

TEACHING INTERNSHIP MANUAL



**THE UNIVERSITY OF VIRGINIA'S
COLLEGE AT WISE**

WISE, VIRGINIA 24293

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ACKNOWLEDGMENT

The UVa-Wise Education Department, and the many students who have already graduated with teaching credentials from its Teacher Education Program, are aware of the contributions of the public school teachers, principals, and the public school systems and the contribution of their time, efforts, and advice to our program.

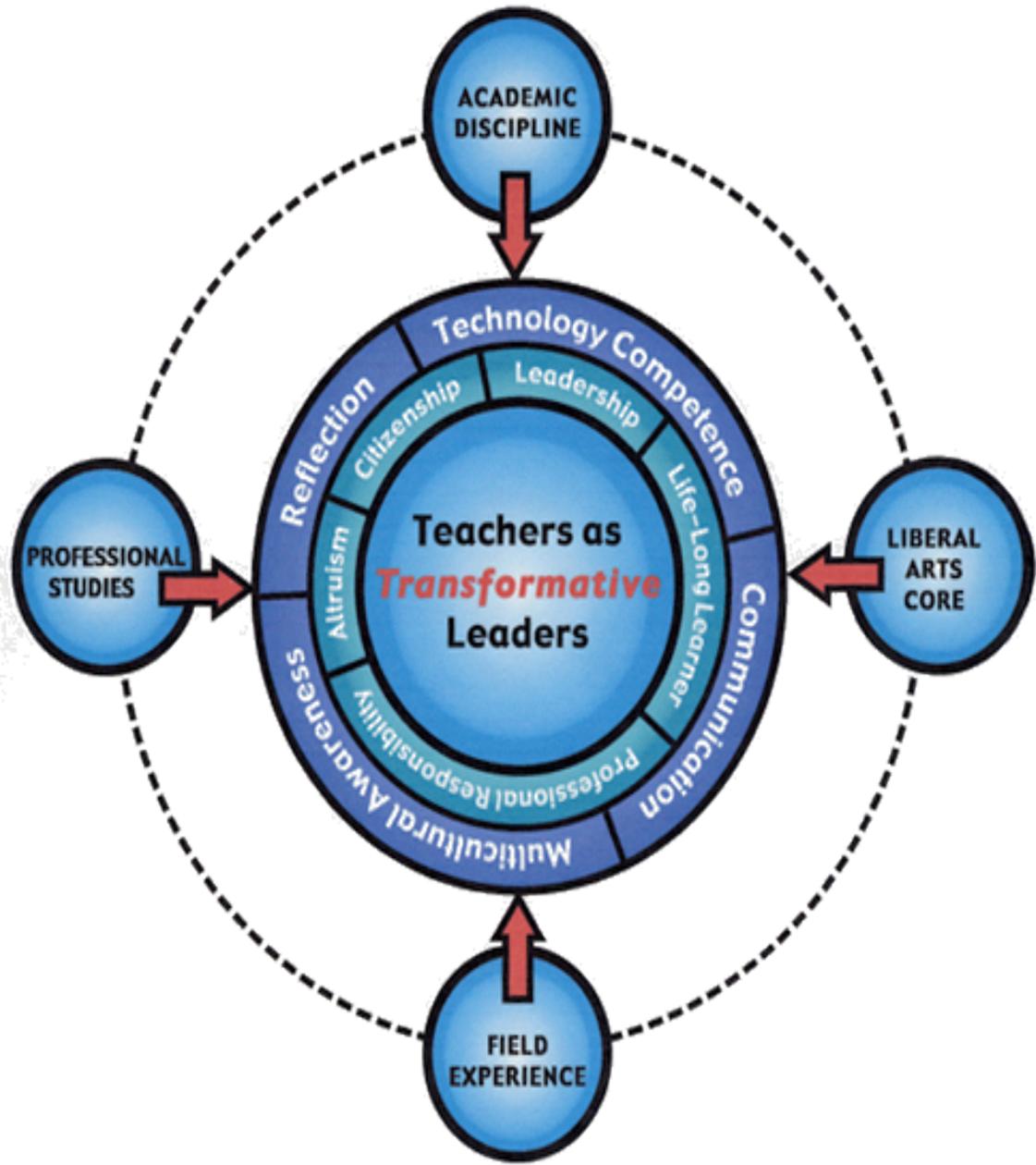
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CONCEPTUAL FRAMEWORK
 for the
Teacher Education Program
 at
The University of Virginia's College at Wise

CONCEPTUAL FRAMEWORK

The University of Virginia's College at Wise (UVA-Wise) provides students with learning experiences that offer opportunities to develop the insight, competence, sensitivity, and integrity necessary for living enriched lives and for enriching the lives of others. Established in 1954 as a college of the University of Virginia, the College is guided by the values of citizenship and altruism. UVA-Wise is a diverse community of people who believes that information can be transformed into knowledge and that teaching and learning create a foundation for wisdom.

The mission of the College is to guide students to become knowledgeable, caring, and life-long learners who enrich the lives of their students and their communities. The mission of the Professional Education Unit (which includes primarily the Education Department and the Teacher Education Program) at UVA-Wise is to prepare professional educators to be transformative leaders in their classrooms by caring, teaching, and inspiring their students to excel as learners and citizens.

Our conceptual framework promotes cohesion within the Unit, promotes a shared vision with the College, and is a base from which "continuous improvement, renewal, and change can occur" (Dottin, p.3). The framework that articulates the mission of our Unit is entitled *Teachers as Transformative Leaders* and is consistent with and supported by the mission of the College. The major role of the Education Department is to coordinate the Teacher Education Program (TEP) with other academic departments that provide the general education core requirements and specific content area coursework to TEP candidates. Our Teacher Education Program includes a Liberal Arts and Sciences major, which was established in collaboration with the other academic departments at the college. The major requires pre-service elementary teachers to complete courses in a general education core, a specific area of concentration (from either language and literature, mathematics, history and social science, or natural science), and in professional education. Faculty from all departments of the college worked together closely to design the elementary education curriculum to meet the professional education competencies required by the Virginia Department of Education, as well as to strengthen the ability of teacher candidates to become educators with mastery of the content of Virginia's Standards of Learning. Candidates who are recommended for initial licensure in one of our endorsement programs in grades 6-12 in an academic discipline are required to complete their respective major requirements (as determined by the respective departments) and professional education courses plus their student teaching internship. The Unit identifies candidates with the potential for becoming effective teachers, develops and provides programs for candidates that will enable prospective teachers to acquire the academic and pedagogical knowledge and skills required for successful teaching and continued professional growth, and monitors and assesses the progress of prospective teachers as they complete program requirements.

The Teachers as Transformative Leaders Model that follows illustrates how our curricula provide the knowledge base and experiences that help our candidates develop into transformative leaders (Burns, 1978). The four outside smaller circles represent the coursework and integrated field experiences that are required of all candidates in our majors and programs. The larger circle contains the attitudes, skills, and competencies that define a transformative leader. The outer ring of the larger circle includes the competencies (multicultural awareness, effective communication skills, instructional technology competence, and reflective practitioners) that we strive to develop in our candidates throughout our programs. The inner ring of the larger circle includes the attitudes, skills, and/or competencies that we strive for our candidates to continue to develop while they are with us as well as when they are employed as teachers. As

transformative leaders in their schools, our graduates will be altruistic, life-long learners, exemplary citizens, leaders, and responsible professionals.

Liberal Arts Core

A liberal arts education is being viewed increasingly as a n indispensably valuable foundation for undergraduates and not at odds at all with the professional fields of study (Schneider, 2004). More specifically, a liberal arts education is valuable because it "...gives students the strong sense of self and habits of mind and action to become leaders" (Durden, 2001, p.B20); in fact, it has been said that "a liberal arts education equals Leadership" (p. B20). A liberal arts education at UVA-Wise prepares candidates to be informed and caring citizens, life-long learners, and transformational leaders. The College's liberal arts curriculum promotes the thoughtful development of the ideas, insights, values, competencies, and behavior of an educated person through a thorough background of academic studies in the separate and integrated disciplines that comprise the liberal arts core curriculum.

Academic Discipline

Effective teachers must know their content (including knowledge of Virginia's relevant grade-level specific Standards of Learning) in order to facilitate optimal learning for all students. However, while knowledge of the subject matter that one will teach is a necessary condition to be an effective teacher, it is not a sufficient condition along for excellence in teaching and learning (Murray & Porter, 1996; Shulman, 1987). Candidates preparing to teaching in the elementary schools must be competent generalists who have a high degree of the competence in reading, writing, and mathematics, as well as have a sound knowledge base in the natural, physical, and social sciences. Candidates preparing to teach in the middle and secondary schools must be content specialists who demonstrate both depth and breadth of understanding of the content that they are preparing to teach; middle school and secondary candidates must also have an understanding of the modes of inquiry and epistemological frameworks of their disciplines.

Professional Studies and Field Experiences

Our graduates are guided throughout their professional education coursework and field experiences to develop the cognitive, affective, and leadership skills that will sustain continuous personal and professional growth in an intellectually, emotionally, and physically demanding human service occupation. The theoretical knowledge bases that physically demanding human service occupation. The theoretical knowledge bases that support the outcomes of the Teacher Education Program at UVA-Wise are informed by the theories of social and cognitive constructivism (Brooks & Brooks, 1993; Schwandt, 1994; Vygotsky, 1986). Plato once said that we should never discourage anyone from making progress, no matter how slow. Academic progress is made when teachers guide students to make connections between what is known and what is to be learned. Through our *Teachers as Transformative Leaders* model, teacher candidates are empowered with the knowledge and experiences to provide the learning environment in which students are encouraged and guided to make meaningful and purposeful connections in and out of the classroom. Effective teachers not only know their content (including specific grade-level SOLs), but also know where their students are developmentally (Bruner, 1968; Flavell, 1985), and it is through informed and reflective pedagogy (Costa, 2000; Dewey, 1933); Jadallah, 1996; Schon, 1983) that our candidates can meet the learning needs of all of their students (Haberman, 1991; Sigel, 1990).

Theoretical knowledge and experience are required to develop a high level of sensitivity to the varying needs and characteristics of learners at different levels of development and multicultural backgrounds. Because teachers face increasingly a more diverse classroom population, emphasis must be placed on the importance of teacher's sensitivity to and reflection on their students' cultural, socioeconomic, linguistic, emotional, and psychological backgrounds (Buckley, 2000), especially as these issues relate to teaching and learning in general and teacher education in particular (Banks, 2001).

To prepare teachers to remain responsible professionally throughout their careers, our candidates must develop, demonstrate, and then continue their competence in several areas. For example, candidates must be able to evaluate critically and integrate appropriately a variety of instructional technologies into their teaching (Brooks & Kopp, 1990; Jonassen, Peck & Wilson, 1999). Candidates must also develop competence in communicating with their students and their students' parents, as well as their colleagues, administrators, and the general public. Finally, teachers must model for their students what they want their students to become: leaders through service to others, citizens through reflective action, and life-long learners through a commitment to excellence.

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THE TEACHING INTERNSHIP

Introduction

Public education is the responsibility of the state legislature. This responsibility is delegated through duly elected and/or appointed school boards to the superintendent, principals, and teachers in the individual schools. Local authority regarding curriculum, methods, text books, and other matters rests with the superintendents of public school systems, their supervisors, principals, and teachers. The activities of the teaching interns and their college supervisors must be consistent with this application of authority and responsibility.

Goals of the Teaching Internship

The goals of the intern teaching experience are to help the student to connect theory to practice and to develop a broad view of the aims of education and the profession of teaching. The intern teaching experience should help the pre-service teacher develop:

- A philosophy of education that is consistent with a democratic society and the laws and regulations regarding public education in Virginia;
- The ability to apply previously acquired principles of instruction in teaching students of differing abilities and backgrounds to reach desired goals;
- An understanding of the mental, physical, and social development of children and adolescents and the relationship of these elements to the elementary and secondary instructional programs;
- An appreciation of the problems involved in guiding such activities as assemblies, clubs, and home room activities, etc.;
- The ability to establish healthy learning environments, to manage routine matters, and to promote individual and group growth;
- An appreciation of the problems involved in teaching and of the principles which should guide solutions;
- The ability to evaluate teaching reflectively and to learn how to modify methods when needed;
- An understanding of the routines, record keeping, etc., about which a teacher must be knowledgeable; and
- An understanding of, appreciation for, and commitment to the professional code of ethics.

In sum, the purpose of the internship is to provide the student with the knowledge and experience that will enable him/her to teach and serve effectively in the public schools.

Personnel

The intern teacher is the concern of many people, all of whom are eager to advise and assist him/her. Personnel include:

- School Superintendent
- Cooperating School Principal
- Clinical Faculty/Cooperating Teacher
- College Supervisor
- Coordinator of Intern Teaching

- Director of Teacher Education
- Departmental Consultant (for those in secondary schools)
- Other public school personnel such as the librarian, school nurse, counselor, and other members of the faculty and staff.

The Role of the Superintendent of Schools

The role of the superintendent of the public school system is decisive, for it is s/he who first examines the teaching internship program of the college and determines its merit. If, after this evaluation, s/he approves the program for admittance to his/her school system, the superintendent may be expected:

- To establish and interpret to concerned college and public school personnel the policies of his/her school system in regard to the teaching internship program, and the conditions under which the program has been named to the system;
- To approve, in conjunction with the cooperating principals, the cooperating schools requested by the college, if such requests are deemed valid;
- To approve, in conjunction with the cooperating principals, clinical faculty teachers trained by the college, if such requests are deemed valid;
- To approve, in conjunction with the cooperating principals and classroom teachers, the final placement of the teaching interns according to the plans for placement outlined above;
- To suggest alternatives, in the event that the requests of the college for specific cooperating schools and/or classroom teachers are deemed invalid; and
- To serve as a liaison between the school system and the college, working closely with the Director of the Teacher Education Program in the maintenance of rapport.

The Role of the Principal of the Cooperating School

The principal of the cooperating school can do much to insure the success of a teaching internship program and the success of an individual intern teacher. If, upon being approached by his/her superintendent of schools, the principal of a potential cooperating school accepts for training one or more teaching interns, s/he may be expected to:

- Assign classroom teachers who have gone through the clinical faculty/mentoring program as cooperating teachers/mentors;
- Encourage his/her most competent classroom teachers who are willing to participate in the teaching internship program to go through the Mentor Training Program at UVA-Wise;
- Allow college supervisors to request classroom teachers for interns;
- Orient the college supervisors and the teaching interns to the educational philosophy of his/her school, its physical plant, curriculum, scheduling, and other relevant features;
- Orient involved members of his/her faculty and staff to the teaching internship program: i.e. the cooperating classroom teachers, the librarian, the guidance counselors, the school nurse, and any others providing special services;
- Advise the teaching interns, the cooperating classroom teachers, and the college supervisor in planning the interns' training schedules;
- Arrange for materials and facilities essential to the training program to be available to interns including Teacher's Manuals, Grade Books or Rosters;

- Participate in the evaluation of the teaching interns through conferences with interns, their cooperating classroom teachers, and the college supervisor;
- Initiate action with the college supervisor for removal from the training program of an inadequate or uncooperative teaching intern;
- Make to the college supervisor any suggestions which s/he thinks helpful in the improvement of the teaching internship program; and
- Maintain a public relations policy for the benefit of the patrons of the school cooperating with the college in the teaching internship program.

The Role of the Clinical Faculty/Cooperating Teacher

All personnel involved in the intern teaching program will understand and respect the responsibility imposed upon any classroom teacher for having his/her students prepared for meeting the standards of the public school system. The classroom teacher is responsible for all teaching that takes place in his/her classroom; therefore, the classroom teacher will assist the intern with planning.

The duties of the clinical faculty/cooperating teacher include:

- Introducing the intern teacher to faculty, staff, students, and parents;
- Making sure that the intern teacher is familiar with the school facility, operation of equipment, and school policies, schedules, and routines;
- Assisting the intern teacher with all aspects of class preparation, including planning, selection of materials, and assessment;
- Assisting the intern teacher with classroom management, including suggestions for accommodating behaviors of special needs children;
- Ensuring that the intern teacher completes the suggested time for observation and instruction;
- Assisting the intern teacher with all aspects of planning, including constructing daily and unit plans, use of pacing and curriculum guides, and the assessing of student progress;
- Assisting the intern teacher with the transition from observation to active classroom instruction, including the modeling of—on an ongoing basis—the use of various teaching methods;
- Assisting the intern teacher with daily routines and record keeping;
- Completing daily, weekly, or biweekly formative assessment for the intern and sharing this information in a conference format with the intern teacher;
- Communicating with the college supervisor in a constructive and collegial manner to best address the needs of the intern teacher;
- Communicating with the intern teacher in a constructive and collegial manner, recognizing the need to communicate privately and professionally; and
- Completing summative assessment at the conclusion of the internship;

The Role of the College Supervisor: Selection and Duties

The teaching internship program is devised to offer pre-service public school teachers opportunities for apprenticeship in an established system whose own guidelines are quite specific. It follows, therefore, that particular care must be exercised in the selection of college personnel who are to assist with the program, bearing in mind the role that each will play, and the degree to competence s/he may be expected to demonstrate. Certain qualifications should be common to all involved college personnel, including:

Criteria:

- A minimum of a Master's degree;
- Appointment, or acceptance, by the Chair of the Department of Education;
- Successful teaching experience in the public schools;
- The recommendation of any departmental chairman at the college whose discipline is concerned;
- Familiarity with the philosophy and instructional program of the public schools of Virginia;
- A willingness to accept the teaching internship program as it is established and to support the program firmly;
- A willingness to respect the authority of the public schools;
- A willingness to exert constant care to maintain a good relationship between the college and the public schools.

Duties:

- To arrange frequent meetings with the interns assigned to him/her while the teaching internship is in progress;
- To insure that the intern has a clear understanding of his/her responsibilities and the limitations of his/her responsibilities;
- To orient the cooperating principal and the classroom supervising teacher to the program of teaching internship;
- To insure that the interns understand the necessary regulations and procedures that must be followed in the individual schools;
- To act as liaison between the public schools and the college;
- To assist the intern in appropriate ways;
- To be available for consultation as needed by the cooperating principal, the supervising teacher, the department consultant and the intern;
- To visit and observe the intern teacher at work periodically for the purpose of:
 - a. helping the intern,
 - b. evaluating the intern's performance in planning, use of voice, ability to communicate, use of teaching techniques, classroom management, etc.,
 - c. reading and evaluating the intern's lesson plans, journal, portfolio, etc.,
 - d. making suggestions for improving the intern's work,
 - e. helping the intern interpret his/her experiences, and
 - f. recording observations of each visit;
- To confer with the classroom supervising teacher and the principal regarding the intern's work with particular emphasis upon the intern's contribution to the school's program; and
- To confer with the cooperating principal, the classroom supervising teacher, and the departmental consultant; to consider the final evaluation forms filled out by the classroom supervising teacher and the departmental consultant; to consider the weekly observation records; to consider the intern's daily journal and his/her lesson plans, seminar attendance, intern's portfolio, etc; to award a final grade to the teaching intern.

The Role of the Coordinator of the Teaching Internship Program

The responsibilities of the Coordinator of the Teacher Internship Program are:

- In consultation with the Chair of the Department of Education, to assign the college supervisors and to outline their duties;
- To confer with the chair of the Department of Education, superintendents, and principals of the cooperating school districts on the placement of intern teachers;
- To confer with the chair of the Department of Education as to the selection of and qualifications for departmental consultants;
- To make necessary changes in any phase of the intern teacher's training program;
- To visit selected interns;
- To act as liaison between the public schools and the college; and
- To conduct professional seminars.

The Role of the Director of Teacher Education

The responsibilities of the Director of Teacher Education are:

- To oversee the application process to the Internship Program, including the official notification to the intern of his/her acceptance into the Internship;
- To visit selected interns;
- To assist the Coordinator of the Teaching Internship Program in professional seminars;
- To advise interns in regard to appropriate assessments and the licensure application process;
- To communicate with Clinical Faculty Coordinators to assist current cooperating teachers of interns; and
- To collect and collate data on the internship experience.

The Role of the Departmental Consultant

The academic departments of UVA-WISE may nominate faculty members to participate in the internship phase of the teacher education program. Such faculty members will serve as consultants to the interns majoring in their departments. The duties of the departmental consultant are as follows:

- To audit classes being taught by the departmental majors;
- To confer at intervals with the college supervisor in regard to the proficiency of the interns from his/her department;
- To meet with the interns and the college supervisor at appropriate intervals to evaluate the progress of the interns;
- To confer with the college supervisor and the classroom supervising teacher regarding the final grade to be assigned to the intern by the college supervisor.

The Role of Other Public School Personnel

Counselor

The school counselor should interpret cumulative records to the intern. The school counselor should advise the intern as to feasible means for working with students who have been referred to the counselor by the supervising teacher.

Special Education Teacher

The special education teacher should assist the intern with information regarding needs of students identified with disabilities.

Clinical Faculty Coordinator

The clinical faculty coordinator should serve as a resource for both clinical faculty and interns.

Nurse

The nurse should discuss with the intern the health problems of students referred to her by the intern's supervising teacher.

Librarian

The school librarian should assist the intern in locating a variety of materials to enrich his/her program of instruction. In those situations where the intern is enrolled in Lib 3940: Internship in School Library Service, the librarian will assume the general responsibilities of the supervising teacher.

POLICIES AND PROCEDURES FOR THE TEACHING INTERNSHIP

The following policies and procedures are intended to serve as guidance for the internship experience from selection of cooperating school and placement of the intern teacher through the entire duration of the semester.

Application for the Intern Teacher Program

Although students may register for the teaching internship course, the intern must complete a formal application to be admitted to the Teaching Internship Program at the first seminar meeting.

All interns must have completed all required course work (including all professional education courses and/or proficiencies) before their internship begins. This professional semester is that portion of the student's college program that is intended to prepare the intern to meet Virginia's requirements for field experience, the last step to licensure. The student has the responsibility to plan his/her college program such that the entire semester is devoted to the teaching internship. Consequently, interns are strongly discouraged from taking other academic courses during their internships, except under extraordinary circumstances and only with the approval of the Director of Teacher Education and the Education Department Chair.

Placement of Intern Teachers

Intern placements are determined by the school district superintendent and/on his/her central office designee, the principals of the cooperating schools, and the Department of Education at UVa-Wise. The intern will complete a placement request form at the first seminar and indicate three school choices. The intern teachers should not contact central office personnel, principals, teachers, etc. regarding intern placement. The College Coordinator will contact school systems to request intern teaching placements.

Department Policy on Dual Internships for Elementary Education & Special Education Endorsement Areas

Teacher Education Candidates may enroll in their teaching internships for dual initial licensure endorsement in elementary and special education under the following conditions:

- Candidates must have met all department requirements for enrolling in Edu 4943 and Edu 4945.
- Candidates' placements must be approved by the Special Education Faculty of the Department, the Coordinator of Internships, the Director of Teacher Education, and the Chair of the Department;
- Candidates will be required to submit and teach acceptable lesson plans for regular and special education settings; and
- Candidates will be supervised by both regular and special education public school personnel.

Selection of Clinical Faculty/Coordinating Teachers

The selection of the supervising teachers is determined by the school district superintendent, the principal of the cooperating school, and the Department of Education at UVA-WISE. Every effort will be made to place an intern with a cooperating teacher who has

completed Mentor Teacher/Clinical Faculty Training with UVA-WISE. The supervising teacher should be someone who has at least three years teaching experience in his/her current assignment, one who is certified for the subject(s) s/he is teaching, one who has demonstrated excellence in working with children and youth, and one who is willing to spend the necessary hours observing, guiding, counseling, and evaluating a pre-service teacher.

Schedule for College Supervisor Visits

At the beginning of the internship, the college supervisor will meet with the principal of the cooperating school, the classroom supervising teacher, the intern, and any other interested persons for the purpose of **orientation**. At this meeting, the local school personnel will explain the policies of the participating school, and the college supervisor will explain the expectations of the college for the intern for this phase of the teacher education program.

In addition to the orientation visit, the college supervisor will normally visit the classroom three times for the purpose of observing and offering formative assessment for the intern teacher and for conferring with the clinical faculty regarding the progress of the intern. The college supervisor will also conduct a final visit near the end of the semester for the purpose of completing/documenting data for a summative evaluation and collecting summative documentation from the clinical faculty. Other summative evaluations completed by the intern teacher will be collected during the final intern seminar. (See Appendix for Schedule for College Supervisor Visits.)

School System Rules and Regulations

Each intern is required to conform to all rules and regulations for teachers of the school system in which s/he does intern teaching. S/he is expected to study the student and teacher handbooks for the school to which s/he is assigned.

Conferences

The purpose of the teaching internship is to provide the time and circumstances to allow experienced public school teachers and college professors may help the inexperienced pre-service teacher into the teaching profession.

Conferences among all parties may be formal and/or informal and of a reasonable length. The conferences should provide for the interpretation of behavior and events, the analysis of problems, and the plans for the improvement of teaching practices. If the intern performs well, s/he should be informed; if his/her methods need changes of improvement, s/he should be informed.

Frequent conferences should occur between the intern and his/her classroom supervising teacher, college supervisor, and any departmental consultant.

Planning

Effective teaching is based on careful and thoughtful planning. For this reason, it is essential that the activities and efforts of the intern teacher be consistent with the goals, aims, and activities of the supervising classroom teacher.

The intern should make long-term and short-term lesson plans to be presented and discussed with the supervising at least three days before implementation. The supervising classroom teacher should make suggestions and judgments relative to the intern's proposed instructional strategies. The college supervisor will also discuss these plans with the intern. Lesson plans are to be given promptly to the supervising teacher and the college supervisor. Once the intern has assumed responsibility for a given subject, the intern will not be allowed to present material to the class without a written lesson plan that has been preapproved by the classroom teacher.

Substituting

The college recognizes its indebtedness to the public schools and appreciates the growing challenge facing our schools in finding qualified substitute teachers. Furthermore, the college wishes to cooperate to the fullest extent in helping schools meet the educational needs of all students. Therefore, while an intern may be hired as long-term substitute under certain circumstances at the request of cooperating school districts, an intern's employment as a long-term substitute must be on a continuous basis for a minimum of 12 weeks. The premise underlying this policy (and position) is that an intern is not qualified to perform at a professional level equivalent to one who has completed a fully supervised teaching internship experience.

College students are placed in the internship to acquire direct experience under the supervision of qualified professionals. The readiness of the intern to assume responsibility for a public school class will depend upon the progress of the particular intern and the situation to which s/he is assigned.

Interns may be hired as long-term substitutes only if an agreement has been reached by the college and the school district with respect to appropriate supervision of the intern by both college and school personnel. Any long-term substitute employment during the internship must be approved by the Coordinator of the Internship Program, the Department Chair, and the Director of Teacher Education.

For the intern to receive academic credit for the internship, the intern must satisfactorily meet all requirements regarding the internship as set forth in this manual.

Evaluation

The intern is evaluated by the supervising classroom teacher, the college supervisor, and/or (if required) by a departmental consultant, all of whom complete evaluation forms. The college supervisor considers these evaluations and conferences held with all those concerned before assigning a grade. Grading includes: classroom teacher's evaluation, college supervisor's evaluation, and evaluations of the intern's lesson plans, journals, portfolio, and seminar attendance/participation. Seminar attendance is mandatory. Seminar topics will address professional development for the intern and will include workshops, conferences and community events.

Interns should give to clinical faculty and to school principals the schedules of seminar events early in the semester.

An appropriate passing grade (A, B, or C) is given to those students who have met their obligations and who have shown that they possess the capabilities necessary for successful teaching. Students who do not meet their obligations and do not show proficiency in teaching

(as judged by the supervising teacher and the college supervisor) will be given a grade of Fail and will not be recommended for a teaching endorsement. Interns may withdraw, and are encouraged to withdraw if, after a few weeks of intern teaching, they find the teaching profession unacceptable.

SVEA

Each member is required to be a member of the Student Virginia Education Association (SVEA) during his/her internship. Membership includes a tort insurance coverage that protects the intern and the college in the event a public school student is injured while under the supervision of an intern.

Resume

The intern shall prepare a resume to be given to his/her supervising teacher at the beginning of the internship. The resume should include the intern's experience with children and youth and the courses that have been taken in preparation for the teaching internship. Interns should/could also include on the resume, hobbies and interests relative to after-school activities.

Resume writing workshops will be offered each semester. The intern's resume should be critiqued by Career Services before the internship begins.

TB Screening

All interns must be screened for tuberculosis at either a local Health Department or by a health care provider. Record of this screening must be on file in the Teacher Education Office before the intern can begin the internship.

Fingerprinting and Background Check

All students must undergo fingerprinting and background check prior to beginning the internship. The Coordinator of the Teacher Intern Program will arrange a time and place for all interns to complete this procedure. Interns are expected to attend this scheduled event and will be responsible for any expense associated with obtaining this information. (Individuals who are currently employed by a school system and have undergone this procedure may not have to repeat it, but the intern must secure a copy to place on file in the Teacher Education Office.)

Internship Identification

All students must obtain picture identification through the Student Activities office at UVa-Wise located on the third floor of the Slemo Student Center. This identification must be worn by the intern during school hours.

Attendance

The intern should be present at his/her respective school at all assigned times except in cases of extreme emergency. If an emergency arises, s/he must notify his/her classroom supervising teacher and his/her college supervisor directly at least a day before the absence, or at the latest, before school begins on the day of his/her absence. In the event that the supervising classroom teacher cannot be reached, the intern should notify the office of the principal and the college supervisor.

An intern is assigned a classroom and a supervising classroom teacher for a period of twelve (12) weeks. Interns who are seeking licensure for grades PreK-6 are required to have two different grade-level placements (6 weeks in each). One placement is to be in grades PreK-3, and the other placement is to be in a 4-6 grade classroom. Interns seeking an endorsement in special education or in physical education will also receive placements at two different grade levels for a period of six (6) weeks at each placement. The intern is expected to keep the same hours as his/her supervising teacher. S/he should plan to arrive early or stay after school for meetings, do lunch or bus duty, do gate duty (for ballgames), and attend field trips and assigned extracurricular activities, (nonpaid duties of the clinical faculty teacher.) The intern is to be present also at all professional seminars and conferences arranged by his/her college coordinator. The intern is expected to attend PTA meetings, Faculty meetings, Special events held by the school such as Fall Festivals. If the intern has permission from the principal, teacher, and child's parent, he/she should sit in on child study meetings.

Required Time

The intern must complete a minimum of sixty (60) days of observation and/or instruction. At least two hundred and ten (210) hours must be spent in instruction. Interns are encouraged to contact a school district to volunteer during the first week of school at their grade/content level.

These days will count toward the internship; however, this does not mean that the actual internship will occur at that school or grade level. The intern will keep a daily journal to reflect on each day and record the hours completed.

Seminar

The college coordinator will conduct seminars periodically throughout the professional semester. These seminars are spent in discussions and demonstrations regarding the general expectations of the intern, lesson planning, use of audio-visual equipment, planning for placement and the orientation meetings, classroom management, process of evaluation, policies and procedures of the internship program, in discussion of instructional activities, progress and problems of the interns, helping the intern interpret his/her experiences, and in discussions of any points of interest that an intern may have. Interns are required to attend all scheduled seminars. The scheduled seminars are held for professional development. New and veteran teachers, principals, and VEA staff members help prepare interns for the teaching profession.

Observation

Time spent in observation is valuable to the intern teacher. The supervising teacher can demonstrate organizational and management skills and a variety of teaching procedures that are invaluable to the intern. The intern should spend the beginning of the teaching internship in observation with the active instruction introduced gradually. During the first week of the internship, the intern should only observe and assist the teacher. The intern needs time to adjust to the routine, learn the schedule, classroom management plan, and students' names.

Removal of Intern Teacher

It is absolutely essential that the efforts of the intern teacher enhance the educational opportunities of the students, as judged by the classroom supervising teacher and the principal of the cooperating school. In cases where this does not happen, the intern will be removed from the

school placement upon the joint decision by the principal, the supervising classroom teacher, the college supervisor, the Director of the Teacher Education Program, Coordinator of Teacher Internship, and the Chair of the Department of Education.

Conditions that may lead to the termination of the teaching internship include:

- Unexcused or unexplained absences or from assigned internship duties.
- Failure to submit written plans to the classroom supervising teacher and/or principal in advance of the actual teaching. Interns should not be allowed to teach a lesson unless the teacher has received and approved the lesson plan.
- Lack of ability to promote pupil growth and maintain order and/or safe conditions.
- Chronic tardiness.
- Unprofessional dress; and other conduct that would be cause for dismissal if the intern were under contract.

Time Sheet

When The University of Virginia's College at Wise graduate applies for a teaching license, the UVA-Wise Director of Teacher Education must report to the Virginia State Board of Education the number of hours that the intern spent in teaching. The time sheet is used for this purpose.

Each day the intern should record the time s/he has spent in observation and instruction. This time should be verified by the supervising classroom teacher and given to the college supervisor at each site visit and upon the completion of intern teaching. Hours of instruction are those in which the intern is responsible for the instruction or supervision of at least one student.

Journal

The intern is to keep a reflective journal of his/her activities. These journals should describe the intern's daily activities, experiences, conclusions, observations, etc. The journals may or may not be read by the supervising classroom teacher. Each college supervisor will determine who may have access to the journals. (The journal will be discussed in greater detail later in this manual.)

Portfolio

The intern teacher will create a professional interview portfolio and submit it to the college supervisor at the end of the semester. The portfolio will showcase the intern's professional strengths and creativity. The purpose of the interview portfolio is to show potential employers the uniqueness of the intern and his/her professional skills. The portfolio will present the intern as a qualified candidate with professional knowledge and abilities. The carefully selected materials that are included in the portfolio will reveal the intern's reflection regarding the interrelationship of coursework and experience. Integration of knowledge and practical classroom teaching experience will show that the intern is prepared to enter the professional teaching field. (The portfolio will be discussed in greater detail later in this manual.)

THE REFLECTIVE JOURNAL

The connection between teacher reflection and professional development is irrefutable. “The teacher is a 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 out opportunities to grow professionally. “ (INTASC Standard #9)

Journals should be written daily and submitted to the college supervisor by a designated method (email attachment, CD, notebook, etc.). Interns should be aware of the following criteria for the evaluation of journal entries. (See Rubric in Appendix) Journal entries should be:

- Reflective and contain all required elements;
- Written in a narrative style and grammatically correct form (punctuation, spelling, etc.);
- Grounded in specific examples from theory and practice to support ideas;
- Analytical and answer “Why?” and “How?” questions;
- Completed for each day in school;
- Available for inspection upon request; and
- Meet all requirements for individual journal entries as specified either by this criterion or by the college supervisor.

Recommendations for Journal Entries

For each specific entry, give the date and a carefully considered reaction. Your entries need not be lengthy, but they must be analytical. All specific journal entries are to be typed, double-spaced and available for inspection upon request of the college supervisor. You will need to jot down a few reminder notes during the day as you teach and write your entries during after-school hours. You can use the following suggestions to help you focus your journal entries during the internship:

1. Examine an Individualized Education Plan (IEP), then explain the major components and tell what responsibilities teachers have in implementation.
2. Attend a grade-level meeting, a faculty meeting, a PTA meeting, a school board meeting, or a parent teacher conference. Identify the critical issues and give your reaction as to how they were handling.
3. Tutor individuals or small groups, using activities and materials prepared with the assistance of the preK-12 school faculty supervisor and under his/her supervision. Give your reaction as to your effectiveness as a tutor and the success of the student(s).
4. During a lesson, observe student behavior in the follow manner
 - How are rules established and/or made clear to the students?
 - What off-task behavior was corrected by the teacher?
 - How was the behavior corrected and what observable effects did the correction have?
 - What things does the teacher do to increase the amount of on-task behavior?
 - In what ways are you comfortable with the behavior management system in place in the classroom?
 - Describe any behavior management systems in use in the classroom.

5. Record the demographics in the classroom. Explain how equality is promoted. What evidence do you see that all children are treated with equity? Observe a lesson for at least thirty minutes and in three-minute intervals, tally the number of times each child is called upon. Record by demographics, as appropriate. Observe either center time or playtime (or physical education at the high school) and describe the kind of guidance given to avoid stereotypical expectations. (For example, are girls directed to housekeeping and boys to building centers or are boys directed to baseball or football while girls are directed to tag, rope-jumping, volleyball, etc?) In examining instructional materials, discuss the balance between demographics. How does the teacher make certain that separate roles and expectations are not established according to who a child is?
6. Discuss potentially dangerous situations with your preK-12 school faculty supervisor (weather emergencies, student aggression, school intruder, weapons, etc.). What kinds of prevention and/or intervention strategies are in place? What suggestions did your preK-12 school faculty supervisor offer you concerning how to handle threatening situations? (Review the school's plan for managing crisis situations. Based upon your review, explain the role of the teacher in a potentially dangerous situation.)
7. You should make yourself aware of certain concerns in the school setting by becoming conscious of school policy on such issues as:
 - Fire drill evacuation routes.
 - Toxic supplies banned from the classroom--certain kinds of marking pens, rubber cement, etc.
 - Medication to students.
 - Medical supplies required for classroom use--rubber gloves, bandages, compressors, face masks, etc.
 - Head lice, scabies, and other communicable diseases.
 - Handling various allergies suffered by students.
 - Spread of disease.
8. Assist the cooperating teacher in implementing existing behavioral objectives using established curriculum and materials.
9. Teach, under supervision, lessons based on objectives and written lesson plans.
10. Maintain behavior management plans used by the preK-12 school faculty supervisor.
11. Assist the preK-12 school faculty supervisor in evaluating student performance (e.g., grading papers) and planning for individual needs.
12. Select a lesson you have taught. Reflect on how you:
 - Started the lesson.
 - Stated the purpose of the lesson clearly.
 - Requested responses from students.
 - Made the students "think."
 - Identified the procedures for the lesson.
 - Determined what materials to use.
 - Differentiated your lesson for learners.
 - Held the students accountable for their work.
 - Recorded student's reaction to the lesson.
 - Managed the class to facilitate learning.

THE PORTFOLIO

The portfolio will be presented in a notebook, scrapbook, or CD format. It will include a Table of Contents and dividers that can easily locate different sections. The portfolio will include the following sections:

Employment Documents:

- Resume
- Teaching Philosophy of Education
- Educational Tests Documentation (Praxis I, Praxis II, VCLA, VRA)
- Transcript
- Honors and Awards

Classroom Instruction and Assessment:

- Lesson Plan
- Unit Plan
- Bulletin Boards
- Use of Technology
- Positive Impact on Student Learning

Classroom Management:

- Classroom Management

School and Community Involvement:

- Parental Communications
- Community Involvement

Professionalism

- Professional Development Activities
- Final Evaluation(s) by Clinical Faculty
- Reflection on Internship and Future Educational Plans
- Organization and Appearance of Portfolio

Descriptions of each section of the portfolio follow. These descriptions are intended to serve as guides for the construction of the portfolio, including organization of artifacts, etc. You are encouraged to be creative; your portfolio should reflect your content area and grade-level placement.

Resume

The resume will contain information relevant to the position that the intern is seeking. Keep the resume brief, the most current information is listed first.

The following headings are suggested for the resume:

- Contact information – name, address, email, telephone number
- Objective – tell interviewers what position is being sought
- Education – list all institutions attended, Certification, Area of Concentration, Classes taken abroad, GPA if above 3, Tests taken
- Teaching Experience – use action verbs to describe experiences, internship, substitute, tutor, classroom observation, school, hours, grade levels
- Honors and Awards – certificates of achievement, Honor societies, Dean's List by semester, National Dean's List, Who's Who, Departmental Honors, etc.

- Interests and Activities – include memberships in organizations (SVEA, VSTE, NSTA, etc.), events such as Funtasia, Dr. Seuss, Sunday School, Leadership positions
- Professional Development – list workshops, presentations, in-service, conferences

Teaching Philosophy of Education

The intern will write a two-page, double-spaced essay on “Teaching Philosophy of Education.” The intern will state his beliefs on the role of the teacher and students in a classroom; the intern will describe a good learning environment and explain how s/he can impact the teaching profession.

Educational Tests Documentation

The intern will include documentation of all educational tests completed (Praxis I, Praxis II, VCLA, VRA). Copies are acceptable.

Transcript

The intern will include an unofficial copy of the transcript(s). An official transcript can be included after grades are posted for all class work and the internship.

Honors and Awards

Honors and awards will be highlighted on the resume; however, this portfolio section will show documentation of achievements. The intern will include original copies of certificates/letters for Honor Societies, Dean’s List, National Dean’s List, Who’s Who, Academic or Leadership Scholarships. Newspaper articles that feature these achievements can be included.

Lesson Plan

The intern will include one or two lesson plans from each grade level taught. Do not overload this section. Select the best lesson plans for each grade level. Consider including plans that show different grouping situations, engaging lessons that use manipulatives, and active student participation.

Unit Plan

The intern will include sample portions of a unit that s/he created. Helpful artifacts might include: an introduction to the unit, a pacing guide, a lesson plan, an intern created test, or pictures of activities used in unit. Three documents are enough to represent the unit plan. Consider creative ways to draw focus to these documents – the layout, the color, etc.

Bulletin Boards

The intern will show pictures of the bulletin boards that s/he created during the internship. Student created bulletin boards are encouraged. Bulletin boards that focus on SOL related materials are popular. Interactive bulletin boards can be attractive and educational, such as “Jeopardy” or “Concentration.” The intern should keep in mind that bulletin boards are aids in creating a positive learning environment.

Use of Technology

The intern will document computer or technical skills by listing the courses or training received. Also include the technology that was used during the internship.

Positive Impact on Student Learning/Assessment

The intern will provide documentation of student learning. This data/evidence should consist of either quantitative or qualitative measures of student achievement, including both pre- and post- instruction assessment. Pre- and post- assessment measures can include actual pre-tests or qualitative evaluations of prior knowledge and learning, including KWL's, etc.

Classroom Management

The intern will describe in detail the classroom management plan(s) that s/he used during the internship. After careful reflection, the intern will present a classroom management plan that he will use in his own classroom. The intern will explain why this method seems best suited to his teaching style.

Parental Communication

The intern will include documentation that s/he has communicated with parents during the internship. The documentation may include copies of letters that introduce the intern to parents, ask for permission to photograph students for portfolio, introduce a new topic/unit, invite parents to a special event, get permission to take students on a field trip, etc.

Community Involvement

The intern will list ways that s/he is involved in community service. Documentation may include: flyers of SVEA events, photos of intern participating in community event, newspaper article relating to the event.

Professional Development Activities

The intern will list the professional development activities that s/he has attended. Professional workshops, seminars, conferences, in-service meetings can be included. Programs for events should be included.

Final Evaluations by Clinical Faculty

The intern will include the final evaluation(s) from the mentor teacher(s). Final evaluation(s) must be signed by the mentor teacher(s) and principal(s). Weekly classroom observation/evaluation sheets may be included. Evaluations completed by the principal may also be included.

Reflection on Internship and Future Educational Plans

The intern will write one or two pages to reflect on the teaching internship. The intern will consider the strengths and weaknesses of the experience. The intern will also discuss future educational plans.

Organization and Appearance of Portfolio

The intern will create a portfolio that contains a Table of Contents. Each section should be clearly defined. The portfolio will be an organized and professional work that reflects a unique individual who is qualified to enter the teaching profession. The appearance of the portfolio may also indicate the grade level that the intern wants to teach. (For example, colorful paper featuring crayons and children would be more appropriate for an intern wanting to teach young children.)

ETHICAL AND PROFESSIONAL PRACTICES FOR THE INTERN TEACHER

The University of Virginia's College at Wise intern represents the college while teaching in a cooperating school. The intern must conduct him/herself in a professional manner, which includes dressing in a professional manner. In matters pertaining to class content, teaching procedures, or evaluation of achievement, the classroom supervising teacher's authority is paramount.

Suggestions for the intern teacher:

- Consider confidential all matters pertaining to students in your classes (grades, scores on intelligence tests, achievement tests, personal or family data, etc.).
- Refrain from talking with students about teachers and with students about other students.
- Keep confidential problems that occur at school.
- Refrain from criticism of practices in the schools. Interns are placed in schools to observe, learn, and reflect.

Remember that your classroom supervising teacher needs his/her privacy; interns should become acquainted with other members of the faculty and staff.

The clinical faculty teacher is there to be your mentor/coach and may become your colleague; therefore, you should cultivate a professional relationship that encourages constructive feedback and honest communication.

Duties and Responsibilities of the Intern Teacher

- To file written evaluations with the college supervisor regarding the intern's teaching program, performance, and problems; and
- S/he must be admitted to the teaching internship program and be assigned a cooperating school by the UVA-Wise Department of Education, the school superintendent, and the principal of the cooperating school.
- S/he must attend scheduled SVEA/Intern Seminars and conferences with the college supervisor or coordinator.
- S/he must prepare a resume to present to his/her college supervisor, supervising teacher(s) and principal(s). This resume should include the data presented in the Resume Writing Seminar.
- S/he must keep a time sheet, which is to be completed each day, verified by his/her classroom supervising teacher, and turned in to his/her college supervisor at the end of his/her intern teaching. Hours of observation and hours of instruction must be kept. Instructional hours are those in which the intern is responsible for the instruction or the supervision of at least one child.
- S/he must keep a daily journal, which will be read by the college supervisor, who will determine if the journal may be read by the classroom supervising teacher. This journal should include an account of what the intern does each day, his/her observations, insights, and understandings about specific children and their needs. These journals must be kept confidential.
- S/he must submit written lesson plans for any teaching done. Copies of these are to be given to the classroom supervising teacher and the college supervisor. The classroom supervising teacher should receive his/her copy at least 3 days before the lesson is to be

taught. With the classroom teacher's approval, planning may be done on Thursday or Friday and written plans submitted on Monday mornings.

- S/he must construct and submit a professional teaching portfolio to be evaluated by the intern's college supervisor.
- Physical punishment of any student is prohibited.
- S/he must keep the same hours as his/her classroom supervising teacher, planning to arrive early or stay after school for planning if requested. S/he will be expected to attend teacher's meetings, workshops, PTA meetings, etc.
- S/he must be present at all times. If the intern must miss school, s/he will contact the school and/or the classroom teacher and the college supervisor.
- S/he must make available his/her services to the classroom supervising teacher instead of waiting for work assignments. (See suggested activities to gradually introduce the intern to the instructional process in other sections of the handbook.)
- S/he must provide the Clinical Faculty teacher and principal a copy of his/her seminar schedule.

SUGGESTION FOR SUPERVISING THE INTERN TEACHER

The supervising teacher, through his/her encouragement and helpfulness, contributes in large measure to the development of positive attitudes toward teaching. This section of the handbook contains suggestions to the supervising teacher for his/her particular guidance.

Class Preparation

- The supervising teacher should prepare his/her class for the teaching intern's arrival by explaining to his/her students that another teacher will soon be there to work with them. This teacher will be an intern teacher from the University of Virginia's College at Wise (not a student teacher). The term "student teacher" often places the intern on a level with the students in the classroom and can cause problems.
- The supervising teacher should help the intern feel at home in the classroom by welcoming him/her to the class and by providing him/her a place to keep his/her teaching materials and his/her other belongings. It is very helpful to provide the intern with a desk and teacher's manuals.
- The supervising teacher should make available to the intern information about the general requirements of the school, obligations of the intern to the school, handbooks (teacher and student), homeroom and classroom schedules, and other useful information such as lunch room costs, parking, signing in and out, and practices on using the copier, fax, etc.

Intern Teacher Time

- The intern should have experiences in all phases of classroom activity and should have complete responsibility for the classroom for the entire day (under supervision) as soon as the intern and the classroom supervising teachers deem it appropriate. As suggested earlier, the first week should be for observing and assisting the classroom teacher.
- The classroom supervising teacher should look for ways to utilize the intern teacher in the classroom so that both are actively teaching, and the intern supplements and enriches rather than displaces the other, except at the very beginning and end of the internship period as described earlier. The classroom supervising teacher should take the lead in planning appropriate ways to use the intern in a team teaching arrangement.
- The classroom supervising teacher should provide opportunities, with the cooperation of the principal and the faculty, for the intern to become acquainted with the overall school program.
- The classroom supervising teacher should verify the intern's record of the hours spent in instruction and observation and complete all evaluation forms.

Planning With the Intern

- The intern may teach only with classroom supervising teacher approved lesson plans.
- The classroom supervising teacher should assist the intern in developing the intern's ability to plan, and the supervising teacher should discuss the intern's daily and long-term plans.
- The classroom supervising teacher should approve all lesson plans before they are finalized and approve and/or adjust all intern-designed tests. The supervising teacher should make suggestions and judgments relative to the intern's proposed instructional strategies.
- The classroom teacher should approve all notes or letters that the intern sends to parents.
- In all cases, the classroom supervising teacher's judgment is paramount.

Introduction of the Intern to Active Instruction

The intern should be involved gradually in the instructional process. The supervising teacher should discourage the sole use of the lecture method of teaching by the intern and help the intern to develop sound inquiry and guided discovery methods. The intern should be encouraged to use hands-on-materials, technology, cooperative group learning stations, etc.

To aid the intern in this gradual involvement in the instructional process, the supervising classroom teacher should:

- Demonstrate effective methods of teaching and assist the intern in understanding what s/he observes in the classroom;
- Demonstrate how to make good assignments;
- Demonstrate how to evaluate students' work;
- Help the intern to develop his/her self-confidence;
- Help the intern evaluate his/her work;
- Guide the intern in solving problems of discipline.

Initial Activities

These activities can be done by the intern during the first days in the classroom before introducing him/her to active instruction:

- Keeping attendance and making reports;
- Preparing the classroom with attention to lighting, ventilation, seating, materials needed, bulletin board displays, chalkboard materials;
- Helping pupils individually during supervised study time in class, during a study hall, or library period;
- Working with small groups;
- Reading or telling stories;
- Conducting music activities or games;
- Assisting with playground or lunchroom supervision.

The classroom supervising teacher should not leave the class in the care of an intern for prolonged periods of time. The classroom teacher is responsible for the activities and outcomes of teaching within his/her classroom. It is also true that the supervising teacher cannot help the novice teacher unless s/he observes his/her work.

School Records

The supervising classroom teacher should approve the school records prepared by the intern and the intern's evaluation of the students' classroom work. While it is appropriate for the intern to do grading, this process must be done under explicit instruction from the supervising teacher.

The supervising classroom teacher is responsible for assigning grades for his/her classes. The intern should be a party to this procedure in that s/he is fully informed as to the rationale and procedure for grading and has the opportunity to help the supervising teacher with this professional task. The final authority for grades must, however, rest with the supervising teacher.

Evaluation and Grading

- Continuous evaluation of the intern's progress is an essential part of the directed teaching program. Everyone who is connected in any way with the directed teaching process has the responsibility for evaluation. It cannot be emphasized too strongly that the evaluation must be an on-going process among all parties involved.
- The college supervisor has the final responsibility for determining the grade for the internship. The college supervisor, the supervising classroom teacher, and the departmental consultant (when applicable) must make an honest appraisal of the intern teacher's progress and how well the intern has completed the college requirements for the internship.
- The classroom supervising teacher's chief role in the evaluation program will be to appraise the work of the intern teacher. The supervising classroom teacher should be able to capitalize on the intern teacher's strengths in such a manner that the intern will be aware of the situation in which his/her best points are most useful. At the same, time the supervising classroom teacher must be able to point out the intern's weaknesses in a manner that will not become too discouraging or disheartening. An Observation Form (found in Appendix A) should be filled out by the classroom supervising teacher at least 3 times. This form should be used during conferences the classroom supervising teacher holds with the intern teacher.
- The college supervisor and the classroom supervising teacher should discuss the evaluation forms (see Appendix A) with the intern early in the assignment, and the intern should also begin an early self-evaluation. In this way, evaluations will be looked upon as a cooperative endeavor rather than something to be feared.
- Evaluations should be based on the effect that the teaching intern had upon the children's behavior and learning. The classroom teacher must determine if the intern's teaching has a positive effect on pupil learning. The classroom supervising teacher should make an evaluation on the basis of the other intern teachers with whom s/he has worked or beginning teachers s/he has known.
- The supervising classroom teacher should consider that the evaluation is a prediction for future performance and a statement of the student's readiness for teaching rather than an appreciation of earnest effort.

NOTE: If the supervising classroom teacher observes problems and difficulties in the intern's instructional procedure, it is his/her responsibility to offer the proper criticism and correction (in private) as soon as reasonably possible.

The supervising classroom teacher's evaluation of the intern's capabilities should be kept confidential and discussed only with the intern, the cooperating principal, and the college supervisor. If the problem is subject-matter related on a secondary level, a departmental consultant may be helpful.

Guidelines for Observing Intern Instruction and Providing Formative Assessment

The supervising classroom teacher might use the following guidelines to observe the intern teacher in his/her work:

1. Objectives
 - Are objectives appropriate for the students?
 - Do the objectives include a variety of levels of understanding?
 - Are objectives well defined?
 - Are written plans made in advance?
 - Are written plans adequate and well organized?
2. Experiences
 - Are experiences appropriate for the students?
 - Are they organized in a meaningful way?
 - Are they appropriate for the objectives?
 - Are they varied?
3. Subject Matter
 - Is the subject matter appropriate for the objectives?
 - Is the subject matter appropriate for the students?
4. Materials and Equipment
 - Is use made of available resources (teaching materials, persons, technology, etc.)?
 - Are these appropriate for the objectives?
 - Are these appropriate for the students?
 - Are they varied?
5. Evaluation
 - Are tests based upon classroom experience?
 - Are tests based upon objectives?
 - Do tests reflect a variety of levels of understanding?
 - Does the intern teacher include more than formal testing in the evaluation process?
6. Student Response
 - Do students cooperate?
 - Do they participate?
 - Do they indicate a positive reaction to the student teacher?
 - Do they master the material being taught?
7. General Considerations
 - Does the intern teacher use correct grammar?
 - Is his/her voice adequate and appropriate for various situations?
 - Does s/he communicate with pupils on their level?
 - Can s/he manage and control the class?
 - With college personnel?
 - Is his/her knowledge of subject matter adequate?
 - Does s/he take suggestions and cooperate generally with his/her supervising teacher?
 - Does s/he exhibit interest in his/her work and pupils?
 - Does s/he show initiative?

Characteristics of Good Instruction

- The teacher knows the names of all his/her pupils.
- A few appropriate standards are set at the beginning and are adhered to by all.
- When a good teacher makes mistakes, s/he admits and apologizes for them.
- Students are shown that the teacher has interest in them personally but is not "one of them".
- All students are attentive before the lesson begins or before instructions are given.
- Each lesson begins promptly.
- Materials are gathered before time for the lesson to begin.
- Students are engaged. Even when waiting for others to finish, students should know what they should be doing. Routines should be established.
- Students' varying abilities are recognized and accepted.
- Disciplinary problems are handled in a positive way. "Would you close the door?" is more appropriate than, "You left the door open again."
- Threats, sarcasm, and embarrassment are avoided.
- Corrections are made in private
- A good teacher constantly works toward the development of empathy with the students.
- A good teacher limits his/her talking and encourages the student's participation.
- Factors that interfere with learning are eliminated immediately.
- Students are involved in planning.

LIB 3940: INTERNSHIP IN SCHOOL LIBRARY SERVICE

This manual is intended to provide direction and guidance in the teaching internship or intern teaching program. With few exceptions, however, the directions, responsibilities and suggestions delineated will also apply to those students and teachers involved with Lib 3940: Internship in School Library Service.

Accordingly, the term "intern" should be interpreted to include students enrolled in Lib 3940. "Classroom supervisor" should be interpreted to include librarians when they are supervising students in the library service internship. School library service interns should interpret references to the "classroom" to include the library.

Description

This course includes participation in routines and procedures of the school library. The course fulfills internship requirements for licensure as a school librarian and may be used to meet part of the professional education requirements.

Time requirements consist of 200 logged hours working under the supervision of a Media Specialist/Librarian. The internship is normally completed in one semester. It may be extended over two semesters if a student is unable to complete the internship due to work obligations, etc. The student should register for the course during the semester that the internship begins.

Objectives

Students are expected to observe and participate in a proper balance of the following:

1. Practical application of library theory:
 - Selection and acquisition of materials and supplies;
 - Budgeting, record-keeping, and management routines;
 - Cataloging and classification;
 - Circulation routines; and
 - General care of library materials

2. Interaction of the librarian with students, teachers, administrators, and staff:
 - Work cooperatively with faculty to achieve effective integration of library resources into the curriculum;
 - Assist librarian with implementation of policies and procedures;
 - Teach effective use of the library and its resources including accessing the collection and use of indexes and reference materials;
 - Teach and augment library and curriculum-related SOL;
 - Identify reading interests and levels and relate these to use of library resources;
 - Maintain an automated library system;
 - Make effective use of resources outside the school; and
 - Become familiar with the role of the librarian in supervising clerical staff and student assistants.

Evaluation

The intern is required to maintain a log of daily activities performed in the library, and complete the Record of Attendance to be turned in at the conclusion of the internship. The college supervisor will visit at least once during the internship. The supervising librarian will evaluate the intern and recommend a grade.

APPENDIX

SUGGESTED OUTLINE FOR DAILY INSTRUCTIONAL PLAN

Grade Level and/or Subject: _____

Time: _____ Date: _____

Intern Teacher: _____

SOL(s) Addressed:

Instructional Objective(s):

Instructional Materials:

Teaching Procedure(s):

- 1) Setting purposes (i.e. student predictions, introduction, anticipatory set...)

- 2) During the presentation (i.e. substantiating predictions, discussion, lecture, demonstration, opportunities for students to reflect on new information in relation to what was known before, etc.)

- 3) Closure (i.e., summarizing/clarifying: What further discussion, writing, reading, or project assignments will enable students to express in their own words or actions the important points learned from the lesson, etc.)

Measurement/Evaluation: (How will students be evaluated to determine their level of understanding/ proficiency of stated objectives/skills/competencies?)

Lesson Adaptation/Accommodation for exceptional students:

Self-evaluation: (i.e., How well did you teach the lesson? What would you change if you could teach the lesson again?)

Comments by classroom teacher:

Classroom Supervising Teacher's Initials:

Date:

**Intern Teaching
Evidence of Positive Impact on Student Learning**

Intern: _____ **Semester and Year:** _____

School: _____ **District:** _____

Subject/Course: _____ **Grade Level:** _____

Standard of Learning Addressed: _____

Objective(s) for daily/weekly lesson(s): _____

Method(s) of Assessing Student Gains in Achievement:

Documentation of Student Learning (Include pretest and posttest averages and student gains in achievement):

INTERN TEACHER OBSERVATION FORM—FORMATIVE ASSESSMENT

OBSERVATION WEEK NUMBER: _____

Intern Teacher: _____ School: _____

Co-op Teacher: _____ Date: _____

PROFESSIONAL/PERSONAL COMPETENCIES	Consistently Demonstrates	INTERN TEACHING PLANNING	Consistently Demonstrates
1. Understands the need for discretion when dealing with students, parents, and professionals and maintains confidentiality in dealing with school matters	1 2 3 4 5 n/o	1. Demonstrates content knowledge appropriate to students' need, motivation, and/or readiness	1 2 3 4 5 n/o
2. Content knowledge	1 2 3 4 5 n/o	2. Writes clear objectives	1 2 3 4 5 n/o
3. Demonstrates responsibility for assigned tasks	1 2 3 4 5 n/o	3. Creative use of a variety of methods and technology	1 2 3 4 5 n/o
4. Demonstrates willingness to reflect on areas for improvement and seeks direction	1 2 3 4 5 n/o	4. Initiative in planning	1 2 3 4 5 n/o
5. Displays enthusiasm for teaching	1 2 3 4 5 n/o	5. Plans sequential activities to meet objectives	1 2 3 4 5 n/o
6. Makes an effort to become involved in non-teaching activities and responsibilities	1 2 3 4 5 n/o	6. Provides for informal and formal evaluations	1 2 3 4 5 n/o
7. Reflects on own strengths and weaknesses/Interest in personal growth	1 2 3 4 5 n/o	7. Develops lesson plans that clearly specify a sequence that can be easily followed to achieve goals and objectives	1 2 3 4 5 n/o
8. Develops plan to improve areas of weakness	1 2 3 4 5 n/o	CLASSROOM INSTRUCTION	Consistently Demonstrates
9. Dependability/Completes program requirements according to stated schedule	1 2 3 4 5 n/o	1. Provides for smooth transition between lessons	1 2 3 4 5 n/o
10. Accepts suggestions and criticism constructively	1 2 3 4 5 n/o	2. Understanding of students/Determines level of prior knowledge	1 2 3 4 5 n/o
11. Sense of humor	1 2 3 4 5 n/o	3. Makes students aware of lesson's objective	1 2 3 4 5 n/o
12. Self-confidence	1 2 3 4 5 n/o	4. Instruction follows stated sequence of lesson plan	1 2 3 4 5 n/o
13. Rapport with school personnel	1 2 3 4 5 n/o	5. Provision for individual abilities/Demonstrates awareness of flexibility in instruction	1 2 3 4 5 n/o
14. Maturity in actions	1 2 3 4 5 n/o	6. Paces instructional sequences appropriately	1 2 3 4 5 n/o
CLASSROOM MANAGEMENT	Consistently Demonstrates	7. Asks appropriate questions that challenge students' thinking	1 2 3 4 5 n/o
1. Develops a plan for classroom management	1 2 3 4 5 n/o	8. Use of a variety of teaching materials/Utilizes activities that make students active learners	1 2 3 4 5 n/o
2. Recognizes potential problems	1 2 3 4 5 n/o	9. Makes use of visual materials when appropriate	1 2 3 4 5 n/o
3. Deals with problems in a positive manner	1 2 3 4 5 n/o	10. Communicates content accurately	1 2 3 4 5 n/o
4. Explores alternative plans to deal with management problems	1 2 3 4 5 n/o	11. Language usage (speaks clearly, audibly, and appropriately)	1 2 3 4 5 n/o
5. Maintains good rapport with students	1 2 3 4 5 n/o	12. Uses modeling techniques	1 2 3 4 5 n/o
6. Identifies clear class rules and consequences for misbehavior	1 2 3 4 5 n/o	13. Monitors student progress (classwork, homework, and test taking)	1 2 3 4 5 n/o
		14. Integrates the language arts in teaching content	1 2 3 4 5 n/o
		15. Positive effect on pupil learning	1 2 3 4 5 n/o

1=Weak 2=Needs Improvement 3=Average 4=Above Average 5=Excellent n/o = not observed

**The University of Virginia's College at Wise
Intern Teacher Observation Comment Form—Formative Assessment**

As you observe the intern teacher conducting an individual lesson, please use this form to comment on the intern's performance in areas such as: setting direction, methods of instruction, classroom management, use of resources, implementation of plans, and evaluation of student performance.

Strengths	Suggestions for Improvement

Cooperating Teacher

CLINICAL FACULTY: STUDENT TEACHING SUMMATIVE EVALUATION REPORT

MIDTERM **FINAL**

STUDENT _____ **SCHOOL** _____

GRADE or SUBJECT _____ **COOPERATING TEACHER** _____

Claim 1. Subject Matter Knowledge

	Excellent	Above Average	Average	Below Average
a. Content knowledge				

Claim 2. Pedagogical Knowledge

	Excellent	Above Average	Average	Below Average
a. Instructional competency in planning				
b. Provision for individual abilities/ exceptionalities				
c. Use of appropriate instructional methods				
d. Use of a variety of appropriate teaching materials				
e. Use of appropriate assessment methods				

Claim 3. Caring and Effective Teaching Skills

	Excellent	Above Average	Average	Below Average
a. Sense of humor				
b. Tolerance				
c. Language usage				
d. Ability to adapt to change				
e. Understanding of individual differences in children				
f. Management of classroom routines /procedures and student behavior				
g. Positive impact on student learning				

CCT. Learning to Learn

	Excellent	Above Average	Average	Below Average
a. Self-confidence				
b. Initiative				
c. Maturity in actions				
d. Interest in personal growth				
e. Rapport with school personnel				
f. Dependability and punctuality				

CLINICAL FACULTY: STUDENT TEACHING SUMMATIVE EVALUATION REPORT – Page 2

CCT. Multicultural Perspectives

	Excellent	Above Average	Average	Below Average
a. Appreciation of cultural diversity within school settings				

CCT. Technology

	Excellent	Above Average	Average	Below Average
a. Use of technology in the classroom				

(CLASSROOM TEACHER’S SIGNATURE)

(INTERN TEACHER’S SIGNATURE)-Optional

(COLLEGE SUPERVISOR’S SIGNATURE)

(PRINCIPAL’S SIGNATURE)-Optional

UVA-Wise College Supervisor

COLLEGE FACULTY: STUDENT TEACHING SUMMATIVE EVALUATION REPORT

MIDTERM FINAL _____ FINAL GRADE

STUDENT _____ SCHOOL _____

GRADE or SUBJECT _____ COLLEGE SUPERVISOR _____

Claim 1. Subject Matter Knowledge

	Excellent	Above Average	Average	Below Average
a. Content knowledge				

Claim 2. Pedagogical Knowledge

	Excellent	Above Average	Average	Below Average
a. Instructional competency in planning				
b. Provision for individual abilities/ exceptionalities				
c. Use of appropriate instructional methods				
d. Use of a variety of appropriate teaching materials				
e. Use of appropriate assessment methods				

Claim 3. Caring and Effective Teaching Skills

	Excellent	Above Average	Average	Below Average
a. Sense of humor				
b. Tolerance				
c. Language usage				
d. Ability to adapt to change				
e. Understanding of individual differences in children				
f. Management of classroom routines /procedures and student behavior				
g. Positive impact on student learning				

CCT. Learning to Learn

	Excellent	Above Average	Average	Below Average
a. Self-confidence				
b. Initiative				
c. Maturity in actions				
d. Interest in personal growth				
e. Rapport with school personnel				
f. Dependability and punctuality				

CCT. Multicultural Perspectives

	Excellent	Above Average	Average	Below Average
a. Appreciation of cultural diversity within school settings				

CCT. Technology

	Excellent	Above Average	Average	Below Average
a. Use of technology in the classroom				

(CLASSROOM TEACHER’S SIGNATURE)-Optional

(INTERN TEACHER’S SIGNATURE)-Optional

(COLLEGE SUPERVISOR’S SIGNATURE)

(PRINCIPAL’S SIGNATURE)-Optional

Intern Teaching Exit Portfolio

Name _____ Semester _____

College Supervisor _____

TABLE OF CONTENTS	Needs Improvement	Adequate	Excellent
<i>Employment Documents</i>			
Resume			
Teaching Philosophy of Education			
Education Assessments Documentation			
Transcript(s)—Formal or Informal			
Honors and Awards			
<i>Claim 2. Pedagogical Knowledge</i>			
Sample Lesson Plan			
Sample Unit Plan			
Bulletin Boards			
<i>CCT. Technology</i>			
Use of Technology			
<i>Claim 3. Caring and Effective Teaching Skills</i>			
Classroom Management Plan			
Parental Communications			
Community Involvement			
Positive Impact on Student Learning			
<i>CCT. Learning to Learn</i>			
Professional Development Activities			
Evaluation(s) by Classroom Teacher(s)			
Reflections on Internship & Future Educational Plans			
Organization and Appearance of Portfolio			

Students who have a portfolio that needs improvement will be given one opportunity to resubmit the portfolio for reevaluation.

Rubric for Scoring Journal/E-mail Responses

Candidate: _____

School or Program: _____

Evaluator: _____

Subject(s) Taught: _____ Grade Level: _____

Date of Review: _____

Instructions: By circling the appropriate statement, please rank the candidate's response entries. Feel free to add comments about the candidate's participation, strengths, and areas of improvement, as well as potential to become an exemplary classroom teacher. Use the back for additional comments if necessary.

Target	Acceptable	Unacceptable
Response Entries: are reflective and contain all required elements.	are somewhat reflective and contain most of the elements listed under the target category.	are not reflective and contain few of the elements listed under the target category.
are written in a narrative style and grammatically correct form (punctuation, spelling, etc.).	are written in narrative style with few errors in grammar.	are poorly written with frequent grammatical errors.
uses specific examples from theory and practice to support ideas.	occasionally uses examples from theory and practice to support ideas.	seldom uses examples from theory and practice to support ideas.
are analytical and answer "Why?" and "How?" questions.	are factual, but show less analysis in responding to "Why?" and "How?" questions	show little analysis in responding to "Why?" and "How?" questions.
are completed for each observation/day.	are not always completed for each visit.	are seldom completed for each visit.
are available for inspection upon request.	are not always available for inspection upon request.	are seldom available upon request.
meet requirements for individual journal/e-mail entries as specified.	meet requirements for individual journal/e-mail entries as specified.	does not meet requirements for individual journal/e-mail entries as specified.

*Teaching Internships:
Edu 4943, Edu 4945, and Edu 4946*

Final Grade Rubric

• Classroom Performance		Maximum 50 Points—50%
	<i>Clinical Faculty Observations</i>	<i>Maximum 25 Points—25%</i>
	<i>College Supervisor Observations/Evaluation</i>	<i>Maximum 50 Points—50%</i>
• Intern Portfolio		10 Points—10%
• Intern Lesson Plans and		
• Intern Journal		Total 30 Points—30%
• Seminar Attendance/Participation		10 Points—10%
TOTAL		100 Points—100%

The final grade for the internship will be based upon the following cumulative point distribution:

A+	99 - 100	B+	90 - 91	C+	81 - 82	D+	72 - 73
A	95 - 98	B	86 - 89	C	77 - 80	D	68 - 71
A-	92 - 94	B-	83 - 85	C-	74 - 76	D-	65 - 67
						F	Below 65

SUGGESTED SCHEDULE FOR UVA-WISE SUPERVISING FACULTY VISITS

The following schedule for school visits is suggested for college supervisors. Following this schedule or communicating your own schedule for visits allows interns and clinical faculty to set goals and affords you the opportunity to observe at regular intervals to offer formative evaluation. This schedule also identifies key visits that all college supervisors should make. **For some interns, college supervisors may need to visit more frequently.**

- **The orientation/initial visit to “place” the intern**

During this visit, the college supervisor and intern meet with the principal. The principal may also introduce the intern and the college supervisor to the cooperating teacher(s)/clinical faculty and provide a tour of the building.

- **Additional placement visit**

If the college supervisor did not get to meet clinical faculty during the initial visit with the principal, then the college supervisor should visit the school to meet the teacher and confirm the placement during the first few days of the internship.

- **Observation visit #1**

This first observation of instruction visit should occur early in the internship but after the intern has begun teaching—perhaps sometime during the end of the second or third week of the internship.

- **Observation visit #2**

For PK-6 and PK-12 interns, this second observation of instruction visit should occur sometime during the fifth or sixth week of the internship. For PK-6 and PK-12 interns, this time would be near the end of their first placement.

For 6-12 interns, this visit should occur during the middle of the internship, perhaps during the sixth through seventh week.

- **Observation visit #3**

For PK-6 and PK-12 interns, this third observation visit should occur sometime during the first two weeks of the second placement/seventh or eighth week of the internship.

For 6-12 interns, this visit should occur during the eighth through the tenth week.

- **Observation visit #4**

For PK-6 and PK-12 interns, this fourth observation visit should occur sometime during the tenth or eleventh week of the internship. For PK-6 and PK-12 interns, this time would be close to the end of their second placement and the internship.

For 6-12 interns, this visit would be optional and dependent upon the need of the intern.

- **Final Visit**

For all interns, this visit should occur near the end of the semester and the internship. During the visit, the college supervisor should complete summative data forms and collect summative data forms from clinical faculty. (College supervisors may want to discuss the intern’s performance with the principal during this visit if the principal has participated in any observation). Intern teachers will complete surveys and other summative data during the final seminar meeting.