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***Handbook for Supervision in Teacher Education:***

***Pre-Student Teaching Experiences***

2023-2024

**CATAWBA COLLEGE MISSION STATEMENT**

Catawba College is committed to providing students an education rich in personal attention that blends the knowledge and competencies of liberal studies with career preparation.

Catawba College draws strength from Judeo-Christian values, sustains a dynamic community of learners and seeks to unite a diverse population of students, faculty, and staff as active co-participants in scholarship and service. Catawba College prepares students to reach their highest potential while becoming responsible citizens with a zeal to enrich human life.

# PRE–STUDENT TEACHING EXPERIENCES

Professional clinical experiences for the teacher preparation program of Catawba College are designed to provide for the examination of teaching through experiences in both campus-based laboratory/clinical settings and field-based classroom settings. These experiences contribute significantly to the development of understandings and competencies needed for classroom teaching.

Objectives of professional clinical experiences are to allow the prospective teacher an opportunity to:

1. observe and participate in school activities,
2. relate theories of education to the actual practice of teaching,
3. experiment with various methods of teaching,
4. examine materials, equipment and technology used for teaching,
5. gain insight into methods of classroom management and creating a classroom environment conducive to learning,
6. learn about the organization of the school,
7. participate in record keeping, assessment and evaluation.
8. implement strategies for meeting the needs of a diverse population of students, and
9. analyze, reflect upon, and evaluate the instructional cycle.

The program aligns closely supervised internship experiences with the study of theories of teaching and learning, the creation of effective and supportive learning environments, an understanding of the needs of a diverse population of learners, the development of the skills required to meet those needs, and the opportunity to grow as a professional. During introductory coursework (1000- and 2000-level), students will participate in field visits and experiential learning opportunities in the field that relate to their coursework. During their 3000-level coursework and prior to the student-teaching semester, students spend a minimum of 45 hours in a year-long, school-based internship compatible with the licensure they are seeking. They tutor students, teach large and small groups, and perform classroom duties assigned by the mentor teacher. They are supervised jointly by a school-based and a college supervisor. Placements for field supervision are made by the Field Placement Coordinator and approved by the Dean of the School of Education. All elementary and special education majors are placed in a year-long internship during their block of methods courses (90+ hours total). All middle school majors, secondary education minors, and special subjects minors are placed in a year-long internship, with 15 hours during EDUC 3108 and 30 hours during their respective methods courses for a total of 45 hours. The intern is required to make his/her own arrangements for dependable and reliable transportation to and from the internship school.

**Removal from Field-Based Experiences**

Students from Catawba College are expected to demonstrate the highest standards of teaching and professional behavior when placed in a field-based setting. Schools accept students in field-based experiences under a mutual agreement with Catawba College. While every reasonable effort is made to allow for a successful field-based experience, it may become necessary for a student to be removed from a school should the student not adhere to policies and requirements of the internship, as outlined in this handbook.

**Implementation Procedures for Removal from Field-Based Experiences**

1. The host school, at its discretion, can request the immediate removal of a student during the period of placement if the student fails to fulfill the obligations and responsibilities associated with field-based experience or violates policies, procedures, rules, regulations, or ethics. This request should be made to the college supervisor/instructor who will **immediately** inform the Dean of Education.
2. If host school educators (the principal, classroom teacher, or school-based supervisor) believe that the student is not performing appropriately, but that the performance does not warrant immediate removal from the school, concerns should be communicated to the college supervisor/instructor **as soon as possible**. The college supervisor/instructor will meet with the classroom teacher, school-based supervisor, and/or principal to discuss the concerns and to develop a set of recommendations for improving performance. The student will be made aware of the concerns and provided with recommendations for improving performance.
3. If, after a reasonable time for addressing the concerns has passed and no improvement in the student’s performance is apparent, a decision to terminate the field-based experience may be made. The student shall be notified in writing of this decision.

**Reasons for dismissal may include, but are not limited to:**

1. Failure to follow established school policies, procedures, or routines;
2. Failure to follow the guidelines and policies set forth in the *Department of Teacher Education Policies and Procedures Handbook* and the *Handbook for Supervision in Teacher Education: Student Teaching*;
3. Poor attendance;
4. Tardiness;
5. Lack of responsibility or initiative;
6. Behaviors indicating an attitude of indifference or hostility;
7. Unsatisfactory classroom preparation, including the development of written lesson plans;
8. Poor classroom management;
9. Inappropriate interpersonal skills; and
10. Unprofessional conduct, including lack of professional dress or inappropriate language.

Students should refer to the required Professional Dispositions survey from the Catawba College Department of Teacher Education for more information about appropriate conduct and dispositions for teachers, as well as the NC Code of Ethics for Educators (<https://files.nc.gov/dpi/code-of-ethics.pdf>).

## Appeal Procedures

1. **Action by Student.** A student who desires to be readmitted to student teaching must re-apply for admission to student teaching. The student must also include a written letter to the Teacher Education Council explaining the rationale for being permitted to re-enroll in the student teaching semester. The letter must also describe the steps taken to overcome the problems that led to the removal from student teaching.
2. **Action of the Teacher Education Council**. The committee will review the letter from the student and may request a meeting with the student. Possible decisions returned by the Council could be, but are not limited to, the following:
3. retake or enroll in additional coursework;
4. allow additional time for remediation;
5. require additional professional experiences; and
6. reject the appeal and dismiss the student from the teacher education program

**DATING POLICY FOR ADMITTED AND/OR ENROLLED TEACHER EDUCATION STUDENTS**

The relationship between a Catawba College student teacher, student intern, student volunteer, and/or student coach and K-12 school students should be one of cooperation, understanding, and mutual respect. All Catawba College student teachers, student interns, student volunteers, and/or student coaches have the responsibility to provide an atmosphere conducive to learning and to motivate each school student to perform to his or her capacity. Catawba College student teachers, student interns, student volunteers, and/or student coaches are expected to model the behavior expected of school students in staff-student relationships during all school-sponsored or school-related activities, as well as in the community. (Note: In the previous sentence, *staff* refers to Catawba College student teachers, student interns, student volunteers, and/or student coaches.)

All Catawba College student teachers, student interns, student volunteers, and/or student coaches are prohibited from dating, courting, or entering into a romantic or sexual relationship, whether consensual or non-consensual, with any student enrolled in the school or school district, regardless of the student’s age. Catawba College student teachers, student interns, student volunteers, and/or student coaches engaging in or attempting to engage in such inappropriate conduct will be subject to disciplinary action, up to and including dismissal from the role of student teacher, student intern, student volunteer, and/or student coach and may be subject to criminal action as provided in North Carolina General Statute 14-202.4 and 14-27.7.

**N.C. General Statute 14-202.4** Taking indecent liberties with a student

**N.C. General Statute 14-27.7** Intercourse and sexual offenses with certain victims; consent or no defense

**INTERN RESPONSIBILITIES AND EXPECTATIONS**

**RESPONSIBILITIES FOR INTERNS**:

1. **Interns** will follow the policies and procedures of the host school, including (but not exclusive to) procedures for entering/exiting the building each day and all safety/health procedures.

2. **Interns** will keep and be able to access documentation related to all program activities (e.g., observation records, lesson plans, handbook, etc.).

3. **Interns** will communicate early with their assigned **school-based mentor** the assistance they need for observation and teaching purposes and relate the schedule to their **college supervisors** in a timely manner.

4. **Interns** will consult with their **college supervisor** and **school-based mentor** regarding the appropriateness and content of the activities and lessons they will complete well in advance of the date they are implemented.

5.  **Interns** will follow the program guidelines and maintain deadlines.

**EXPECTATIONS OF INTERNS:**

1. **Interns** will be punctual and will contact the assigned **school-based mentor**  and **college supervisor** if they are going to be absent from activities. **Interns** are expected to make-up absences.

2.  **Interns** will engage themselves actively in the learning of the students in the host classroom.

3.  **Interns** will dress professionally when at the host school campus for activities. See dress code policy.

4.  **Interns** will behave professionally when visiting the host school campus for activities. Professional behavior includes maintaining confidentiality and professionalism when discussing students, teachers, administrators, other interns, or professors.

5.  **Interns** will ask questions when necessary and share concerns when appropriate.

**A SPECIAL NOTE ABOUT INTERNSHIP PLACEMENTS**

All pre-student teaching internships occur in Rowan-Salisbury Schools (RSS). During EDUC 1100, EDUC 2161, EDUC 2700 and other coursework, school visits and early experiences within the classroom will begin. During methods coursework (typically during the junior year), Elementary Education interns participate in the CREATE program at West Rowan Elementary (Catawba Rowan Elementary Alliance for Teacher Education). Special Education interns will have additional internship experience for their Special Education coursework, including school visits and classroom placements in various schools in the local area. Middle Grades, Secondary (9-12), and Special Subjects interns participate at various RSS school locations, depending upon their content specialty area and grade-level needs. All interns should review and follow the policies of their school placement, in addition to those described in this handbook.

**SCHOOL-BASED EDUCATOR RESPONSIBILITIES AND EXPECTATIONS**

**RESPONSIBILITIES OF SCHOOL-BASED EDUCATORS:**

1. **School-based educators** will serve as **mentors** to the **interns** by guiding and advising them throughout the experience. For most of the **interns**, this is their first formal internship experience.

2. **School-based mentors** will assign duties to the **intern** during scheduled visits (working with individual students and small groups, reading to/with students, assembling materials, etc.).

3. **School-based mentors** will work with the **intern** to determine the content of the informal and formal lessons the **intern** will teach, as well as provide opportunities for completion of all internship assignments related to the intern’s methods coursework (ex: tutoring a child or conducting an assessment).

4. **School-based mentors** will provide observation notes for the **intern** immediately following informal and formal observations using the informal observation form provided for fall semester and formal observation from provided for spring semester. We ask mentors to provide at least two feedback forms each semester.

5. **School-based mentors** should provide a space in their classroom for the **intern** to keep their materials and personal belongings.

6. **School-based mentors** will communicate with **college supervisors** in a timely manner if problems arise regarding observation, teaching, or assignment requests. If unable to reach the supervisor, mentors may contact Dr. Kim Creamer ([kcreamer14@catawba.edu](mailto:kcreamer14@catawba.edu)), Dean of the School of Education.

**EXPECTATIONS OF SCHOOL-BASED EDUCATORS:**

1. **School-based educators** will provide a welcoming, safe atmosphere for **interns** during activities. (**Interns** are not student teachers and cannot be given legal guardianship of students on school grounds; therefore, licensed teachers should be present while **interns** are observing or teaching.)

2. **School-based educators** will model professionalism for **interns.** Professional behavior includes maintaining confidentiality and professionalism when discussing students, other teachers, administrators, interns, or professors.

**COLLEGE SUPERVISOR RESPONSIBILITIES AND EXPECTATIONS**

**RESPONSIBILITIES OF CATAWBA COLLEGE SUPERVISORS:**

1. **College supervisors** will follow the policies and procedures of the host school, including (but not exclusive to) procedures for entering/exiting the building if visiting and all safety/health procedures.

2. **College supervisors** will provide observation notes to the **intern** and a copy to the **school-based mentor**

immediately following informal or formal observations.

3. **College supervisors** will provide periodic feedback to the **school-based mentors and principals** regarding the utility and quality of the experiences.

**EXPECTATIONS OF CATAWBA COLLEGE SUPERVISORS INVOLVED IN:**

1. **College supervisors** will be punctual and will contact the appropriate parties if they are going to be absent from scheduled activities or observations.

2. **College supervisors** will provide opportunities for **interns** and **school-based educators/principals** to raise concerns and give feedback on the program.

3. **College supervisors** will communicate with the **Dean of the School of Education** if problems arise regarding observation, teaching, or assignment requests.

4. **College supervisors** will model professionalism for **interns**. Professional behavior includes maintaining confidentiality and professionalism when discussing students, mentors, other teachers, administrators, interns, or professors.

5. **College supervisors** will minimize last minute changes whenever possible.

**DEPARTMENT OF TEACHER EDUCATION DRESS CODE POLICY**

**Dress Code Policy**

All students who engage in field experiences (including student teaching) in a public-school setting are expected to dress professionally. The way we dress sends important messages about how we view ourselves and our role in the schools. Professional dress means that one dresses appropriately for the professional setting. The following guidelines apply:

1. Be well groomed.
2. Dress conservatively. Under no circumstances should you be out of compliance with the student and/or employee dress code for the school/ school district. You should not wear clothing, jewelry, or tattoos advertising tobacco/alcohol/drugs/drug use or display obscene or pornographic words/symbols/images that may be offensive to others.
3. Remove visible body piercing jewelry, except for ears, during the school workday and at all school functions and/or school-related activities.
4. Headgear should not be worn unless it is for athletic, medical, or bona fide religious reasons.
5. Wear dress or casual shoes. “Flip-flops” are unacceptable. Avoid athletic shoes if you are not a physical educator.
6. Males
   1. Wear slacks, dress pants, or walking/dress shorts. You should not wear blue jeans unless it is “blue jean day” or “casual Friday.”
   2. Wear ties and buttoned shirts whenever possible. Collared shirts and polo shirts may be worn; however, t-shirts are not appropriate.
   3. Clothing should not be cut, slashed, or torn.
   4. Be well-shaven and/or keep facial hair neatly trimmed.
7. Females
8. Shirts, skirts, and dresses should not be too short or too tight.
9. Clothing should not be low-cut, see-through, cut, slashed, or torn. It should cover the back, midriff, and torso. Necklines and armholes should not be too low as to be disruptive or distracting.
10. Wear skirts, dresses, slacks, dress pants, walking shorts, or Capri pants (modest length for all clothing). You should not wear blue jeans unless it is “blue jean day” or “casual Friday.”
11. Consider securing long hair so that it does not invade the students’ space when you bend to help them.

Local school officials and Department of Teacher Education faculty retain the right to determine if a student is dressed professionally. It is important for students to understand that under no circumstances are they allowed to be in violation of a local school or school district’s dress code policy and that they will not be allowed to participate in a field experience if they do so. Furthermore, local school officials and Department of Teacher Education faculty retain the right to permanently remove a student from any field experience for any flagrant violation of the dress code that is deemed to be highly disruptive.

***North Carolina Professional Teaching Standards***

***Standard 1: Teachers demonstrate leadership.***

***1a. Teachers lead in their classrooms.***

1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.

1a.2 Draws on appropriate data to develop classroom and instructional plans.

1a.3 Maintains a safe and orderly classroom that facilitates student learning.

1a.4 Uses positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.

***1b. Teachers demonstrate leadership in the school.***

1b.1 Engages in collaborative and collegial professional learning activities.

1b.2 Identifies the characteristics or critical elements of a school improvement plan.

1b.3 Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.

***1c. Teachers lead the teaching profession.***

1c.1 Participates in professional development and growth activities.

1c.2 Begins to develop professional relationships and networks.

***1d. Teachers advocate for schools and students.***

1d.1 Implements and adheres to policies and practices positively affecting students’ learning.

***1e. Teachers demonstrate high ethical standards.***

1e.1 Upholds the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct.*

**Standard 2: Teachers establish a respectful environment for a diverse population of students.**

***2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.***

2a.1 Maintains a positive and nurturing learning environment.

***2b. Teachers embrace diversity in the school community and in the world.***

2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.

2b.2 Incorporates different points of view in instruction.

2b.3 Understands the influence of diversity and plans instruction accordingly.

***2c. Teachers treat students as individuals.***

2c.1 Maintains a learning environment that conveys high expectations of every student.

***2d. Teachers adapt their teaching for the benefit of students with special needs.***

2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.

2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.

***2e. Teachers work collaboratively with the families and significant adults in the lives of their students.***

2e.1 Communicates and collaborates with the home and community for the benefit of students.

**Standard 3: Teachers know the content they teach.**

***3a. Teachers align their instruction with the North Carolina Standard Course of Study.***

3a.1 Develops and applies lessons based on the North Carolina Standard Course of Study.

3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance

students’ learning.

***3b. Teachers know the content appropriate to their teaching specialty.***

3b.1 Demonstrates an appropriate level of content knowledge in the teaching specialty.

3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.

***3c. Teachers recognize the interconnectedness of content areas/discipline.***

3c.1 Demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study by relating content to other disciplines.

3c.2 Relates global awareness to the subject.

***3d. Teachers make instruction relevant to students.***

3d.1 Integrates 21st century skills and content in instruction.

**Standard 4: Teachers facilitate learning for their students.**

***4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.***

4a.1 Identifies developmental levels of individual students and plans instruction accordingly.

4a.2 Assess and uses resources needed to address strengths and weaknesses of students.

***4b. Teachers plan instruction appropriate for their students.***

4b.1 Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.

***4c. Teachers use a variety of instructional methods.***

4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.

***4d. Teachers integrate and utilize technology in their instruction.***

4d.1 Integrates technology with instruction to maximize students’ learning.

***4e. Teachers help students develop critical-thinking and problem-solving skills.***

4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.

***4f. Teachers help students to work in teams and develop leadership qualities.***

4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.

***4g. Teachers communicate effectively.***

4g.1 Uses a variety of methods to communicate effectively with all students.

4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.

***4h. Teachers use a variety of methods to assess what each student has learned.***

4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to

inform instruction.

4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.

***Standard 5: Teachers reflect on their practice.***

***5a. Teachers analyze student learning.***

5a.1 Uses data to provide ideas about what can be done to improve students’ learning.

***5b. Teachers link professional growth to their professional goals.***

5b.1 Participates in recommended activities for professional learning and development.

***5c. Teachers function effectively in a complex, dynamic environment.***

5c.1 Uses a variety of research-verified approaches to improve teaching and learning.

**Standard 6: Teachers contribute to the academic success of their students.**

***6a. The work of the teacher results in acceptable, measurable progress for students.***

Informal Lessons

Interns are expected to teach one or more **informal** lessons in the classroom of the mentor teacher; specific dates will be found on the syllabus for your methods courses. Interns should review their methods course syllabi and discuss these requirements with their mentor teachers.

An **informal lesson** is defined as one in which the intern teaches a lesson, or some part of a lesson, in the

mentor teacher’s classroom. Prior to the lesson, the intern meets with the mentor to plan a strategy for

teaching a lesson (or some part of a lesson) to the class (or part of the class.) The lesson is “informal” because the intern

may not be required to submit a written lesson plan that adheres to a particular format, nor will the intern be formally evaluated by the mentor or college supervisor through the use of a written form. No formal detailed evaluation of the experience is kept in the intern file; but, we do ask mentors to provide the informal feedback form discussed above. The advantage of conducting an informal lesson is that it provides the intern with an opportunity to interact with students in a non-threatening manner.

A **formal lesson** is defined as one in which a written lesson plan is developed by the intern under the direction of the college supervisor in cooperation with the mentor teacher. A specific lesson plan format is required, and the final lesson plan is graded or approved by the instructor. Specific lesson plan formats will be presented in class by the instructor at the time an assignment is made. As part of the experience, junior interns present formal lessons to students and are observed by their mentor teachers and a college supervisor, who make formal evaluations (i.e., the teacher and the professor make written comments on a standardized form.)

Copies of the observation feedback forms by the mentor and professor are signed by the intern and are kept on file in the student folders in the Department of Teacher Education office. These evaluations serve as evidence of candidate performance for continuing approval as a licensing agency for NCDPI.

**Guidelines for interns**

The following guidelines apply to the teaching of the informal lesson.

1. Meet with your mentor teacher to make plans for your informal lesson. It is your responsibility to contact your mentor; it is not your mentor’s responsibility to find you and plan a lesson. You are certainly free to contact your mentor ahead of time, and you are free to meet with your mentor at any time that is mutually acceptable. Be respectful of your mentor’s time. Do not show up unannounced while your mentor is teaching and expect her to stop teaching and speak with you.

2. Every effective teacher has a plan; ineffective teachers show up in a classroom and expect things to go smoothly. It is strongly suggested that you put some ideas into writing and show them to your mentor. When things are placed in writing, your mentor will be able to more clearly see how you intend to begin and end a lesson, as well as what materials you need. Do not be surprised if your mentor teacher does not have a detailed written lesson plan for each lesson she teaches; as a beginning teacher she kept detailed plans but with years of experience these plans have in many cases become internalized. On the other hand, she may be required to use a standard lesson plan format. Take advantage of your internship time to explore different planning options.

3. The standard lesson format distributed in your methods class provides guidelines for developing a written lesson.

This format will help prepare you for the level of planning required for your edTPA portfolio. You should take into consideration the elements required by the standard format. For example: How does your lesson address the North Carolina Standard Course of Study? What are your objectives? What procedures will you be using? (Don’t assume your mentor can “read your mind.” You must make explicit what you and your students will be doing.) What materials do you need?

4. Examine the room prior to the lesson. For example, look at how the room is arranged and how this might impact the type of lesson you might present. What seating arrangements are present? What type of equipment is available? Never make any assumptions about room arrangements until you have actually visited the room and paid attention

to the smallest of details.

5. Discuss expectations for classroom management with the mentor. To the best of your ability, try to determine what classroom policies, procedures, and routines your mentor has established and try to work within that framework. You are expected to operate within the guidelines established by the teacher.

6. Ask your mentor for ideas and ask your mentor for a truthful appraisal of your ideas. Remember that constructive criticism is always to be appreciated. Be respectful of your mentor and understand that she has extensive experience working with children and has a very good idea of what “will work” and what “will not work.” Be prepared to accept constructive criticism throughout the year; you need to learn to hear what you need to hear and not

necessarily what you want to hear.

7. It is your responsibility to gather and prepare materials for the lesson. Never assume that supplies are available in your mentor’s classroom unless you first ask, check, and verify.

8. Do not be surprised if some part of your lesson does not go quite as expected and that you will need to make some type of adjustment. Remember Murphy’s Law (“if something can go wrong, it will go wrong”) and plan in light of it. While you need to be as fully prepared as possible (i.e., thinking about what could go wrong), you need to be flexible. All schools are busy places, filled with many students and teachers. Students may become ill, parents may stop by unexpectedly, or an unannounced fire drill might take place. In this environment, effective teachers learn how to “expect the unexpected” and to be flexible enough to make modifications to plans whenever possible. Highly effective teachers understand that they will never be able to completely control every aspect of their environment and so they have to be flexible. They also understand that the need for flexibility is not an excuse for being unprepared.

9. Give yourself enough time to plan for the lesson. If you begin planning well in advance, then you will find this to be an enjoyable experience. If you procrastinate, you will find this to be a stressful experience. Procrastinators run the risk of embarrassing themselves in front of the mentor and his/her students.

10. At the conclusion of the lesson, make arrangements to meet with your mentor to discuss how well the lesson was implemented. Be prepared for constructive criticism.

11. Suggestions for improving the process with next year’s interns may be given to your college supervisor or Dr. Kim Creamer, Dean of the School of Education.

**Guidelines for mentor teachers**

The following guidelines apply to the teaching of the informal lesson.

1. As an experienced professional, use your expertise and assist the intern in planning, implementing, and evaluating the informal lesson. Although the college supervisors will have discussed planning techniques with the students, they have no direct involvement in the planning, implementation, and evaluation of the informal lesson. This is to make this first experience with students as non-threatening as possible.

2. When the intern contacts you, arrange a time when both of you can sit down and begin planning a lesson.

3. Be prepared to offer suggestions for a lesson, including suggestions for materials. Make the intern aware of any materials you might have that are readily available.

4. Be open to any teaching ideas the intern might suggest; listen to any suggestions and be prepared to offer constructive criticism.

5. Explain what your expectations are for student behavior during the lesson. If there are particular policies, procedures, or routines you want the intern to enforce, tell her/him.

6. Observe the intern during the lesson. Determine if the lesson was implemented as planned. Was the intern well prepared and well organized? Did the intern understand the academic content/ skills? Was he/she able to communicate ideas to students in terms they understood? Did the intern make effective use of audiovisual aids? (e.g., charts, posters, overhead transparencies, photographs, puppets, and recordings.) How did the children respond to the lesson? Did the intern adhere to your established policies and procedures? (If not, did you agree to this ahead of time?) Were the children “on-task” and attentive?

7. Following the lesson, the intern will contact you for a post conference. The post-conference does not have to be long; it may take five minutes or less. As a general rule, post-conferences are more effective if they are held soon after the lesson. Although no formal record will be maintained, please provide the intern with feedback using the informal observation form provided. Our interns have been told to expect constructive criticism of their lesson. Candid yet tactful appraisal should be the norm, with evaluations given in light of the fact that for many interns this will be their first lesson in front of students.

8. Concerns or questions about the process should be directed to the college supervisor or Dr. Kim Creamer, Dean of the School of Education ([kcreamer14@catawba.edu](mailto:kcreamer14@catawba.edu)).

9. Suggestions for improving the process next year should be given to the college supervisor or Dr. Kim Creamer, Dean of the School of Education ([kcreamer14@catawba.edu](mailto:kcreamer14@catawba.edu)), as well. You will be given a formal survey in May to provide feedback.

G**uidelines for college supervisors**

1. The college supervisors are not directly involved in the planning, implementation, or evaluation of the informal lesson plans conducted by the interns. However, they have the general responsibility of ensuring that interns are presented with accurate and relevant information about the nature of lessons and lesson planning in their methods classes prior to the implementation of the informal lesson.

2. A college supervisor may visit the school to make informal observations of intern lessons.

**NOTE:** Informal lessons will occur during the fall semester of the methods sequence of coursework and may continue in the spring. Formal lessons will be required in the spring semester of the methods sequence of coursework. Details for these lessons will be provided in course syllabi.

**Sample Lesson Plan Template**

|  |  |  |
| --- | --- | --- |
| **Lesson Title:** |  | **Grade:** |
| **Date:** |
| **Standard(s):** | | |

|  |  |
| --- | --- |
| **Learning - Focus** | **Strategies** |
| 1-3 BIG ideas! How can these questions be used to guide your instruction? | **Essential Question(s):** |
| A description of the important understandings and core concepts that you want students to develop over the course of the learning segment. | **Central Focus:** |
| Objectives are measurable and aligned with the standard. | **Daily Lesson Objective(s):** |
| What resources can be used to engage students? | **Materials:** |
| **Activating Thinking**  What is the ‘hook’ for the lesson to tap into prior knowledge and develop students’ interests? This should tie directly into the lesson’s objective and standard and should promote higher level thinking. How will you introduce the content specific vocabulary words?  **\*\*\*Use knowledge of students’ academic, social, and cultural characteristics.** | **Introduction to Lesson:** |
| **Teaching Strategies**  What will you have the students do after you introduce the lesson to learn the standards? What questions will you ask to promote higher level thinking? | **Body of Lesson:** |
| **Summarizing Strategies:**  How will the students summarize and/or share what they have learned to prove they know and understand the standard(s) and its vocabulary? Will you provide opportunities for students to apply new knowledge while making connections to prior learning? | **Closure:** |
| **Assessment/**  **Evaluation**  Every standard listed above must be assessed and included. Questions to consider while planning:  How will students exhibit an understanding of the objective(s)? How will you provide feedback? What evidence will you collect to show students’ mastery of the objective(s) (including their usage of vocabulary)? | **Reminder: Assessment plan must align with objective(s)/standard(s).**  **(Describe a formative or summative assessment used for the lesson.)** |

**Informal Observation: Junior Methods Internship**

INTERN:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

MENTOR/OBSERVER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** This form serves as a record of an informal observation by the intern’s mentor (or alternate observer). The mentor will likely not observe all the teaching elements listed below in an informal observation; however, this record can still inform the intern’s future teaching and professional development. Please put a check next to items observed. Leave items not observed blank. Please provide at least one strength and one area for growth in the spaces provided below.

|  |  |  |  |
| --- | --- | --- | --- |
| **EVALUATOR OBSERVATIONS** | | | |
|  | Instruction is developmentally appropriate |  | Lesson content is linked to previous and future learning |
|  | Learning outcomes and goals are clearly communicated to students |  | Classroom learning environment is safe and conducive to learning |
|  | Varied instructional tools and strategies reflect student needs and learning objectives |  | Teacher provides students with timely and responsive feedback |
|  | Content presented is accurate and grade appropriate |  | Instructional time is used effectively |
|  | Teacher connects lesson to real-life applications |  | Routines support learning goals and activities |
|  | Instruction and lesson activities are accessible and challenging for students |  | Assessment of student learning is utilized to guide instruction |
|  | Other: |  | Other: |

|  |
| --- |
| **Strength(s) of lesson observed:** |
|  |
|  |

|  |
| --- |
| **Recommendation for area(s) of needed growth:** |
|  |
|  |

Observation form modified from Lorain County Schools, Ohio.

**Intern Formal Observation Form**

Intern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School and Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
Cooperating Teacher/Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date and Time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Use criteria that apply to format of course observed.**

| **Criteria** | **Description/Comments** |
| --- | --- |
| 1. **SUBJECT MATTER CONTENT** (shows good command and knowledge of subject matter; demonstrates breadth and depth of content area) |  |
| 1. **ORGANIZATION** (organizes subject matter in logical sequence for students; demonstrates preparedness and thoroughness; states clear objectives; emphasizes and summarizes main points) |  |
| 1. **RAPPORT**  (holds interest of students; is respectful, fair, and impartial; provides feedback and encourages participation; interacts with students and shows enthusiasm for the subject matter) |  |
| 1. **TEACHING METHODS**  (uses relevant teaching methods, materials, strategies, and technology; includes variety, balance, creativity, and group involvement; uses examples that are simple, clear, precise, and appropriate for grade-level; stays focused on and meets stated objectives) |  |
| 1. **PRESENTATION**   (establishes classroom environment conducive to learning- face-to-face or virtually; maintains eye contact; uses a clear voice, strong projection, and proper enunciation) |  |
| 1. **MANAGEMENT**  (uses time wisely; demonstrates leadership in the classroom; maintains discipline and control; if applicable, maintains effective e-learning management) |  |
| 1. **SENSITIVITY**  (exhibits sensitivity to students' personal culture, gender differences and disabilities; responds appropriately to create a non-threatening, pro-active learning environment) |  |
| 1. **ASSISTANCE TO STUDENTS**  (assists students with academic areas of need; plans for differentiation of instruction, as needed; follows IEP/504 plans, if warranted) |  |
| 1. **PERSONAL** (evidences self-confidence; maintains professional demeanor and appearance) |  |
| 1. **OTHER**   **(state any further information that might provide constructive feedback for the student teacher)** |  |

**Strengths observed:**

**Suggestions for improvement:**

**Rating Scale**



4 – Accomplished

3 – Proficient

2 – Developing

1 – Emerging

N/O – No opportunity to observe

*Preparing Teachers as Reflective Practitioners*

**INTERNSHIP EVALUATION**

(*To be completed by the school-based educator*)

**Intern Evaluator**

**School Grade /Subject**

**Semester: Fall Spring Date**

*The components found within the internship evaluation are taken directly from the North Carolina Professional Teaching Standards and the descriptors for each standard. As you complete the evaluation of your intern at the end of the semester, please keep in mind that the intern is a “teacher-in-training,” and is only beginning to develop and practice his/her skills as a preservice teacher. This semester, the intern has been enrolled in a teaching methods class that supported this internship. The intern has been learning about teaching, both in the methods class and in your classroom. The intern will be taking the experiences from the college classroom and the school environment into his/her student teaching classroom next year. Please consider the internship as an opportunity for the intern to learn and grow rather than to demonstrate mastery of skills. While there may be areas that you do not feel comfortable rating due to the limited amount of time that the intern is in your classroom, you may see glimpses of these skills and or the capacity for the intern to demonstrate these skills in the future.*

**Please rate your intern in each area using the rating scale indicated above. Please weigh your ratings carefully and provide supporting comments whenever possible. (To mark a check box, click the box twice and select the “checked” button.)**

|  |  |
| --- | --- |
| **Part I: Teachers demonstrate leadership.** | |
| 1. The intern helps to maintain a safe and orderly classroom that  facilitates student learning (1a.3). | Rating: 4 3 2 1 N/O |
| **Description:** *The intern is not responsible for maintaining a safe and orderly classroom, but should be*  *aware of the mentor’s expectations and procedures. As the mentor is teaching or leading the class, the intern might circulate around the classroom to assist the mentor in keeping students on task. He/she might remind students of expectations and help to reinforce these expectations.* | |
| **Comments:** | |
| 2. The intern uses positive management of student behavior and  effective communication (1a.4). | Rating: 4 3 2 1 N/O |
| **Description:** *Because the intern is not in the classroom on a daily basis, it will be difficult for him/her to*  *be responsible for managing classroom behavior; however, the intern should be observant of strategies used by the mentor and support his/her expectations. When the intern is teaching informal and formal lessons, he/she should be using the mentor’s strategies, as well as other strategies that might prove effective to manage student behavior. The intern should be observing, learning, and practicing effective communication techniques to address and help diffuse disruptive behavior.* | |
| C**omments:** | |

|  |  |
| --- | --- |
| 3. The intern is beginning to develop professional relationships  and networks (1c.2). | Rating: 4 3 2 1 N/O |
| **Description:** *Although the intern is not in the classroom or school on a daily basis, it would be beneficial*  *for the mentor to introduce the intern to colleagues, specialists, and administrators to help the intern begin to understand the importance of developing professional relationships within the school. The intern should try to nurture these relationships, as opportunities arise.* | |
| **Comments:** | |
| 4. The intern upholds the *Code of Ethics for North Carolina*  *Educators* and the *Standards for Professional Conduct* (1e.1). | Rating: 4 3 2 1 N/O |
| **Description:** *Not only should the intern demonstrate professionalism, honesty, integrity, and*  *confidentiality, he/she should be developing and demonstrating professional judgment and a commitment to the profession. The intern should maintain an appropriate relationship with students. The intern will not be independently evaluating students or assigning grades, but will benefit from exposure to these practices and should assist the mentor, as appropriate. The intern should be learning about using available resources to promote learning and will benefit from the expertise of the mentor.* | |
| **Comments:** | |
| **Part II. Teachers establish a respectful environment for a diverse population of students.** | |
| 5. The intern helps to maintain a positive and nurturing learning  environment (2a.1). | Rating: 4 3 2 1 N/O |
| **Description:** *While not responsible for maintaining a positive and nurturing learning environment, the*  *intern should begin to practice the skills to support the mentor’s expectations. The intern should be*  *demonstrating a supportive and caring demeanor with students.* | |
| **Comments:** | |
| 6. The intern understands the influence of diversity and plans  instruction accordingly (2b.3). | Rating: 4 3 2 1 N/O |
| **Description:** *Through conversations with the mentor, the intern should begin to develop an idea of how*  *to meet the diverse needs within the classroom. When planning informal and formal lessons, the intern should include activities that address the diverse needs of the students in the classroom.* | |
| **Comments:** | |

|  |  |
| --- | --- |
| 7. The intern helps to maintain a learning environment that  conveys high expectations for every student (2.c.1). | Rating: 4 3 2 1 N/O |
| **Description:** *Through observations and discussions with the mentor, the intern should be learning how to*  *establish high expectations for each student in the class. The intern should be developing strategies for helping students achieve at high levels. The intern should be asking questions about ways to best support the learning needs of students.* | |
| C**omments:** | |
| 8. The intern uses research-verified strategies to provide  effective learning activities for students with special needs  (2d.2). | Rating: 4 3 2 1 N/O |
| **Description:** *The intern should be gaining knowledge about research-verified strategies to support*  *student learning. Conversations with the mentor to determine the availability of resources, as well as how to incorporate these resources into informal and formal lessons, should be taking place.* | |
| C**omments:** | |
| **Part III: Teachers know the content they teach.** | |
| 9. The intern develops and applies lessons based on the North  Carolina Standard Course of Study (3a.1). | Rating: 4 3 2 1 N/O |
| **Description:** *The intern should be using the North Carolina Standard Course of Study, comprised of the*  *Common Core State Standards and/or the North Carolina Essential Standards, in the development of formal lesson plans. The intern should be engaging him/herself actively in the learning taking place in the classroom.* | |
| **Comments:** | |
| 10. The intern integrates effective literacy instruction throughout  the curriculum and across content areas, as appropriate, to  enhance students’ learning (3a.2). | Rating: 4 3 2 1 N/O |
| **Description:** *The intern should be incorporating literacy instruction in the form of reading, writing,*  *speaking, and/or listening into his/her content area as formal lessons are developed.* | |
| **Comments:** | |

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| --- | --- |
| 11. The intern demonstrates an appropriate level of content  knowledge in the teaching specialty (3b.1). | Rating: 4 3 2 1 N/O |
| **Description:** *The intern should be demonstrating an understanding of the content as he/she is teaching*  *lessons informally and formally, co-teaching, and contributing to classroom activities and discussions. The intern should be asking questions of the mentor to clarify unfamiliar content.* | |
| **Comments:** | |
| 12. The intern integrates 21st century skills and content in  instruction (3d.1). | Rating: 4 3 2 1 N/O |
| **Description:** *The intern should be integrating the appropriate 21st century skills and content into formal*  *lessons, such as core subject content; global awareness; financial, civic, health, and environmental literacy; creativity and innovation; critical thinking and problem solving; communication and collaboration; information and media literacy; technology skills; and life and career skills.* | |
| **Comments:** | |
| **Part IV. Teachers facilitate learning for their students.** | |
| 13. The intern uses a variety of appropriate methods and  materials to meet the needs of all students (4c.1). | Rating: 4 3 2 1 N/O |
| **Description:** *The intern should be gaining knowledge about appropriate methods and materials to*  *facilitate student learning. Conversations with the mentor to determine methods and materials that will meet the needs of students should be taking place.* | |
| **Comments:** | |
| 14. The intern integrates technology with instruction to maximize  students’ learning (4d.1). | Rating: 4 3 2 1 N/O |
| **Description:** *The intern is demonstrating the use of technology in his/her formal lessons to facilitate*  *student learning and is supporting the mentor’s use of technology in the classroom.* | |
| **Comments:** | |
| 15. The intern uses a variety of methods to communicate  effectively with all students (4g.1). | Rating: 4 3 2 1 N/O |
| **Description:** *The intern is learning how to effectively communicate and clarify content, directions,*  *examples, and related information to facilitate learning for all students. The intern should be honing his/her communication skills both orally and in writing.* | |
| **Comments:** | |

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| --- | --- | --- |
| **Part V: Teachers reflect on their practice.** | | |
| 16. The intern uses a variety of research-verified approaches to  improve teaching and learning (5c.1). | Rating: 4 3 2 1 N/O | |
| **Comments:** | | |
| **Part VI: General Observations** | | |
| 17. The intern showed his/her greatest ability in the following activities or situations:  **Comments:** | | |
| 18. The intern needs to improve in the following areas:  **Comments:** | | |
| 19. Do you have any concerns about the intern entering student  teaching? | | Yes No |
| **Comments:** | | |
| **INTERNS:** Your signature below indicates that you have seen a copy of this evaluation, not that you are in agreement or disagreement with the evaluation contents.  INTERN SIGNATURE: | | |

***Rev. 08/01/22***