
- Photographs including a caption and supporting evidence
- Unit and Lesson plans

Organization and Classroom Environment

- Record keeping: rubrics, checklists, grade book excerpts, contracts or anything that demonstrates your ability to organize, manage, and assess students

- Classroom management philosophy with materials as evident
- Photos of environment
- Photos of bulletin boards
- Squad set-ups

Products Demonstrating Excellent Teaching

- Student samples before/after significant instruction
- Pre-/post student scores demonstrating improvement
- Evidence of student's change in attitudes over time toward learning

Professionalism and Community Involvement

- Goals (short and long-term)
- Self-assessments: video evaluations, journal entries
- Responses to parent concerns, copies of newsletters to parents, records of phone contacts
- Family involvement; parent volunteer activities initiated involvement of families in curriculum or assignments, extracurricular activities initiated
- Journal entries, resources used for lessons, notes of conversations with parents via phone or from parent-teacher meetings, participation in reaccreditations meetings, participation in workshops, copies of on-line queries and responses, and participation in child study team or IEP meetings.

Teaching Skills and Knowledge

- Lesson plans: highlight with captions the particular areas of evidence
- Student work samples: attach the lesson plan or directions given for the assignment
- Copies of teaching materials developed: learning packets, handouts, check sheets
- Media/technology skills: samples of discs, photos, plans, etc., including electronic grade book; templates for lesson plans of activities; lists of web sites used for teacher and students; lessons showing use of computers/internet to enhance instruction; PowerPoint presentations (teacher or student copies); use of overhead, camcorder/VCR, video tapes.
- Evidence of how use used email, data base, Internet to research and communicate with educators worldwide; print-out examples of on-line news groups and listserv memberships you use

- Bibliographies of materials used

Understanding of Students

- Evidence of meeting individual needs: lesson plans, individualized plans or IEP adaptations, behavior modification plans
- Case studies
- Modifications of lessons with student samples
- Challenge material presented to individual students or small group

(Excerpted from Phi Delta Kappa International and Ball State University's Teacher Candidate's Portfolio Handbook, p. 6-7)

**APPENDIX H:
VIDEOTAPING
REQUIREMENTS**

Questions and Answers about Videotaping of Student Teachers

What is the purpose of the videotape? Why?

The purpose of a self-videotape and its analysis is to provide a student teacher with a medium to present himself/herself in action and to allow the student teaching to perform a self-assessment of his/her performance as a teacher. It is a unique experience that focuses on the student's impacts in the classroom. It also enables a student to receive *objective* feedback from the Classroom Supervisor and university supervisor that in turn, builds confidence and may lead to significant growth in classroom teaching.

Do I have to be videotaped? Is it a requirement of the student teacher to be videotaped?

Or the school district discourages it. If a videotaping cannot be completed in the school to which a student teacher is assigned, please arrange with the university supervisor for alternative arrangement/assignment. It is imperative that the Classroom Supervisor and Administrator know early that a videotape is to be made, in case approval must be procured.

How will the videotaping be completed?

Each student teacher is to make his/her own arrangements for the use of a camcorder and monitor. A camcorder must be used to record your lesson. This can be in any type of format (VHS, Digital, MiniDV, DVD); however, the recording must be able to be played back on a monitor for the Classroom Supervisor/university supervisor. Viewing the recording on the camcorder for assessment purposes is not acceptable.

When should the taping occur and how long should it be?

Videotaping is to be completed between week five (5) - seven (7) of the practicum.

What should be included in the taping?

1. Introduction
2. Initial stages of the lesson: objective, motivation and presentation of tape

3. Instructional strategies
4. Closure; a summary or review

Who will view the videotape?

The student teacher is to view the video first, as soon after the experience as possible to ensure the quality of the taping and to allow an opportunity for a second taping if the quality is poor. Each student teacher is to arrange for a viewing of the lesson. At that time, the university supervisor will view and assess the taping. The Classroom Supervisor should also be invited to view the tape as well.

Any tips for producing successful videotape?

1. Yellow, gold, and light shades of blue and green are some of the best colors to wear. Patterned fabrics, or the colors, white, ivory, purple, violet, maroon, red, black, or any dark colors do not show up well on camera.
2. Avoid jewelry, pens, and badges that cause flashes of light or distracting noises. Remember that any dark color makeup will show up even darker on video.
3. Prepare any visual aids in a rectangular format. Keep the important information well centered.
4. Pay special attention to type size on a visual as well as the number of lines. Research suggests no more than seven (7) lines in height or width. If writing on the board, use white chalk. Write large and legible.
5. Remember that a presentation has two audiences: The live audience (class) and the video camera that will take the presentation to other audiences. Maintain eye contact with the audience and look at the camera from time to time. It's a good idea to discuss special movements with the camera operator before shooting, and avoid making sudden moves or turn away from the camera.
6. Speak slowly when being recorded and repeat questions from the class.
7. Select a position so that the camera is not shooting into the light. If standing in front window draws the shades, otherwise the student teacher will appear as a silhouette.

What happens to the tape after viewing?

After the tape is viewed and assessed by the student, Classroom Supervisor and the university supervisor, the videotape becomes the property of the student teacher. He/she may wish to use the video as per of the showcase portfolio. It may be helpful in the pursuit of employment.

**APPENDIX I:
GUIDELINES FOR ORAL
PRESENTATION**

GUIDELINES FOR POWER-POINT PRESENTATION

The following must be included in the assignment:

1. A 20 - 25 minute presentation will be given utilizing Power Point.
2. Maximum of 25 slides must be used.
3. The 10 Professional standards must be represented.
4. At least one artifact for each Professional Standard must be presented.
5. Artifacts may only be used once.
6. Artifacts can include anything that was used during the student teaching example and is not just limited to the Teacher Work Sample. Refer to Appendix _____
7. More than one example from the Teacher Work Sample can be used.
8. Professional dress must be worn. This is a presentation. Dress business casual.
9. Invite Classroom Supervisors, school administrators, family and spouse.
10. Please do not bring young children.

**APPENDIX J:
DIAGNOSTIC CASE
REPORT
INSTRUCTIONS**

DIAGNOSTIC CASE REPORT INSTRUCTIONS

As part of your clinical experiences, you will assess a school-aged student identified as having reading and/or writing difficulties. The students attending the assessment sessions are from diverse cultural, linguistic and socioeconomic backgrounds. You will use a range of formal and informal assessment tools and methods to diagnose and assess individual learners' reading and writing development, to guide instruction, and to involve the learner in self-assessment. You will observe and diagnose the student at the School of Education Literacy Center on a weekly basis. Document your assessments and intervention plans in your session planning sheets and in your case report. Keep student work samples for the case report. Submit thorough session plans well in advance of each assessment session. Session plans must subscribe to the format provided by the clinic supervisor. You are to include the following artifacts as indicators of meeting IRA Standards for Reading Professionals aligned with this assessment:

Session planning sheets - Document your assessments and intervention plans in your session planning sheets and in your case report

Student work samples for the case report including, but not limited to writing samples, retellings, QRI-IV assessments, learning logs, journals

Final Diagnostic Case Report – Collect and synthesize data and provide recommendations for instructional intervention. Utilize the Qualitative Reading Inventory (QRI-IV Leslie & Caldwell) and other required formal and informal assessment tools as appropriate to assess the reading and writing performance of a school aged student and prepare your diagnostic report using the case report format provided.

Self-Reflections on your teaching practices and professional growth - Reflections on your sharing and discussions of your Diagnostic Case Report with classroom teachers, parents/caregivers, and/or other professionals. A self-critique of your sessions with the student in the Literacy Center and the implications of the assessments for addressing the literacy needs of the student. Include the cultural and linguistic factors that impacted your assessment decisions. A self-critique of your

literacy coaching sessions with classroom teacher and other school personnel such as paraprofessionals based on the following expectations for your literacy coaching sessions: Collaborate with teachers and paraprofessional on the assessment of the student, the rational for selecting specific assessments, gathering and interpreting information to inform instructional decisions, and to determine appropriate services for the student. Provide recommendations (and demonstrations as needed) on a wide range of instructional practices, approaches and methods, including technology-based for a culturally and linguistically diverse student population. Provide recommendations for grouping configurations to scaffold the student's learning. Support your recommendations with reference to the connections between theory, assessment, and student learning.

APPENDIX K: CASE REPORT FORMAT

DIAGNOSTIC CASE REPORT FORMAT

SCHOOL OF EDUCATION

LITERACY CENTER

Name of Student

Age

Date of birth

School

Grade in School

Languages spoken in home

Phone Numbers

Date

Evaluator

DIAGNOSTIC INFORMATION

PARENT/HOME

Reason for Referral

Family Information

Birth and Developmental History

My Child as a Reader

An Observational Guide for Parents

Parent Interview

TEACHER/SCHOOL

School Records

Standardized Tests

Classroom Teacher Interview

LITERACY CENTER

Initial Student Interview

Reading Assessments

Writing Assessments

Student work samples

Session Observations

ANALYSIS AND INTERPRETATION OF DATA, CONCLUSION

Analyze and interpret data based on assessments that include, but are not limited to teacher interview, parent interview, student interview, standardized test results, informal reading assessments (QRI-IV), miscue analysis, retellings, phonics and phonemic awareness (as needed), writing samples, fluency, developmental spelling, observational notes. Weave in research and theory to support your analysis, interpretation, and conclusion. Include research that compares and contrasts theories of reading and literacy development and refer to seminal studies to support this section.

RECOMMENDED INSTRUCTIONAL INTERVENTIONS

For the Home

For the School

For Literacy Center

The instructional interventions are based on your synthesis of assessments. Identify evidence-based, instructional goals and plan instructional interventions that will increase the student's literacy achievement in reading and writing. The instructional plan should reflect the individual student's literacy competencies, cultural and linguistic background, interests, and any special considerations

while addressing: word recognition, beginning reading skills as needed (phonemic awareness, phonics) vocabulary, fluency, writings skills, spelling, study skills/test taking skills, motivation.

Evaluator

Date

APPENDIX L: CASE REPORT RUBRIC

SCORING GUIDE: DIAGNOSTIC CASE REPORT RUBRIC

IRA Standards	Target	Acceptable	Unacceptable
Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read. (IRA 1.3)	Detailed, cohesive discussion of theoretical understandings of language development, the relation to literacy instruction for culturally and linguistically diverse students.	Adequate discussion of theoretical understandings of the relation of language development to literacy instruction for culturally and linguistically diverse students. Lacks the detail and rigor of a target benchmark.	Inaccurate or limited discussion of theoretical understandings of language development to literacy instruction for culturally and linguistically diverse students.
Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading. (IRA 1.4)	Thorough, detailed evidence of ability to determine if students are integrating the major components of fluent reading.	Adequate evidence of ability to determine if students are integrating the major components of fluent reading. Lacks the detail and insights of a target benchmark.	Inaccurate or incomplete evidence of ability to determine if students are integrating the major components of fluent reading.
Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments. (IRA 3.1)	Thorough, detailed evidence of ability to compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices.	Adequate evidence of ability to compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Lacks the detail and insights of a target benchmark.	Inaccurate or incomplete evidence of ability to compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices

IRA Standards	Target	Acceptable	Unacceptable
<p>Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services. (IRA 3.2)</p>	<p>Thorough, detailed evidence of ability to support the classroom teacher in the assessment of individual students to determine proficiencies and difficulties for appropriate services.</p>	<p>Adequate evidence of ability to support the classroom teacher in the assessment of individual students to determine proficiencies and difficulties for appropriate services. Lacks the detail and insights of a target benchmark</p>	<p>Inaccurate or incomplete evidence of ability to support the classroom teacher in the assessment of individual students to determine proficiencies and difficulties for appropriate services.</p>
<p>Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school-wide assessment data to implement and revise school reading programs. (IRA 3.3)</p>	<p>Thorough, detailed evidence of ability to assist the classroom teacher in using assessment to plan instruction for all students, including struggling readers, and ability to collaborate with other education professionals to implement appropriate reading instruction for individual students.</p>	<p>Adequate evidence of ability to assist the classroom teacher in using assessment to plan instruction for all students, including struggling readers, and ability to collaborate with other education professionals in order to implement appropriate reading instruction for individual students. Lacks the detail and insights of a target benchmark.</p>	<p>Little to no evidence of ability to assist the classroom teacher in using assessment to plan instruction for all students, including struggling readers, and ability to collaborate with other educational professionals in order to implement appropriate reading instruction for individual students.</p>
<p>Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom</p>	<p>Comprehensive, detailed evidence of communicating assessment information to various audiences for accountability and instructional purposes.</p>	<p>Some evidence of communicating assessment information to various audiences for accountability and instructional purposes. Lacks the detail of a target benchmark.</p>	<p>Inaccurate or incomplete evidence of communicating assessment information to various audiences for instructional purposes.</p>

IRA Standards	Target	Acceptable	Unacceptable
teachers, and parents. (IRA 3.4)			
Articulate the theories related to the connections between teacher dispositions and student achievement (IRA 5.1)	Articulated many theories related to the connection between teacher dispositions and student achievement.	Adequately articulated a theory related to the connection between teacher dispositions and student achievement. Lacks the clarity and rigor of a target benchmark.	No evidence of ability to display positive dispositions related to reading and the teaching of reading.
Positively and constructively provide an evaluation of their own or others' teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice. (IRA 5.3)	Offers constructive feedback to others by providing effective recommendations to improve their practice. Penetrating and insightful self-reflections into one's teaching practices and professional growth.	Offers constructive feedback to others by providing recommendations for improvement. Self-reflections provide insights into one's teaching practices and some suggestions for professional growth. Lacks the rigor and insights of a target benchmark.	Does not engage in offering constructive feedback to others. Self-reflections lack insight into one's teaching practices and offer limited suggestions for professional growth.
Writing Skills	Exemplary writing that flows well: clear, concise, and comprehensive. Uses proper grammar and spelling.	Writing flow is adequate and comprehensible. Proper use of grammar and spelling, with only minor errors.	Writing is unorganized and needs improvement. Poor use of grammar and spelling.
Self-Reflection	Demonstrates the critical analysis of a reflective decision-maker. Addresses all of the items required for the self-reflection.	Acceptable; shows evidence of a reflective decision-maker, with most of the items addressed, but lacks the level of critical analysis required of a target response.	Little to no evidence of a reflective decision-maker.

Candidates scoring below Acceptable level will meet with the instructor to determine what steps and revisions are needed to demonstrate acceptable performance.

FORMS

FORM 1: PERSONAL DATA SHEET

STUDENT TEACHING PROGRAM

**School of Education
University of Guam
671-735-2400
PERSONAL DATA SHEET**

(Note: Give original to SOE University Supervisor, a copy to Classroom Supervisor, and retain a copy in the Developmental Portfolio)

• Student Name _____ Date _____

Telephone _____ (Home) _____ (Office) E-mail _____

• Classroom Supervisor _____

Telephone _____ (Home) _____ (Office) E-mail _____

• SOE University Supervisor

Telephone _____ (Home) _____ (Office) E-mail _____

• SCHOOL _____ Principal _____

Asst. Principal _____ • School Secretary _____

• OFFICE TELEPHONE/s: _____

Sign In Time: _____

Report Time (To Classroom Supervisor, if different from above): _____

Ending Time: _____

Classroom #: _____

Student Teacher: _____ Schedule for Week of: _____

Identify: lunch, special duties, and prep (before and after school) as well as subjects

Use an * to indicate subjects/classes you will teach

Time	Room	Monday	Tuesday	Wednesday	Thursday	Friday

Activities other than REGULARLY SCHEDULED classes for the week (e.g. Convocations, conferences, staff development, films, speakers, testing, etc.

DAYTIME:

ACTIVITY:

**FORM 2:
CONTRACT FOR
STUDENT
TEACHING**

ED492/498 PRACTICUM IN STUDENT TEACHING
STUDENT TEACHING CONTRACT

By signing this contract, I am agreeing to the following:

- I have reviewed the Student Teaching Handbook in detail with my University Supervisor.
- I understand all the required assignments.
- I understand all professional expectations (dress, absences, tardies, etc).
- I am clear on all due dates.

I further understand that termination from student teaching can result from the following:

- Noncompliance with assignments.
- Demonstration of unprofessional and unethical behavior.
- Excessive tardies and absences (two tardies and one absence).

By signing this CONTRACT, I am committing to this practicum experience and accepting all the obligations involved. I understand that I may not add any classes, accept employment, or become involved with any athletic team throughout the duration of my practicum assignment without prior permission from the SOE University Supervisor.

DATE OF PRACTICUM: Monday, _____ - Friday, _____

NAME OF STUDENT (PLEASE PRINT): _____

SIGNATURE OF STUDENT: _____

DATE:

SIGNATURE OF UNIVERSITY SUPERVISOR: _____

DATE: _____

(Note: Give original to SOE University Supervisor, a copy to Classroom Supervisor, a copy to the Field Coordinator, and retain one copy in Developmental Portfolio).

**FORM 3: WEEKLY
GOALS FOR PERSONAL
GROWTH**

ED492/498/698 PRACTICUM IN STUDENT TEACHING
WEEKLY GOAL FOR PROFESSIONAL STANDARDS

Week of _____

Standard # _____

Short-term Goals:

Date: _____

Learning Outcome (Self-evaluation of accomplishments):

**FORM 4: RUBRIC FOR
SHOWCASE PORTFOLIO
ASSESSMENT (FOR
CLASSROOM
SUPERVISOR &
UNIVERSITY
SUPERVISOR)**

ED492 PRACTICUM IN STUDENT TEACHING
PORTFOLIO ASSESSMENT RUBRIC

TRAIT	SECTION SCORE
Introduction to the Portfolio	1 2 3 4 5
The purpose is defined.	1 2 3 4 5
The outcomes are described.	1 2 3 4 5
There are reasons for selection of outcomes.	1 2 3 4 5
There is a description of portfolio organization.	1 2 3 4 5
Philosophy Statement	1 2 3 4 5
There is evidence that the student teacher has the students as the focus.	1 2 3 4 5
The SOE conceptual framework is being used.	1 2 3 4 5
The student teacher understands theory and research.	1 2 3 4 5
The student teacher has gained insight into teaching and learning through field experiences and coursework.	1 2 3 4 5
Achievement Based on SOE Learning Outcomes (Knowledge)	1 2 3 4 5
There is demonstration of 1 (pre-professional) or 3 (professional) outcomes from the knowledge category.	1 2 3 4 5
Demonstration of these outcomes derives from knowledge gained in practice.	1 2 3 4 5
Demonstration of these outcomes derives from knowledge gained in practice with reflection.	1 2 3 4 5
Achievement Based on SOE Learning Outcomes (Skills)	1 2 3 4 5
There is demonstration of 1 (pre-professional) or 3 (professional) outcomes from the skills category.	1 2 3 4 5

Demonstration of these outcomes derives from knowledge gained in practice.	1	2	3	4	5
Demonstration of these outcomes derives from knowledge gained in practice with reflection.	1	2	3	4	5
Achievement Based on SOE Learning Outcomes (Dispositions)	1	2	3	4	5
There is demonstration of 1 (pre-professional) or 3 (professional) outcomes from the dispositions category.	1	2	3	4	5
Demonstration of these outcomes derives from knowledge gained in practice.	1	2	3	4	5
Demonstration of these outcomes derives from knowledge gained in practice with reflection.	1	2	3	4	5
Documentation/Choice of Artifacts	1	2	3	4	5
Artifacts illustrate knowledge, diversity, and technology.	1	2	3	4	5
Artifacts provide evidence in support of SOE Learning Outcomes.	1	2	3	4	5
Artifacts include samples of teaching that engage students in SOE Learning Outcomes.	1	2	3	4	5
Reflective Entries/Explanations	1	2	3	4	5
Reflections adequately describe how artifacts illustrate outcomes.	1	2	3	4	5
Reflections demonstrate evidence of student learning.	1	2	3	4	5
Reflections describe how teaching practices changed based on what student teacher has learned.	1	2	3	4	5
Organization and Appearance of Portfolio	1	2	3	4	5
Appearance is adequate.	1	2	3	4	5
There are section dividers and papers are placed in corresponding sections.	1	2	3	4	5
There is a table of contents.	1	2	3	4	5
Portfolio is in a binder or notebook with a cover page.	1	2	3	4	5
Impact on Student Learning	1	2	3	4	5
Data or information about student performance is collected and used	1	2	3	4	5
There is evidence of improvement in student learning and teacher effectiveness	1	2	3	4	5

1 = Unacceptable 2 = Beginning 3 = Developing 4 = Capable 5 = Accomplished

**FORM 5: RUBRIC FOR
LESSON PLAN (FOR
CLASSROOM
SUPERVISOR &
UNIVERSITY
SUPERVISOR)**

ED492 PRACTICUM IN STUDENT TEACHING
RUBRIC FOR LESSON PLAN

Name of Student Teacher: _____ Date: _____

Subject & Grade level: _____ Lesson: _____

Elements	Very Good (4)	Good (3)	Fair (2)	NI (1)	Score
Lesson Objectives	All based on GDOE standards	Most are based on GDOE standards	Some are based on GDOE standards	Not based on GDOE Standards	
Lesson Development	Transition from concrete to abstract is very clear	Transition from concrete to abstract is clear	Transition from concrete to abstract is somewhat clear	Transition from concrete to abstract is not clear	
Introductory Activities	Has detailed description of how students' prior knowledge and experiences are used as starting points for	Has semi-detailed description of how students' prior knowledge and experiences are used as starting points for	Describes very briefly how students' prior knowledge and experiences are used as starting points for	Provides no description of how students' prior knowledge and experiences are used as starting points for	

	instruction	instruction	instruction	instruction	
Exploration Activities	Provides for active student involvement through pure/guided discovery	Helps students explore the concept through scaffold instruction	Uses demonstration followed by presentation of the concept	Uses lecture to present concepts to students	
Closure Activity	Students make generalizations themselves and present them to class for discussion lead-up questions	Enables students to make generalizations through well organized set of generalization	Lead-up questions asked are well formulated thus teacher does the	No lead-up questions not asked; makes the generalizations for students	
Lesson Application	Engages students in problem solving/project work to apply concept learned	Engages students to discuss concept applications to practical life situations	Discusses with students applications to practical life situations	No lesson application	
Integration with Other Disciplines/ Areas	Connects content to two or more disciplines and related topics	Uses integration strategy with one discipline and a related area	Uses limited integration (discipline only or a related area)	Does not integrate teaching with any discipline or other area	
Assessment of Learning Outcomes	Assessment procedures match all the lesson the objectives	Assessment procedures match most of lesson the objectives	Assessment procedures match some of lesson objectives	There is no match of objectives with assessment	

Total Score: _____

Observer's Name and Signature

Date

Comments:

**FORM 6: BENCHMARK
CONFERENCE EVALUATION
FORM (FOR STUDENT
TEACHER, CLASSROOM
SUPERVISOR & UNIVERSITY
SUPERVISOR)**

ED492/498/698: PRACTICUM IN STUDENT TECHING
BENCHMARK CONFERENCE EVALUATION OF COMPETENCY SUMMARY FORM

INTASC Standards:

Standards:

- Standard 1: Content Pedagogy _____
- Standard 2: Student Development _____
- Standard 3: Diverse Learners _____
- Standard 4: Multiple Instructional Strategies _____
- Standard 5: Movement and Management _____
- Standard 6: Communication and Technology _____
- Standard 7: Planning _____
- Standard 8: Assessment _____
- Standard 9: Reflective Practices: Professional Development _____
- Standard 10: School and Community Involvement _____

Date _____

Print Name _____
Student Teacher

Signature: _____
Student Teacher

Signature: _____
Classroom Supervisor

Signature: _____

**FORM 7: LESSON PLAN
FORMAT (FOR
STUDENT TEACHER)**

LESSON PLAN FORMAT: ED492 PRACTICUM IN STUDENT TEACHING

Instructional Strategies:	Name: Date:
Introduction:	Subject: Class Time: Grade:
Previous Lesson/Material Related to Lesson	
DOE Standards:	1. 2. 3. 4.
Behavioral Objectives:	1. 2. 3.
Materials (resources needed to support the lesson)	
Technology Integration	
Classroom Layout	
Anticipatory Set:	
Motivational Activity:	

<p>Lesson Steps</p> <ol style="list-style-type: none">1.2.3.4.5.6.7.8.9.10.	<p>Time:</p>
<p>Accommodations for Students with Special Needs</p>	
<p>Checking for Understanding</p>	<p>Formal:</p> <p>Informal:</p>
<p>Assessments/Evaluation</p>	

Closure (Review, Preview and Transition)	
Personal Reflection on this Lesson	

FORM 8: RUBRIC FOR LESSON DELIVERY

ED492 PRACTICUM IN STUDENT TEACHING

RUBRIC FOR LESSON DELIVERY

Name of Student Teacher: _____ Date: _____

Subject & Grade level: _____ Lesson: _____

Instruction to Observer: Rate the student teacher's performance in each criterion by circling the bulleted indicators of the appropriate column that describes the performance.

* Student Teacher: Provide lesson plan for the observer(s)

Criterion	Very Good	Good	Fair	NI
KS Knowledge of Subject Matter	Explains all the concepts very well Relates concepts to: needs of students, community and society, other disciplines, other related topics	Explains most of the concepts well Relates concepts to any two of the aspects previously mentioned	Explains some concepts well Integrates lesson with any one of the aspects previously mentioned	Explanation shows lack of mastery of subject matter There is no lesson integration at all
KS/RD Professional	Sequences the activities from	Sequences the activities from	sequences the activities from	Poor sequencing of activities

Criterion	Very Good	Good	Fair	NI
Knowledge	concrete to Abstract Manages student behavior very well Uses multiple assessment that match with learning objectives	concrete to abstract Manages student behavior well Uses an assessment that matches the most of the learning objectives	concrete to abstract Attends to student behavior problems Uses an assessment instrument that measures extent of lesson objectives	Does not attend to behavior problems Assessment does not match with
RD Pedagogical Content Knowledge	Engages students in cooperative learning groups to discover the concepts from multiple perspectives Provides activities	Engages students in guided discovery Provides	Engages students in discussions after a lesson demonstration Provides	Presents the Concepts through lecture with minimal discussion from students Does not provide
	for the following cognitive processes: Critical thinking, problem solving, and role-playing	activities for any two of the cognitive processes	activities for any one of the cognitive processes	any activity for developing the cognitive processes
EC Communication	Uses a variety of instructional materials to enhance student understanding Interacts very often with different types of learners	Uses sufficient A V materials to enhance student understanding Interacts occasionally with different types of learners	Uses limited instructional materials to enhance student understanding Interacts with some group learners only	Uses only one type of material throughout the lesson Interacts only with the class as a whole

Observer's Name and Signature

Date

Comments:

Notes:

KS - Knowledgeable Scholar

RD - Reflective Decision-Maker

EC - Effective Communicator

(These are the components of the conceptual framework of the School of Education with the corresponding rubrics patterned after those of the ACEI Professional Standards)

FORM 9: OBSERVATION FORM

**UNIVERSITY OF GUAM
SCHOOL OF EDUCATION
FORMAL OBSERVATION FORM**

Student Teacher/Intern Visitation Report

Pg. _____ of _____

Student or Intern's Name

School Site

Date of Visit

Subject

University Supervisor

Assessment of Visit: Satisfactory Unsatisfactory

Student Teacher/Intern
Signature /Date

Classroom Supervisor
Signature /Date

University Supervisor
Signature /Date

FORMAL OBSERVATION FORM

Student Teacher/Intern Visitation Report

Pg. ____ of ____

Student or Intern's Name

School Site

Date of Visit

Intern Initial /Date

Classroom Sup. Initial/Date

UOG Sup. Initial/Date

**FORM 10: VIDEO ANALYSIS
ASSESSMENT RUBRIC (FOR
STUDENT TEACHER,
CLASSROOM SUPERVISOR &
UNIVERSITY SUPERVISOR)**

Videotaping and Video Analysis

Videotaping Requirements

The purpose of a self-videotape and its analysis is to provide a professional intern with a medium to present himself/herself in action and to allow the student teacher to perform a self-assessment of his/her performance as a teacher. It is a unique experience that focuses on the student's impacts in the classroom. It also enables a student to receive objective feedback from the university supervisor and Classroom Supervisor, that in turn, builds confidence and may lead to significant growth in classroom teaching.

Directions:

1. Each student teacher is responsible for making arrangements for videotaping a model lesson and determining what policies are in place within the school district concerning the videotaping of children in the classroom. Arrangements are to be completed with the school and district personnel early in the practicum.
2. A camcorder must be used to record your lesson. This can be in any type of format (VHS, Digital, MiniDV, DVD); however the recording must be able to be played back on a monitor for the Classroom Supervisor/university supervisor. Viewing the recording on the camcorder for assessment purposes is not acceptable.
3. Video recording should encompass an entire lesson.
4. Videotaping is to be completed between week five - seven of the practicum.
5. Video may include
 - a) Introduction (See below)
 - b) Initial stages of lesson: objectives, motivation, presentation tape
 - c) Instructional strategies
 - d) Closure; a summary or review

6. Lesson plan is to accompany videotape
7. Student should view the video after taping to ensure the quality of the taping and redo the videotaping, if necessary.

Introduction to Tape: (*Suggested format*)

Hello, my name is _____. I am a SPED major at the University of Guam. My practicum in student teaching this semester is being completed at _____ School in _____. My Classroom Supervisor is _____.

The purpose of the lesson I am prepared to teach is to: _____.

Instructional objective(s) for the lesson are: _____.

These instruction objectives are planned to meet the following DOE Core Curriculum

Content	Standard	(s):
_____.		

I will assess the attainment of the objective(s) by _____.

Background for lesson:

**FORM 11: PERMISSION
LETTER**

STUDENT TEACHING PROGRAM

**School of Education
University of Guam
671-735-2400**

PERMISSION FORM FOR PHOTOS/VIDEOTAPE

Semester: _____ 20_____

Dear Parents/Guardian,

_____ from the University of Guam, who is studying for certification a teacher in _____, is doing student teaching in your child's classroom. The UOG student is required to document his/her student teaching experience for the final grade. He/she would like to take photos of all the children and videotape his/her teaching sessions to help with his/her documentation.

This is to request your permission to take photos of and videotape your child as part of the class. Your child will NOT be identified by name and the photos/video will NOT be published, but will be reviewed by the professor and shared in the oral presentation to his/her peers and the Classroom Supervisors.

Thank you for your consideration.

Professor's Name
School of Education,
University of Guam
Mangilao, Guam 96923
Phone: _____

Name of School: _____

Name of the Student: _____ Grade/Subject: _____

Permission: Yes No

Parent/Guardian Signature: _____ Date: _____

**FORM 12: ORAL
PRESENTATION
RUBRIC**

ED492 PRACTICUM IN STUDENT TEACHING

RUBRIC FOR ORAL PRESENTATION

Name of Presenter: _____

Date: _____

Instructions: For each criterion, circle the score that describes the quality of performance by the presenter.

SOE Framework	Assessment Criteria	Very Good	Good	Fair	Need Improvement	Section Score				
						1	2	3	4	5
KS Knowledgeable Scholar	Demonstrates mastery of concepts underlying the component (INTASC Principle) being discussed	Explains the concepts very well	Explains the concepts well	Explains the concepts well	Does not explain the concepts well	1	2	3	4	5
		Answers all questions	Answers most of the questions	Answers some of the questions	Answers some of the questions	1	2	3	4	5

EC Effective Communicator	Presents concepts comprehensively and <i>effectively</i>	Follows sequential presentation	Follows a sequential presentation	Follows a Sequential presentation	Shows disorganized Presentation	1 2 3 4 5
		Covers all the principles	Covers most of the principles	Covers some principles	Cover very few principles	1 2 3 4 5
EC Effective Communicator	Uses concrete materials to support contents	Concrete evidences are provided for all the principles	Most of the principles are supported evidences	There are only some evidences provided	Just one evidence is given or none at all	1 2 3 4 5
RD Reflective Decision- Maker	Reveals personal growth from reflections discussed	All reflections discussed manifest personal growth	Most of the reflections discussed manifest personal growth	Some of the reflections discussed	Reflections discussed hardly show personal growth	1 2 3 4 5

1 = Unacceptable 2 = Beginning 3 = Developing 4 = Capable 5 = Accomplished Total Score: _____

**FORM 13: SUMMATIVE
STUDENT TEACHING
PROFILE**

ED492 PRACTICUM IN STUDENT TEACHING
SUMMATIVE STUDENT TEACHING PROFILE

Student: _____

Semester: _____

Name of the School: _____

Grade(s) Taught: _____

Length of Experience: _____

Demographics of the school and its community:

Description of classes taught and general classroom environment:

Establishment of the learning environment:

Technique of questioning:

Student participation:

Management of diversity:

Overall reflection:

Student Teacher: _____

Date: _____

Classroom Supervisor: _____

Date: _____

University Supervisor: _____

Date: _____

**FORM 14: SUPPORTIVE
DOCUMENTATION FORM
(FOR CLASSROOM
SUPERVISOR & UNIVERSITY
SUPERVISOR)**

ED492/498/698: PRACTICUM IN STUDENT TEACHING

SUPPORTIVE DOCUMENTATION

Name of Student Teacher: _____ Date: _____

Describe the student teacher in terms of being a/an:

Knowledgeable Scholar:

Effective Communicator:

Reflective Decision Maker:

(Note: You may refer to the rubrics for the above conceptual components)

Classroom Supervisor: _____

University Supervisor: _____

**FORM 15: CHECKLIST FOR
EXIT STUDENT TEACHING
PROGRAM (FOR STUDENT
TEACHER & UNIVERSITY
SUPERVISOR)**

University of Guam - School of Education
ED492/498/698 Student Teaching/Internship
CHECKLIST FOR STUDENTS MAJOR IN SPECIAL EDUCATION

Name: _____

1D#: _____

Major: _____

UOG Supervisor: _____

Semester: _____

Submission at the end of student teaching: **#1 #2 #3 #4**

From Classroom Supervisor(s)

_____ Lesson Plan with Rubrics _____

_____ Lesson Delivery Evaluations w/Rubrics _____

_____ Benchmark Evaluation Form

_____ Supportive Document for Student Teacher (2)

_____ Exit Survey

From Student Teacher

_____ All of the above named documents

_____ Summative Student Teaching Profile (2)

_____ Showcase Portfolio w/Assessment Rubric

_____ *Video* Tape and Self-Analysis

_____ PowerPoint Presentation w/Rubric and posted on Live Text

_____ Exit Survey

From University Supervisor

_____ Final Grade **Date Completed:** _____

_____ Comments:

Comments:

**FORM 16: APPLICATION
TO ENROLL IN INTERNSHIP
ADMINISTRATION AND
SUPERVISION PROGRAM**

FORM 16

Application to enroll in Directed Field Experience in the SOE

Administration and Supervision Program

Student Name: _____ Contact Number(s): _____

Address: _____ Today's Date: _____

Present Position: _____ School: _____

Experience in Teaching: (Give type & location of position)	Year(s)
_____	_____
_____	_____

Experience in School Administration:	Year(s)
_____	_____
_____	_____

Name of credential or diploma desired:

Courses completed which meet specific requirements for the above credential or diploma. Show the names of institutions where completed.

Specific courses completed as a prerequisite to the directed field experience.

—

Other courses in which you plan to enroll concurrently with your enrollment in field experience.

Semester you intend to enroll in Internship:

***You must submit your recent graduate transcripts to Field Coordinator for review.

This section is to be filled out by your current employment supervisor (Principal).

I have supervised this applicant for _____ yr(s). From: _____ to

Check (✓) one below

The applicant has successful teaching experience(s), and in my judgment has administrative and/or supervisory potential. I grant the applicant permission to participate in the Internship field experience at this school.

I have reservations about this applicant's administrative and/or supervisory potential.

Signed: _____ Title: _____ Date:

Principal

***Please return sealed in the envelope provided.

**FORM 17: SELF-
ASSESSMENT OF
ADMINISTRATIVE
COMPETENCIES**

Self-Assessment of Administrative Competencies**Pre-Internship Assessment**

On the left hand column (Column I), circle the number that best describes your competence level prior to participating in Ed. Admin. Internship. For the response to each statement,

- N represents *Not measurable or observed*
- 1 represents *Beginning Status or inadequate competence*
- 2 represents *Limited experience or marginally competent*
- 3 represents *Satisfactory competence*
- 4 represents *Very Competent*
- 5 represents *Outstanding Competence*

Post-Internship Assessment

On the right hand column (Column III), circle the number that best describes your competence level after participating in Ed. Admin. Internship. For the response to each statement,

- N represents *Not measurable or observed*
- 1 represents *Beginning Status or inadequate competence*
- 2 represents *Limited experience or marginally competent*
- 3 represents *Satisfactory competence*
- 4 represents *Very Competent*
- 5 represents *Outstanding Competence*

Standard 1: VISIONARY LEADERSHIP. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the

development, articulation, implementation, and stewardship of a school or district vision of learning support by the school community.

Pre-Internship Competence	Standard	End-of-Internship Competence
N 1 2 3 4 5	1.1 Develop a Vision 1.1 a Candidates develops a vision of learning for a school that promotes the success of all students.	N 1 2 3 4 5
N 1 2 3 4 5	1.1 b Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.	N 1 2 3 4 5
N 1 2 3 4 5	1.2 Articulate a Vision 1.2a Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.	N 1 2 3 4 5
N 1 2 3 4 5	1.2b Candidates explain how data based research strategies and strategic planning processes that focus on student learning, inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.	N 1 2 3 4 5
N 1 2 3 4 5	1.2c Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.	N 1 2 3 4 5
N 1 2 3 4 5	1.3 Implement the Vision 1.3a Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.	N 1 2 3 4 5
N 1 2 3 4 5	1.3b Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating	N 1 2 3 4 5

Pre-Internship Competence	Standard	End-of-Internship Competence
	collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources.	
N 1 2 3 4 5	1.4 Steward a Vision N12345 1.4a Candidates demonstrate an understanding of the role of effective communication skills play in building a shared commitment to the vision.	N 1 2 3 4 5
N 1 2 3 4 5	1.4b Candidates design or adopt a system for using data based research strategies to regularly monitor, evaluate, and revise the vision.	N 1 2 3 4 5
N 1 2 3 4 5	1.4c Candidates assume stewardship of the vision through various methods	N 1 2 3 4 5
N 1 2 3 4 5	1.5 Promote Community Involvement in the Vision 1.5a Candidates develop plans to involve community members in the realization of the vision and in related school improvement efforts.	N 1 2 3 4 5
N 1 2 3 4 5	1.5b Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.	N 1 2 3 4 5

Standard 2. INSTRUCTIONAL LEADERSHIP. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Pre-Internship Competence	Standard	End-of- Internship Competence
N 1 2 3 4 5	2.1 Promote Positive School Culture 2.1a Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socioeconomic status) of the school community to improve school programs and culture.	N 1 2 3 4 5
N 1 2 3 4 5	2.2 Provide Effective Instructional Program 2.2a Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricula materials.	N 1 2 3 4 5
N 1 2 3 4 5	2.2b Candidates develop a school profile in order to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.	N 1 2 3 4 5
N 1 2 3 4 5	2.2c Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instructor, to monitor instructional practices and provide staff the assistance needed for improvement.	N 1 2 3 4 5
N 1 2 3 4 5	2.3 Apply Best Practices to Student Learning 2.3a Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.	N 1 2 3 4 5
N 1 2 3 4 5	2.3b Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.	N 1 2 3 4 5
N 1 2 3 4 5	2.4 Design Comprehensive Professional Growth Plans 2.4a Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals	N 1 2 3 4 5
N 1 2 3 4	2.4b Candidates demonstrate the ability to use observations,	N 1 2 3 4

Pre-Internship Competence	Standard	End-of-Internship Competence
5	collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.	5
N 1 2 3 4 5	2.4c Candidates develop and implement personal professional growth plans that reflect a commitment to lifelong learning.	N 1 2 3 4 5

Standard 3. ORGANIZATIONAL LEADERSHIP. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Pre-Internship Competence	Standard	End-of-Internship Competence
N 1 2 3 4 5	3.1 Manage the Organization 3.1 a Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principals of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness and efficiency.	N 1 2 3 4 5
N 1 2 3 4 5	3.1 b Candidates develop a plan of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.	N 1 2 3 4 5
N 1 2 3 4 5	3.1 c Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.	N 1 2 3 4 5
N 1 2 3 4 5	3.2 Manage Operations 3.2a Candidates create a plan for involving staff in conducting operations and setting priorities using appropriate and	N 1 2 3 4 5

Pre-Internship Competence	Standard	End-of-Internship Competence
	effective needs assessments research based data, and group process skills to build consensus, communicate and resolve conflicts in order to align resources with the organizational vision.	
N 1 2 3 4 5	3.2b Candidates develop an effective and interactive communications plan for staff that includes opportunities for staff to develop their family and community collaboration skills.	N 1 2 3 4 5
N 1 2 3 4 5	3.2c Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.	N 1 2 3 4 5
N 1 2 3 4 5	3.3 Manage Resources 3.3a Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.	N 1 2 3 4 5
N 1 2 3 4 5	3.3b Candidates creatively seek new resources to facilitate learning.	N 1 2 3 4 5
N 1 2 3 4 5	3.3c Candidates apply and assess current technologies for school management, business procedures, and scheduling.	N 1 2 3 4 5

Standard 4. COMMUNITY LEADERSHIP. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources.

Pre-Internship Competence	Standard	End-of-Internship Competence
N 1 2 3 4 5	4.1 Collaborate with Families and Other Community Members 4.1a Candidates demonstrate an ability to bring together the resources of family members and the community to positively	N 1 2 3 4 5

Pre-Internship Competence	Standard	End-of-Internship Competence
	affect student learning.	
N 1 2 3 4 5	4.1b Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.	N 1 2 3 4 5
N 1 2 3 4 5	4.1c Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.	N 1 2 3 4 5
N 1 2 3 4 5	4.1d Candidates apply an understanding of community relation models, marketing strategies and processes, data-based decision-making, and communications theory to craft frameworks for school, family, business, community, government, and higher education partnerships.	N 1 2 3 4 5
N 1 2 3 4 5	4.1e Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.	N 1 2 3 4 5
N 1 2 3 4 5	4.1e Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.	N 1 2 3 4 5
N 1 2 3 4 5	4.1 f Candidates demonstrate the ability to involve families and other stakeholders in school decision making processes, reflecting an understanding that schools are an integral part of the larger community.	N 1 2 3 4 5
N 1 2 3 4 5	4.1g Candidates develop a plan to address student and family conditions affecting learning by collaborating with community agencies to integrate health, social, and other services.	N 1 2 3 4 5
N 1 2 3 4 5	4.1 h Candidates develop a plan for a comprehensive program of community relations and effective relationships with the media.	N 1 2 3 4 5
	4.2 Respond to Community Interests and Needs	
N 1 2 3 4 5	4.2a Candidates develop a plan for maintaining high visibility and active involvement within the community, including interactions with individuals and groups with conflicting perspectives.	N 1 2 3 4 5
N 1 2 3 4 5	4.2b Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.	N 1 2 3 4 5

Pre-Internship Competence	Standard	End-of-Internship Competence
N 1 2 3 4 5	4.2c Candidates provide leadership to programs serving student special and exceptional needs.	N 1 2 3 4 5
N 1 2 3 4 5	4.2d Candidates develop a plan to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.	N 1 2 3 4 5
N 1 2 3 4 5	4.3 Mobilize Community Resources 4.3a Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.	N 1 2 3 4 5
N 1 2 3 4 5	4.3b Candidates develop a plan for using school resources and social service agencies to serve the community.	N 1 2 3 4 5
N 1 2 3 4 5	4.3c Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.	N 1 2 3 4 5

Standard 5. ETHICAL LEADERSHIP. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Pre-Internship Competence	Standard	End-of-Internship Competence
N 1 2 3 4 5	5.1 Acts with Integrity 5.1 a Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	N 1 2 3 4 5
N 1 2 3 4 5	5.2 Acts Fairly 5.2a Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical	N 1 2 3 4 5

Pre-Internship Competence	Standard	End-of-Internship Competence
	consideration in their interactions with others.	
N 1 2 3 4 5	5.3 Acts Ethically 5.3a Candidates make and explain decisions based upon ethical and legal principles.	N 1 2 3 4 5

Standard 6. CONTEXTUAL LEADERSHIP. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Pre-Internship Competence	Standard	End-of-Internship Competence
N 1 2 3 4 5	6.1 Understand the Larger Context 6.1 a Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.	N 1 2 3 4 5
N 1 2 3 4 5	6.1 b Candidates demonstrate the ability to explain how legal and political systems institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.	N 1 2 3 4 5
N 1 2 3 4 5	6.1 c Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.	N 1 2 3 4 5
N 1 2 3 4 5	6.1d Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.	N 1 2 3 4 5
N 1 2 3 4 5	6.1e Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.	N 1 2 3 4 5
N 1 2 3 4	6.1 f Candidates demonstrate the ability to analyze and	N 1 2 3 4

Pre-Internship Competence	Standard	End-of-Internship Competence
5	describe the cultural diversity in a school community.	5
N 1 2 3 4 5	6.1g Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.	N 1 2 3 4 5
N 1 2 3 4 5	6.1h Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.	N 1 2 3 4 5
N 1 2 3 4 5	6.2 Respond to the Larger Context 6.2a Candidates develop a plan for communicating with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.	N 1 2 3 4 5
N 1 2 3 4 5	6.3 Influence the Large Context 6.3a Candidates develop a plan to engage students, parents, and other members of the community advocating for adoption of improved policies and laws.	N 1 2 3 4 5
N 1 2 3 4 5	6.3b Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.	N 1 2 3 4 5
N 1 2 3 4 5	6.3c Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socio-economic background, ethnicity, gender, disability, or other individual characteristics.	N 1 2 3 4 5

Standard 7. INTERNSHIP. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in standards 1 - 6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Pre-Internship Competence	Standard	End-of-Internship Competence
N 1 2 3 4 5	<p>7.1 Substantial</p> <p>7.1 a Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience (s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.</p>	N 1 2 3 4 5
N 1 2 3 4 5	7.1 b Each candidate should have a minimum of six months (or equivalent) of full-time internship experience.	N 1 2 3 4 5
N 1 2 3 4 5	<p>7.2 Sustained</p> <p>7.2a Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.</p>	N 1 2 3 4 5
N 1 2 3 4 5	<p>7.3 Standards-based</p> <p>7.3a Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.</p>	N 1 2 3 4 5
N 1 2 3 4 5	7.3b Experiences are designed to accommodate candidates' individual needs.	N 1 2 3 4 5
N 1 2 3 4 5	<p>7.4 Real Settings</p> <p>7.4a Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range or relevant knowledge and skills.</p>	N 1 2 3 4 5
N 1 2 3 4 5	7.4b Candidates; experiences include work with appropriate community organizations such as social service groups and local businesses.	N 1 2 3 4 5
N 1 2 3 4 5	<p>7.5 Planned and Guided Cooperatively</p> <p>7.5a Candidates' experiences are planned cooperatively by the individual, the Guam Department of Education, and the VOG Admin. Internship field supervisor to provide inclusion of appropriate opportunities to apply skills, knowledge, and</p>	N 1 2 3 4 5

Pre-Internship Competence	Standard	End-of-Internship Competence
	research contained in the standards. These individuals work together to meet candidate and program needs.	
N 1 2 3 4 5	7.5b Mentors are provided training to guide the candidate during the intern experience.	N 1 2 3 4 5
N 1 2 3 4 5	7.6 Credit 7.6a Candidates earn graduate credit for their intern experience.	N 1 2 3 4 5

Summary Worksheet

Use this worksheet to tabulate results of your Self-Assessment on Administrative Competencies.

Standard 1: Visionary Leadership

Add scores from 1.1a to 1.5b = _____ · Divide by 12 = _____ Average Score

Standard 2: Instructional Leadership

Add scores from 2.1a to 2.4c = _____ · Divide by 9 = _____ Average Score

Standard 3: Organizational Leadership

Add scores from 3.1a to 3.3c = _____ · Divide by 9 = _____ Average Score

Standard 4: Community Leadership

Add scores from 4.1a to 4.3c = _____ · Divide by 15 = _____ Average Score

Standard 5: Ethical Leadership

Add scores from 5.1a to 5.3a = _____ · Divide by 3 = _____ Average Score

Standard 6: Contextual Leadership

Add scores from 6.1a to 6.3c = _____ · Divide by 12 = _____ Average Score

Standard 7: Internship

Add scores from 7.1a to 7.6 = _____ · Divide by 10 = _____ Average Score

Examine your average score for each of the 7 standards. The high average scores represent areas of strength. Low average scores represent opportunities for growth during your internship.

Prioritize standards you will focus on during your internship. (Priority # 1 should be the standard with your lowest score.)

Priority # 1: _____ #2: _____

#3: _____ #4: _____

#5: _____

#6: _____

#7: _____

NOTE: Use the format in Appendix C to develop your internship proposal. Your plan will reflect the manner in which you will address the standards listed above. Once you have developed your internship proposal, you will need to submit it to your UOG Internship Field Supervisor for review and approval.

FORM 18: INTERNSHIP PROPOSAL

ADMINISTRATION AND SUPERVISION

INTERNSHIP PROPOSAL

NOTE: This is the format for your proposal. You may need to add additional pages. Use this format with all the standards you selected

PRIORITY #1 #2 #3 #4 #5 #6 #7 (Circle 1)

Standard that needs to be strengthened. Standard # _____ (Write standard):

Description of Need:

Specific Learning Objective(s). (What do I propose to learn?)

Activities: (What do I intend to? Date it will be accomplished?)

**FORM 19: CAMPUS
SUPERVISOR PERMISSION
FORM**

School of Education

Administration and Supervision Program

Campus Supervisor Permission Form

_____ has enrolled this semester in ED698 Administration and Supervision Internship. The School of Education requests that the intern develop an Internship proposal that will serve as a guide during his/her Internship (attached). The intern must spend a minimum of 300 hours in the Internship, actively participating in campus level and other mid-management experiences that are aligned with the activities listed in his/her Internship Proposal. These hours may be arranged at the convenience of the public school administrator/mentor and the intern.

I, the undersigned administrator/mentor, do hereby accept the above named intern. I will assist in supervising his/her activities for the required amount of time this semester. I understand my responsibilities as outlined in the Internship Planning Guide and agree to meet with him/her periodically to assess and guide the internship activities.

Administrator/Mentor

Date

School Contact #'s

FORM 20: INTERNSHIP LOG FORMAT

Administration and Supervision

Internship Log Format

The log is a day-by-day listing of the experience encountered in the Internship. It is designed to document what the intern learned or experienced during this time period.

Example:

Date: Monday, Aug. 20, 2010

Standard II, Activity 24

2.5 hours

Gathered information through the use of a questionnaire from teachers on areas of need for staff development. The teachers want more training on how to modify lessons for at-risk –students.

Date: _____ Standard _____ Activity _____ _____ hours

Date: _____ Standard _____ Activity _____ _____ hours

Date: _____ Standard _____ Activity _____ _____ hours

Date: _____ Standard _____ Activity _____ _____ hours

Total Hours This Log Timeframe: hours

Cumulative Hours for all Log Timeframes: _____ hours

Approved: Cooperating Administrator _____

Signature/Date

*** Attach Weekly Reflection

**FORM 21: CHECKLIST OF
REQUIRED INTERNSHIP
ACTIVITIES**

Administration and Supervision

Checklist of Required Internship Activities

Suggestions of field activities are listed in this section to guide the intern. It is not intended to confine you, but merely show the type of activities that would be appropriate in each of the standards. The activities should be adapted to your competency needs.

The number of activities that you select will depend on the goals you have set in your internship proposal, and upon the amount of work and time involved to complete each activity.

You may proceed to select among these activities, or develop your own activities as you plan your field experience. Here are some suggestions to consider as you finalize your proposal:

- 1) Avoid concentrating too much time on anyone activity.
- 2) Avoid activities that you have experience in.
- 3) Avoid menial tasks that carry little responsibility or tend to be clerical in nature.
- 4) Ensure that the activities will benefit you (primarily) and the school you are assigned
- 5) Ensure that the activities help you develop the leadership qualities you intend to improve.

Standard 1: VISIONARY LEADERSHIP. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

If priority Check (✓)	Date Accomplished (Consistent with LOG)	Intern's Initial	Activity
			1. Review your campus vision statement. What data is being collected to measure growth toward the vision?
			2. Discuss what is being done to implement the vision. Are all stakeholders aware of the vision? Participate in activities that will promote the vision.

			3. Conduct a survey to determine how best to accomplish the vision. Make recommendations on how to get all stakeholders involved.
			4. What is being done to ensure that long range plans are connected to this vision? How are stakeholders "reminded" of this vision?
			5. List the behaviors employees' exhibit to facilitate the vision of learning.
			6. Identify the systems in place to be certain the vision is sustained.
			7. What can be done or what is being done to ensure that students are able to connect their learning to the vision?
			8. Review strategic plans that link student performance to financial, human, and material resources. How do these resources connect to teaching and learning?

Verification of Principal: The above listed field activities were completed by the candidate under my general supervision and were hereby approved.

Print Name: _____, Signature: _____ Date: _____

Standard 2. INSTRUCTIONAL LEADERSHIP. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

NOTE: The candidates activities described above must involve the work of other teachers and the learning of students in these teachers' classes. Any activity that is limited to improving the learning situation only for the students taught by the intern, is simply the improvement of the candidate as a teacher and is not a supervisory activity. Candidates should associate himself/herself with other teachers and staff members when accomplishing these activities.

If priority	Check (✓)	Date Accomplished (Consistent with LOG)	Intern's Initial	Activity
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If priority Check (✓)	Date Accomplished (Consistent with LOG)	Intern's Initial	Activity
			1. Examine quarterly course syllabi to determine if specific skills in the grade level standards skills are being addressed. Are they aligned with SAT10 skills?
			2. Examine the school-wide procedures in place to ensure course syllabi for all classes are kept up-to-date and available for parents. Make recommendations for improvement.
			3. In one subject area, examine whether the instructional materials are suitable to different ability levels. Share your findings with supervisor.
			4. Plan a workshop or session with teachers to share effective teaching methods.
			5. Research and share resources with teachers on excellent teaching practices (e.g. Cooperative Learning/Leaning Styles, etc.).
			6. Arrange for teachers to visit and observe the work of master teachers.
			7. In one subject area, identify whether there is a shortage of textbooks/supplies, and make an effort to assist teachers in getting adequate instructional materials.
			8. Study the availability and distribution of instructional aides (multi-media). Make recommendations for improvement.
			9. Shadow your principal as he/she conducts a teacher evaluation. (pre-conference/observation/post-conference)
			10. Participate in some phase of a school program for 1) the culturally deprived and 2) students with disabilities.
			11. Work towards the improvement of substitute teacher service.
			12. Assist/Improve the quality and publication of the school bulletin.
			13. Review and evaluate the procedures used when conducting parent conferences.
			14. Study and propose improvements in the school policies regarding the assignment of homework.

If priority Check (✓)	Date Accomplished (Consistent with LOG)	Intern's Initial	Activity
			15. Review the School Action Plan (SAP) and identify whether progress is being made to attain the goals specified.
			16. Understand the SAT10 procedures for testing. Learn how to interpret student test scores. Understand how school uses these results, and make recommendations for improvement.
			17. Participate/Observe teacher/parent conference(s) related to academics.
			18. Make recommendations to improve the Faculty Handbook.
			19. Make recommendations to improve the Student Handbook.
			20. Create partnership with other school(s) to share instructional resources and ideas.
			21. If your school is accredited (or in process), review and assist with the preparation of data.
			22. Learn the referral process for Special Education services. (GATE and Resource)
			23. Critique the Special Ed. Programs in your school. (GATE and Resource).
			24. Survey teachers on Staff Development needs. Discuss with supervisor what the schools' plans for staff development are.
			25. Provide leadership in planning a staff development program for your faculty or staff.
			26. Create or Critique a Teacher Recognition program in your school.
			27. Make recommendations to improve the technology program in your school.
			28. Learn what alternative academic programs are available in the community for your students, and share your findings with teachers and parents.
			29. Understand the support services provided by GPSS' Special Ed. Office, Curriculum and Instruction, Federal Programs, Personnel Office, Certification Office, etc.

If priority Check (✓)	Date Accomplished (Consistent with LOG)	Intern's Initial	Activity
			30. List Characteristics of a positive learning environment. Identify those that exist in your school, and those that are lacking.
			31.
			32.
			33.
			34.

Verification of Principal: The above listed field activities were completed by the candidate under my general supervision and were hereby approved.

Print Name: _____, Signature: _____ Date: _____

Standard 3. ORGANIZATIONAL LEADERSHIP. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

If priority Check (✓)	Date Accomplished (Consistent with LOG)	Intern's Initial	Activity
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If priority Check (✓)	Date Accomplished (Consistent with LOG)	Intern's Initial	Activity
			1. Examine the school's organizational chart and know the functions of all employees. Identify which areas have shortages/excess employees.
			2. Examine staff/faculty schedules and identify areas where modifications can be made to maximize employees' performance.
			3. Review the duties of a school principal, assistant principal, and staff.
			4. Become familiar with the varied school committees, clubs and organizations, and know their purpose.
			5. Review the school bulletins and procedures for disseminating information. Make recommendations for improvement.
			6. Attend faculty meetings. Evaluate the effectiveness of the meeting.
			7. Help plan the faculty/staff meeting agendas and lead in conducting meeting(s).
			8. Understand student attendance procedures. (including dealing with truancy, controlling tardiness, etc.).
			9. Critique the supervision and performance of clerical staff.
			10. Critique the supervision and performance of custodians.
			11. Critique the supervision and performance of school aides.
			12. Understand the role of guidance counselor(s).
			13. Review student enrollment, registration and withdrawal procedures.
			14. Familiarize yourself with Non-Appropriated funds, procedures and make suggestions for improvement.
			15. Participate in the evaluation of staff.
			16. Become familiar with the school nurse office operations, and mandatory health procedures/accident reports. Make recommendations for improvement.
			17. Under the direction of a school administrator, assist with handling a number of discipline referrals.

If priority Check (✓)	Date Accomplished (Consistent with LOG)	Intern's Initial	Activity
			18. Know procedures for cumulative discipline records, and handling of suspensions and expulsion of students.
			19. Review and evaluate the school policies dealing with student discipline.
			20. Review school procedures that pertain to opening the school for community events (PTA meetings, Board Meetings, use of gym, etc.)
			21. Evaluate the school grooming and dress code for employees and students.
			22. Review procedures for textbook and equipment property management.
			23. Participate/Coordinate Emergency procedures: Fire Drills, Bomb Drills, Earthquake Drills, and Terrorist Drills. Make recommendations for improvement.
			24. Review procedures for custodial supply accountability and instructional supply accountability.
			25. Know procedures for submitting requisitions---supplies, equipment, contractual services.
			26. Participate in organizing a school-wide student event. Supervise the event.
			27. Assist in preparing a master schedule.
			28. Identify special programs/clubs in your school. Select one, and understand its functions. Make recommendations to upgrade this particular program
			29. Examine the filing of important documents that must be referred to annually (Budget allotments, teacher files, non-appropriated funds, ledgers, Student Records, Committee Reports, etc.).
			30. Study the current conditions of the school plant, and it's conduciveness to learning. Draft a report for your principal/school board/or PTA on existing plant problems: lighting, acoustics, ventilation/AC, electrical and plumbing, chalkboards, painting, etc.
			31. Find out procedures for opening and closing of school year.

If priority Check (✓)	Date Accomplished (Consistent with LOG)	Intern's Initial	Activity
			32. List some cost savings measures that your school can implement.
			33.
			34.
			35.

Verification of Principal: The above listed field activities were completed by the candidate under my general supervision and were hereby approved.

Print Name: _____, Signature: _____ Date: _____

Standard 4. COMMUNITY LEADERSHIP. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

If priority Check (✓)	Date Accomplished (Consistent with LOG)	Intern's Initial	Activity
			1. Represent the school in a community organization.
			2. Compile a list of concerns raised by the community, and note who/how/and when these concerns were addressed.
			3. Prepare school correspondence (e.g. Reports, newsletters, news releases, etc.).
			4. Assist/coordinate a school-community project. (e.g. with PTA or students organizations).
			5. Evaluate Open House/Parent Teacher Conference attendance/procedures, and make recommendations for improvement.
			6. Discuss with administrator(s) your school's enrollment projections in the next 5 years, and list the implications. Find out what is being done about this.
			7. Develop an understanding of the role that the principal plays in working with the School PTA and other community organizations.
			8. Develop a plan that aligns a social service agency's program with your school improvement needs.
			9. Identify 5 key community leaders and describe their roles in assisting with school improvement. Analyze the leadership styles of these 5 leaders.
			10.
			11.
			12.

Verification of Principal: The above listed field activities were completed by the candidate under my general supervision and were hereby approved.

Print Name: _____, Signature: _____ Date: _____

Standard 5. ETHICAL LEADERSHIP. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

If priority	Check (✓)	Date Accomplished (Consistent with LOG)	Intern's Initial	Activity
				1. Become familiar with all publications, policies, rules and regulations that impact school operations. (e.g., OSHA Report, Accreditation Report, PTEP, School Action Plans, Board Policies, Board Union Contract, Personnel Rules and Regulations, SP AM, etc.).
				2. Describe how you modeled ethical conduct and integrity when participating in decision making activities with students and teachers.
				3. Determine whether the School Vision shapes the ethical behaviors of employees and students. If not, what can be done?
				4. Identify/Discuss situations where 1) you question the ethical behaviors of school employees, 2) you encountered an ethical dilemma in decision making.
				5. Discuss with supervisor(s), legal proceedings related to school operations. (e.g., student rights, parent rights, etc.).
				6. Develop/identify a Code of Ethics for Educators, and share it with your supervisor.
				7. Participate in planning and presenting a program about multicultural awareness, ethnic appreciation, or gender sensitivity on your campus.
				8. Review legal procedures related to providing special education services. Discuss these procedures with special education teachers, (Consulting Resource Teacher) CRT's and the administrator in charge. Make recommendations for improving existing procedures
				9. Identify school practices that reflect cultural biases and present recommendations for ways to improve or stop these practices.
				10. Describe the most frequent or serious legal issue facing your school. Identify the reasons, and recommend solutions.
				11.
				12.

			13.
--	--	--	-----

Verification of Principal: The above listed field activities were completed by the candidate under my general supervision and were hereby approved.

Print Name: _____, Signature: _____ Date: _____

Standard 6. CONTEXTUAL LEADERSHIP. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

If priority Check (✓)	Date Accomplished (Consistent with LOG)	Intern's Initial	Activity
			1. List "the larger contexts" that may help to improve your school.
			2. Identify existing campus-business partnership(s) and make recommendations on how to strengthen it. If a partnership does not exist, create a plan to develop a partnership and implement the plan.
			3. Differentiate between school policies and district policies. Know which policy supersedes the other.
			4. Obtain community assistance/contribution(s) for school improvement.
			5. Draft a letter to the Board of Education and Senators asking them to address problems identified at your school.
			6. Assist with the preparation data for your school's 1) accreditation committee, 2) annual budget request.
			7. Understand the role(s) of the Board of Education, and review existing Board Policies.
			8. Attend a Board of Education Meeting.
			9. Attend a Legislative session dealing with Education.
			10. Interview Legislators on their plans to improve education.
			11. List the pros and cons of implementing certain educational practices in Guam's Public Schools. (e.g., vouchers? Privatization of services, etc.).
			12.
			13.
			14.

Verification of Principal: The above listed field activities were completed by the candidate under my general supervision and were hereby approved.

Print Name: _____, Signature: _____ Date: _____

Standard 7. INTERNSHIP. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in standards 1 - 6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

If priority Check (✓)	Date Accomplished (Consistent with LOG)	Intern's Initial	Activity
			1. Complete a self-inventory based on state/university standards, and develop a self-improvement plan based on the results. This serves as the basis for the activities during your internship.
			2. Maintain a Reflection Journal throughout the time of the Internship.
			3. Meet with fellow interns on a regular basis to discuss the achievement of the goals in the internship proposal.
			4. Maintain an Operations Binder that lists important people/procedures/resources that support the school operations.
			5. Conduct a post-internship self-inventory to identify competency levels after Internship.
			6.
			7.
			8.

Verification of Principal: The above listed field activities were completed by the candidate under my general supervision and were hereby approved.

Print Name: _____, Signature: _____ Date: _____

FORM 22: INTERN SELF-EVALUATION

Intern Self-Evaluation

Intern: _____

Date: _____

Internship Placement Site: _____

A. In what areas did you experience the greatest professional growth during your internship?

B. What competencies are in greatest need of further development?

C. What additional comments or suggestions do you have related to your internship?

**FORM 23: SCHOOL
COUNSELING
INTERNSHIP
APPLICATION FORM**

UNIVERSITY OF GUAM MASTER OF ARTS IN COUNSELING

School Counseling Internship Application Form

Directions: This form must be completed and returned to the University Supervisor before you begin the internship course.

Semester of Internship (indicate one): Fall _____ Spring _____

1. Complete your current contact information below.

Name: _____ Home Phone: _____

Address: _____ Cell Phone: _____

_____ Email: _____

2. Indicate what semester you took each of the following Area of Specialization courses. Only check those courses which you have completed.

ED619 ED620 ED621 ED622 ED623

ED624 ED625 ED677 ED692

3. Have you received below a B in any course? No Yes

4. Please complete the information below on the selected school site in which you will be working.

Name of School: _____

Level of School: Elementary School Middle School High School

Address: _____ Phone: _____

5. Please complete the information below on your selected site supervisor.

Name: _____ Title: _____

Highest Degree: Doctoral Degree in _____ Masters Degree in _____

School Counselor Certification State/Territory: _____

Number of years worked as a School Counselor: _____

Email: _____ Phone: _____

I have read and understand the policies and procedures regarding confidentiality of client information and records management and the 2005 ACA Code of Ethics. I am aware that client confidentiality is protected by Federal regulations and am also aware of the penalties of non-compliance with these regulations and of noncompliance with the ACA Code of Ethics for case/record management and professional conduct while studying at the University of Guam counseling program or serving as a counseling practicum or intern student. I am also aware that these laws, standards, and policies are applicable to me after termination of study or employment. I further understand that these laws, standards and policies must be followed to protect the welfare of counseling clients, the university, and related institutions. Sign below indicating that all of the information included is true to the best of your knowledge.

Signature of Student

Date

Signature of Advisor/Coordinator of Field Placement & Supervision

Date

**FORM 24: SCHOOL
COUNSELING INTERNSHIP
CONTRACT**

UNIVERSITY OF GUAM MASTER OF ARTS IN COUNSELING

School Counseling Internship Contract

This agreement is made on _____ between _____ and the Master of Arts in Counseling
(date) (field site)

program at the University of Guam. The agreement verifies that

_____ will be working during _____ semester(s) of
(internship student) (semester)

the _____ school year for _____ per week.
(year) (# hrs)

The Master of Arts in Counseling program at the University of Guam will provide a University Supervisor for each Student. His/her responsibilities will be to:

- Conduct an introductory meeting and orientation with the site supervisor.
- Facilitate communication between the University and field placement site.
- Notify students that they must adhere to the administrative policies, rules and standards of the field placement site.
- Be available for consultation with both Site Supervisors and students.
- Visit the site supervisor and the student at the internship site during the semester.
- Establish course requirements via the course syllabus.
- Assist students in processing their new knowledge.
- Assist students to integrate their experiences with theory and research.
- Evaluate the student and discuss that evaluation with him/her.
- Be responsible for the assignment of the course grade.

The Internship Site agrees to provide a Site Supervisor who:

- Has at least a Masters degree in a counseling related field, and holds certification as a School Counselor.
- Has time for and an interest in training a student.
- Provides opportunities for the student to engage in a variety of school counseling activities.

- Provides the student with adequate workspace, telephone, office, supplies and staff to conduct professional activities.
- Schedules time for consultation with the student on a regular basis.
- Provides training and supervision needed for students to follow the policies and procedures of the school.
- Assists the student to become an accepted member of the staff.
- Communicates with the university supervisor regarding the student's performance as needed.
- Reviews and signs all relevant paperwork, such as the Internship Weekly Activities Logs.
- Assists the student in periodic self-evaluation.
- Completes a midterm and final evaluation of the student's performance throughout the semester.

Identification of Site Supervisor:

_____ will be the primary internship site supervisor. The training
(Site Supervisor)

activities (reviewed below) will be provided for the student in sufficient amounts to allow an adequate evaluation of the student's level of competence in each activity.

_____ will be the faculty liaison with whom the student and site supervisor will
(University Supervisor)

communicate regarding progress, problems, and performance evaluations.

All parties agree that the following internship activities will be included in the training that the student receives on site:

Direct Services

Below are descriptions of each activity which is considered to have direct client contact that contributes to the development of counseling skills.

- *Individual counseling* includes performing client sessions focused on the assessment and treatment of specific client goals.
- *Group counseling* includes participating in co-leading a student group focused around a specific group goal.
- *Individual advisement* includes class planning, as well as college counseling. This could also include college recommendations, scholarships, scheduling and parent workshops. It is expected that a counselor-in-training in a high school setting will perform this task significantly more than in an elementary or middle school setting.

- *Developmental Guidance* includes conducting classroom lesson plans in accordance with the
- ASCA’s national model of School Counseling. This also includes developing curriculum as mandated by district standards.
- *Testing and Assessment* includes any assessments which would fall under the purview of a school counselor.
- *Parent Consultations* includes any contacts or meetings that the practicum student has with parents of students within your school.
- *Parent Workshops* includes any trainings and parent-focused workshops that the practicum student co-leads.
- *Telephone or Email Contacts* include any direct contact that the practicum student has with students or parents which is not face to face. These hours should reflect only a small proportion of your direct service hours.

Indirect Activities

Below are descriptions of each activity which is considered indirect service hours.

- *Observation* includes any observation of an on-site staff member performing counseling tasks.
- This is only considered indirect if you are not performing the client activity.
- *Referrals* include outsourcing of services, including researching all options.
- *Teacher Consultation* is considered all interactions where you are working directly with a teacher regarding clients and other educational issues.
- *Administrator Consultation* is considered all interactions where you are working directly with a school administrator regarding clients and other educational issues.
- *Team Meetings* are all student-focused meetings at the school site, including IEP and PPT student meetings.
- *Staff Meetings* are all other staff meetings which occur at the school site.
- *Professional Development Activities* are any trainings, workshops or conferences that you attend as part of your practicum experience.

Signature of Internship Student

Date

Signature of Site Supervisor

Date

Signature of Faculty Supervisor/Internship Instructor

Date

**FORM 25: SCHOOL
COUNSELING INTERNSHIP
STUDENT EVALUATION**

UNIVERSITY OF GUAM MASTER OF ARTS IN COUNSELING

School Counseling Internship Student Evaluation

Directions: This form is to be completed by the Site Supervisor at mid-term and semester end and given to the University Supervisor.

Name of Graduate Student: _____ Date: _____

Name of Site Supervisor: _____ Midterm Final

Name of School: _____

N – No opportunity to observe 1 – Unacceptable performance 2 – Marginal performance
3 – Acceptable performance 4 – Commendable performance 5 – Exceptional performance

- 1. Openness to new ideas N 1 2 3 4 5
2. Flexibility N 1 2 3 4 5
3. Cooperative with others N 1 2 3 4 5
4. Willingness to accept and use feedback N 1 2 3 4 5
5. Awareness of own impact on others N 1 2 3 4 5
6. Ability to deal with conflict N 1 2 3 4 5
7. Ability to accept personal responsibility N 1 2 3 4 5
8. Ability to express feelings effectively and appropriately N 1 2 3 4 5
9. Attention to ethical and legal considerations N 1 2 3 4 5
10. Initiation and motivation N 1 2 3 4 5

Demonstrates the ability to apply and adhere to ethical and legal standards in school
counseling N 1 2 3 4 5

Demonstrates the ability to articulate, model, and advocate for a professional school counselor identity and program N 1 2 3 4 5

Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate N 1 2 3 4 5

Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students N 1 2 3 4 5

Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development N 1 2 3 4 5

Uses peer helping strategies in the school counseling program N 1 2 3 4 5

Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations N 1 2 3 4 5

Engages parents, guardians, and families to promote the academic, career, and personal/social development of students N 1 2 3 4 5

Makes appropriate referrals to school and/or community resources N 1 2 3 4 5

Locates resources in the community that can be used in the school to improve student achievement and success N 1 2 3 4 5

Consults with teachers, staff, and community-based organizations to promote

student academic, career, and personal/social development N 1 2 3 4 5

Demonstrates self-awareness, sensitivity to others, and the skills needed to relate
to diverse individuals, groups, and classrooms N 1 2 3 4 5

Demonstrates multicultural competencies in relation to diversity, equity, and
opportunity in student learning and development N 1 2 3 4 5

Applies relevant research findings to inform the practice of school counseling
N 1 2 3 4 5

Develops measurable outcomes for school counseling programs, activities,
interventions, and experiences N 1 2 3 4 5

Analyzes and uses data to enhance school counseling programs N 1 2 3 4 5

Participates in the design, implementation, management, and evaluation of a
comprehensive developmental school counseling program N 1 2 3 4 5

Site Supervisor Comments:

I have reviewed and discussed this evaluation with my site supervisor.

**FORM 26: SCHOOL
COUNSELING STUDENT
EVALUATION OF SITE**

UNIVERSITY OF GUAM MASTER OF ARTS IN COUNSELING

School Counseling Student Evaluation of Site

Directions: This form is to be completed at semester end & forwarded to the University Supervisor.

Name of Site Supervisor: _____

Name of School: _____

N – Not applicable 1 – Unacceptable or Deficient 2 – Marginally acceptable
3 – Meets expectations 4 – Above expectations 5 – Far exceeds expectations

- | | | | | | | |
|------------------------------------------------------------|---|---|---|---|---|---|
| 1. Amount of on-site supervision | N | 1 | 2 | 3 | 4 | 5 |
| 2. Quality and Usefulness of on-site supervision | N | 1 | 2 | 3 | 4 | 5 |
| 3. Relevance of experience to professional goals | N | 1 | 2 | 3 | 4 | 5 |
| 4. Orientation training was relevant and helpful | N | 1 | 2 | 3 | 4 | 5 |
| 5. Adequacy of site facilities | N | 1 | 2 | 3 | 4 | 5 |
| 6. Exposure to ethnic, lifestyle and demographic diversity | N | 1 | 2 | 3 | 4 | 5 |
| 7. Support and encouragement | N | 1 | 2 | 3 | 4 | 5 |

Opportunity for:

- | | | | | | | |
|---------------------------|---|---|---|---|---|---|
| 1. Individual Counseling | N | 1 | 2 | 3 | 4 | 5 |
| 2. Group Counseling | N | 1 | 2 | 3 | 4 | 5 |
| 3. Individual Advisement | N | 1 | 2 | 3 | 4 | 5 |
| 4. Developmental Guidance | N | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|--------------------------------|---|---|---|---|---|---|
| 5. Testing and Assessment | N | 1 | 2 | 3 | 4 | 5 |
| 6. Parent Consultations | N | 1 | 2 | 3 | 4 | 5 |
| 7. Parent Workshops | N | 1 | 2 | 3 | 4 | 5 |
| 8. Telephone or Email Contacts | N | 1 | 2 | 3 | 4 | 5 |
| 9. Observation | N | 1 | 2 | 3 | 4 | 5 |
| 10. Referrals | N | 1 | 2 | 3 | 4 | 5 |
| 11. Teacher Consultation | N | 1 | 2 | 3 | 4 | 5 |
| 12. Administrator Consultation | N | 1 | 2 | 3 | 4 | 5 |
| 13. Team Meetings | N | 1 | 2 | 3 | 4 | 5 |
| 14. Staff Meetings | N | 1 | 2 | 3 | 4 | 5 |
| 15. Professional Development | N | 1 | 2 | 3 | 4 | 5 |

Signature of Student

Date

**FORM 27: SCHOOL
COUNSELING STUDENT
EVALUATION OF SITE
SUPERVISOR**

UNIVERSITY OF GUAM MASTER OF ARTS IN COUNSELING

School Counseling Student Evaluation of Site Supervisor

Directions: This form is to be completed at semester end then forwarded to the University Supervisor.

Name of Site Supervisor: _____ Site: _____

N – Not applicable

1 – Unacceptable or Deficient

2 – Marginally acceptable

3 – Meets expectations

4 – Above expectations

5 – Far exceeds expectations

1. Observes and/or reviews recordings of my counseling sessions N 1 2 3 4 5

2. Gives useful feedback N 1 2 3 4 5

3. Encourages use of new and different techniques N 1 2 3 4 5

4. Suggest ideas for developing my professional skills N 1 2 3 4 5

5. Helps me define and achieve concrete goals N 1 2 3 4 5

6. Encourages and listens to my ideas for skill development N 1 2 3 4 5

7. Helps me make sound ethical decisions N 1 2 3 4 5

8. Encourages my professional development and behavior N 1 2 3 4 5

- | | |
|--------------------------------------------------------------------|-------------|
| 9. Offers resource information | N 1 2 3 4 5 |
| 10. Helps me understand site policies and procedures | N 1 2 3 4 5 |
| 11. Helps me meet all hour requirements | N 1 2 3 4 5 |
| 12. Discusses theoretical approaches to my work | N 1 2 3 4 5 |
| 13. Encourages me to evaluate my own work | N 1 2 3 4 5 |
| 14. Treats students and others fairly | N 1 2 3 4 5 |
| 15. Discussed multicultural competence or diversity issues with me | N 1 2 3 4 5 |

LITERACY CENTER FORMS



UNIVERSITY OF GUAM
UNIBETSEDÅT GUAHAN

**SCHOOL OF EDUCATION
UOG STATION, MANGILAO, GUAM 96923**

**LITERACY CENTER
SOE RM. 102
LITERACY CENTER COORDINATOR:
CATHERINE E. STOICOVY, PH.D.
CSTOICOV@UGUAM.UOG.EDU TEL. 735-2430**

**PARENT PERMISSION FOR STUDENT PARTICIPATION IN THE SCHOOL OF EDUCATION LITERACY
CENTER PROGRAM**

I, _____ **GIVE PERMISSION FOR MY CHILD**
(PARENT/GUARDIAN'S NAME)

_____ **TO BE ASSESSED BY THE**
(CHILD'S NAME)

SCHOOL OF EDUCATION LITERACY CENTER AND TO PARTICIPATE IN LITERACY CENTER ACTIVITIES.

_____ **DATE** _____
(PARENT/GUARDIAN'S SIGNATURE)



**UNIVERSITY OF GUAM
UNIBETSEDÅT GUAHAN**

**SCHOOL OF EDUCATION
UOG STATION, MANGILAO, GUAM 96923**

LITERACY CENTER

SOE Rm. 102

LITERACY CENTER COORDINATOR:

CATHERINE E. STOICOVY, PH.D.

CSTOICOV@UGUAM.UOG.EDU TEL. 735-2430

DATE _____

To _____

THE FOLLOWING STUDENT _____, **WHO LIVES AT**

_____, **IS BEING ASSESSED AT THE**

SCHOOL OF EDUCATION LITERACY CENTER. WE WOULD APPRECIATE ANY TESTING RESULTS OR RECORDS THAT YOU MIGHT HAVE CONCERNING THIS CHILD.

THANK YOU AND SI YU'OS MA'ASE,

CATHERINE STOICOVY, PH.D.

LITERACY CENTER COORDINATOR

YOU HAVE MY PERMISSION TO RELEASE ANY RECORDS CONCERNING MY CHILD,

_____.

(CHILD'S NAME)

_____ **DATE** _____

(PARENT/GUARDIAN'S SIGNATURE)

UNIVERSITY OF GUAM

UNIBETSEDAT GUAHAN

SCHOOL OF EDUCATION

LITERACY CENTER

PARENT QUESTIONNAIRE/INTERVIEW

CHILD _____

CHILD'S DATE OF BIRTH _____ **AGE** _____ **SEX** _____

ETHNICITY/RACE _____

HOME MAILING ADDRESS _____

TELEPHONE _____ **(HOME)** _____ **(WORK)**

CHILD'S FIRST LANGUAGE _____ **OTHER LANGUAGES** _____

LANGUAGE(S) SPOKEN IN THE HOME _____

GRADE _____

TEACHER'S NAME _____

SCHOOL _____

DEAR PARENT OR GUARDIAN,

PLEASE ANSWER THE QUESTIONS BELOW. IF YOU WOULD PREFER TO TALK ABOUT SOME OF THESE QUESTIONS WITH YOUR CHILD'S TUTOR, RATHER THAN WRITE, PLEASE FEEL FREE TO DO SO. YOU ARE A VALUABLE SOURCE OF INFORMATION ABOUT YOUR CHILD'S LEARNING NEEDS AND INTERESTS, AND WE APPRECIATE YOUR SHARING THIS INFORMATION WITH US.

THANK YOU AND SI YU'OS MA'ASE,

THE LITERACY CENTER

REASON FOR REFERRAL

1. WHY DID YOU BRING YOUR CHILD TO THE LITERACY CENTER?

2. WHAT ARE SOME OF YOUR CHILD'S PROBLEMS IN READING?

WRITING?

HOW OLD WAS YOUR CHILD WHEN YOU FIRST NOTICED THAT HE OR SHE WAS HAVING DIFFICULTY?

3. WHAT ARE SOME OF YOUR CHILD'S STRENGTHS AND INTERESTS IN SCHOOL?

4. WHAT ARE YOUR GOALS FOR YOUR CHILD AFTER SHE OR HE FINISHES SCHOOL?

FAMILY INFORMATION

1. FATHER'S OR GUARDIAN'S NAME _____

OCCUPATION _____

SCHOOL YEARS COMPLETED _____

PLACE OF BIRTH _____

LENGTH OF TIME LIVING ON GUAM _____

FIRST LANGUAGE _____ **OTHER LANGUAGES** _____

WHEN YOU'RE AT HOME, WHICH LANGUAGE DO YOU USE THE MOST?

WHEN YOU ARE SPEAKING TO YOUR CHILD, WHICH LANGUAGE DO YOU USE THE MOST?

WHEN YOUR CHILD IS SPEAKING TO YOU, WHICH LANGUAGE DOES YOUR CHILD USE THE MOST?

2. MOTHER'S OR GUARDIAN'S NAME _____

OCCUPATION _____

SCHOOL YEARS COMPLETED _____

PLACE OF BIRTH _____

LENGTH OF TIME LIVING ON GUAM _____

FIRST LANGUAGE _____ **OTHER LANGUAGES** _____

WHEN YOU'RE AT HOME, WHICH LANGUAGE DO YOU USE THE MOST?

WHEN YOU ARE SPEAKING TO YOUR CHILD, WHICH LANGUAGE DO YOU USE THE MOST?

WHEN YOUR CHILD IS SPEAKING TO YOU, WHICH LANGUAGE DOES YOUR CHILD USE THE MOST?

3. PARENTS ARE MARRIED _____ **DIVORCED** _____ **OTHER** _____

4. WHO IS THE CHILD LIVING WITH NOW?

5. HAVE THERE BEEN ANY CHANGES IN FAMILY LIVING ARRANGEMENTS DURING THE LAST FEW YEARS?

6. OTHER CHILDREN

NAME AGE LIVING AT HOME?

7. DO ANY OTHER MEMBERS OF THE FAMILY HAVE A READING PROBLEM?

BIRTH AND DEVELOPMENTAL HISTORY

1. WERE THERE ANY COMPLICATIONS DURING PREGNANCY?

CHILDBIRTH?

2. AT APPROXIMATELY WHAT AGE DID YOUR CHILD SAY FIRST WORDS?

3. AT APPROXIMATELY WHAT AGE DID YOUR CHILD BEGIN TO WALK?

4. BEFORE ENTERING SCHOOL, DID YOUR CHILD LIKE HAVING BOOKS READ ALOUD TO HIM OR HER?

IF YES, HOW OFTEN WERE BOOKS READ TO HIM/HER?

EVERY DAY

ONCE A WEEK

ONCE A MONTH

HARDLY EVER

NEVER

DID YOUR CHILD HAVE ANY FAVORITE BOOKS?

5. HAS YOUR CHILD HAD ANY SERIOUS ILLNESSES? IF SO, EXPLAIN.

6. HAS YOUR CHILD HAD ANY SERIOUS ACCIDENTS? IF SO, EXPLAIN.

7. DID YOUR CHILD HAVE EAR INFECTIONS? IF SO, EXPLAIN.

8. DOES YOUR CHILD WEAR EYEGASSES OR CONTACT LENSES?

9. DOES YOUR CHILD HAVE A HEARING PROBLEM? WEAR A HEARING AID?

SOCIO-EDUCATIONAL INFORMATION

1. PLEASE LIST THE SCHOOLS YOUR CHILD HAS ATTENDED.

SCHOOL	GRADES ATTENDED	LOCATION
---------------	------------------------	-----------------

2. HAS YOUR CHILD RECEIVED ANY OF THE FOLLOWING SERVICES? IF SO, PLEASE EXPLAIN.

SPECIAL EDUCATION (PULL-OUT, RESOURCE ROOM, SELF-CONTAINED)

COUNSELING

LOTE (LANGUAGE OTHER THAN ENGLISH)

GATE (GIFTED AND TALENTED EDUCATION)

TUTORING

CHAPTER ONE

OTHER

3. WHAT SUBJECTS ARE DIFFICULT FOR YOUR CHILD?

4. WHAT ARE YOUR CHILD'S BEST, OR FAVORITE, SUBJECTS?

5. DOES YOUR CHILD GET TIRED EASILY? IF SO, EXPLAIN.

6. WHAT DOES YOUR CHILD LIKE TO DO OUTSIDE OF SCHOOL?

7. WHAT WORKS AS A MOTIVATOR FOR YOUR CHILD?

REFERRAL INFORMATION

1. HOW DID YOU FIND OUT ABOUT THE SCHOOL OF EDUCATION LITERACY CENTER?

CASE RECORD INFORMATION

1. NAME OF PERSON WHO COMPLETED THIS FORM: _____

SIGNATURE

DATE

CLASSROOM TEACHER JUDGMENT RATING SCALE

LITERACY CENTER EVALUATOR: _____

DATE: _____

**DIRECTIONS: TO AID IN THE LITERACY ASSESSMENT OF _____,
PLEASE INDICATE THE CHILD'S PERFORMANCE ON EACH OF THE FOLLOWING CRITERIA
(CIRCLE THOSE THAT APPLY):**

CLASSROOM TEACHER: _____

A. READING LEVEL PERFORMANCE

ABOVE GRADE LEVEL.

APPROXIMATELY AT GRADE LEVEL.

1 YEAR BELOW GRADE LEVEL

1 1/2 TO 2 YEARS BELOW GRADE LEVEL

2 OR MORE YEARS BELOW GRADE LEVEL

READING PROGRAM _____

**B. COMPREHENSION OF WRITTEN MATERIAL IN PRESENT READING LEVEL
PLACEMENT**

**CAN RETELL NARRATIVE MATERIAL (CHARACTER, SETTING, PLOT) AND CAN LOCATE
MAJOR DETAILS IN FACTUAL TEXTS.**

CAN RETELL ONLY NARRATIVE MATERIAL.

***CAN RETELL THE BROAD SENSE OF TEXT BUT LACKS CONTINUITY OR
DETAIL.***

CAN RETELL ONLY FRAGMENTS OF TEXT.

CANNOT RETELL.

C. MAKES SENSE WHEN READING ORALLY

***CORRECTS ERRORS THAT INTERRUPT MEANING ON OWN
INITIATIVE.***

SUBSTITUTES WORDS THAT MAKE SENSE.

SUBSTITUTES WORDS THAT DON'T MAKE SENSE.

***MAKES NO ATTEMPT TO DEAL WITH UNKNOWN WORDS (OMITS OR
ASKS FOR HELP).***

D. ATTITUDE TOWARD READING

CHOOSES TO READ FREQUENTLY IN LEISURE TIME ON OWN INITIATIVE.

CHOOSES TO READ OCCASIONALLY ON OWN INITIATIVE.

READS RELUCTANTLY AT ADULT SUGGESTION.

AVOIDS READING.

E. WRITING PROCESS

DRAFTS, REVISES, ELABORATES, EDITS, AND SHARES OWN WRITING.

REREADS WHILE WRITING TO MAKE A FEW CONTENT OR ORGANIZATIONAL CHANGES BETWEEN DRAFTS.

MAKES FEW IF ANY CHANGES. CHANGES MADE ARE TO HANDWRITING OR SPELLING. WRITES VERY LITTLE.

**DOES NOT RISK WRITING OWN IDEAS. MAY COPY PRINT FROM
CLASSROOM.**

F. WRITING PRODUCT

**DISPLAYS CLEARLY ORGANIZED THOUGHTS WRITTEN WITH VOICE AND LITERARY
TECHNIQUES AND USES CONVENTIONS AT OR ABOVE GRADE LEVEL.**

**ORGANIZES AND DEVELOPS THOUGHT TO MAKE MESSAGE CLEAR
BUT DOES NOT USE CONVENTIONS APPROPRIATE TO
GRADE LEVEL; OR UNORGANIZED MESSAGE WITH
GRADE-LEVEL CONVENTIONS.**

**PRODUCES IDEAS THAT ARE NOT WELL-DEVELOPED OR
COHESIVE OR DON'T MAKE SENSE AND USES FEW
CONVENTIONS APPROPRIATE FOR GRADE LEVEL.**

**PRODUCES LITTLE OR NO WRITING. IF THE CHILD PRODUCES
WRITING, IT DOES NOT CONVEY A MESSAGE ON ITS
OWN.**

CLASSROOM TEACHER'S COMMENTS: PLEASE PROVIDE ANY ADDITIONAL INFORMATION THAT WOULD DESCRIBE THE CHILD'S READING AND WRITING PERFORMANCE IN YOUR CLASSROOM.

LITERACY CENTER

Universty of Guam

School of Education

Literacy Student Interview

Name _____

Date _____

Grade _____

School _____

Evaluator _____

1. Why do you think people read?

2. When you are reading and come to something you don't know, what do you do?

3. Who is a good reader you know?

4. What makes _____ a good reader?

5. Do you think _____ ever comes to something she/he doesn't know?

6. (If yes) When _____ does come to something she/he doesn't know, what do you think he/she does?

(if no) Suppose _____ comes to something she/he doesn't know. What do you think she/he would do?

7. If you knew someone who was having trouble reading, how would you help that person?

9. How would you describe yourself as a reader?

10. What would you like to do better as a reader?

11. The best part of reading is...

12. The worst part of reading is...

13. What are some strategies you use to help you read?

14. What kinds of things do you like to read (books, magazines, newspaper, comics, etc.)?

15. Do you have any favorite authors? books?

16. Outside of school, what is the last book that you read?

17. What are your favorite subjects or things to do at school?

18. What do you like to do outside of school?

19. What are some of your favorite TV shows? Why?

20. Have you seen any good movies/videos lately? Favorite? Why?

21. Why do you think people write?

22. Who do you know is a good writer?

23. What makes _____ a good writer?

24. How would you describe yourself as a writer?

25. The best part about writing is...

24. The worst part about writing is...

26. How would you like to improve as a writer?

27. Do you have any strategies to help you write? What are they?