

Intern Handbook

Fall 2010 – Spring 2011

**Undergraduate Program
Middle Childhood Education
University of Arkansas at Little Rock**



**COLLEGE OF EDUCATION
LEADERS IN LEARNING**

Intern Copy
The University of Arkansas
Little Rock
Middle Childhood Education
Undergraduate
Program
Internship Guidelines,
Dates, and Assignments
2010-2011

Received by:
Intern _____, Date _____

MCED Internship Policies and Procedures Agreement

I have received a copy of the Internship Handbook and understand that it is my responsibility to follow the policies and procedures it contains. In addition, I understand that I am responsible for other information and requests communicated to me by UALR MCED faculty.

As a UALR MCED 4501 and 4602 Intern, I am expected to...

1. Arrive and depart my assigned school as required by the school's and UALR Internship policy;
2. Complete and turn in signed copies of the CT/Intern interview;
3. Attend all academic and professional development school related functions;
4. Dress professionally (e.g. No flip flops, tight or low cut clothing, or midriff or undergarments showing *at any time*. Appropriate jeans should only be worn on Friday if the school's policy allows. Interns will be asked to leave school and change clothes if dressed unprofessionally. Time away from school will need to be made up.);
5. Internship MCED 4501 and 4602 Blackboard course assignment drop box:
 - Weekly schedule, that indicates when I am teaching, observing, testing, and planning, to my field experience supervisor and Dr. Monroe by the Sunday evening before the following school week begins, and
 - Instructional Record Forms
 - By the due date provided in the drop box - two Intern Performance Evaluations from US and two from CT.
6. Inform my school, cooperating teacher, university supervisor and Dr. Monroe of any absences PRIOR to their occurrence; and
7. Maintain a current internship notebook.
8. Fulfill all other Internship requirements as outlined in the Internship Handbook.

I understand that failing to adhere to these and other Internship Policies and Procedures may result in a lower or failing grade. I also understand that any request I have that may impact any internship responsibility, policy, or procedure must be made first through Dr. Monroe, or second, in his absence or unavailability, Dr. Wood. Any waiver or exception from any internship requirement must be made first through Dr. Monroe and second through Dr. Wood.

Intern Signature

Print Name

DATE

ORIENTATION TO MCED INTERNSHIPS

How much time will I need to spend in the school each day?

You will operate on a classroom teacher's schedule as set forth by the policy in place at the school you are interning. You are expected to arrive at school when teachers are expected to arrive - that includes the fall start-up, in-service and holiday schedules - and you cannot leave until teachers are allowed to leave. If your teacher has a prep time at the beginning or end of the school day, you are still expected to be at your school during this time. Attendance policy includes in-service, parent conferences, and other non-student days.

Typically in the fall you will be at your school 7:30-3:30 and in the spring 8:00-4:00. Times will vary according to school/district policy.

What if I need to be absent?

In the event that you must miss a day of internship, you will contact your Cooperating Teacher (CT), University Supervisor (US), and Dr. Monroe **PRIOR** to absence. Any days missed over your one allowed sick day must be made up at the end of the internship.

We want you to know this now so that you can **BEGIN NOW** getting your support systems in place in order to minimize absences due to appointments and family illnesses and events.

What if my CT or US gives me permission to do something outside of the Internship policies or guidelines?

Any request you have that may impact any internship responsibility, policy, or procedure must be made through UALR MCED .

CT's, principals, and US's cannot give interns permission to waiver from any internship responsibility, policy, or procedure.

You absolutely cannot serve as a substitute teacher during your internship, any violation of this policy may result in program expulsion and grade reductions.

*In all placement experiences, it is against policy for a Candidate/Non-Licensed Educator to supervise students alone. At no time, should a candidate be left unsupervised in the room with students. If the Cooperating Teacher must leave for any period of time, an approved member of the school staff must supervise in his/her absence. Any disregard of this policy could result in significant liability for the school and district, with which the candidate is placed.

Can I work during internship?

It is VERY difficult to work a job outside of internship. We strongly discourage taking on extra responsibilities that require your time after school (e.g. work, practices, rehearsals, clubs, committees, meetings). Expectations are high for quality learning and performance during Internship. Internship needs to be a priority so that you can learn and grow professionally and be ready for your own classroom.

What if there is a problem?

You need to contact your US and MCED faculty if you have any concerns during Internship.

What about writing lesson plans?

The lesson planning process is very time consuming because you write a lesson plan for every lesson you teach. In your elementary placement, this can be up to 5 per day. If writing strong objectives and procedures is still a struggle, make sure you're giving lesson planning the attention and time it needs in order to be done well. This is one reason you need to spend quality time NOW learning to write lesson plans so that you're not struggling during internship.

Each element of your lesson plan format is based on research based best practice and is aligned to the Praxis III assessment. We expect to see a variety of instructional strategies including reading and writing in the content areas.

It's imperative that you learn how to plan with purpose, focus, and structure now so that when you have your own class, you have the skills to prepare effective instruction. This is time well spent. Make sure you adjust your life style to give yourself plenty of quality time to plan in the evenings.

How will I be assessed?

The internship is your MCED 4501 and MCED 4602 courses.

Your CT will work with you on a daily basis and complete a minimum number of 2 Pathwise-based lesson evaluations, numerous informal lesson evaluations, as well as a summative Intern Performance Evaluation.

Your US will work with throughout the semester, complete a minimum of 2 Pathwise based lesson evaluations, and 2 additional performance evaluations (**FOR THE TWO ADDITIONAL LESSONS -YOUR US MAY HAVE YOU COMPLETEING LESSON PLANS IN A FORMAT THAT THEY ARE MORE COMFORTABLE WITH...THIS IS FINE AS LONG AS YOU COMPLETE THE 2 PATHWISE LESSON PLANS**)and ongoing internship notebook evaluations. At least 2 of your US visit will be scheduled and 2 will be unscheduled.

MCED faculty and US will assess your Internship Notebook. This notebook will be turned in on the date specified in the Blackboard assignments drop box. However, realize the notebook will not electronically be turned in the Blackboard course, you will receive a grade in the Blackboard grade book. When you turn in your notebook to Dr. Monroe, simply enter "Done" in the proper Blackboard assignment drop box.

The crux of your grade will depend on the growth you show over time, your ability to appropriately respond to and make adjustments based on the feedback you receive, the quality of your planning and delivery of instruction, your professionalism (e.g. attendance, being on time for all assignments, professional dress, response to feedback, following internship policies, & maintaining an up-to-date internship notebook, and ability to meet students' developmental needs through application of best practice. The point specifics will be outlined in the MCED 4301 and 4502 course syllabi.

If, for any reason, you as an intern remove materials from a teacher's classroom or remove school property from the school premises, you are accountable for those materials. This includes items such as textbooks, reading books, DVD's, written materials from the school library, etc., are financially responsible for those materials. UALR transcripts and grades may be held without release until all materials are returned to the rightful owners. Grades will be adjusted in accordance with this policy.

Lesson Plan Writing: Working Smarter, not Harder

1. Some lessons last for one or two days and only need 1 lesson plan. Therefore, write one lesson plan. Detail in your procedures day 1, day 2 etc. Make sure EACH day has a set and closure. This will especially be true for subjects like spelling and routine lessons that are typical in an elementary school.
2. Your Internship Handbook will contain a suggested teaching schedule. Meet at least this minimum teaching requirement. Any time you put a "T" on your schedule, we expect to see a written lesson plan in your Internship Notebook and you are subject to a visit for a teaching evaluation.
3. Sometimes your teacher may say, "I'll teach this lesson and then you can teach after me or to the next group." DO YOU NEED TO WRITE A LESSON PLAN IN THIS CASE? Not necessarily...here's how you decide. Ask yourself:
 - a. Do I need this lesson to meet my teaching requirements for this week?
 - i. If "yes", then write a lesson plan.
 - ii. If "no", then you decide. It may be a cool lesson that you would like to have formal lesson plan for and that you would like to have your US or CT evaluate...write a formal lesson plan. It may be something that you would just like to try after you see your teacher teach, then list as "O/A" (observe/assist) on your weekly schedule.
4. Establish with your teacher the first week the fact that you need to be able to plan ahead. Show your teacher the lesson plan format so he/she will understand your need to plan ahead. Refer teachers to "What about writing lesson plans?" above when you discuss lesson plans.
5. USE YOUR TIME WISELY & Get organized

Communication

Be proactive in your communications regarding: questions, problems, attendance, requirements, and assignments.

We will communicate as often as needed, and as succinctly as possible. Therefore, you will be asked to respond to, or acknowledge important emails sent by the University Supervisor or Program Coordinator, Dr. Monroe. These emails will have important information, dates, etc. These emails will serve as a record of communications and record of the intern's acknowledgment of important information. Please respond as directed to any emails. **THIS IS ESSENTIAL!**

Do not assume that emails sent via email addresses outside of the UALR program are being received. Using emails other than the UALR Blackboard system have been problematic in the past.

All communication, either private or group discussion, will take place via Blackboard discussion blogs or emails.

All assignments, schedules, first week CT interviews and IRF forms, etc. will be placed in the assignment drop box.

You must communicate effectively, professionally, and with your CT.

MAJOR REQUIREMENT FOR STUDENT TEACHING

During the first week of fall semester 2010, from Wednesday, August 18 - Friday the 20th, 2010,

And during first week of the spring semester 2011, from Monday, January 3 - Friday the 5th, 2011.

you must have a meeting with your CT to discuss:

1. Your CT's needs
2. Your needs
3. REQUIREMENTS FOR STUDENT TEACHING
4. Calendar issues
5. Teaching schedule procedures and Process for Teaching page
6. Observation expectations
7. Instructional expectations
8. Norms of how you will operate as a team
9. Other items you want to discuss
10. Classroom Profile
11. THE INTERVIEW NOTES MUST BE SIGNED, THEY ARE NOT VALID WITHOUT INTERN AND CT SIGNATURES.

Place a copy of your meeting outcomes in your internship notebook and upload a copy to the class Blackboard. The copy you upload to Blackboard may be a scanned in hand-written copy. There is no need to rewrite your notes to a Word document. However, they must be legible in case they are needed to clarify problems with your CT, US, or UALR Faculty.

During the fall 2010 semester, this document must be loaded to the Blackboard assignment folder titled "CT Interview" by **Sunday, August 22nd** , by **Midnight**.

CT/Intern Interview

1. CT's needs
2. Intern's needs
3. REQUIREMENTS FOR STUDENT TEACHING
4. Calendar issues, holidays, testing, etc.
5. Teaching schedule procedures and Process for Teaching page
6. Observation expectations
7. Instructional expectations
8. Norms of how you will operate as a team
9. The Classroom Profile
10. Other items you want to discuss

Place a copy of your meeting outcomes in your internship notebook and upload a copy to the class Blackboard. The copy you upload to Blackboard may be a scanned in a legible hand-written copy. There is no need to rewrite your notes to a Word document. However, they must be legible in case they are needed to clarify problems with your CT, US, or UALR Faculty.

Signed CT _____ Date _____ , Intern _____ Date _____

Intern Autobiographical Profile

To be completed by the intern. One copy is be kept in your notebook, one copy to be provided to both, the CT and US. This profile is to provide background and other relevant information to anyone that asks for it.

Name	Semester	Marital Status:
Address:	Home Phone:	_____ Married _____ Divorced _____ Single
Date of Birth:	Email Address:	Number of Children:
High School Graduated From:	Place of Birth:	Home Town:
		Currently Employed? Yes No Hours: Employer:
Past Work Experiences with Children:		
Academic Experience (Check course completed; place * by those in which you are currently enrolled)		
<input type="checkbox"/> TCED 1200 Orientation to Teaching <input type="checkbox"/> IRED 1105 Intro to K-12 Computing <input type="checkbox"/> MCED 3301 Trends, Fam & Comm <input type="checkbox"/> MCED 3402 Ed Psy & Early Adol Dev <input type="checkbox"/> MCED 3303 Curriculum & Planning <input type="checkbox"/> EDFN 3304 Assessment <input type="checkbox"/> MCED 3105 Field Experience I	<input type="checkbox"/> MCED 3310 Mid Level Literacy and Lit <input type="checkbox"/> MCED 3320 Integ Curr: LA and SS <input type="checkbox"/> MCED 3330 Integ Curr: Sci & Math <input type="checkbox"/> MCED 4301 Internship I <input type="checkbox"/> MCED 4320 Interactive Technology <input type="checkbox"/> MCED 3240 Field Experience II	<input type="checkbox"/> MCED 4310 Mid Level Literac <input type="checkbox"/> MCED 4120 Licensure Seminar <input type="checkbox"/> IRED 3250 Computer Applications <input type="checkbox"/> MCED 4430 Classroom Management <input type="checkbox"/> MCED 4501 Internship II <input type="checkbox"/> MCED 4303 Professional Seminar
Intended Graduation Date:	Other Universities Attended:	Hobbies/Interest:
Professional Goals at Graduation:		
Strengths I bring to the classroom:		
Improvement Goals I would help with during this Internship:		
Other information I would like to share about myself:		

Signed:

CT _____ date _____

Intern _____ date _____

Intern, University Supervisor and Intern Responsibilities Chart

Internships I & II		
Intern	Cooperating Teacher	University Supervisor
<p>Spend 10-12 weeks in the school</p> <ul style="list-style-type: none"> • Complete – as soon in the semester as possible – the CT/intern interview. This interview and notes must be signed by the intern and the CT upon complete of the interview and review of notes. • Sign the visitor’s log in the front office each day • Maintain accurate record of hours • Create a teaching schedule that allows for a build of teaching responsibilities, 2 full weeks of teaching (1 with CT in the classroom and 1 without CT in the classroom), and then a decline of teaching responsibilities • Write a lesson plan for each lesson taught • Arrive and depart assigned school as required by the school’s policy; • Attend all academic and professional development school related functions; • Dress professionally *(e.g. No flip flops, tight or low cut clothing, or midriff or undergarments showing <i>at any time</i>. Appropriate jeans should only be worn on Friday if the school’s policy allows.); • Submit weekly schedule to US and Dr. Monroe by the Sunday evening before the following school week begins; • Inform school, CT, US, Dr. Monroe, of any absences PRIOR to their occurrence; and • Maintain a current internship notebook. Fulfill all other Internship requirements as outlined in the Internship Handbook 	<ul style="list-style-type: none"> • Complete – as soon in the semester as possible – the CT/intern interview. This interview and notes must be signed by the intern and the CT upon complete of the interview and review of notes. • Verify daily attendance and hours • Orient TC to the school building and culture • Provide opportunity for intern engage in routine tasks (grade papers, run copies, file, bulletin boards, etc.) • Model best practice • Present clear expectations of intern performance • Have open and positive communication with the intern • Provide opportunity for intern to observe and participate in assessment as needed • Assist TC in planning a week at a time (see TC schedule expectations) • Provide feedback to intern • Be in the classroom with the intern except during the solo weeks. • Evaluate the intern using Pathwise Plus the required two times. Other evaluations are expected using a format decided upon by the intern and the CT. Evaluations should be spread throughout the internship. We want to see growth from early lessons to later lessons. • Complete the summative evaluation at the end of the semester. Use the form provided. • Make sure that if CT is absent, a substitute remains in the classroom at all times. Contact US if there are any questions or concerns 	<ul style="list-style-type: none"> • Verify accuracy of student attendance record • Evaluate TC a minimum of 4 times (2 schedules and 2 unscheduled) • At each evaluation assess the lesson using the Pathwise based evaluation form and Internship Lesson Plan Evaluation form • At each evaluation assess the Internship Notebook and other expectations using the Internship Checklist • Follow up each evaluation with a post interview • Make copies of all completed evaluation forms for TC • Inform Dr. Monroe of any concerns • Maintain HIGH expectations for professionalism including meeting deadlines, maintaining Internship Notebook, and professional dress. • Communicate with CT at the beginning of the internship as well as regularly throughout the semester

INTERN SUMMARY DUTIES

ORGANIZE AND KEEP HARD COPIES OF EVERYTHING IN YOUR INTERNSHIP NOTEBOOK

1. DAILY

- a. Be at school when teachers are expected to be there. Do not leave until teachers are allowed to leave.
- b. Sign in and out **at the office** in the volunteer sign-in notebook
- c. Sign in and out with your teacher using our daily log.
- d. Hand write on your lesson plans a brief reflection at the end of **EACH** lesson taught.

2. WEEKLY

- a. **By Sunday midnight**, drop your schedule for the following week your IRF forms to the course Blackboard assignment drop box.
- b. **By Sunday midnight**, drop your IRF forms to the course Blackboard assignment drop box. Note you will space your IRF forms out over the course of the semester. Remember there is 1 per-post and 3 regular IRF forms due per semester.
- c. Have teacher observe you using Pathwise or other lesson evaluation forms often throughout the semester...in other words, don't have him/her observe you only in the final two weeks of the semester. Remember, you have four (4) Pathwise lessons per semester, two (2) from CT and (2) from US.

3. SEMESTER

- a. Up-load first and last CT and US Pathwise Plus Observations to Chalk & Wire. When uploaded send to your US for Chalk and Wire assessment.
- b. Upload assignments to course Blackboard as scheduled
- c. Receive Intern Performance Evaluations, at least two from CT and two from US - then upload copies to the course assignment drop box and put the same copies in your intern notebook.
- d. Turn in your intern notebook to Dr. Monroe for evaluation and grading. The date will be set in the Blackboard assignment drop box.

Process for Teaching

The process for teaching will proceed as follows:

1. First, you will observe and help in the classroom for the first few days, then start adding periods/lessons to teach.
2. Second, you will teach one lesson for a few days, then add another, and after a few days add another, until you are teaching ALL the classes for your cooperating teacher.



You should plan with your cooperating teacher so that you have one full week with him/her in the room with you and one full week with you in the classroom alone. Finally,

3. You will start dropping subjects until the cooperating teacher is doing all the teaching again.
4. Your cooperating teacher needs to observe and analyze your teaching four times during your assignment. Remember, you will be evaluated formally on four (4) Pathwise lessons, two (2) from your CT and two (2) from your US. The first and last of your Pathwise lesson plan evaluations will be uploaded to Chalk and Wire.
5. Your university supervisor and MCED Undergraduate Coordinator need a weekly teaching schedule from each of you on the preceding Friday (or weekend). You can email this to both.
7. Collect artifacts and pictures for your portfolio.
8. You need to show evidence of your effect on student learning. You can accomplish this in part by pre testing and post testing. You need to keep individual pre- and post-tests as well as compile a chart for at least one assessment showing pre- and post-scores for the entire class.

Notebook Items Checklist

- _____ Classroom Profile
- _____ Intern Autobiographical Profile
- _____ IRF forms (4 in fall semester = 1 pre-post, 3 regular), 4 in spring semester = 1 pre-post, 3 regular)
- _____ All written lesson plans (either advanced or Pathwise)
- _____ CT interview. Signed and dated by CT and intern, submitted in Blackboard during first week of observation.
- _____ Checklist for intern visit by the University Supervisor - one per visit.
- _____ Copies of Intern Performance Evaluation - two per semester from US and two per semester from CT
- _____ Copies of written lesson evaluations by the CT and US
- _____ Attendance log
- _____ Copies of all weekly schedules including observation, teaching, other

Semester _____ Year _____

Assessed by _____ Date _____

**REGULAR
INSTRUCTIONAL RECORD FORM (IRF)**

**Due three (3) times throughout the semester, before 12:00 midnight, Sundays
*remember the pre-post IRF is due 1 time per semester**

Intern **Hard copy to be signed here** _____ Date: _____

Grade Level _____ Subject Area: _____

Instructions: Please select one lesson each week upon which you wish to reflect. If you completed a Pathwise lesson, you may use the Pathwise lesson to reflect upon. Use the following outline to guide your evaluation and reflection. Take as much space as you need to respond to each question. Additionally, to encourage Intern dialogue, please feel free to discuss any of your questions, comments, etc., on the Intern discussion blog.

Place a hard copy of this form in your notebook and upload an electronic version to the Blackboard course assignment page for this week. Note: you may upload this IRF with your next weeks teaching/observing schedule. These items are to be uploaded by midnight on Sunday.

Lesson Taught (including length, group size, and reason for teaching it):

Objective(s):

1. What did I do? (Type of lesson and procedure used)
2. What worked? Why did it work?
3. If any, what were the problems? Why did they occur?
4. What questions do I have about my lesson (e.g. planning, instruction)?
5. What did I learn about this instructional strategy? About teaching this content? About this age child?
6. If concerns have newly arisen or continue, describe them and explain what you are doing to alleviate them? That is, are you asking for and receiving advice, from whom, etc.?
7. Outside of your teaching, what surprising, unusual, exciting, positive, or negative events happened? Please describe the event and your response to the event.
8. Other?

**PRE AND POST TEST
INSTRUCTIONAL RECORD FORM (IRF)
Due one (1) time per semester**

Intern **Hard copy to be signed here:** _____ Date:

Grade Level/Subject Area: _____

Instructions: Please select one lesson that you will implement a pre and post test to evaluate your teaching and student learning. Use the following outline to guide your evaluation and reflection. Take as much space as you need to respond to each question. Create the test to serve as both the pre and post assessments. Sign and date above and place copy in notebook.

Items to be uploaded to Chalk and Wire for this assignment:

- the lesson plan for this assignment
- a copy of pre and post test
- a graph or table for your pre and post test results.
- the completed Pre and Post IRF form.
- a select number of student work examples that show improvement or lack of improvement. **NAMES MUST BE REMOVED**

Lesson Title .

Objective(s):

1. What did I do? (Type of lesson and procedure used, for example, lecture, hands on, lab, video, worksheet, etc.)
2. Summarize the pretest results. What did you determine students know and do not know regarding the content you will teach?
3. Summarize the posttest. (What were the results, what student knowledge was gained, etc.?)
4. Were you satisfied with your results? Why or why not based on strengths and weaknesses from your results?
5. What would you do differently next time with regard to teaching this lesson? (planning, teaching strategy, materials, etc..)
6. What did I learn about this instructional strategy? About teaching this content? About this age child?
7. With regard to your results, what concerns do I have about teaching this grade/subject?

WRITTEN LESSON PLAN EVALUATION

TO BE USED DURING LESSON OBSERVATION BY CT AND US TO EVALUATE THE WRITTEN
LESSON PLAN

After review by intern and observer, a copy is to be placed in the intern notebook

Criteria	Poor	Average	Good
Is the descriptive data complete?			
Is the lesson plan clear for the subject, grade, and unit it is designed?			
Are the goals and objectives clearly stated in the lesson plan and in the presentation of the lesson?			
Does the set focus the students attention?			
Are the standards included?			
Are the curriculum connections clearly identified?			
Does the C2 present the content in a way that allows students to be successful with the lesson?			
Are the activities appropriate and clearly connected to the objectives?			
Does the lesson proceed in an organized fashion?			
Are the content and activities explained and organized clearly enough that a substitute teacher could follow the plan?			
Are the activities appropriate for the time frame allotted for the lesson?			
Are student individual differences considered in the lesson delivery and activities?			
Is an effective closure planned?			
Is the additional activity appropriate?			
Are all the appropriate materials and equipment listed?			
Is the assessment appropriate and sufficient for the objectives?			
Comments and suggestions:			

Signed by _____ Date _____ Intern _____

LESSON PLAN

1. Descriptive Data

Teacher _____ Subject Area _____ Date _____ Grade Level _____
Unit Title _____ Lesson Title _____ Lesson Number _____
Unit Concept _____
Lesson Topic or Overview _____

2. Standards, Goals, and Objectives

Standards (list local, state, or national standards which will be met upon completion of this lesson):

Lesson Goal(s):

Lesson Objective(s):

3. Connections

Curriculum (identify which interdisciplinary subject areas relate to this lesson):

How does this lesson relate to previous learning and future learning of students?

4. Procedure

THIS WILL SECTION WILL BE STEP BY STEP PROCEDURES, INCLUDING QUESTIONS TO BE ASKED AND KEY STATEMENTS THAT NEED TO BE MADE, SO THAT ANYONE CAN READ THE LESSON PLAN AND REPLICATE IT.

Grouping for the lesson: ___ whole group ___ small group ___ individual

(___ minutes) **Set** (List **specific** statements or activities you will use to focus students on the lesson for the day.):

(___ minutes) **Making the Content Comprehensible (C²):**

(___ minutes) **Guided Activity (GA):**

(___ minutes) **Independent Activity (IA):**

(___ minutes) **Closure:**

5. Lesson extension:

6. Modifications for special needs and gifted:

7. Materials and Equipment needed:

8. Assessment of Student Learning:

9. Reflection and Revision

Reflective thoughts about lesson:

Revisions of the lesson:

.....
As you plan, the Set and Closure will remain constant as the first and last elements in the lesson plan. HOWEVER, the C²(s), GA(s), & IA(s) may vary in order and number according to the lesson you are teaching. CLEARLY LABEL ALL ELEMENTS.
.....

Advanced Lesson Plan – can be used when Pathwise not required.

Grade Level: _____

Teacher Candidate: _____

Date: _____

Subject Area: _____

School: _____

Time: _____
minutes

Arkansas Frameworks: _____

National Standards: _____

Instructional

Objective: _____

Multiple Intelligences	Bloom's Taxonomy	Authentic Assessment	Summary - Learning Activities
<ul style="list-style-type: none"> <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Visual/Spatial <input type="checkbox"/> Logical/Mathematical <input type="checkbox"/> Verbal/Linguistic <input type="checkbox"/> Musical/Rhythmical <input type="checkbox"/> Naturalist <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <p>Learning Styles</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mastery (Duke) <input type="checkbox"/> Understanding (Electra) <input type="checkbox"/> Interpersonal (Buddy) <input type="checkbox"/> Self-Expressive (Celeste) 	<ul style="list-style-type: none"> <input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <p>__ Evaluation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Portfolio <input type="checkbox"/> Rubric <input type="checkbox"/> Test and Quizzes <input type="checkbox"/> Thinking Map <input type="checkbox"/> Graphic Organizer <input type="checkbox"/> Notebook Entries <input type="checkbox"/> Logs <input type="checkbox"/> Performance <input type="checkbox"/> Project <input type="checkbox"/> Other (describe) 	

Materials needed:

Resources (text, internet, ect):

Technology:

Lesson Plan

Objective:

Set or motivation

Comprehension,

**Guided and or
independent
practice**

**Questions to
integrate into
the Lesson:**

Personal Reflection of Lesson (after teaching)

- 1. What went well?***
- 2. What would you change?***
- 3. Did all students learn?***
- 4. Were all students engaged?***
- 5. Other?***

DAILY SCHEDULE - OCTOBER 24TH - 28TH

Intern Name _____

Mrs. Smith (CT) - Otter Creek Elementary

5th Grade, Class phone 821-5954

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45 - 8:00	DEAR (T)	DEAR (T)	DEAR (T)	DEAR (T)	DEAR (T)
8:00 - 8:30	Smith Reading/Spelling Morning Math (T)	Smith Reading/Spelling Morning Math (T)	Smith Reading/Spelling Morning Math (T)	Smith Reading/Spelling Morning Math (T)	Smith Reading/Spelling Morning Math (T)
8:30 - 9:00	Smith Reading/Spelling (T)	Music (P)	Computer Lab (P)	Music (P)	Recess (P)
9:00 - 9:30	Smith Reading/Spelling (T)	Smith Reading/Spelling (T)	Recess (P)	Smith Reading/Spelling (T)	Smith Reading/Spelling (T)
9:30 - 10:00	Smith Reading/Spelling (T)	Smith Reading/Spelling (T)	Smith Reading/Spelling (T)	Smith Reading/Spelling (T)	Smith Reading/Spelling 9:50 - 10:30 Art (T)
10:00 - 10:30	Recess (P)	P.E. (P)	10:15 - 10:40 Computer Lab (P)	P.E. (P)	9:50 - 10:30 Art (P)
10:30 - 11:00	Smith Reading/Spelling (T)	Smith Reading/Spelling (T)	Smith Reading/Spelling (T)	Smith Reading/Spelling (T)	Smith Reading/Spelling (T)
11:00 - 12:00	Jackson Reading/Spelling (T)	Jackson Reading/Spelling (T)	Jackson Reading/Spelling (T)	Jackson Reading/Spelling (T)	Jackson Reading/Spelling (T)
12:00 - 12:30	Smith - Computer Lab Jackson - Music (P)	Whittington Reading/Spelling (T)	Whittington Reading/Spelling (T)	Whittington Reading/Spelling (T)	Whittington Reading/Spelling (T)
12:30 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 2:00	Whittington Reading/Spelling (T)	Whittington Reading/Spelling (T)	Whittington Reading/Spelling (T)	Whittington Reading/Spelling (T)	Whittington Reading/Spelling (T)
2:00 - 2:25	Smith (T)	Smith (T)	Smith (T)	Smith (T)	Smith (T)

EXAMPLE

US or UALR Faculty
CHECKLIST FOR INTERN OBSERVATION
A copy of this completed form will be kept in the intern notebook

Observation of _____ US
_____ Date _____

- I asked the CT about intern absences and I have recorded it.
- I reminded the student that he/she must videotape a lesson.
- The cooperating teacher is observing and analyzing lessons often, and providing feedback.
- Student has a notebook that houses all lesson plans.
- Student has lesson plan for the lesson I am observing.
- Student has written a plan for each lesson he/she has taught.
- Student has a weekly formal reflection of his/her lesson plan using the Instructional Record Form.
- The items listed in the notebook checklist are located in the intern's notebook.
- I am reviewing the weekly teaching schedules and IRFs in the Blackboard assignment drop box.
- Student is collecting artifacts and pictures for his/her portfolio.
- Student is dressed professionally.
- Student has attendance log signed for each day.

UALR - College of Education
INTERNSHIP PERFORMANCE EVALUATION

This form is to be completed by the Cooperating Teacher (CT) and University Supervisor (US) to provide formative evaluation to the student throughout his/her professional program. Conferences must be held with the student for the purpose of giving feedback through guided reflection. A copy of this completed evaluation form must be given to the student.

Terms to be used in observation: 5—Superior performance; 4—Commendable performance; 3—Satisfactory performance; 2—Performance requiring improvement; 1—Performance below acceptable level; NA—Not applicable; NO—No opportunity to observe.

Domain A: Planning	Check Appropriate Box						
	5	4	3	2	1	NA	NO
A1 Plans using student background knowledge & experiences (SE, P 1, 2, 3)							
A2 Articulates clear, developmentally appropriate, learning goals and objectives (SE, P 1, 2, 3)							
A3 Connects content previously learned with new learning (SE, P 1, 2, 3)							
A4 Creates/selects appropriate teaching methods, learning activities, and instructional materials (SE, P 1, 2, 3)							
A5 Creates or selects assessment strategies that are appropriate for the students and the learning (SE, P 1, 2, 3)							
Domain B: Learning Environment and Guidance Strategies							
B1 Creates climate that promotes fairness (SE, P 1, 2, 3)							
B2 Establishes and maintains rapport with students (SE, P 1, 2, 3)							
B3 Communicates challenging learning expectations to each student (SE, P 1, 2, 3)							
B4 Establishes and maintains consistent and equitable standards of classroom behavior (SE, P 1, 2, 3)							
B5 Exhibits skills in group and individual guidance/ classroom management strategies (SE, P 1, 2, 3)							
B6 Makes the physical environment safe and conducive to learning (SE, P 1, 2, 3)							
B7 Organizes self-directed independent experiences for practice/problem-solving/exploratory learning (Uses centers, cooperative learning groups) (SE, P 1, 2, 3)							
B8 Exhibits understanding of attributes of discovery learning as a learning strategy (SE, P 1, 2, 3)							
Domain C: Teaching							
C1 Makes learning goals/objectives and instructional procedures clear to students (SE, C; P 1, 2, 3, 5)							
C2 Makes content comprehensible to students (SE, C; P 1, 2, 3, 5)							

C3 Encourages students to extend their thinking (SE, C; P 1, 2, 3, 5)							
C4 Monitors progress and provides feedback (SE, C; P 1, 2, 3, 5)							
C5 Uses instructional time effectively and efficiently (SE, C; P 1, 2, 3, 5)							
C6 Utilizes a variety of teaching strategies (SE, C; P 1, 2, 3, 5)							
C7 Uses theories and principles of learning effectively (SE, C; P 1, 2, 3, 5)							
C8 Adapts to meet specific needs of children (SE, C; P 1, 2, 3, 5)							
C9 Exhibits age appropriate expectations (SE, C; P 1, 2, 3, 5)							
C10 Integrates curriculum content areas (SE, C; P 1, 2, 3, 5)							

Domain D: Professionalism							
D1 Reflects on the extent to which the learning goals were met and teaching behaviors that helped or hindered success of the lesson (C, PD; P 4, 5)							
D2 Demonstrates a sense of efficacy (Professional presence) (C, PD; P 4, 5)							
D3 Builds professional collegial relationships to share teaching insights and coordinate learning (C, PD; P 4, 5)							
D4 Communicates with parents/guardians about student learning (C, PD; P 4, 5)							
D5 Models professional attitudes and behaviors (C, PD; P 4, 5)							
D6 Reflects and plans for professional development (C, PD; P 4, 5)							
D7 Advocates for children and families (C, PD; P 4, 5)							
D8 Follows appropriate grooming and dress (C, PD; P 4, 5)							
D9 Uses appropriate spoken and written language (C, PD; P 4, 5)							
D10 Accepts constructive criticism and initiates efforts toward improvement (C, PD; P 4, 5)							
D11 Adheres to attendance policies (C, PD; P 4, 5)							

Summary Comments of Observer (Attach, if necessary)

Signature of Intern _____ Cooperating Teacher _____

Signature of Faculty Supervisor _____

References - Educational Testing Service. (1995). *Pathwise*.
 (This document incorporates Arkansas Principles for Teacher Licensure, the UALR College of Education Conceptual Framework, and the Professional Association Standards)

Classroom Profile

To be completed at beginning of internship and kept in notebook.

Student _____ Semester _____
School _____ District _____
Cooperating Teacher _____ Grade Level _____
CT's Home Phone _____ School Phone _____
CT's Email _____
Time for weekly/biweekly scheduled conference _____

Student Population of Classroom _____ Males _____ Females
_____ African American _____ Hispanic _____ Anglo
American _____ Asian American Other (list) _____
_____ English Language Proficient _____ Limited English Proficient
List other native languages: _____
_____ Children receiving free lunch
_____ Children receiving special education services (describe briefly)

Attachments:

1. Diagram of room layout, labeled
2. Copy of classroom rules
3. Copy of classroom schedule, including regularly scheduled lessons, playground times, lunch, art/physical education, etc.
4. Seating chart, with children's names
5. List of other staff who enter this room during the week to provide services of any kind to the teacher or children; describe the services they provide
6. Lesson Plan format used by the Cooperating Teacher
7. Name of publisher, series, titles, of textbooks or curriculum programs used for all subject areas
8. List of extra duties of your CT: for example, bus duty on specific days

Checklist of Information which you should be prepared to provide, should the cooperating teacher or any university faculty request it during the semester:

- _____ Emergency procedures for the classroom
- _____ Attendance procedures
- _____ Lunch count procedures
- _____ Cooperating teacher's procedures for handling disruptive behaviors
- _____ Technology resources available in the classroom
- _____ Description of any special adaptive equipment used by students with special needs
- _____ Types of pull-out programs attended by students with special needs
- _____ Schedule for Parent/Teacher conferences during this semester
- _____ Schedule for student reports to be sent to families
- _____ Schedule for Open House, Parent Organization meetings
- _____ Procedures for referring a child for special needs testing

August 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1						7
8				12	13	14
15	16	17	18 First day Intern I at schools	19 <u>Fall: Fall</u> <u>Classes</u> <u>Begin</u> Little Rock School District, first day of classes.	20	21
22	23	24	25 <u>Fall: Last</u> <u>day to</u> <u>register,</u> <u>drop/add</u>	26	27 End of Intern I week 1.5	28
29	30 Intern I- UALR 5 week classes start	31				

September 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 Intern I -End of week 1 UALR classes	4 <u>Fall: Labor Day Holiday-no classes</u>
5	6 <u>Fall: Labor Day Holiday- no classes</u>	7	8	9	10 Intern I -End of week 2 UALR classes	11
12	13	14	15	16	17 Intern I -End of week 3 UALR classes	18
19	20	21	22	23	24 Intern I -End of week 4 UALR classes	25
26	27	28	29	30		

October 2010						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Intern I -End of week 5 UALR classes	2
3	4	5	6	7	8 Intern I -End of week 2.5 internship	9
10	11	12	13	14	15 Intern I -End of week 3.5 internship	16
17	18	19	20	21	22 Intern I -End of week 4.5 internship	23
24	25	26	27	28	29 Intern I -End of week 5.5 internship	30
31						

November 2010						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5 Intern I -End of week 6.5 internship	6
7	8	9	10 <u>Fall: Last day to drop a class and receive a final grade of "W" by 5 p.m.</u>	11	12 Intern I -End of week 7.5 internship	13
14	15	16	17	18	19 Intern I -End of week 8.5 internship	20
21	22	23	24	25 <u>Fall: Thanksgiving Holiday-no classes</u>	26 <u>Fall: Thanksgiving Holiday-no classes</u> Intern I -End of week 9.5 internship	27 <u>Fall: Thanksgiving Holiday-no classes</u>
28	29	30 Intern I - End of week 10 internship				