



Division of Advanced Professional Teacher  
Development and International Education

# **FAST TRAIN Programs Student Teaching Manual**

## **EDCI 790: Internship in Education**

**International English as a Second Language Education (FTSL)  
International Elementary Education (FTEL)**

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## **2014-2015 Academic Year**

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Every effort has been made to ensure that all information in this Student Teaching Manual is accurate.

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## INTRODUCTION

The Graduate School of Education (GSE) of George Mason University in Fairfax, VA prepares teacher licensure candidates to be reflective practitioners who use research-based practices and are responsive to diversity. Field experiences and student teaching experiences are an integral part of coursework and are significant opportunities for candidates to apply new knowledge, skills and dispositions in their teaching field.

Student Teaching is the final course and culminating experience in GMU's state-approved teacher education programs. It provides opportunities for the licensure candidate (i.e. graduate student) for extended practice under the guidance of experienced professionals from the school and university. Such professionals in the schools are called Cooperating Teachers. Another member of the support team for the Student Teacher is the On-Site Supervisor. This person is usually the principal or school head at the student teaching site who agrees to complete additional supervision of the student teacher. The final member of the student teacher support team is the FAST TRAIN University Supervisor who teaches the academic course, EDCI 790: Internship in Education, associated with student teaching. This person helps integrate the classroom experience during the student teaching placement with the academic experience required at the University level. Additional support is provided by the FAST TRAIN Field Coordinator who maintains contact with the members of the student teaching team (i.e. the Cooperating Teachers, the On-Site Supervisor, the University Supervisor, and the Student Teacher) and offers support with issues that may arise related to the student teaching placement. The purpose of this Student Teaching Manual is to provide guidance for this team.

This manual does not purport to provide detailed assistance on planning, teaching, observation, supervision, or evaluation. These are covered in coursework or other materials and training provided to members of the Teaching Internship team.

### Information & Problem Solving

Many problems can be avoided by following instructions in this manual and by seeking assistance early. Always try to solve a problem as close to the source as possible. If that is not possible, respect the lines of communication and authority in the school and university. For example, students should work with their Cooperating Teachers, principals, and the On-Site Supervisor before seeking help from the University Supervisor. However, staff in FAST TRAIN is available to provide information and assistance to all members of the student teaching team. Contact information for the FAST TRAIN Office is below, and FAST TRAIN staff are available online and through Skype:

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## **REGULATIONS FOR TEACHER LICENSURE IN VIRGINIA**

The Virginia Department of Education (VDOE) licenses teachers and administrators according to regulations adopted by the Board of Education. The VDOE also administers regulations governing educator preparation programs to ensure that teachers enter the classroom with content knowledge and instructional skills aligned to the VA Standards of Learning and other objectives for learning and achievement.

### **The Commonwealth of Virginia requirements for ESOL (Pre-K – 6) teacher licensure are:**

- A bachelor's degree in the arts or sciences from a regionally accredited institution
- Passing scores on: Praxis Core and VCLA
  - Praxis Core measures reading, writing, and mathematical skills
  - The Virginia Communication and Literacy Assessment (VCLA) measures the communication and literacy skills necessary to teach and communicate effectively with parents and others in the education community.
- Endorsement area course work. 6 credits of foreign language.
- Education course work. Professional studies (education) course work is included in GMU's state-approved licensure programs.
- Successful completion of training or certification in CPR, First Aid, and use of an AED.
- Student Teaching offered through George Mason University's state-approved programs OR one year of successful teaching experience. Provisionally licensed teachers may satisfy this requirement through full-time, successful employment as a teacher in accredited school.

### **The Commonwealth of Virginia requirements for Elementary (K-6) teacher licensure are:**

- A bachelor's degree in the arts or sciences from a regionally accredited institution
- Passing scores on: Praxis Core, Praxis Elementary Education Multiple Subjects Tests, RVE, and VCLA
  - Praxis Core measures reading, writing, and mathematical skills
  - Praxis Elementary Education Multiple Subjects Tests content knowledge necessary to teach English, mathematics, social studies, and science at the elementary level
  - The Reading for Virginia Educators (RVE) measures knowledge, skills, and abilities that are necessary to teach reading
  - The Virginia Communication and Literacy Assessment (VCLA) measures the communication and literacy skills necessary to teach and communicate effectively with parents and others in the education community.

- Endorsement area course work. Specific coursework in the endorsement area (English, history/social science, mathematics, sciences, elementary, etc.).
- Education course work. Professional studies (education) course work is included in GMU’s state-approved licensure programs.
- Successful completion of training or certification in CPR, First Aid, and use of an AED.
- Student Teaching offered through George Mason University’s state-approved programs OR one year of successful teaching experience. Provisionally licensed teachers may satisfy this requirement through full-time, successful employment as a teacher in accredited school.

<b>Licensure Program</b>	<b>Praxis CORE formerly Praxis 1 (or state- approved substitute)</b>	<b>Praxis Elementary Education: Multiple Subjects</b>	<b>VCLA</b>	<b>VRA/RVE</b>
ESL (Pre-K – 12)	x		x	
Elementary (K-6)	x	x	x	x

## STUDENT TEACHING GUIDELINES

### Placement

The initial contact with the school is usually made by the FAST TRAIN office. If the Student Teacher provides a resume, and a list of accredited schools (with the directors' names and email addresses) that s/he wants to pursue, FAST TRAIN will contact each one for a placement. **It is important to decide a list of schools as early as possible, generally in January or February before a Fall placement.** If a Student Teacher already has connections at a desired school, s/he should seek guidance from the FAST TRAIN office about how to facilitate contact with the school to share his/her resume and the requirements for supervision (below). If contact is made and the school shows interest (agrees to the placement), the student teacher should then notify the FAST TRAIN Field Coordinator, who will formally arrange for the placement.

### Eligibility for Student Teaching

Eligibility for Student Teaching requires that candidates have<sup>1</sup>:

- 1) Good academic standing;
- 2) Satisfactory completion of all other licensure coursework in the program;
- 3) Passing scores on
  - a) The *Virginia Communication and Literacy Assessment* (VCLA). A total test score of at least 470 (235 in each Reading and Writing section) is passing for the VCLA.
  - b) *Praxis I* tests (or approved alternatives) of reading, writing and mathematics.
  - c) *Praxis II* test for teachers of Elementary Education for Elementary candidates only.
  - d) *Reading for Virginia Educator* exam for Elementary candidates only.
- 4) Endorsement coursework completed satisfactorily.
- 5) Registration for the Student Teaching experience in the previous academic semester.

### Length of Student Teaching

GMU requires a minimum of 300 student teaching clock hours, including 150 clock hours of direct teaching. This commitment is a 15-week full-time experience. These requirements exceed the current state licensure requirement. An extended period of student teaching provides better preparation and is protection against contingencies such as illness or other interruptions. Candidates are expected to complete the full semester of student teaching. Elementary and ESL Student Teachers should have two separate placements (K-3 & 4-6 for Elem and PK-6 & 7-12 for ESL). Candidates who expect two placements to pose a problem should contact the Field Coordinator early in the placement process.

During student teaching, each candidate must complete a minimum of 75 hours of direct teaching in their classroom for each placement (i.e. 75 hours in a K-3 classroom and 75 hours in a 4-6 classroom for Elementary candidates). This is a gradual evolution of accepting responsibility during the 7 week placement in which the Cooperating Teacher slowly decreases their active role as the candidate takes control of the classroom. Then, as the candidate transitions into the second placement or completion of Student Teaching, the Cooperating Teacher will gradually resume full control of the classroom. The Cooperating Teacher and On-Site Supervisor will work towards mutually agreeable schedule to complete the required direct teaching in each placement. At no time can the student teacher be solely responsible for the classroom; an appointed

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<sup>1</sup> **Candidates.** According to NCATE, candidates are individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other school professionals. Candidates are distinguished from *students* in PreK–12 schools.

supervisor must be available and onsite throughout the student teaching experience. Student Teachers are not permitted to serve as substitute teachers in the classroom.

### Format for Student Teaching

In all cases, the Student Teacher begins by observing and co-teaching, and then gradually assumes responsibility for instruction until he or she carries the full teaching load. Toward the end of the assignment, the Student Teacher gradually returns responsibility for instruction to the classroom teacher. During the transition periods before and after independent teaching, the teacher and the student may co-teach or share responsibility for specific periods or subjects. A summary of the schedule for Student Teaching is below.

### Summary of Schedules for Student Teaching

	Student Teacher (ST)	Cooperating Teacher (CT)	On-Site Supervisor (OS)
Prior to First week	Visit school(s). Meet principal(s), CTs and OS.	Meet ST	Meet ST
Weeks 1-4 and 8-11	Orientation to school and/or class(es). Observe and assist. Co-plan/co-teach beginning with 1-2 sections or specific lessons. Prepare notebook for lesson plans and observation/progress reports.	Conduct school-based orientation. Review student teaching plan with ST & OS. Teams plan and teach (co-teaching). Begin observations (CT) and progress reports (CT).	Contact CTs and STs to visit site. Schedule observations as feasible.
Weeks 4-7 and 11-14	Gradually assume full responsibility for teaching. Participate in related student activities, parent conferences, meetings, staff development, etc. Confer daily with CT and with OS and/or US as needed. Videotape two lessons, one at the beginning of independent teaching(interim) and one towards the end (final), and ensure CT and OS formally observe these lessons using the appropriate form ( <i>Appendix Elem or ESL</i> ). Participate in interim and final evaluation conferences. Ensure documentation is submitted in Blackboard by required deadlines.	Gradually withdraw from teaching. Arrange for videotaping. Conduct two formal observations of the videotaped lessons with written report and feedback conference using the appropriate form ( <i>Appendix Elem or ESL</i> ). Complete biweekly progress reports. Confer daily with ST, and with OS and US as needed. Conduct interim and final evaluation conference with ST and OS.	Conduct two formal observations with written reports and feedback conferences for each placement using the appropriate form ( <i>Appendix Elem or ESL</i> ). Review reports from CT. Provide assistance as requested or needed. Conduct interim and final evaluation conference with ST and CT.
Weeks 7-8 and 14-15	Withdraw from independent teaching responsibilities. Observe or assist in other classes and resource programs. Complete log. Participate in evaluation process. At end of student teaching, submit all documentation to FAST TRAIN Office via Blackboard.	Resume responsibility for class(es). Arrange for ST to observe or assist in other classes and resource programs. Complete Summary of Placement form, including suggested grade, with OS ( <i>Appendix CT-3</i> ).	Complete Summary of Placement Form, including suggested final grade, with CT ( <i>Appendix OS-2</i> ). Final grade will be issued by University Supervisor, FAST TRAIN.

The above schedule may not be suitable for all placements and schools. Student Teachers should always progress at a rate appropriate to their preparedness to assume responsibility for instruction. This may require a modified schedule of assuming classroom responsibility. The Field Coordinator should be contacted in cases where the schedule is altered. Since no candidate is fully licensed, all candidates must have a supervisor in the classroom during their teaching assignment.

## RESPONSIBILITIES OF THE TEAM

Student Teaching is widely regarded as the single most important component of teacher education. The effectiveness of the experience depends upon the degree to which all members of the team fulfill their responsibilities and establish good working relationships. Frequent and open communication is essential. It is particularly important that the On-Site Supervisor and the Cooperating Teacher as a team provide support and guidance to the student teacher.

### The Student Teacher

Student Teaching should be a time of great personal and professional growth. It is hard work, exciting, and stressful because there is so much to learn. Flexibility in adapting to differences in school cultures, teaching styles, supervisors' philosophies, and students' needs will reduce anxiety and increase growth.

- Earn the respect and confidence of your colleagues by demonstrating initiative, responsibility, and resourcefulness.
- Be a “reflective practitioner.” Learn from everyone around you, but especially from your students and from your mistakes.
- Ask for assistance, advice, feedback, coaching, and criticism - and act on it as appropriate.
- Plan in great detail. Planning that emulates an experienced teacher takes a great deal of time and practice.
- Demonstrate high standards of ethics and professionalism in your dealings with colleagues, students, and parents.
- Maintain the schedule of the school, teacher and class with whom you work; participate in after-school and evening activities as does your cooperating teacher.
- Be responsible for initiation of progress reports, completion of logs, and collection of all documentation.
- Arrange for videotaping of two lessons in each placement; one at the midpoint (interim) and one at the end (final) of independent teaching for each placement. A video release form (Appendix RM 5) must be signed and submitted to the FAST TRAIN office for all students who are visible in each video.
- Complete the evaluations of the On-Site Supervisor and Cooperating Teacher at the end of each placement using the Student Teacher's Evaluation of the Student Teaching Process form (Appendix ST-3) and e-mail it to the FAST TRAIN office.
- Submit all materials to the FAST TRAIN office as designated in a timely manner.

### Documentation:

- **Lesson Plans:** For all direct teaching activities, the Student Teacher will provide lesson plans for review by the Cooperating Teacher prior to the teaching episode. The Student Teacher will also be required to submit a detailed lesson plan for review by both the Cooperating Teacher and the On-Site Supervisor prior to videotaping the lesson being used in the formal observation. The format may be mutually determined, but should include the elements listed in the *Lesson Plan Elements* found in the *Appendix of Resource Materials*.
- **Videotaped Lessons:** The Student Teacher will be required to videotape two lessons for each placement which are simultaneously being formally evaluated by the Cooperating Teacher and On-Site Supervisor. One video tape lesson should occur toward the beginning of independent teaching and again at the end of independent teaching **for each placement**. Videotapes will need to be



submitted on Blackboard for review by the University Supervisor. The *Video Recording Release Form* can be found in the *Appendix of Resource Materials (RM-5)* and MUST be signed and submitted for all students who will be visible in the video.

- **Log of Hours:** Student Teachers must keep a daily log of hours specifying hours spent in direct teaching activities, indirect teaching activities, and other school-based activities. A subtotal of hours is calculated and submitted to Blackboard at the midterm and end of each placement, and a total sum of hours is submitted at the end of the semester.
- **Bi-Weekly Progress Report:** Student teachers complete Part I of the Progress Report once every two weeks, give it to the Cooperating Teacher for completion of Parts 2 and 3, and submit the signed copy to Blackboard.
- **Teacher Tasks & Resources Checklist** (*for review but not submission*): The Student Teacher should review this Checklist with the Cooperating Teacher after the first week of working together. Areas of interest should be addressed during the remainder of the student teaching experience).
- **Summary of Student Teaching Process Form:** At the end of each school placement, the Student Teacher should complete Evaluation Forms for the Cooperating Teachers and University Supervisor. All Evaluation Forms are to be submitted to the FAST TRAIN office as directed on the form.

## The Cooperating Teacher (CT)

The Cooperating Teacher serves as role model, instructor, and coach for the Student Teacher. All Cooperating Teachers must have at least three years teaching experience and be licensed in the area the candidate is seeking licensure. Cooperating Teachers should be recognized for excellence in the field of education as noted by supervisors, parents, or others and be willing to share best practices, guidance, and wisdom with the student teacher.

The Cooperating Teacher's primary responsibility is for his or her pupils' welfare and learning. Therefore, supervising a student teacher requires careful planning of the transition to independent teaching and good judgment about the student teacher's readiness.

- Treat the Student Teacher as a colleague in order to increase students' and parents' acceptance.
- Co-plan and co-teach during the first month of working together.
- Talk regularly with the Student Teacher, especially about why you make instructional decisions.
- Build confidence by having the Student Teacher gradually assume responsibility for instruction.
- Oversee the Student Teacher's planning, and monitor the assessment of your pupils' learning.
- Withdraw gradually from active responsibilities in your classroom during the independent teaching period, shifting authority and responsibility to the Student Teacher.
- Assist with videotaping of the Student Teacher's performance.
- When giving feedback, encourage reflection and self-analysis.
- Be open and honest about areas needing improvement, and provide assistance as feasible.
- Discuss any concerns or problems immediately with the On-Site Supervisor and the University Supervisor.
- Introduce the Student Teacher to the full range of teachers' duties and resources. By word and action, communicate your love of teaching and commitment.
- Complete biweekly progress reports for the Student Teacher and, if requested, the On-Site Supervisor.
- Conduct at least four lesson observations using the Summary Observation form during the independent teaching phase. Provide pre and post conference feedback and share as appropriate with On-Site Supervisor and University Supervisor.
- Formally observe two videotaped lessons using the appropriate form (*Appendix Elem or ESL*)
- Collaborate with the On-Site Supervisor to complete the interim and final Student Teacher Evaluation
- Provide the candidate with a recommendation for employment, if warranted.
- Complete an evaluation profile and reach consensus with the On-Site Supervisor on the suggested grade(s).
- Complete the evaluation of the Student Teaching Process.

## Documentation

- **Log of Hours** – the CT should verify and sign the Log of Hours at the midpoint and the end of each placement.

- **Summary Observation Form:** The CT is encouraged to use the *Summary Observation Form* at least four times during the weeks that the Student Teacher is teaching independently. This form does NOT need to be submitted to the University Supervisor but should be shared with the Student Teacher as part of weekly feedback.
- **Bi-Weekly Progress Reports:** The CT completes parts 2 and 3 of the *Progress Report* (once every 2 weeks)
- **Teacher Tasks & Resource Checklist** (*for review but not submission*): The CT should review this list (found in Appendix RM-2) with the Student Teacher after the first week of working together. Areas of importance to the Student Teacher should be addressed in the remaining weeks.
- **Student Teaching Evaluation:** At the mid-point and end of each school placement, the CT completes a final *Student Teaching Evaluation Form* showing the mid-term and final evaluation of the Student Teacher. These evaluations should be completed during the Student Teacher's independent teaching based on the summary observations. Signatures are necessary to verify such consensus and that the form has been reviewed by the student teaching team.
- **Certification of Student Teaching Placement:** The CT certifies the Student Teacher completed the student teaching experience and required number of hours and reaches consensus with the On-Site Supervisor about the assignment of a PASS or FAIL grade.
- **Evaluation Forms:** An evaluation of the Student Teaching Process should be completed at the end of the student teaching placement at each school by the CT and submitted using the instructions on the form.

## The On-Site Supervisor

The On-Site Supervisor serves as a link between the school and the university, providing support and guidance to both student teacher and Cooperating Teacher. The On-Site Supervisor plays a critical role in facilitating communication and in providing feedback, assistance, and evaluation for the Student Teacher. FAST TRAIN requires that On-Site Supervisors have a master's degree in education, leadership in teacher education, and supervision experience.

- Be accessible to Student Teachers through regular classroom visitations.
- Encourage open communication within the team and a collaborative approach to supporting the student.
- Provide guidance on school policies and procedures for student teaching. Check to ensure that they are followed.
- Conduct two formal observations of the Student Teacher, with pre- and post-conferences and written report, for each placement using the appropriate form (*Appendix Elem or ESL*). Observations should be of different classes or subject areas.
- Collaborate with the Cooperating Teacher to complete the interim and final Student Teacher Evaluation.
- Promote reflective practice through interactive supervision.
- Keep the FAST TRAIN Field Coordinator informed of major problems or of changes in the student teaching placement.
- Coordinate evaluation and grading of the Student Teacher's performance.
- Provide the candidate with a recommendation for employment, if warranted.
- Complete the evaluations of the Student Teaching Process (*Appendix OS-3*).

## Documentation

- **Student Teaching Evaluation:** At the mid-point and end of each school placement, the On-Site Supervisor completes the *Student Teaching Evaluation Form* showing the mid-term and final evaluation of the Student Teacher. These evaluations should be completed during the Student Teacher's independent teaching based on the formal observations.
- **Certification of Student Teaching Placement:** The On-Site Supervisor certifies the Student Teacher completed the student teaching experience and required number of hours and reaches consensus with the Cooperating Teacher about the assignment of a PASS or FAIL grade.
- **Evaluation Forms:** An evaluation of the Student Teaching Process should be completed at the end of the student teaching placement by the OS at each school and submitted using the instructions on the form.

## STUDENT TEACHING POLICIES

### Grading

The Graduate School of Education has approved the following grading policy for EDCI 790, Internship in Education.

1. The grading scale will be Pass (P), Fail (F), or In Progress (IP) in accordance with GMU policy for Internships and GSE policy for counseling and administrative Internships.
2. The Cooperating Teacher(s) and the On-Site Supervisor shall suggest a final grade jointly after consultation (but final grades will ultimately be assigned by the University Supervisor). If the CT & OS cannot agree on a final grade, the Director of the Division of Advanced Professional Teacher Development & International Education will determine the grade based on a review of the documentation and, in some cases, observation of the Student Teacher's performance.
3. A Student Teacher whose performance cannot be evaluated at the end of the grading period will receive a grade of *IN*. An *IN* grade will be changed to *P* or *F* before the beginning of the next semester.
4. In some cases, if a student teacher receives a grade of *F*, s/he may apply for special permission to repeat student teaching. However, it should be noted that, in some cases, a grade of *F* may be accompanied by a recommendation that the Student Teacher not be allowed to repeat the student teaching experience. In such cases, the student will be counseled out of the licensure program, although not necessarily out of the degree program.

### Special Assistance for Student Teachers

Occasionally Student Teachers need special assistance and extraordinary arrangements to complete their licensure programs successfully. In such cases, the candidate, On-site Supervisor, Cooperating Teacher, and University Supervisor develop an individualized plan collaboratively. The Field Coordinator of FAST TRAIN, must approve the plan and is available online, by telephone, and via Skype.

Some of the ways to provide special support for a Student Teacher are:

- Arranging for observation of another student or a teacher who models the skills, which the Student Teacher lacks, followed by a conference.
- Changing a placement within the school to provide a better match of a student and Cooperating Teacher.
- Changing a placement to another school if a suitable alternative placement is not available in the same school.
- Modifying the schedule for independent teaching to begin more gradually and/or to add days.
- Providing special experiences during the period after independent teaching in order to address areas needing improvement.
- Suggesting the student seek counseling for personal or therapeutic support.
- Sending the student to the GMU Financial Planning and Assistance Office for advice on financial aid.
- Suggesting the student seek health care as needed.
- Facilitating conferences within student teaching team.

## Other Student Teaching Regulations

**Attendance:** Student Teachers maintain the same schedule as Cooperating Teachers, with the contract day as the minimum but not the norm. Student Teachers follow the school calendar, not the university calendar, until the end of the GMU semester.

**Absences:** Student Teachers follow school policy regarding notification of absences for illness or other emergencies. The Cooperating Teacher and On-Site Supervisor must approve all other absences in advance. The University Supervisor must be notified of all absences. Time missed in excess of three days usually must be made up in order to provide sufficient time for independent teaching or other experiences.

**Substituting:** Student Teachers are not permitted to serve as substitute teachers. If the Cooperating Teacher will be absent, he/she must find an appropriate and legal substitute teacher.

**Professional and Legal Responsibilities:** Student Teachers are expected to meet professional standards in every respect, including personal appearance and behavior. Other commitments are no excuse for failing to fulfill all duties and responsibilities of student teaching. **Outside employment is not permitted; student teaching is a full-time job.**

Students are legally responsible for exercising “reasonable care” for pupils’ welfare and for complying with local school policies and regulations. This is best accomplished through careful study of the school’s handbook and through guidance from teachers or administrators. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse. Candidates may seek additional insurance during teaching through the NEA or personal insurance policies for liability.

**Confidentiality of Records:** GMU policies regarding student records will be followed. A Student Teacher’s evaluations may be shared with the Cooperating Teacher, On-Site Supervisor, and University Supervisor until the Student Teacher submits his/her cumulative paperwork to the FAST TRAIN office. After that time, access will be in accordance with the Privacy Act. No materials will be released by FAST TRAIN for employment purposes other than for verification of meeting licensure standards.

**Records Retention:** Contents of cumulative student teaching paperwork will be retained for one year after completion of student teaching. After that, the transcript and the Summary of Placement form (Appendix CT-3 and OS-1) will be the only available record. Therefore, students should keep their own copies of evaluations, logs, summaries, and other records of student teaching.

**Recommendations:** Most prospective employers expect applicants to submit recommendations in some form from their Cooperating Teacher(s) and On-site Supervisor. If a negative recommendation is warranted, the candidate should be told.

## APPENDICES

Included in these appendices are forms which provide assistance in planning and monitoring the Student Teacher's experiences. These forms should be copied as needed. The following forms **must** be submitted to the FAST TRAIN, by the Student Teacher, at the end of the student teaching period.

- 1 Summary of Placement, Supervisors, Hours and Final Grade
- 2 Log of Hours for each placement (4 total for Student Teaching)
- 4 Videotaped lessons showing the Student Teacher independently teaching. One from the beginning or mid-point of independent teaching and one at the end of that time **for each placement**. It is the Student Teacher's responsibility to ensure videotaping will be allowed and must send the edited videos to FAST TRAIN Programs.
- 4 Student Teaching Evaluation forms, one at the mid-point of independent teaching, and one at the end of independent teaching for each placement. Elementary & ESL have different forms; only the appropriate form should be used for the evaluation.
- 2-4 Summary Observation Reports completed by On-Site Supervisor and Cooperating Teacher for each placement.
- 3 Bi-Weekly Progress Reports completed by the Student Teacher and Cooperating Teacher for each placement.

All of these forms will be retained in the FAST TRAIN Office for at least one year. Each Student Teacher who completes student teaching successfully will have a GMU transcript which contains documentation of meeting state-approved teacher licensure program requirements, including hours of independent teaching at various grade levels, and the final grade.

Appendix ST: Forms to be completed by the Student Teacher

ST-1: Log of Hours

ST-2: Bi-Weekly Progress Report

ST-3: Student Teacher's Evaluation of Student Teaching Process

Appendix CT: Forms to be completed by the Cooperating Teacher

CT-1: Summary Observation Form

CT-2: Bi-Weekly Progress Report

CT-3: Summary of Placement, Supervisors, Hours and Final Grade

CT-4: Cooperating Teacher's Evaluation of Student Teaching Process

Appendix OS: Forms to be completed by the On-Site Supervisor

OS-1: Summary Observation Form

OS-2: Summary of Placement, Supervisors, Hours and Final Grade

OS-3: On-Site Supervisor's Evaluation of Student Teaching Process

Appendix Elementary: Student Teaching Evaluation Form

Appendix ESL: Student Teaching Evaluation Form

**Appendix ST-1: Log of Hours**

*Before filling in this form, please make copies needed for the entire student teaching period.*

**Student Teacher:** \_\_\_\_\_

**Placement (e.g. School & Classroom):** \_\_\_\_\_

**Cooperating Teacher:** \_\_\_\_\_

**Log Sheet #** \_\_\_\_\_ (e.g., 1 of 3)

**Verified by Cooperating Teacher:** \_\_\_\_\_  
(Signature)

Date	Hours of Direct Teaching <sup>1</sup> (75 hrs. each school placement)	Hours of Indirect Teaching <sup>2</sup> (7 5 hrs. each school placement)	Hours of School-Based Activities <sup>3</sup>	Comments
<b>Total Hours</b>				

<sup>1</sup>**Direct Teaching** = Time spent directly interacting with students, whether co-teaching, independent teaching, working with small groups, or working one-on-one with a student. Student Teachers should aim for a variety of direct teaching experiences.

<sup>2</sup>**Indirect Teaching** = Time spent observing, planning, grading, attending faculty meetings, and other teaching-related experiences during the school day.

<sup>3</sup>**School-based Activities** = non-teaching duties occurring outside of school hours, such as parent open house or school multicultural nights.



## Appendix ST-2: Bi-Weekly Progress Report

(To be completed every other week by the CT and the ST)

Student Teacher: \_\_\_\_\_ Date \_\_\_\_\_ to \_\_\_\_\_

School: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_

Directions: The Student Teacher completes #1; the CT completes #2 and #3; the Student Teacher submits the signed copy to Blackboard.

1. Briefly describe your teaching activities for this period, with emphasis on major successes and difficulties.
  
  
  
  
  
  
  
  
  
2. Briefly describe strengths of the Student Teacher’s performance for this period and areas needing improvement.
  
  
  
  
  
  
  
  
  
3. What recommendations do you have for the next two weeks?

\_\_\_\_\_  
Cooperating Teacher - Signature      Date

\_\_\_\_\_  
Student Teacher - Signature      Date

## Appendix ST-3: Student Teacher's Evaluation of Student Teaching Process

Please print, complete, scan and e-mail to [gmacioch@gmu.edu](mailto:gmacioch@gmu.edu) at the end of each placement. This form will be kept confidential. Please thoughtfully consider the following statements and indicate your level of agreement/disagreement. On the back of this form, please add comments to explain any of your ratings or add additional information.

Student Teacher's Name: \_\_\_\_\_

Program/Content Area: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ School Site: \_\_\_\_\_ Grade \_\_\_\_\_

Student Teaching Semester/Term: Fall \_\_\_ Spring \_\_\_ Summer \_\_\_ 20\_\_\_

University Supervisor	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Not Applicable
1) Maintained effective communication with me	5	4	3	2	1	NA
2) Was available electronically or in person, and kept appointments/ rescheduled appropriately	5	4	3	2	1	NA
3) Demonstrated knowledge of the Student Teaching process	5	4	3	2	1	NA
4) Provided me with accurate and timely feedback, and useful recommendations during conferences/written reports	5	4	3	2	1	NA
5) Developed effective communication with the Cooperating Teacher	5	4	3	2	1	NA
6) Provided opportunities for discussion/reflection with other Student Teachers	5	4	3	2	1	NA
<b>7) Overall rating of University Supervisor</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
Cooperating Teacher	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Not Applicable
1) Best practices (taught in courses) were evidenced in the classroom	5	4	3	2	1	NA
2) Provided support and assistance as needed	5	4	3	2	1	NA
3) Provided continuous feedback on strengths or improvements	5	4	3	2	1	NA
4) Provided progress reports and observation summaries on schedule	5	4	3	2	1	NA
5) Was fair in evaluating my performance	5	4	3	2	1	NA
<b>6) Overall rating of Cooperating Teacher</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
Student Teaching Process	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Not Applicable
Previous coursework prepared me for Student Teaching	5	4	3	2	1	NA
2) Student Teaching Manual was clear and concise in expectations/requirements	5	4	3	2	1	NA
3) Student Teaching Orientation was helpful and covered necessary elements	5	4	3	2	1	NA
4) Student Teaching assignments were useful and helped me improve/reflect on teaching practices	5	4	3	2	1	NA
5) Placement site(s) was a safe and positive learning environment	5	4	3	2	1	NA
<b>6) Overall rating of Student Teaching Process</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>

**Comments about University Supervisor:**

**Comments about Cooperating Teacher:**

**Comments about Preparation for Student Teaching:**

**Comments about the Student Teaching Process:**

**Comments about specific CT and or University Supervisor feedback that proved most helpful to you:**

**Appendix CT-1: Summary Observation Form**

To be used by Cooperating Teacher for a minimum of four Informal Teaching Observations. This form is to be used to provide feedback to the Student Teacher about his/her teaching but does not need to be submitted.

Student Teacher Name		School	
Subject		Grade	
Date			

<b>4=Exceeds Standards</b> <b>3 = Meets Standards</b> <b>2 = Approaches Standards</b> <b>1= Does not meet Standards</b>	1	2	3	4
1. Provides instruction appropriate for level of students				
2. Prepares lesson plans aligned to objectives & standards				
3. Provides evidence of thorough preparation				
4. Uses student teacher-created materials				
5. Provides evidence of differentiated instruction for variety of learning styles & language proficiency levels				
6. Makes efficient use of time				
7. Demonstrates positive rapport with students, showing warmth & enthusiasm				
8. Demonstrates a variety of teaching strategies and techniques				
9. Provides appropriate model of standard English when speaking and writing				

**Additional Comments:**

PREPARATION and PLANNING:

INSTRUCTIONAL METHODS and MANAGEMENT:

ASSESSMENT:

PROFESSIONALISM:

RECOMMENDATIONS:

Observer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Appendix CT-3: Summary of Placement, Supervisors, Hours, and Final Grade**

(The CT and OS consult to determine a recommendation of PASS or FAIL for Student Teaching)

Student Teacher: \_\_\_\_\_  
 Semester:     Fall                     Spring                     Year: \_\_\_\_\_  
 Licensure Area:     ESL                     Elementary

Placement One

Cooperating Teacher: \_\_\_\_\_  
 Grade/Subject(s): \_\_\_\_\_ School: \_\_\_\_\_  
 Experience (Years): \_\_\_\_\_ Degree/License: \_\_\_\_\_

Placement Two

Cooperating Teacher: \_\_\_\_\_  
 Grade/Subject(s): \_\_\_\_\_ School: \_\_\_\_\_  
 Experience (Years): \_\_\_\_\_ Degree/License: \_\_\_\_\_

On-Site Supervisor: \_\_\_\_\_  
 Title: \_\_\_\_\_ School: \_\_\_\_\_  
 Experience (Years): \_\_\_\_\_ Degree/License: \_\_\_\_\_

Log of Hours Totals

Summary of Hours Spent in:	Total
Direct Teaching:	
Indirect Teaching:	
Other Activities:	
School-Based Activities:	

Recommended Final Grade for Student Teaching (PASS or FAIL) \_\_\_\_\_

Cooperating Teacher’s Signature \_\_\_\_\_ Date \_\_\_\_\_

On-Site Supervisor’s Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix CT-4: Cooperating Teacher's Evaluation of Student Teaching Process

Please print out, complete, scan and e-mail to gmacioch@gmu.edu.

Student Teacher's Name: \_\_\_\_\_ Program/Content Area: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

Student Teaching Semester/Term: Fall \_\_\_ Spring \_\_\_ Summer \_\_\_ 20\_\_\_

Please thoughtfully consider the following statements and indicate your level of agreement/disagreement. On the back of this form, please add comments to explain any of your ratings or add additional information.

University Supervisor	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Not Applicable
1) Maintained effective communication with me	5	4	3	2	1	NA
2) Was available electronically or in person, and kept appointments/rescheduled appropriately	5	4	3	2	1	NA
3) Demonstrated knowledge of the Student Teaching process	5	4	3	2	1	NA
4) Demonstrated sound practices of interpersonal relations	5	4	3	2	1	NA
5) Developed effective communication and mentoring with the Student Teacher	5	4	3	2	1	NA
6) To the best of my knowledge, dealt fairly with the Student Teacher	5	4	3	2	1	NA
<b>7) Overall rating of University Supervisor</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>

Process/Student Teacher Preparedness	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Not Applicable
1) Student Teaching Manual was clear and concise in expectations/requirements	5	4	3	2	1	NA
2) Student Teacher showed high level of preparedness for Student Teaching	5	4	3	2	1	NA
3) Expectations for the Student Teaching process were clearly communicated	5	4	3	2	1	NA
4) Resources and materials provided during Student Teaching were helpful and meaningful	5	4	3	2	1	NA
5) I would recommend my colleagues participate as Cooperating Teachers for Mason Student Teachers	5	4	3	2	1	NA
<b>6) Overall rating of Student Teaching</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>

**Comments about University Supervisor:**

**Comments about Student Teacher's Level of Preparedness:**

**Comments about the Student Teaching Process:**

Cooperating Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_



**Appendix OS-1: Summary of Placement, Supervisors, Hours, and Final Grade**

(The CT and OS consult to determine a recommendation of PASS or FAIL for Student Teaching)

Student Teacher: \_\_\_\_\_  
 Semester:      Fall                      Spring                      Year: \_\_\_\_\_  
 Licensure Area:      ESL                      Elementary

Placement One

Cooperating Teacher: \_\_\_\_\_  
 Grade/Subject(s): \_\_\_\_\_ School: \_\_\_\_\_  
 Experience (Years): \_\_\_\_\_ Degree/License: \_\_\_\_\_

Placement Two

Cooperating Teacher: \_\_\_\_\_  
 Grade/Subject(s): \_\_\_\_\_ School: \_\_\_\_\_  
 Experience (Years): \_\_\_\_\_ Degree/License: \_\_\_\_\_

On-Site Supervisor: \_\_\_\_\_  
 Title: \_\_\_\_\_ School: \_\_\_\_\_  
 Experience (Years): \_\_\_\_\_ Degree/License: \_\_\_\_\_

Log of Hours Totals

Summary of Hours Spent in:	Total
Indirect Teaching:	
Direct Teaching:	
Other Activities:	
School-Based Activities:	

Recommend Final Grade in Student Teaching (PASS or FAIL) \_\_\_\_\_

Cooperating Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

On-Site Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix OS-2: On-Site Supervisor's Evaluation of Student Teaching Process

**Please print out, complete, scan and e-mail to gmacioch@gmu.edu.**

Student Teacher's Name: \_\_\_\_\_ Program/Content Area: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

School Site: \_\_\_\_\_

Internship Semester/Term: Fall \_\_\_ Spring \_\_\_ Summer \_\_\_ 20\_\_\_

**Please thoughtfully consider the following statements and indicate your level of agreement/disagreement. On the back of this form, please add comments to explain any of your ratings or add additional information.**

University Supervisor	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Not Applicable
1) Maintained effective communication with me	5	4	3	2	1	NA
2) Was available electronically or in person, and kept appointments/rescheduled appropriately	5	4	3	2	1	NA
3) Demonstrated knowledge of the Student Teaching process	5	4	3	2	1	NA
4) Demonstrated sound practices of interpersonal relations	5	4	3	2	1	NA
5) Developed effective communication and mentoring with the Student Teacher	5	4	3	2	1	NA
6) To the best of my knowledge, dealt fairly with the Student Teacher	5	4	3	2	1	NA
<b>7) Overall rating of University Supervisor</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>

Process/Student Teacher Preparedness	Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree	Not Applicable
2) Student Teaching Manual was clear and concise in expectations/requirements	5	4	3	2	1	NA
2) Student Teaching orientation information was helpful and covered necessary elements	5	4	3	2	1	NA
3) Student Teacher showed high level of preparedness for Student Teaching	5	4	3	2	1	NA
4) Expectations for the Student Teaching process were clearly communicated	5	4	3	2	1	NA
5) Resources and materials provided during the Student Teaching were helpful and meaningful	5	4	3	2	1	NA
<b>6) Overall rating of Student Teaching</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>

**Comments about University Supervisor:**

**Comments about Student Teacher's Level of Preparedness:**

**Comments about Student Teaching Process:**

On-Site Supervisor's Signature \_\_\_\_\_

Date \_\_\_\_\_

## Appendix Elementary: Student Teaching Evaluation Form for Elementary Education Students

(To Be Used by CT and OS for Two Formal Observations of Videotaped Lessons at Midpoint and End of ST's Independent Teaching)

Student Teacher's Name \_\_\_\_\_ Semester \_\_\_\_\_  
 Student Teacher's Contact Email \_\_\_\_\_ Grade/Subject of Placement \_\_\_\_\_  
 Evaluator Name/Signature \_\_\_\_\_ Position \_\_\_\_\_  
 School \_\_\_\_\_ Evaluator Contact Email \_\_\_\_\_

<b>Rating Scale</b> <b>1 = Needs Improvement (does not meet Standard) – Candidate does not meet expectations and does not follow through on expectations. Fails to adequately implement instruction.</b> <b>2 = Meets Standard – Candidate meets expectations and competently implements instruction</b> <b>3 = Exceeds Standard – Candidate exceeds expectations and goes beyond standard to collaborate with colleagues, design new curriculum or assessments, and/or presents findings to stakeholders.</b> <b>NA = Not Applicable at Present Time</b>	Score	ACEI Standard
<b>Integrating Student Development in Instruction</b>		
Candidates draw on knowledge of development to plan curriculum that is achievable as well as challenging.		ACEI Standard 1.0
Candidates select learning experiences, technology, and materials to accommodate ability and interests.		
Candidates recognize individual differences including those that may require special support.		
Candidates respond positively to the diversity of the classroom through planning engaging culturally relevant activities		
<b>Reading, Writing, and Oral Language Education Curriculum</b>		
Candidates model the effective use of English in written and oral interactions with students.		ACEI Standard 2.1
Candidates design instructional activities that build student language skills.		
Candidates demonstrate ability to use a balanced literacy program to support student development in reading		
Candidates teach specific reading strategies for self-regulation.		
Candidates use a variety of strategies that include reading, writing, listening and speaking to develop student understanding.		
Candidates demonstrate the use of questioning strategies to encourage critical think about what students' read.		
Candidates identify students reading skills and language capabilities and use this information to inform instruction		
<b>Science Education Curriculum</b>		
Candidates demonstrate knowledge of science content in planning and instruction.		ACEI Standard 2.2
Candidates actively engage students in planning and conducting scientific investigations		
Candidates plan activities to develop students' critical thinking and problem solving skills		
Candidates engage students in inquiry through strategic questioning.		

Candidates help students make scientific connections.		
Candidates use multiple forms of assessments to inform planning and instruction.		
<b>Mathematics Education Curriculum</b>		
Candidates demonstrate knowledge of mathematics content in planning and instruction.		ACEI Standard 2.3
Candidates actively engage students in the use of mathematical language in oral and written activities.		
Candidates use age appropriate mathematical concepts to engage students in problem solving and mathematical reasoning.		
Candidates can identify mathematical errors and misconceptions in student work and create successful learning experiences to resolve the issues.		
Candidates can use informal and formal mathematical assessments to document student understanding and learning.		
<b>Social Studies Education Curriculum</b>		
Candidates demonstrate knowledge of social studies content in planning and teaching.		ACEI Standard 2.4
Candidates integrate social studies instruction drawn from other academic fields, including culturally relevant information.		
Candidates create activities that actively involve students in democratic principles.		
Candidates actively engage students through the use of inquiry, questioning and research to develop new understandings.		
Candidates engage students in age appropriate research involving primary and secondary sources, maps and electronic information.		
Candidates use formative and summative assessments to inform teaching and learning in social studies.		
<b>Arts Education Curriculum</b>		
Candidates demonstrate knowledge of the arts in planning and instruction.		ACEI Standard 2.5
Candidates utilize resources and resource professionals in the arts to link arts to the academic content areas.		
Candidates actively use visual and performing arts to engage students		
Candidates use historical and cultural knowledge of the arts to enhance planning and teaching of academic content.		
<b>Health Education Curriculum</b>		
Candidates use knowledge of health education in planning and instruction.		ACEI Standard 2.6
Candidates are able to identify potential health issues that influence student learning and work with resource professionals to resolve the situation.		
Candidates help students understand the benefits of a healthy life style (age appropriate).		
<b>Plan and Implementing Instruction for Knowledge</b>		
Candidates describe instructional objectives in terms of learning outcomes.		ACEI Standard 3.1
Candidates plan a sequence of activities, which are focused on achievement of the instructional objective(s).		
Candidates can plan and implement instructional activities that meet instructional goals and that are motivational and engaging to learners		
Candidates plan instructional activities to connect across the disciplines.		
Candidates select and plan meaningful, age-appropriate activities for students.		
Candidates demonstrate the ability to differentiate instruction based on assessment of interests, skills and abilities.		

Candidates select and use a wide variety of resources for student engagement and learning.		
Candidates use appropriate technology to support student engagement and learning.		
Candidates collaborate with other specialists in support of student learning		
<b>Plan and Implement Instruction Adapted to Diverse Learners</b>		
Candidates relate activities to students' culture, interests, knowledge, and experiences.		ACEI Standard 3.2
Candidates use knowledge of approaches to learning in planning and implementing instruction.		
Candidates utilize information resource specialists, family and other stakeholders when planning for students' exceptional learning needs.		
Candidates integrate materials and activities into learning which promote equity and cross-cultural understanding.		
Candidates use knowledge of culture, development, strengths and needs when planning instruction.		
<b>Plan and Implement Instruction that Encourages Critical Thinking</b>		
Candidate encourages critical thinking and problem solving through prompts, questioning, and application.		ACEI Standard 3.3
Candidate engages students through a variety of age-appropriate teaching strategies (e.g. cooperative learning, inquiry, small/whole group....) that enhance learning.		
<b>Plan and Implement Instruction that Fosters Active Engagement</b>		
Candidates provide opportunities for learners to participate actively and successfully at different levels.		ACEI Standard 3.4
Candidates create and implement a classroom management plan that fosters student self-regulation, responsibility for self and others while engaging in opportunities for decision making.		
Candidates demonstrate the ability to use effective and appropriate interpersonal communications skills with students and foster those skills in students.		
Candidates demonstrate fair, consistent and non-judgmental interventions when needed.		
Candidates use a variety of strategies to promote positive classroom relationships, cooperation, conflict resolution and purposeful learning in the classroom.		
<b>Plan and Implement Instruction that Fosters Collaboration</b>		
Candidates use a variety of media and materials appropriately to achieve instructional objectives.		ACEI Standard 3.5
Candidates can use oral and written communication to foster learning between and among students.		
Candidates model effective communication strategies in conveying ideas and communication		
Candidates can identify differences in culture and gender communication styles to foster learning.		
<b>Implement Assessment for Instruction</b>		
Candidates use assessment to inform instruction.		ACEI Standard 4.0
Candidates assesses for understanding and mastery through evaluation of students' work.		
Candidates design assessment measures for classroom use.		

Candidates conduct a variety of formal and informal assessments for the purpose of informing instruction.		
Candidate gathers, organizes and analyzes student data for assessment purposes.		
Candidates demonstrate the ability to use student assessment data to provide evidence of student learning.		
Candidates use results of student assessments to evaluate the effectiveness of their planning and instruction.		
<b>Professional Growth and Personal Reflection for Instructional Improvement</b>		
Candidates can identify problems of practice and actively work toward solutions.		ACEI Standard 5.1
Candidates can identify problems with classroom management and discipline and actively work toward solutions.		
Candidates can draw upon research and resources on teaching and learning to solve problems in the classroom.		
Candidates can evaluate the usefulness and appropriateness of various resources and strategies in relation to curriculum goals for planning and teaching.		
Candidates welcome assistance for improvement and problem solving.		
Candidates collaborate with other teachers and specialists in planning and problem solving.		
Candidates reflect on his/her professional practice, including personal teaching and learning style.		
<b>Collaboration for Instructional Improvement</b>		
Candidates engage in productive relationships with professional colleagues and support staff.		ACEI Standard 5.2
Candidates demonstrate courtesy and caring in relationships with students and their families.		
Candidates actively involve families as partners in student learning.		
Candidates are responsible, dependable and observant of school policies, procedures and attendance.		
Candidates project a professional image in terms of demeanor and appearance.		
Candidates utilize community resources to enhance teaching and learning in the classroom.		

Additional Strengths:

Additional Weaknesses:

Cooperating Teacher's Signature: \_\_\_\_\_ Date \_\_\_\_\_

On-Site Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Candidate's Signature: \_\_\_\_\_ Date \_\_\_\_\_

### Appendix ESL: Student Teaching Evaluation Form for ESL Education Students

(To Be Used by CT and OS for Two Formal Observations of Videotaped Lessons at Midpoint and End of ST's Independent Teaching)

Student Teacher's Name \_\_\_\_\_ Semester \_\_\_\_\_

Student Teacher's Contact Email \_\_\_\_\_ Grade/Subject of Placement \_\_\_\_\_

Evaluator Name/Signature \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_ Evaluator Contact Email \_\_\_\_\_

Student Teaching Category	TESOL Domain	Score			Score
		1	2	3	
		Approaches Standard	Meets Standard	Exceeds Standard	
Demonstrate knowledge of the components of language and language as a system including phonology, morphology, syntax, pragmatics, and semantics.	1a	Candidates demonstrate limited knowledge of language and language as a system to inform instruction. Candidates often fail to serve as a good model of use of English.	Candidates demonstrate proficiency in their own use of English and serve as a good language model for ELLs. Candidates use components of language and language as a system to inform instruction and assist students in recognizing, using, and acquiring English in oral and written contexts.	Candidates design instruction that incorporates knowledge of language and differentiation to accommodate challenging aspects of English. They create lesson plan that help students develop strategies monitor their own use of English and provide opportunities to do so. They serve as an excellent model for English and can use students L1 where possible.	
Understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning	1b	Candidates incorporate little theory or research in implementing instruction. Instruction provides little differentiation to create a supportive learning environment.	Candidates identify and understand language acquisition theory and research to develop lessons and instruction that are developmentally appropriate. Candidates vary their teaching style to accommodate students' different learning styles.	Candidates engage in action research within the classroom, applying theories and research in language acquisition to analyze and understand students' language acquisition and literacy. They provide regular opportunities for students to read, learn, and express themselves in their L1 in class and use L1 language to support instruction in the L2.	



Understand and apply cultural values and beliefs in the context of teaching and learning.	2a	Candidates provide minimal planning and instruction related to cultural values and beliefs. Candidates demonstrate only slight understanding of cultural backgrounds of students and how this will impact instruction.	Candidates seek ways to understand student’s cultural values and beliefs and actively incorporate this knowledge into planning and implementing instruction. They demonstrate the belief that all students can learn.	Candidates consistently use cultural knowledge throughout teaching to relate activities and materials to students’ culture, interests, knowledge and experience. They demonstrate the belief that all students can learn and treat students and their cultural heritage with respect. They integrate materials and activities which promote equity.	
Candidates plan classroom instruction in a supportive learning environment for ELLs. They plan multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum	3a	Candidates provide minimal planning in addressing the needs of all learners in the classroom	Candidates plan instruction to address the needs of all learners in the classroom. Lesson plans include standards-based ESL instruction and integrate content in meaningful ways as appropriate.	Candidates consistently differentiate instruction to provide for the diverse needs of learners. Lesson plans include multiple ways of presenting material and are based on multiple measures of developmental needs. Candidates consistently plan instruction to create meaning using real-world scenarios.	
Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs’ access to the core curriculum by teaching language through academic content	3b	Candidates provide few activities or tasks that develop student’s language abilities. Instruction lacks variation and differentiation.	Candidates plan and implement activities, tasks, and assignments that develop authentic uses of academic language. Candidates provide standards-based instruction that builds and integrates students listening, reading, writing and oral language skills.	Candidates design and implement activities, tasks, and assignments that develop authentic uses of academic language and collaborate with content-teachers to link language and content together in thematic and inquiry-based units. Candidates consistently provide opportunities for students to develop their listening, reading, writing, and oral language skills in integrated ways.	
Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching	3c	Candidates provide minimal adaptation of materials and do not address age appropriateness or language proficiency in modifications	Candidates provide means to adapt texts so that they are for students age, learning style, and language proficiency	Candidates build on student’s culture in adapting and sequencing materials so that they are consistently culturally and linguistically appropriate for students	

Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodates in formal testing situations	4a	Candidates use a minimal variation of assessment measures or fail to adapt assessments to appropriately evaluate student’s language ability. Candidates provide minimal preparation for assessments.	Candidates use multiple and appropriate formative and summative assessments measures for a variety of purposes. They prepare students appropriately for all assessments. Candidates understand the obstacles to assessment ELLs face and have strategies to help them.	Candidates design and adapt classroom tests and alternative assessment measures to make them appropriate for ELLs for a variety of purposes. They use multiple and adapted assessments consistently and appropriately in class. Candidates create assessments that are standards based, valid, reliable, and appropriate.	
Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understand of their uses for identification, placement, and reclassification of ELLs	4b	Candidates provide minimal effort in assessing ELLs discrete and integrated language skills and implement only a few measures to do so. Candidates cannot explain the issues regarding placement of ELLs.	Candidates assess ELLs discrete and integrated ability to use grammar, vocabulary, listening, speaking, reading, and writing to communicate appropriate using performance-based measures. They understand issues regarding placement and reclassification of ELLs.	Candidates develop and adapt a variety of techniques and instruments to assess ELLs content learning at all levels of language proficiency and literacy. Candidates share these assessments with colleagues. They understand issues regarding placement and reclassification of ELLs and share this information effectively with families and colleagues.	
Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom	4c	Candidates use a minimal variety of performance based assessments within class. Assessment is often not included in lesson planning or implementation. Assessments are not adapted or implemented appropriately.	Candidates use a variety of performance based assessment tools to evaluate ELLs. They use test adaptation techniques (such as simplifying language) to support diverse learners. They model self and peer assessment techniques and provide opportunities for students to practice these in the classroom.	Candidates create multiple performance based measures to assess students’ language skills and communicative competencies across the curriculum. . They imbed peer and self-assessment within instruction and create and use a variety of rubrics to assess ELLs learning.. Candidate share their knowledge with colleagues effectively.	
Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and applying this knowledge to inform teaching and learning	5a	Candidates demonstrate limited knowledge of ESL laws, policies, and procedures but do not use this knowledge to inform instruction.	Candidates use their knowledge of laws, policies, and procedures related to ESL teaching to provide appropriate instruction for ELLs. Candidates conduct classroom research to support students.	Candidates use their knowledge of laws, policies, and procedures related to ESL teaching to design appropriate instruction for ELLs. Candidates design and implement research that will affect their instruction.	

<p>Candidates take advantage of professional growth opportunities and Demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.</p>	<p>5b</p>	<p>Candidates understand the importance of advocating for ELLs and establishing collaborative relationships with others but make minimal effort to engage partners. Attendance at meetings and planning session is inconsistent.</p>	<p>Candidates are valued members of the faculty and consistently engage in meetings, planning sessions, and other requirements. Candidates advocate for students and provide ways to work collaboratively among teachers, staff, and administration.</p>	<p>Candidates take initiative to collaborate with general and content areas teachers consistently to plan and implement instruction for ELLs. Presents findings, ideas, and proposals to staff. Consistently attends and actively participates in additional faculty opportunities and extracurricular activities. Consistently and creatively communicates with families about student's learning.</p>	
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Additional Strengths:

Additional Weaknesses:

Cooperating Teacher's Signature: \_\_\_\_\_ Date \_\_\_\_\_

On-Site Supervisor's Signature: \_\_\_\_\_ Date \_\_\_\_\_

Candidate's Signature: \_\_\_\_\_ Date \_\_\_\_\_

## Appendix RM-1: Student Teacher's Worksheet for Observation of Another Teacher

Student Teacher: \_\_\_\_\_

Semester:      Fall                      Spring                      Year: \_\_\_\_\_

Teacher Observed: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

### PLANNING

(Evidence of Objective)

### INSTRUCTION

(Strategies and Techniques Observed)

### DIFFERENTIATION

(Modifications based on learning needs/assessments)

### ASSESSMENT

### REFLECTIONS

(Questions and Insights)

## Appendix RM-2: Teacher Tasks & Resources Checklist

Use as a reminder (where appropriate) to broaden the Student Teacher's experiences

### Activities:

- Bulletin Board
- Use of Library
- Field Trip
- Fire Drill
- PTA/PTO meeting
- Back-to-School Night
- Parent Conference
- Calls to Parents
- Parent Newsletter
- Eligibility Conference
- Mock Job Interview
- Other \_\_\_\_\_
- Other \_\_\_\_\_

### Instruction and Assessment (K-6):

- Language Arts (Reading, Writing, Spelling)
- Oral Language
- Handwriting
- Mathematics
- Social Studies
- Science
- Health
- Other \_\_\_\_\_
- Other \_\_\_\_\_

### Equipment:

- Computer/printer
- Copier
- DVD/ VCR
- CD/ tape recorder
- Smartboard
- Document Camera
- Overhead Projector
- Manipulatives
- Listening Station
- Other \_\_\_\_\_
- Other \_\_\_\_\_

### Observations:

- Special Ed/ LD
- PE
- Music
- Art
- ESL
- Gifted/Talented
- Reading Specialist
- Speech Clinician
- Extra or Co-Curricular Activities
- Other \_\_\_\_\_
- Other \_\_\_\_\_

### Records:

- Cumulative Folders
- Work Samples
- Anecdotal Records
- Attendance Records
- Grade Book
- Report Cards
- Accident Report
- Emergency Cards
- Referral Forms
- Other \_\_\_\_\_
- Other \_\_\_\_\_

### Test Administration or Interpretation:

- Teacher-made
- Standardized (COGAT, Stanford 9)
- Readiness test/inventory (DRA, DRP)
- Virginia SOLs
- WIDA ACCESS
- VGLA (Virginia Grade Level Alternative)
- Other \_\_\_\_\_
- Other \_\_\_\_\_

### Duties:

- Playground
- Cafeteria
- Bus
- Hall
- Other \_\_\_\_\_
- Other \_\_\_\_\_

### **Appendix RM-3: Lesson Plan Elements**

*These are elements that should be evident in the Student Teacher's lesson plans*

**Objectives are:**

- Related to long-term goals
- Specific and measurable (or observable)
- Stated in terms of student outcomes
- Based on students' needs

**Materials are:**

- Appropriate for the objective
- Appropriate for students' developmental level
- Varied to accommodate interests and learning styles
- Multicultural, where feasible

**Procedures include:**

- Clear statement of purpose and expectations
- Development of readiness or motivation
- Relating the activities to prior knowledge and interests
- Use of appropriate strategies
- Adaptations for individual differences
- Providing opportunities for application of knowledge and practice of skills
- Efficient use of class time
- Summary or other closure

**Assessment includes:**

- Checking for comprehension during the lesson
- Strategies for assessment of longer-term learning
- Reflection on how and why the lesson succeeded or failed

***The lesson plan need not be a narrative, but should be sufficiently detailed to:***

- Demonstrate that the Student Teacher has carefully considered important factors
- Enable the Student Teacher to reorient or redirect during the lesson
- Allow a substitute to teach the lesson with a minimum of preparation

## Appendix RM-4: Example Lesson Plan Format

Student Teacher: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_

Lesson Plan Topic/Title: \_\_\_\_\_

Planned For (Day/Time): \_\_\_\_\_

### 1. Objectives:

- a. State what you expect the students to be able to do as a result of this instruction.
- b. List national, state, and local objective numbers (as determined by supervisor).

### 2. Materials:

- a. List the books, equipment, and other materials to be used by the students.
- b. List the materials used by the teacher in teaching the lesson. This includes any equipment or technology tools.

### 3. Learning Experiences:

For each part, provide sufficient detail to (a) cause you to think the lesson through from beginning to end, (b) enable a substitute to teach the lesson with a minimum of preparation, and (c) enable you to reorient yourself should this be necessary during the process of teaching the lesson. Give estimated times for each part of the lesson.

- a. **Introduction.** Explain what you will do to introduce the lesson and connect to students' prior knowledge.
- b. **Instructional Strategies.** Describe what the teacher and students will do.
- c. **Closure.** Explain how you will close the lesson. For example, what questions will you ask of the students to summarize the day's learning?

### 4. Assessment:

- a. Outline the procedures and criteria you will use in assessing each of the objectives stated above.
- b. Provide copies of assessments (any tests, rubrics, observational checklists, format for anecdotal notes, etc.).

### 5. Reflection on Lesson:

- a. After teaching the lesson, note where you succeeded or failed with respect to your objectives.
- b. State the action you plan to take.

The lesson plan should cover a logical subdivision of the unit being taught. It may therefore, cover a period of more than one day.

**Appendix RM-5 Video Recording Release Form**

**RELEASE FORM**

**Graduate School of Education  
George Mason University  
2013-2014 Academic Year**

Permission to Use Student Materials and Image in Video Recording

As a student in the Graduate School of Education at George Mason University I am requesting permission to use student materials and images in a video that will be used for discussion about best teaching practices. Students will never be identified by name in the recording. This video will only be used for teacher professional development.

\_\_\_\_\_  
Teacher's Signature

Student's Name \_\_\_\_\_

Parent(s) or Legal Guardian(s) Signature \_\_\_\_\_