

INTERN HANDBOOK
FOR
ELEMENTARY, SECONDARY EDUCATION
MAJORS



OAKWOOD UNIVERSITY
DEPARTMENT OF EDUCATION
Spring 2009

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OVERVIEW OF OAKWOOD UNIVERSITY

Oakwood University, a historically black, primarily liberal arts four-year co-educational Seventh-day Adventist institution, founded in 1896, has as its fundamental purpose, quality Christian education. This purpose is explicated through the theme: Education, Excellence, and Eternity. Its mission embodies access to educational opportunity, academic excellence, and spiritual development for its students, who come from diverse geographical, cultural, educational, and socioeconomic backgrounds. In addition to its emphasis on the liberal arts, the college provides biblical, professional, pre-professional, vocational, and continuing education studies. Some of these studies emanate from a limited number of institutional cooperative programs. Its programs and activities are unequivocally Christian in character, designed to integrate faith and learning, encourage a vibrant spiritual experience, prepare individuals for service to God and humanity, and provide an atmosphere for an appreciation for oneself and an affirmation of cultural diversity.

Oakwood University adheres to an open admission policy, which means that it also admits students whose previous academic performance has not been strong but who show promise of being successful scholars within a supportive academic environment. The student body of approximately 1,800 original from about thirty-six different countries

Oakwood University's mission is stated in seven general goals.

Spiritual Vitality

To promote a Christ-centered, Seventh-day Adventist world-view among students, faculty, staff, and administrators.

Educational Excellence

To demonstrate academic excellence in quality of teaching and learning among students and faculty.

Nurturing Environment

To cultivate an inclusive environment that is sensitive to the needs of students, faculty, staff, and the extended college community that includes alumni, constituents, friends, and other supporters.

Operational Efficiency

To provide high quality, efficient service that is customer and employee sensitive.

Resource Development

To provide sufficient financial resources to support and maintain all aspects of institutional advancement and development (i.e., viable academic programs, strong faculty development programs, up-to-date instruction, adequate physical facilities, technologically sophisticated campus, adequate student housing, sufficient student scholarships, and other physical space needs).

Institutional Relations

To enhance the image of the institution by strengthening communication with internal and external public (i.e. an informed student body and knowledgeable faculty and staff).

Technology Leadership

To continue developing a technologically cutting-edge campus that enables students, faculty, and staff to be more effective and efficient in teaching-learning processes, support functions, and administrative operations.

The university does not have any branch campuses or a distance learning program. The Bachelor of Science in Organizational Management is a program designed specially for the adult learner and offered in a non-traditional format. It is the purpose of Adult and Continuing Education to meet the needs of working adults who are twenty-five years or older and have two or more years of college credits. Typically, these individuals are employed full-time and are unable to meet the educational needs through the traditional method.

The Adult and Continuing Education Department offers a degree completion program that allows the adult student to earn a bachelor's degree by attending class one night a week on a year-round basis. Classes begin at different intervals during the year, thus, allowing students the flexibility of planning their own course completion. Students meeting all prerequisites can complete the program in approximately 18 months. (Oakwood College Catalog page 194).

Characteristics of the Education Department

VISION:

The Department of Education at Oakwood University envisions that candidates entering the teaching profession will demonstrate willingness and the ability to adapt to the quickened pace of academic and cultural change in a world that is fast becoming a multicultural village. These changes include using technology, assessment and reflections to address the diverse needs of students in the teaching and learning processes. Students trained in a Seventh-day Adventist institution of higher learning must seek to develop a positive educational philosophy built upon a distinctly Christian global view (Knight, 1998). We are in a new age-the age of information and of global competition: the learning age must have global perspectives at its heart. Learners of whatever age have the right to learn about the wider world as an integral part of initiatives, revised standards and quality assurance (Bourne, 1998).

Hence, our vision is embedded in the departmental theme of "Holistic preparation of teachers for service in a multicultural society."

MISSION:

The mission of the Department of Education emanates from the departmental theme of preparing holistic educators for service in a multicultural society. Thus, we are preparing pre-service teachers who are academically sound, reflect best practices in education, and are sensitive and caring about learners as they serve diverse and inclusive communities. The mission of the department of education is captured in the following theme:

THEME:

Preparing holistic educators for service in a multicultural society

Holistic educators

Holistic education embodies the development of the spiritual, mental, and physical entities. Teachers with a broad knowledge base are equipped to use a variety of strategies and skills to address the needs of the whole learner.

Service

The function of the Christian school is to educate the youth of the church for service to God and their neighbors, rather than to train them for self-service through the acquisition of a good position and a comfortable income. Service to others is the essence of Christ's life and it is therefore the ultimate aim in Christian education.

Multicultural society

Diversity is constantly increasing in our society; therefore, one must address the uniqueness of this community of learners in the educational arena. As a change agent becoming the bridge for social and cultural communities in an educational setting, the classroom becomes a catalyst for learners to develop an understanding and respect for diversity.

The unit prepares individuals to work in P-12 schools. All programs are at the initial teacher preparation level. All students receive a Bachelor of Science Degree. The programs are state and NCATE approved.

CONCEPTUAL FRAMEWORK OUTCOMES

The Unit's Conceptual Framework is built around the theme "Holistic Preparation of Teachers for Service in a Multicultural Society" provides the focus for the Assessment System. The fifteen outcomes framed in the three stands of the Conceptual Framework are clearly identified in every component of the assessment system. The Unit Conceptual Framework Outcomes are noted below.

1. The candidate knows the facts and principles of the subject matter in his/her field of study.
2. The candidate uses multiple approaches for instruction to assist students in the mastery of the content in his/her field of study.
3. The candidate knows and can demonstrate effective strategies in his/her field of study in a multicultural setting.
4. The candidate demonstrates the ability to integrate technology in his /her field of study in a multicultural setting.
5. The candidate is a caring is a caring professional committed to preparing students for lifelong learning.
6. The candidate has a broad knowledge of the humanities, and science.
7. The candidate knows and can demonstrate skills in assessing student progress.
8. The candidate understands and demonstrates sensitivity to student needs.
9. The candidate demonstrates a commitment to student service.
10. The candidate shows a commitment to professional development.
11. The candidate utilizes research to improve professional practice.
12. The candidate has a broad knowledge of the SDA beliefs and doctrines.
13. The candidate has knowledge of the integration of faith and learning.
14. The candidate is a reflective practitioner.
15. The candidate works in a collegial and cooperative manner.

DISPOSITIONS

Teacher candidates must consistently demonstrate the following dispositions:

1. Responsibility
2. Independence
3. Initiative
4. Professional ethics
5. Leadership
6. Service
7. Diversity sensitivity
8. Reflectivity

INTERNSHIP PROGRAM

The internship program at Oakwood University is the professional laboratory experience which serves as the capstone in the training of students in the Department of Education. Internship is a full-time experience in an actual classroom situation under the supervision of a qualified master teacher. This is the time when theory is put into practice and the student is given the opportunity to apply the knowledge and skills discussed and practiced in classes. Since the internship experience may be the most important phase in the professional preparation of a teacher, it is essential that all routines, policies, and expectations be clearly outlined.

The Purposes of Internship

1. To provide actual classroom experiences in teaching methods, techniques, and skills acquired.
2. To give an overview of the school system operating in the community and of the functions those school officials, principals, supervisors, and classroom teachers play in the operation of the school program.
3. To help the student determine more conclusively his or her own interest and abilities with respect to a career in education.
4. To provide an opportunity for the evaluation of the intern's knowledge, skills and dispositions.

Definitions

Internship: Full-time experiences of a teacher education student in schools culminating in the exercise of responsibility for the teaching role for which the student is preparing under the supervision of personnel from a public school system or regionally accredited private school and the institutional of higher education in which the student is enrolled.

Intern: the name given to the student engaged in the specific experience defined as internship.

Clinical Faculty: Unit faculty or school best teachers who are in charge of teaching or supervising interns.

Cooperating Teacher Educator: a competent teacher in the host school charged with the responsibility of supervising and coordinating the intern experiences.

Coordinator of Interns and Field Experiences: a college staff member responsible for internship and field assignments.

The Teacher Education Council: The entity within the institution that is responsible for decisions regarding the Teacher Education program i.e. screening and monitoring applicants and curriculum changes.

Field Placement

This is a collaborative effort with Huntsville and Madison City Schools and the field placement coordinator. Huntsville City Schools has a five student/teacher rotational plan that divides the city schools into five clusters. All colleges/universities are assigned two clusters per school year by Huntsville City Schools. These assignments are forwarded to the Field Experiences Coordinator who selects schools in accordance to student areas of concentration. Additionally, the Field Experiences Coordinator assigns college faculty to schools and interns. Madison City Schools does not have a rotational plan. Hence, student interns are assigned by the Field Experience Coordinator in collaboration with school principals.

Interns are placed as follows:

Elementary - two placements
K-3 and 4-6

Secondary - two placements
middle school (6-8) and secondary (9-12)

Music & P.E. - two placements
middle school (4-8) and secondary (9-12)

Interns are required a minimum of 18 weeks of internship. In addition, 10 consecutive days of teaching are required at each setting.

The final evaluation of the internship is based on the following assessment reports: cooperating teacher assessment; seminar activities, supervisor summarization.

Application to Internship

Students must apply to the Teacher Education Council for admission to Internship no later than the semester preceding the semester in which they wish to do their internship.

Application materials should include the documents below:

1. Internship Application
2. Completed Program Check sheet
3. References
4. Recommendations from: Education Advisor and 2 Education Instructors
5. Pass letter for the English proficiency exam or a passing grade in EN250
6. Minimum 2.5 GPA in professional education courses
7. Minimum 2.5 GPA in education teaching field
8. Minimum 2.5 cumulative GPA
9. Pass Praxis II
10. Pass Portfolio Checkpoint II

KEY PERSONNEL INVOLVED IN THE INTERNSHIP EXPERIENCE

Huntsville City Schools Central Office

The local school district and its individual schools comprise the fundamental unit of American education today. The central office personnel are involved in the administration of the school district. Although the intern may not have direct contact with the Central Office Personnel, the services they provide are the initial step in the internship process. Services provided by the local school district include:

1. Liaison between the University and the local school in the placement of the intern.
2. Matching the stated experiential needs of the student with the appropriate school site.
3. Verifying the eligibility of the Cooperating Teacher Educators.
4. Providing general information of services, personnel, and student services for Huntsville City Schools.
5. Providing assignment of clusters of schools.
6. Providing placement of students in school districts.

The Principal

The principal's services are very important in establishing and maintaining an educational environment conducive to teaching and learning. As the director of the school program, he/she provides the leadership necessary to the professional growth of the cooperating teacher educator and the intern. He/she creates an awareness of expectations and objectives and willingly assists in achieving them. The principal's major responsibilities include the following:

1. Placing students, selecting Cooperating Teachers, and consulting with the college representative.
2. Informing the intern about the policies and facilities of the school and the traditions and mores of the community.
3. Orienting the intern to the school and the roles of school personnel at the initial visit or during the first week.
4. Providing information to the school faculty, students, and parents regarding the intern.

5. Assisting the cooperating teacher, college supervisor, and intern in resolving problems or differences of opinions in an equitable manner.
6. Assisting the cooperating teacher in providing meaningful learning experiences for the intern.
7. Arranging observations on several levels and classrooms at the school site.
8. Recognizing the student teacher as a co-teacher and not a substitute teacher in the classroom of the cooperating teacher. The intern should not be left alone in the classroom.

The Coordinator of Field Experiences

The Coordinator collaborates with the University Intern Supervisor in the orientation of the intern to a school site. The coordinator reviews the evaluations and reports of the intern experience. The major responsibilities of the Coordinator are as follows:

1. Collaborates with the Huntsville and Madison City School system and the Principal in the placement of the intern in a school site.
2. Assigns University supervisors to interns.
3. Reviews and maintains records of all field experiences.
4. Distributes to appropriate individuals forms and materials necessary for their effective participation in the internship program.
5. Works with the faculty for continuous evaluation of objectives, procedures, and general policies of internship experiences for all students.
6. Communicates standards and policies related to internship.
7. Arranges a weekly student teaching seminar with the University Intern Supervisors.

The University Intern Supervisor

The University Intern Supervisor is the liaison between the University Education Program, Coordinator of Field Experiences, the intern, and the cooperating teacher. Through regularly scheduled observations and conferences the supervisor assists the intern in his/her professional development.

1. Plans and participates in an orientation session with the intern and school personnel.

2. Assists in maintaining an appropriate relationship between the intern and the school personnel.
3. Visits and observes student interns and advises coordinator of field experiences of intern's progress.
4. Collaborates with the cooperating teacher in analyzing the intern teaching and assisting with professional problems.
5. Guides the intern toward self-evaluation.
6. Serves as a resource person for both the cooperating teacher educator and intern.
7. Participates in the continuous assessment of courses for an effective integration of theory and practice.

The Cooperating Teacher Educator

The cooperating teacher educator plays the most important role in the day-to-day training and supervision of the intern. The success of the internship program and the quality of the internship experience depends heavily on the wisdom, understanding, attitude, dedication, and enthusiasm of the cooperating teacher educator.

Criteria for cooperating teachers are summarized below:

1. Be a highly competent teacher who is properly certified by the Alabama State Board of Education in the area of specialization of the intern(s) to be supervised.
2. Have at least three years of successful teaching experience.
3. Hold at least a Master's degree and a Class A certification with an endorsement in the teaching field(s) of the intern.
4. Be competent to provide superior professional supervision of interns.
5. Be currently teaching classes in the intern's area of specialization.
6. Prepare the intern to meet the guidelines as described in the pre-service meetings for supervisors.

The major responsibilities of the cooperating teacher educator are as follows:

1. Attends university orientation at school site and understand the policies outlined in this Handbook.

2. Assumes personal direction, guidance, and supervision of the intern's classroom teaching experience
3. Familiarizes the intern with classroom procedures, instructional routines, school policies and provide the necessary instructional materials.
4. Involves the intern in planning and directing the learning activities of children.
5. Assists the intern in preparing class evaluations and in evaluating the lessons presented.
6. Instructs the intern regarding the proper procedures in keeping class records.
7. Demonstrates a variety of teaching techniques.
8. Fosters confidence and establish rapport with the student teacher so that the intern may develop competency and skill in the art of teaching.
9. Prepares the intern to assume full responsibility of 20 full days of classroom teaching 10 of which must be consecutive.
10. Alerts the university supervisor to potential problems during internship.
11. Completes required assessment forms.
12. Encourages the intern to participate in professional meetings and other educational activities in order to enhance professional growth.
13. Holds scheduled conference periods with the intern.
14. Evaluates the activities and progress of the intern with the college supervisor at regular intervals.
15. Explains the role and directions in a multicultural setting.
16. Demonstrates the infusion of technology in the classroom.
17. Guides the intern in self-reflection of his/her performance.
18. Accepts the intern as a co-teacher but not as a substitute teacher.

The Intern

Internship is the capstone experience of the students' professional preparation. Under the guidance of the cooperating teacher educator, the principal, and the university intern supervisor the student gains practical experience in the teacher/learner process. He/she undertakes experiences at this phase in much the same manner as a salaried teacher. It is important that the intern do all that is possible to enhance his/her opportunities for success. Some helpful suggestions include the following:

1. Adheres to the policies and mission of Oakwood University in the internship handbook
2. Acquires an understanding of the characteristics of the community in which the school is located.
3. Recognizes that regular attendance is mandatory. In the event of an emergency absence, both the cooperating teacher and the Education Office must be notified prior to the scheduled appointment. A make-up time must be arranged with the cooperating teacher.
4. Maintains high professional standards including appropriate attire as mandated by the Oakwood University Student Handbook.
5. Radiates a sincere desire to learn, a cooperative attitude and an appreciation of suggestions for improvement.
6. **Recognizes** every activity undertaken for careful planning.
7. Completes lesson/unit plans under the supervision of the cooperating teacher and have them available for the university supervisor.
8. Be available for scheduled conferences with the cooperating teacher.
9. Participates in co-curricular activities or duties the cooperating teacher deems appropriate.
- 10. Observes in several classrooms at levels above and below the classroom assigned.**
11. Makes continual assessment of personal growth in the student/teacher role.
12. Plans and uses a variety of teaching strategies.
13. Observes and plans for individual differences, learning styles, and instructional needs of the exceptional student.

14. Follows policies and procedures of the cooperating school.
15. Attends the weekly seminar.
16. Prepares a personal internship portfolio.

Code of Ethics for Interns

1. All information which the intern receives about pupils in his/her class or school is to be kept confidential.
2. An intern should be more concerned with what is being achieved with the pupils than with the impression being made on the Supervising Teacher or the University Supervisor.
3. The intern should maintain the dignity necessary to gain the respect of his/her pupils.
4. The intern should show enthusiasm concerning the learning experiences being developed with pupils.
5. The intern should be sensitive and courteous to all pupils.
6. The intern should consider himself/herself a member of the community in which he/she is teaching and act accordingly.
7. Disciplinary measures used by the intern should conform to the instructions of the supervising teacher.
8. The intern must be an example to his/her pupils in every way--physically, mentally, and ethically.
9. The intern should be just as interested in and as ready to assist with the improvement of a class as if it were his/her own.
10. The intern must realize that each pupil is an individual and must take into consideration individual abilities, interests, and capacities for learning.
11. The intern must always be impartial in interacting with pupils, and must constantly strive to be fair while judging pupils' actions.
12. The intern should refrain from imposing his/her religious or political values upon his/her pupils, and should exhibit broad-minded, tolerant attitude toward other groups and individuals.

Due Process Policy - Grievances

A student whose grievance arises from involvement in field experiences should use the following steps:

1. Speak with the person through whom the grievance had arisen.
2. If not resolved, speak to the University Supervisor.
3. If not resolved, speak to the Coordinator of Field Experience.
4. If not resolved, speak to the Education Department Chair.
5. If not resolved, speak to the Vice President for Academic Affairs and/or the Vice President for Student Services (depending on the issue).

Due Process - Removal from Program

At the recommendation of a cooperating teacher, an intern can be placed on probation for two or more weeks. During the probationary period, the intern will be closely observed by the university supervisor and the director of the interns. Any infraction during the probationary period is subject to immediate removal from the program. The intern will be notified in writing.

Any intern removed from internship for any cause is automatically removed from the internship program. To be readmitted the student is required to re-apply and to submit a letter of intent that addresses his/her internship problem. The letter and the application will be reviewed by the Teacher Education Council. The intern will be notified in writing of the recommendation from the council.

If readmission is denied and all steps for due process have been followed, and there is an additional request for admission, the student must speak to the Vice President for Academic Affairs (*Oakwood University Bulletin*).

ATTENDANCE REGULATIONS

Attendance Regulations:

- * Your teaching day is the same as that of the Cooperating Teacher. (7:30 A.M. - 3:30 P. M., Monday through Friday). Infractions may result in dismissal from internship and the Teacher Education program.
- * A portion of the final grade is based on punctuality in meeting appointments including internship seminar, class appointments, and other aspects of attendance.

NOTE TO THE COOPERATING TEACHERS:

Emphasize the importance of strict adherence to the attendance contract. Seventy days are required to complete the internship program. Any missing days must be made up. An intern may be asked to withdraw from internship if he/she is not adhering to the punctuality policy.

GUIDELINES FOR DAILY LESSON PLANS

Please note:

- **ALL LESSON PLANS** are due on the Cooperating Teacher's desk 24 hours in advance for approval.
- Lesson plans should include any evaluations and all other materials to be distributed to the class.
- Lesson plans should be made available to the Intern Supervisor any time the supervisor visits the classroom.
- The Intern and Cooperating Teacher should map out a weekly outline of activities, responsibilities, and lessons to be taught by the intern. The Intern should prepare the outline for the Cooperating Teacher's approval on the Friday prior to the beginning of the week of activities outlined.
- Each lesson plan format may vary; however, all interns are required to complete daily lesson plans.
- Interns not adhering to the lesson plan contingencies may result in failing the internship experience.

SUGGESTED LESSON PLAN WORKSHEET FOR STUDENTS

Student _____ Date: _____

Subject/topic _____ Class: _____

PREPARATION	EXECUTION	EVALUATION
Objectives:	Lesson Opening/Motivation:	Objectives accomplished? (yes/no) How verified (method)
	Procedures & Activities:	Pupil reaction, attitude, behavior
Resource Materials:	Summary/Closure	Self Evaluation (My reaction)
	Independent Practice (reinforcement, extension, enrichment):	
Environment/Management:		Future Modifications

DAILY LESSON PLAN EVALUATION

I. Objectives

- Expected Learning
- Conditions of student performance indicated

II. Materials/Resources

- Prepared ahead of time
- Best option for content

III. Lesson Opening/Motivation

- Communicated expectations clearly
- Gained student attention with stimulating opening
- Presented tasks as positive challenges (purposeful)
- Reviewed a previous lesson or common experience

IV. Procedures

A. Lesson Content and Strategies

- Followed lesson plan as possible
- Presented content in small steps
- Used appropriate spacing of content
- Changed activities to keep attention
- Avoided digressions
- Presented content accurately
- Level of instruction was appropriate
- Appropriate number of examples
- Appropriate questioning techniques
- Directions were clear
- Analogies were logical
- Well chosen vocabulary

B. Lesson Presentation

- Effective speech volume and quality
- Presented information effectively
- Enthusiastic presentation
- Gave equal attention to all students
- Used positive tone throughout lesson
- Involved students in learning
- Personalized information
- Used stimulus variation appropriately
- Appropriate pacing
- Appropriate "wait-time"

V. Summary/Closure

- Restated objectives of lesson
- Reviewed skills and concepts
- Included students in closing activity
- Noted progress of students
- Next steps were planned
- Assignments were defined clearly
- Work area prepared for next activity
- Lesson ended on time
- Smooth Transitions

VI. Independent Practice

- Reinforcement
- Extension
- Enrichment

VII. Evaluation

A. Pupil

- Evaluated prerequisite skills
- Evaluated independent practice

B. Self

- Identified future modification
- Used guided practice
- Provided specific praise
- Provided positive feedback
- Accomplished objectives

STUDENT TEACHING INTERN EVALUATION

Spring _____ Fall _____ Year _____ Please check: Midterm _____ Final _____

Intern's Name _____ ID# _____

Pass _____ Fail _____

University Supervisor: _____

Cooperating Teacher

Intern's signature:

Subject/Grade/Age _____

School or Agency

School Division

Signature of person completing this form:

Date

Your role:

_____ Cooperating Teacher

_____ University Supervisor

UNIVERSITY SUPERVISOR, PLEASE SUBMIT A SIGNED COPY TO THE FIELD EXPERIENCE OFFICE

Major: _____

**REFLECTIVE EVALUATION OF LESSON PRESENTATION
UNIVERSITY SUPERVISOR & COOPERATING TEACHER EVALUATION FORM**

Please use this form to assist you in evaluating the intern in your classroom. Do discuss your findings with the intern and the university supervisor as needed. They will also assist you in documenting the weaknesses and strengths of the intern.

Rating Scale:

- 5 = Outstanding** - The lesson was clear and achieved all the objectives for the task and exceeds the expectations of an intern and is highly rated by my cooperating teacher.
- 4 = Commendable** - The lesson was focused and demonstrated a logical sequence of presenting information to students in a meaningful manner.
- 3 = Average** - The lesson was adequate and achieved the major goals set for the task.
- 2 = Marginal** - The lesson lacks the basic requirements of the task.
- 1 = Unacceptable** - Performance reflect a failing level of teaching performance.
- NE =** No evidence of this activity in this lesson

1. Anticipatory set (introduction of the lesson)	5	4	3	2	1	NE
2. Connected to previous lesson	5	4	3	2	1	NE
3. Lesson clarity	5	4	3	2	1	NE
4. Teaching strategies	5	4	3	2	1	NE
5. Utilized visual aids	5	4	3	2	1	NE
6. Knowledge of subject matter	5	4	3	2	1	NE
7. Addressed individual differences	5	4	3	2	1	NE
8. Sensitivity to diversity	5	4	3	2	1	NE
9. Objectives met	5	4	3	2	1	NE
10. Classroom management techniques	5	4	3	2	1	NE
11. Brought lesson to closure	5	4	3	2	1	NE
12. Integrated technology	5	4	3	2	1	NE
13. Promotion of critical thinking	5	4	3	2	1	NE
14. Utilized cooperative learning techniques	5	4	3	2	1	NE
15. Evaluation Techniques	5	4	3	2	1	NE
16. Evidence of belief that all students can learn	5	4	3	2	1	NE
17. OVERALL RATING OF LESSON	5	4	3	2	1	NE

(Continued next page)

Overall evaluation of the teacher candidate's progress to date (Circle One):

Outstanding Commendable Average Marginal Unacceptable

Cooperating Teacher/Supervisor's signature _____

Teacher candidate's signature _____

Please comment on or indicate areas in need improvement in the space below. Thank you.

OAKWOOD UNIVERSITY
Education Department
Elementary - Internship I
Diversity Report

Student: _____ Date: _____

School: _____ Grade/Subject _____

Teacher: _____

Gender: male () female ()

Ethnicity: Black () White () Hispanic () Asian () Other _____

Total Number of Students: _____

Gender: male ____ female ____

Ethnicity: Black ____ White ____ Hispanic ____ Asian ____

Native American ____ Other _____

Number of Students in the following programs:

_____ Title I Reading _____ Space Program
_____ Gifted _____ Magnet Program
_____ English as a second language _____ Special Education
_____ Other (please specify) _____

A. **TECHNOLOGY INFUSED STRATEGIES AND REFLECTIONS:**
(Use the back of this form for additional comments)

B. **MULTICULTURAL STRATEGIES AND REFLECTIONS:**
(Use the back of this form for additional comments)

C. **GENERAL COMMENTS/CLASSROOM DESCRIPTIONS/OBSERVATIONS:**
(Use the back of this form for additional comments)

OAKWOOD UNIVERSITY
Education Department
Elementary - Internship II
Diversity Report

Student: _____ Date: _____

School: _____ Grade/Subject _____

Teacher: _____

Gender: male () female ()

Ethnicity: Black () White () Hispanic () Asian () Other _____
Total Number of Students: _____

Gender: male ____ female ____

Ethnicity: Black ____ White ____ Hispanic ____ Asian ____
 Native American ____ Other _____

Number of Students in the following programs:

_____ Title I Reading _____ Space Program _____ Gifted
_____ Magnet Program _____ English as a second language
_____ Special Education _____ Other (please specify) _____

A.. **TECHNOLOGY INFUSED STRATEGIES AND REFLECTIONS:**
(Use the back of this form for additional comments)

B. **MULTICULTURAL STRATEGIES AND REFLECTIONS:**
(Use the back of this form for additional comments)

C. **GENERAL COMMENTS/CLASSROOM DESCRIPTIONS/OBSERVATIONS:**
(Use the back of this form for additional comments)

OAKWOOD UNIVERSITY
Education Department
Secondary
Diversity Report

Student: _____ Date: _____

School: _____ Grade/Subject _____

Teacher: _____

Gender: male () female ()

Ethnicity: Black () White () Hispanic () Asian () Other _____

Total Number of Students: _____

Gender: male ____ female ____

Ethnicity: Black ____ White ____ Hispanic ____ Asian ____

Native American ____ Other ____

Number of Students in the following programs:

_____ Title I Reading _____ Space Program

_____ Gifted _____ Magnet Program

_____ English as a second language _____ Special Education

_____ Other (please specify) _____

A. TECHNOLOGY INFUSED STRATEGIES AND REFLECTIONS:

(Use the back of this form for additional comments)

B. MULTICULTURAL STRATEGIES AND REFLECTIONS:

(Use the back of this form for additional comments)

C. GENERAL COMMENTS/CLASSROOM DESCRIPTIONS/OBSERVATIONS:

(Use the back of this form for additional comments)

OAKWOOD UNIVERSITY
Education Department
Diversity Report

Student: _____ Date: _____

School: _____ Grade/Subject _____

Teacher: _____

Gender: male () female ()

Ethnicity: Black () White () Hispanic () Asian () Other _____

Total Number of Students: _____

Gender: male ____ female ____

Ethnicity: Black ____ White ____ Hispanic ____ Asian ____

Native American ____ Other _____

Number of Students in the following programs:

_____ Title I Reading _____ Space Program

_____ Gifted _____ Magnet Program _____ English as a second language

_____ Special Education _____ Other (please specify) _____

A. TECHNOLOGY INFUSED STRATEGIES AND REFLECTIONS:

(Use the back of this form for additional comments)

B. MULTICULTURAL STRATEGIES AND REFLECTIONS:

(Use the back of this form for additional comments)

C. GENERAL COMMENTS/CLASSROOM DESCRIPTIONS/OBSERVATIONS:

(Use the back of this form for additional comments)

**SELF REFLECTIONS
INTERNSHIP**

STUDENT: _____ **DATE:** _____

PERSONAL GOALS FOR INTERNSHIP:

IDENTIFY YOUR PERSONAL STRENGTHS IN REACHING THE GOALS YOU HAVE SET (include skills and dispositions–attitudes):

IDENTIFY OUR PERSONAL LIMITATIONS YOU FEEL YOU HAVE IN REACHING YOUR GOALS (include skills and dispositions–attitudes):

**OAKWOOD UNIVERSITY
DEPARTMENT OF EDUCATION
COOPERATING TEACHER EVALUATION OF COLLEGE SUPERVISOR**

Cooperating Teacher Educator _____

University Supervisor _____ DATE _____

Please assist us in determining the amount and type of supervision the student received this semester.
Please complete the following:

1. Supervisor adequately explained the objectives and requirements of the program.
YES () NO ()

2. Supervisor scheduled meetings with the cooperating teacher when appropriate.
YES () NO ()

3. Supervisor visited the field site and observed the teaching program, as needed.
YES () NO ()

4. Supervisor demonstrated professional behavior in the field.
YES () NO ()

5. Please rate your overall evaluation of the University Supervisor on the following scale:

1	2	3	4	5
Poor	Fair	Good	Very Good	Excellent

Comments:

OAKWOOD UNIVERSITY
DEPARTMENT OF EDUCATION
Cooperating Teacher Feedback to Teacher Education Program

1. Name of Teacher _____
2. Name of school _____
3. Type of classroom (e.g., self-contained, team teaching, elementary, kindergarten, secondary)._____
4. How many Oakwood interns have you ever supervised? _____
5. How would you rate Oakwood's interns as a whole?
 Excellent _____ Good _____ Fair _____ Poor _____
6. Please rate Oakwood Interns on the basis of the following criteria.

STRONG	AVERAGE	WEAK	DON'T KNOW	
				Knows the facts and principles of the subject matter in his/her field. CF 1
				Uses multiple, well orchestrated approaches for instruction to assist and assess students in the mastery of content in his/her field of study. CF 2
				Knows and can demonstrate effective strategies in his/her field of study in a multicultural setting. CF 3
				Demonstrates the ability to integrate technology in his/her field of study as a tool to enhance learning CF 4
				Is a caring professional committed to preparing students for life long learning. CF 5
				Has a broad knowledge of the humanities, sciences, and religion. CF 6
				Knows and can demonstrate skills in assessing student progress. CF 7
				Understands and demonstrates sensitivity to student needs. CF 8
				Shows a commitment to student service. CF 9
				Shows a commitment to professional development CF 10
				Utilizes research, assessment, and reflection to improve professional practice. CF 11
				Is a reflective practitioner CF 14
				Works in a collegial and cooperative manner. CF 15
				Demonstrates an interest and concern for all learners. D 7
				Accepts constructive feedback D 2
				Demonstrates and shows ability to become familiar with community interests and demographics when planning for instruction.
				Actively contributes to positive group functioning D 4
				Listens and respond thoughtfully. D 3

7. Do you consider Oakwood interns helpful to your program? Yes _____ No _____
8. What suggestions do you have for improving Oakwood University teacher preparation program?

**OAKWOOD UNIVERSITY
DEPARTMENT OF EDUCATION
INITIAL INTERNSHIP EVALUATION**

Student's Name _____ School _____
 Cooperating Teacher _____ Grade Level _____
 Semester: Fall _____ Spring _____ Total Days Absent _____ Total Days Tardy _____
Year Year

Directions: Circle the appropriate number next to each item.

This internship evaluation form is designed to serve as a record of the intern's initial performance in our class. We would appreciate your completing this form.

The Student Teacher is:					
Cooperative	5	4	3	2	1
Helpful	5	4	3	2	1
Pleasant	5	4	3	2	1
Enthusiastic	5	4	3	2	1
Punctuality	5	4	3	2	1
The Student Teacher:					
Uses proficiency in technology in teaching	5	4	3	2	1
Goes beyond the call of duty	5	4	3	2	1
Completes assigned tasks on schedule	5	4	3	2	1
Demonstrates respects	5	4	3	2	1
Interacts with sensitivity to student's needs and concerns	5	4	3	2	1
Shows initiative	5	4	3	2	1
Engages actively with students.	5	4	3	2	1
Shows sensitivity to classroom diversity	5	4	3	2	1
Is helpful in working with student organizations	5	4	3	2	1
I am requesting that this intern remain in my classroom					
	_____	_____			
	Yes	No			
Comments:					
_____	_____	_____			
Cooperating Teacher's Signature	Student Teacher's Signature	Date			

Biology Education
Subject Area Evaluation

Student's Name _____ Area of Certification _____
School _____ Cooperating Teacher _____ Grade _____

Recommendation for certification requires the student teacher's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.

Directions: Using the following symbols, enter the appropriate number on the line in front of each item.

- 4 - Exceptional -** The candidate demonstrates *exceptional* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at a level far beyond peers.
- 3 - Proficient -** The candidate demonstrates *proficient* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective pre-service teachers.
- 2 - Basic -** The candidate demonstrates *basic* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with pre-service teachers' initial understanding and/or performance in this area.
- 1 - Unacceptable -** The candidate does not demonstrate *minimal* understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.

Candidate	
	Has knowledge of:
1. _____	Scientific facts and the history, principles, issues, generalizations, and laws of the target science, contributions from different countries and cultures to the knowledge of science, and the relationship of each science to the other sciences and their implications and applications. (1)(a)1., CF1
2. _____	The methods of science and scientific inquiry and the ethical, technological, and environmental implications of the target science. (1)(a)2., CF2
3. _____	Measurement, mathematics (at least to the precalculus level for general science...), and statistics, and the use of technology in scientific investigations. (1)(a)3., CF4
4. _____	Inquiry and its use in effectively teaching the target science. (1)(a)4., CF2
5. _____	Procedures for organizing and administering a science laboratory, including health and safety procedures, purchase and control of supplies, proper disposal of waste materials, and proper care of instruments and laboratory equipment, and how to conduct laboratory demonstrations and field activities, investigate scientific phenomena, interpret findings, and communicate them to others. (1)(a)5., CF2
6. _____	The role and implications of the target science for daily living and techniques for addressing global and ethical issues in science. (1)(a)6., CF2

7. _____ Media and technology applications for instruction, including the use of microcomputers and related probeware and emerging technology. (1)(a)7., CF4
8. _____ Types of school and community resources for the target science program. (1)(a)8., CF1
9. _____ Theories of the origin and development of life, living processes, and the interdependency of organisms. (1)(a)1., CF1
10. _____ Significant biological phenomena as they appear in microorganisms, plants, and animals, and the relation of these phenomena to the broad areas of biology, including genetics, physiology, and ecology. (1)(a)2., CF1
11. _____ The characteristics of living organisms in terms of maintenance, regulation, behavior, reproduction, genetics, development, evolution, systematics, and the interrelationships of living organisms with their environment. (1)(a)3., CF1

Has ability to:

1. _____ Investigate scientific phenomena, interpret finding, and communicate them to others. (1)(b)1., CF11
2. _____ Address global and ethical issues in the target science and apply scientific processes to the solution of problems encountered in daily activities. (1)(b)2., CF2
3. _____ Organize, coordinate, and maintain the target science classroom, laboratory and field activities, emphasizing safety at all times. (1)(b)3., CF2
4. _____ Set up and conduct laboratory demonstrations, experiments, and field activities and use the local environment to supplement laboratory activities. (1)(b)4., CF2
5. _____ Conduct and lead students in inquiry target science activities. (1)(b)5., CF2
6. _____ Inform students about career opportunities in science and technology. (1)(b)6.
7. _____ Apply contemporary research findings, as well as the major concepts of the other sciences, to the teaching of the target science. (1)(b)7. CF11
8. _____ Use media and appropriate instructional technologies. (1)(b)8. CF4

Business Education
Subject Area Evaluation

Student's Name _____ Area of Certification _____
School _____ Cooperating Teacher _____ Grade _____

Recommendation for certification requires the student teacher's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.

Directions: Using the following symbols, enter the appropriate number on the line in front of each item.

- 4 - Exceptional -** **The candidate demonstrates *exceptional* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at a level far beyond peers.**
- 3 - Proficient -** **The candidate demonstrates *proficient* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective pre-service teachers.**
- 2 - Basic -** **The candidate demonstrates *basic* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with pre-service teachers' initial understanding and/or performance in this area.**
- 1 - Unacceptable -** **The candidate does not demonstrate *minimal* understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.**

Candidate
<p>Has knowledge of:</p> <ol style="list-style-type: none"> 1. ____ Functions of marketing, the elements of the marketing mix, and the importance of the marketing concept. (1)(a)1. CF1 2. ____ Characteristics of the organization and the components of business management in the free enterprise system. (1)(a)2. CF1 3. ____ Computer technology, information processing and interactive media. (1)(a)3. CF4 4. ____ Accounting principles and personal and business finance. (1)(a)4. CF1 5. ____ Concepts related to international business. (1)(a)5. CF1

Has ability to:

1. ____ Communicate basic economic principles and concepts of free enterprise.
(1)(b)1. CF1
2. ____ Analyze the legal requirements affecting business organizations and apply legal principles to business institutions. (1)(b)2. CF1
3. ____ Implement concepts relating to major marketing activities and how businesses make effective marketing decisions. (1)(b)3. CF1
4. ____ Apply formal/informal communications skills and techniques as used in the corporate culture. Examples: listening skills, nonverbal communication, or communication skills, business document composition and production, telephone skills and etiquette, electronic communication skills and etiquette, presentation development and delivery, etc. (1)(b)4. CF2
5. ____ Utilize concepts pertaining to human resource management, interpersonal skills, and career development. (1)(b)5. CF2
6. ____ Utilize manual and computerized accounting systems to record business transactions and prepare financial solutions in different business environments. (1)(b)6. CF4
7. ____ Develop a personal financial plan and demonstrate proficiency in domestic money management and responsible consumer activity. (1)(b)7. CF1
8. ____ Demonstrate techniques for managing business costs and developing financial strategies vital to business success. (1)(b)8. CF2
9. ____ Utilize application software--word processing, spreadsheet, database, publication (desktop and web), presentation, graphics, and telecommunications--in business situations. (1)(b)9. CF4
10. ____ Analyze computer network management and support. (1)(b)10. CF1
11. ____ Demonstrate occupational competency in the business/marketing environment. (1)(c) CF1

***Chemistry Education
Subject Area Evaluation***

Student's Name _____ Area of Certification _____
 School _____ Cooperating Teacher _____ Grade _____

Recommendation for certification requires the student teacher's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.

Directions: Using the following symbols, enter the appropriate number on the line in front of each item.

- 4 - Exceptional -** The candidate demonstrates *exceptional* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at a level far beyond peers.
- 3 - Proficient -** The candidate demonstrates *proficient* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective pre-service teachers.
- 2 - Basic -** The candidate demonstrates *basic* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with pre-service teachers' initial understanding and/or performance in this area.
- 1 - Unacceptable -** The candidate does not demonstrate *minimal* understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.

Candidate	
Has knowledge of:	
1. ____	Scientific facts and the history, principles, issues, generalizations, and laws of the target science, contributions from different countries and cultures to the knowledge of science, and the relationship of each science to the other sciences and their implications and applications. (1)(a)1., CF1
2. ____	The methods of science and scientific inquiry and the ethical, technological, and environmental implications of the target science. (1)(a)2., CF2
3. ____	Measurement, mathematics (at least to the...calculus level for chemistry...), and statistics, and the use of technology in scientific investigations. (1)(a)3., CF4
4. ____	Inquiry and its use in effectively teaching the target science. (1)(a)4., CF1
5. ____	Procedures for organizing and administering a science laboratory, including health and safety procedures, purchase and control of supplies, proper disposal of waste materials, and proper care of instruments and laboratory equipment, and how to conduct laboratory demonstrations and field activities, investigate scientific phenomena, interpret findings, and communicate them to others. (1)(a)5., CF1

6. _____ The role and implications of the target science for daily living and techniques for addressing global and ethical issues in science. (1)(a)6., CF1
7. _____ Media and technology applications for instruction, including the use of microcomputers and related probeware and emerging technology. (1)(a)7., CF4
8. _____ Types of school and community resources for the target science program. (1)(a)8., CF1
9. _____ The origin, structure, and composition of matter, its reactions, and the energy changes that accompany those reactions. (1)(a)1., CF1
10. _____ The periodic law and structural implications/applications of the periodic table. (1)(a)2., CF2
11. _____ Organic and inorganic chemistry, analytical chemistry, physical chemistry, and biochemistry. (1)(a)3., CF2

Has ability to:

1. _____ Investigate scientific phenomena, interpret finding, and communicate them to others. (1)(b)1., CF11
2. _____ Address global and ethical issues in the target science and apply scientific processes to the solution of problems encountered in daily activities. (1)(b)2., CF2
3. _____ Organize, coordinate, and maintain the target science classroom, laboratory and field activities, emphasizing safety at all times. (1)(b)3., CF1
4. _____ Set up and conduct laboratory demonstrations, experiments, and field activities and use the local environment to supplement laboratory activities. (1)(b)4., CF2
5. _____ Conduct and lead students in inquiry target science activities. (1)(b)5., CF2
6. _____ Inform students about career opportunities in science and technology. (1)(b)6., CF1
7. _____ Apply contemporary research findings, as well as the major concepts of the other sciences, to the teaching of the target science. (1)(b)7., CF11
8. _____ Use media and appropriate instructional technologies. (1)(b)8., CF1

***Elementary Education
Subject Area Evaluation***

Student's Name _____ Area of Certification _____
 School _____ Cooperating Teacher _____ Grade _____

Recommendation for certification requires the student teacher's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.

Directions: Using the following symbols, enter the appropriate number on the line in front of each item.

- 4 - Exceptional -** **The candidate demonstrates *exceptional* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at a level far beyond peers.**
- 3 - Proficient -** **The candidate demonstrates *proficient* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective pre-service teachers.**
- 2 - Basic -** **The candidate demonstrates *basic* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with pre-service teachers' initial understanding and/or performance in this area.**
- 1 - Unacceptable -** **The candidate does not demonstrate *minimal* understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.**

Candidate	
Has knowledge of:	
1. _____	The components of comprehensive, researched-based, effective reading, math, and science programs. (1)(a)1., CF1
2. _____	Diagnostic tools to use in monitoring the acquisition of reading skills, improving reading instruction, and identifying students who require additional instruction. (1)(a)2., CF2
3. _____	Techniques for using manipulative materials and play as instruments for enhancing development and learning. (1)(a)3., CF2
4. _____	Developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of the writing process in the teaching of reading; and the role of writing across the curriculum. (1)(a)4., CF1
5. _____	Academic knowledge and methods to plan and provide a developmentally appropriate curriculum for elementary students in accordance with the Alabama courses of study for health education including nutrition and safety; language arts, including writing and spelling; mathematics; music; physical education, including movement; reading; sciences; social sciences; and visual and performing arts. (1)(a)5., CF1
6. _____	Democracy, democratic institutions, values, and behavior which will foster respect for self and others. (1)(a)6., CF1

7. _____	Various techniques, strategies, curriculum and literacy models, and programs for promoting maximum development of children including, appropriate intervention methods for students with special needs, interdisciplinary instruction, flexible grouping patterns, and strategies for facilitating cooperative and independent learning, study skills and decision-making skills. (1)(a)7., CF2
8. _____	The phonology and grapheme-phoneme correspondences of the English spelling system. (1)(a)8., CF1
9. _____	Effective reading instruction and practices including those identified in the Alabama Reading Initiative publication: Essential Skills of Teachers of Reading. (1)(a)9., CF1
10. _____	Criteria to be used in selecting, organizing, and evaluating available space, resources, experiences, and equipment appropriate to the divergent components of the elementary education curriculum. (1)(a)10.
11. _____	Alternative patterns of elementary school organization. (1)(a)11., CF2
12. _____	Approaches to knowledge construction and application in all disciplines. (1)(a)12., CF1
13. _____	Strategies to involve families in planning for and assisting with their children's reading development. (1)(a)13., CF2
14. _____	Developmentally appropriate inquiry strategies for teaching math and science, including those advocated by the Alabama Math, Science, and Technology Initiative. (1)(a)14., CF1
	Has ability to:
1. _____	Use manipulative materials and play as instruments for enhancing development and learning. (1)(b)1., CF2
2. _____	Implement a systematic program of literacy instruction that is compatible with the ways that learning occurs in kindergarten and elementary-aged children. (1)(b)2., CF2
3. _____	Facilitate children's development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships. (1)(b)3., CF3
4. _____	Plan and arrange an activity-oriented, stimulating learning environment that fosters self-directed learning and meets the needs of students with varied learning styles. (1)(b)4., CF2
5. _____	Respond to children at the appropriate developmental level. (1)(b)5., CF3
6. _____	Teach health education, language arts, mathematics, music, physical education, reading, science, social sciences, and visual and performing arts. (1)(b)6., CF3
7. _____	Work effectively with children in kindergarten, primary and upper elementary grades over an extended period of time. (1)(b)7., CF3
8. _____	Apply inquiry strategies to teach mathematics and science, including those advocated by the Alabama Math, Science, and Technology Initiative. (1)(b)8., CF2
9. _____	Select appropriate research-based strategies and materials to meet the needs of struggling readers, including phonology and grapheme-phoneme correspondence. (1)(b)9., CF11
10. _____	Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum. (1)(b)10., CF3
11. _____	Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing. (1)(b)11., CF7
12. _____	Demonstrate skills in teaching Mathematics. CF 1, CF 2
13. _____	Demonstrate skills in teaching Language Arts CF 1, CF 2
14. _____	Demonstrate skills in teaching Physical Education CF 1, CF 2
15. _____	Demonstrate skills in teaching Social Sciences CF 1, CF 2
17. _____	Demonstrate skills in teaching Music CF 1, CF 2

English Language Arts Education
Subject Area Evaluation

Student's Name _____ Area of Certification _____
School _____ Cooperating Teacher _____ Grade _____

Recommendation for certification requires the student teacher's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.

Directions: Using the following symbols, enter the appropriate number on the line in front of each item.

- 4 - Exceptional -** The candidate demonstrates *exceptional* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at a level far beyond peers.
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- 2 - Basic -** The candidate demonstrates *basic* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with pre-service teachers' initial understanding and/or performance in this area.
- 1 - Unacceptable -** The candidate does not demonstrate *minimal* understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.

Candidate	
	Has knowledge of:
1. ____	Language including history and grammatical systems; acquisition and development; standard American English, to include clarity of enunciation and expression; and regional and ethnic dialects as expressions of cultural diversity in America. (1)(a)1., CF1
2. ____	The writing process including the stages of prewriting, drafting, revising, editing, and publishing, and the role of writing across the curriculum. (1)(a)2., CF1
3. ____	The impact of purpose, occasion, and audience on written and spoken discourse. (1)(a)3., CF1
4. ____	Literature including theories and methods of literary analysis and classical and contemporary American, English, and world literature including literature for youth/adolescents, works by female and minority authors, works of theory and criticism, and the short story, novel, poetry, drama, and the essay. (1)(a)4., CF1
5. ____	Effective listening techniques. (1)(a)5., CF2
6. ____	Speech communication and theatre including basic concepts; the process of oral communication including activities such as improvisation, acting, speech, group discussion, directive communication, storytelling, creative drama, and argument; the impact of communication media upon society; theatrical production and performance; the role of communication in resolving conflicts; and the role of speech across the curriculum. (1)(a)6., CF3

7. ____ Journalism including basic principles; the relationship between nonprint and print media and between media and other aspects of culture; processes of producing print and nonprint journalistic media; ethical, moral, and legal rights and responsibilities of journalists; and the potential political, economic, social, and cultural impact of journalism. (1)(a)7., CF1
 8. ____ Appropriate communication tasks consistent with the developmental levels of students and the inter-relatedness of listening, speaking, reading, and writing. ED 332 might also be used to meet this standard. (1)(a)8., CF3
 9. ____ Reading including the process and the role of reading across the curriculum; the relationship between the purposes for and the techniques of reading; and strategies for improving reading and writing skills, including comprehension. (1)(a)9., CF3
 10. ____ Strategies that enable students to read fluently at grade level and to be able to learn from reading. (1)(a)10, CF2
- Has ability to:**
1. ____ Promote language acquisition and development. (1)(b)1., CF3
 2. ____ Direct a variety of speech and theatre activities. (1)(b)2., CF2
 3. ____ Teach journalism including how to product magazine and newspaper layout; develop copy and/or story radio and television production; apply techniques of advertising, reporting, and editing; and use current and emerging technology in the production of print and nonprint journalism. 1)(b)3., CF2
 4. ____ Teach standard American English while recognizing regional and ethnic dialects as expressions of cultural diversity. (1)(b)4., Teach standard American English while recognizing regional and ethnic dialects as expressions of cultural diversity. (1)(b)4., CF8
 5. ____ Incorporate a variety of individual and group activities and multimedia/multisensory techniques in the teaching of oral and written communication. (1)(b)5., CF2
 6. ____ Select appropriate reading materials for students based on interests, abilities, and grade level and encourage student interest in reading for knowledge and pleasure. (1)(b)6., CF3
 7. ____ Interrelate the teaching of listening, speaking, reading, and writing using a variety of instructional activities. 1)(b)7., CF2
 8. ____ Use group interaction for collaborative learning in the language arts (e.g., discussion, debate, creative problem-solving, composition, drama, reading, and improvisation). (1)(b)8., CF3
 9. ____ Teach students to explore and relate personal experiences and develop interpretations. (1)(b)9., CF2
 10. ____ Teach students to identify facts, implications, assumptions, inferences, and judgments in both spoken and written discourse. (1)(b)10., CF3
 11. ____ Teach students to structure and expand ideas into coherent writing. (1)(b)11., CF3
 12. ____ Teach the writing process including the stages of prewriting, drafting, revising, editing, and publishing. (1)(b)12., CF2
 13. ____ Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing. (1)(b)13., CF7
 14. ____ Teach students to apply discipline-specific reading and writing strategies in all content areas. (1)(b)14., CF3
 15. ____ Select appropriate research-based strategies and materials to meet the needs of struggling readers. (1)(b)15., CF11

Family & Consumer Science Education

Subject Area Evaluation

Student's Name _____ Area of Certification _____
 School _____ Cooperating Teacher _____ Grade _____

Recommendation for certification requires the student teacher's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.

Directions: Using the following symbols, enter the appropriate number on the line in front of each item.

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- 1 - Unacceptable -** The candidate does not demonstrate *minimal* understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.

Candidate	
Has knowledge of:	
1. ____	Methods of designing, selecting, and maintaining clothing, and textile product; and housing, home furnishings, and equipment, in relation to values, goals, lifestyles, resources, and laws. (1)(a)1., CF1
2. ____	Financial and resource management techniques use to satisfy needs and wants of individuals and families through the life span. (1)(a)2., CF1
3. ____	The stages of human development in relation to the physical, social, emotional, and intellectual development needs of children and family members throughout the lifespan. (1)(a)3., CF1
4. ____	The impact of personal and interpersonal relationships on the home, workplace, or other environmental settings. (1)(a)4., CF1
5. ____	Strategies for healthy intergenerational living with emphasis on the physical, emotional, intellectual, and social needs of older adults. (1)(a)5., CF2
6. ____	The basic and advanced principles of nutrition, dietetics, food science, food preparation, and food service. (1)(a)6., CF1
7. ____	The impact of elements and principles of design on fashion/fashion design, housing/interior design, and food/culinary arts. (1)(a)7., CF1

8. _____ The business practices associated with interior design, fashion design, culinary arts and hospitality, nutrition and dietetics, preschool education, older adult services, and consumer services. (1)(a)8., CF1

9. _____ Teaching and learning processes. (1)(a)9., CF2

Has ability to:

1. _____ Develop skills used in the work of the family in the areas of human growth and development, parenting, nutrition and foods, housing, clothing, resource management, blending work and family life, and work outside of the home. (1)(b)1., CF1

2. _____ Integrate mathematical and scientific concepts into coursework and teach those concepts to students. (1)(b)2., CF2

3. _____ Apply safety and sanitation procedures in the planning, selecting, preparing and serving of foods using commercial methods and equipment. (1)(b)3., CF1

4. _____ Produce artwork using a variety of media, techniques, and processes to communicate ideas in fashion/fashion design, housing/interior design, and foods/culinary arts. (1)(b)4., CF2

5. _____ Teach in and operate a preschool program. (1)(b)5., CF1

6. _____ Apply skills and practices required for careers in culinary arts and hospitality, nutrition and dietetics, interior design, fashion design, preschool education, teaching, older adult services and consumer services. (1)(b)6., CF3

7. _____ Demonstrate occupational competency in at least one of the following areas: culinary arts and hospitality, nutrition and dietetics, interior design, fashion design, preschool education, teaching, older adult services, or community services. (1)[c], CF1

**Mathematics Education
Subject Area Evaluation**

Student's Name _____ Area of Certification _____
 School _____ Cooperating Teacher _____ Grade _____

Recommendation for certification requires the student teacher's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.

Directions: Using the following symbols, enter the appropriate number on the line in front of each item.

- 4 - Exceptional -** The candidate demonstrates *exceptional* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at a level far beyond peers.
- 3 - Proficient -** The candidate demonstrates *proficient* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective pre-service teachers.
- 2 - Basic -** The candidate demonstrates *basic* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with pre-service teachers' initial understanding and/or performance in this area.
- 1 - Unacceptable -** The candidate does not demonstrate minimal understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.

Candidate	
Has knowledge of:	
1. ____	Basic concepts of arithmetic; algebra; elementary and trigonometric functions; Euclidean and non- Euclidian geometry; analytic geometry; integral and differential calculus; probability; statistics; linear and abstract algebra; discrete mathematics; and computers. (1)(a)1., CF1
2. ____	Concepts of number (such as equivalency, greater than, and less than), number theory; and number systems, and computational algorithms, including estimation and approximation. (1)(a)2., CF1
3. ____	The intellectual, historical, philosophical and sequential nature of mathematics and the interrelated nature of the various branches of mathematics. (1)(a)3., CF1
4. ____	Math manipulatives and their use in effectively teaching mathematics. (1)(a)4., CF2
5. ____	Various problem-solving strategies, including reading the problem, interpreting the problem, writing/ using appropriate mathematical models, solving the problem, and reflecting on the reasonableness of the answer; working problems backwards; and estimating, making predictions, and checking. (1)(a)5., CF3
6. ____	Spatial relationships. (1)(a)6., CF1

7. ____ Mathematics vocabulary and symbols and mathematics as the basic language of science and the relationship of mathematics to emerging technologies. (1)(a)7., CF1
8. ____ The role, nature, and limitations of calculators and computers as tools in solving problems. (1)(a)8., CF1
9. ____ Computer applications sufficient to be able to evaluate, modify, and/or use available programs to solve problems. (1)(a)9., CF7
10. ____ Inquiry and its use in effectively teaching mathematics. (1)(a)10., CF2
11. ____ Technological advances that affect the teaching of mathematics, such as calculators, computers, satellite classes, video taping, and videodiscs. (1)(a)11., CF7
12. ____ A variety of teaching strategies to address the needs of students, including the value of concrete models to assist with the development of mathematical concepts; methods of making the transition from concrete to abstract learning; and tools to enhance classroom discourse, i.e., speaking and writing mathematics. (1)(a)12., CF2
13. ____ A mathematics curriculum that integrates mathematical concepts across mathematics courses and in other disciplines such as art, music, language arts, natural and physical sciences, social sciences, and business. (1)(a)13., CF1
14. ____ Co-curricular activities, such a mathematics tournaments and clubs. (1)(a)14., CF1

Has ability to:

1. ____ Use fundamental mathematical operations, algorithms, and measurements essential to teaching the full range of secondary mathematics. (1)(b)1., CF2
2. ____ Construct logical arguments for mathematical statements that are consistent within an axiomatic framework. (1)(b)2., CF2
3. ____ Use language and symbols of mathematics accurately in communications. (1)(b)3., CF1
4. ____ Use a variety of manipulative and visual materials to help students explore and develop mathematical concepts. (1)(b)4.
5. ____ Conduct and lead students in inquiry math activities. (1)(b)5., CF3
6. ____ Use estimation and approximation skills and assess the reasonableness of solutions to problems. (1)(b)6., CF7
7. ____ Use technology in problem solving and in exploring mathematical concepts. (1)(b)7., CF8
8. ____ Present and interpret data in graphical form. (1)(b)8., CF1
9. ____ Develop concrete models of mathematical concepts; use concrete models to develop algorithms; and select or create appropriate mathematical models to solve problems in mathematics and in other disciplines. (1)(b)9., CF2
10. ____ Use technology and other resources to enhance the teaching of mathematics and to promote students' understanding of mathematical concepts. (1)(b)10., CF7
11. ____ Integrate problem-solving strategies learned in mathematics into the solution of problems encountered in daily living. (1)(b)11., CF2

Music Instrumental *Subject Area Evaluation*

Student's Name _____ Area of Certification _____
 School _____ Cooperating Teacher _____ Grade _____

Recommendation for certification requires the student teacher's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.

Directions: Using the following symbols, enter the appropriate number on the line in front of each item.

- 4 - Exceptional -** The candidate demonstrates *exceptional* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at a level far beyond peers.
- 3 - Proficient -** The candidate demonstrates *proficient* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective pre-service teachers.
- 2 - Basic -** The candidate demonstrates *basic* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with pre-service teachers' initial understanding and/or performance in this area.
- 1 - Unacceptable -** The candidate does not demonstrate *minimal* understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.

Candidate	
Has knowledge of:	
1. _____	The language of music, including notational systems and vocabulary. (1)(a)1., CF1
2. _____	The common elements of music and their interaction in theory, form and analysis, composing, arranging, and performance. (1)(a)2., CF1
3. _____	Music history, and literature of Western and non-Western cultures, including ethnic/multicultural contributions to music and the relationship of music to the other arts. (1)(a)3., CF3
4. _____	The administrative aspects of the music program, including scheduling; recruitment; support groups; selection, purchase and maintenance of resource materials, equipment and performance attire; budget management; performance; and field trips. (1)(a)4., CF1
5. _____	Technology that can be used to enhance the performance of music. (1)(a)5., CF4
6. _____	The role of the music teacher as a resource person in integrating music into other components of the total school curriculum. (1)(a)6., CF1

7. _____ In addition to demonstrating the knowledge indicated in rules .32(1)(a)1-6, the prospective teacher of instrumental music shall demonstrate basic knowledge of woodwind, brass, percussion, and string instruments. (1)[c]1., CF2

Has ability to:

1. _____ Perform at an advanced level in one applied area, demonstrating technical accuracy and musical expression and perform in a variety of large and small ensembles. (1)(b)1., CF1
2. _____ Play a piano or other appropriate keyboard instrument with sufficient skill for demonstration and accompaniment, including transposition and improvisation. (1)(b)2., CF2
3. _____ Play pitched and non-pitched classroom instruments. (1)(b)3., CF2
4. _____ Utilize score reading, stylistic analysis, rehearsal management, performance practice, and conducting techniques while conducting music ensembles. (1)(b)4., CF2
5. _____ Compose and arrange music and adapt music from a variety of sources. (1)(b)5., CF2
6. _____ Interpret representative works of the past and present and evaluate the quality of musical works and performances. (1)(b)6., CF1
7. _____ Coordinate the efforts of a large group of students with diverse backgrounds and abilities so as to accomplish desired musical objectives. (1)(b)7., CF8
8. _____ Teach students to play both rhythmic and melodic classroom instruments. (1)(b)8., CF2
9. _____ In addition to demonstrating the abilities indicated in rules .32(1)(b)1-8, the prospective teacher of instrumental music shall demonstrate basic ability to play woodwind, brass, percussion, and string instruments with sufficient skill to teach; perform as a soloist; use the singing voice as a teaching tool; conduct choral as well as instrumental ensembles; and teach instrumental music to individual students and groups. (1)[c]2., CF2

Choral Music Knowledge and Ability Standards
Subject Area Evaluation

Student's Name _____ Area of Certification _____
 School _____ Cooperating Teacher _____ Grade _____

Recommendation for certification requires the student teacher's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.

Directions: Using the following symbols, enter the appropriate number on the line in front of each item.

- 4 - Exceptional -** The candidate demonstrates *exceptional* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at a level far beyond peers.
- 3 - Proficient -** The candidate demonstrates *proficient* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective pre-service teachers.
- 2 - Basic -** The candidate demonstrates *basic* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with pre-service teachers' initial understanding and/or performance in this area.
- 1 - Unacceptable -** The candidate does not demonstrate *minimal* understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.

Candidate	
	<p>Has knowledge of:</p> <p>1. _____ In addition to demonstrating the knowledge indicated in rules .32(1)(a)1-6, the prospective teacher of choral music shall demonstrate knowledge of: physical problems which may develop if the voice is used inappropriately; teaching strategies designed to develop and maintain vocal health and proper vocal production at all levels; and the organization and training of singers in the performance appropriate choral literature. (1)(d)1., CF1</p>
	<p>Has ability to:</p> <p>1. _____ In addition to demonstrating the abilities indicated in rules .32(1)(b)1-8, the prospective teacher of choral music shall demonstrate ability to: use the voice effectively in demonstrations; perform as a soloist; use woodwind, brass, percussion, and string instruments as teaching tools; and conduct ensembles. (1)(d)2., CF2</p>

Physical Education
Subject Area Evaluation

Student's Name _____ Area of Certification _____
School _____ Cooperating Teacher _____ Grade _____

Recommendation for certification requires the student teacher's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.

Directions: Using the following symbols, enter the appropriate number on the line in front of each item.

- 4 - Exceptional -** The candidate demonstrates *exceptional* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at a level far beyond peers.
- 3 - Proficient -** The candidate demonstrates *proficient* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective pre-service teachers.
- 2 - Basic -** The candidate demonstrates *basic* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with pre-service teachers' initial understanding and/or performance in this area.
- 1 - Unacceptable -** The candidate does not demonstrate *minimal* understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.

Candidate	
	Has knowledge of:
1. ____	Foundations of physical education; forces influencing the development of physical education programs; effects of participation in physical education programs; and the impact of international changes on the content of physical education programs. (1)(a)1., CF1
2. ____	Physiological principles of physical activity, including biological sciences pertaining to the structure and function of the human body and human movement; wellness (exercise, nutrition, and health-related fitness, etc.); and prevention of injuries and implementation of emergency procedures. (1)(a)2., CF1
3. ____	Biomechanical principles of physical activity for analyzing movement, motor behavior and learning, including life-span motor development and psycho-social dimensions of physical activity. (1)(a)3., CF3
4. ____	Organization, rules, strategies, and safety considerations pertaining to basic movement skills; exercise and health-related fitness; sports skills; dance; gymnastics; games; aquatics; and outdoor leisure pursuits. (1)(a)4., CF1
5. ____	Management and organizational principles including scheduling, budgeting, purchasing and maintaining facilities and equipment, and factors to be considered in designing facilities. (1)(a)5., CF1

6. _____ Techniques of coaching and officiating in a variety of individual, dual, and team sports and techniques for designing and implementing co-curricular activities, such as intramurals, field days, and other special events. (1)(a)6., CF2

Ability to:

1. _____ Group students appropriately and safely for activity and work effectively with large groups of students. (1)(b)1., CF15
2. _____ Relate effectively to a variety of age groups and ability levels simultaneously. (1)(b)2., CF8
3. _____ Teach a wide variety of skills and activities and modify activities in order to maximize student participation. (1)(b)3., CF8
4. _____ Perform proficiently in a wide variety of the skills to be taught in a comprehensive physical education program. (1)(b)4., CF2
5. _____ Relate physical education to other disciplines and programs within the school and foster an interdisciplinary approach to teaching. (1)(b)5., CF3
6. _____ Identify and avoid potentially dangerous activities, exercises, equipment, and facilities; implement emergency procedures; and avoid negligence in providing physical education instruction and utilizing facilities, equipment, and supplies. (1)(b)6., CF2
7. _____ Establish good rapport with students and set an example for appropriate attire, hard work, healthful living habits, and physical fitness. (1)(b)7., CF15
8. _____ Coach and officiate in a variety of individual, dual, and team sports. (1)(b)8., CF3

***Social Science Education
Subject Area Evaluation***

Student's Name _____ Area of Certification _____
 School _____ Cooperating Teacher _____ Grade _____

Recommendation for certification requires the student teacher's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional. This recommendation should reflect the competency for the intern at the end of the intern experience.

Directions: Using the following symbols, enter the appropriate number on the line in front of each item.

- 4 - Exceptional -** **The candidate demonstrates *exceptional* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at a level far beyond peers.**

- 3 - Proficient -** **The candidate demonstrates *proficient* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective pre-service teachers.**

- 2 - Basic -** **The candidate demonstrates *basic* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with pre-service teachers' initial understanding and/or performance in this area.**

- 1 - Unacceptable -** **The candidate does not demonstrate *minimal* understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.**

Candidate	
Has knowledge of:	
1. _____	Key concepts, generalizations, and methods of inquiry appropriate to the study of the target social science. (1)(a), CF1
2. _____	Historical themes concerning the origin and evolution of the United States, the state and region, Western civilization, and non-Western civilization in a chronological setting. (1)(a)1., CF1
3. _____	American federal, state, and local governments; domestic and international issues facing the United States; governments of other nations; and basic characteristics of international relations. (1)(a)2., CF1
4. _____	The five basic themes of geography (location, place, relationships within places, movement, and regions) in the shaping of the state, the United States, other Western and non-Western cultures and the five basic themes of geography (location, place, relationships within places, movement, and the importance of micro- and macro-economics in the shaping of Unites States, other Western, and non-Western cultures and societies. (1)(a)3., CF1

5. _____ Human behavior and social relationships. (1)(a)5., CF1
6. _____ The interrelationships of economic, political, social, psychological, and technological forces in the shaping of societies and cultures. (1)(a)6., CF1

Ability to:

1. _____ To interrelate social science concepts and teach the target social science from an interdisciplinary perspective. (1)(b), CF2

**DEPARTMENT OF EDUCATION
OAKWOOD UNIVERSITY
FINAL EVALUATION OF INTERNSHIP
ALABAMA QUALITY TEACHING STANDARDS
ALL MAJORS**

Student's Name _____ Area of Certification _____
School _____ Cooperating Teacher _____ Grade Level _____
Semester: Fall _____ Spring _____ Total Days Absent _____ Total Days Tardy _____ Full Days _____

Recommendation for certification requires the student teacher's competency in synthesizing and sustaining all the following items, in a manner appropriate to a beginning professional, for a minimum two-week period of major instructional responsibility. Consequently, this final recommendation should reflect the competency for the intern at the end of the experience.

- .
- 4 - Exceptional -** **The candidate demonstrates *exceptional* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at a level far beyond peers.**

 - 3 - Proficient -** **The candidate demonstrates *proficient* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective pre-service teachers.**

 - 2 - Basic -** **The candidate demonstrates *basic* understanding and/or skill expected of teaching professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with pre-service teachers' initial understanding and/or performance in this area.**

 - 1 - Unacceptable -** **The candidate does not demonstrate *minimal* understanding and/or skill expected of teaching professionals at the Class B level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.**

(1) Content Knowledge					
(1)(c)1. Academic Discipline(s)					
(1)(c)1.(iii)	Ability to use students' prior knowledge and experiences to introduce new subject-area related content. CF2	4	3	2	1
(1)(c)2. Curriculum					
(1)(c)2.(iii)	Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum. CF2	4	3	2	1
(2)(c) Teaching and Learning					
(2)(c)1. Human Development					
(2)(c)1.(v)	Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners. CF3, CF4	4	3	2	1
(2)(c)1.(vi)	Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each student's achievement. CF2	4	3	2	1
(2)(c)1.(vii)	Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences. CF2	4	3	2	1
(2)(c)2. Organization and Management					
(2)(c)2.(vii)	Ability to collect and use data to plan, monitor, and improve instruction. CF7	4	3	2	1
(2)(c)2.(ix)	Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction. CF2, CF8	4	3	2	1
(2)(c)3. Learning Environment					
(2)(c)3.(iii)	Ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities. CF8	4	3	2	1
(2)(c)3.(iv)	Ability to communicate with parents and/or families to support students' understanding of appropriate behavior. CF15	4	3	2	1

	(2)(c)3.(v)	Ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning. CF2	4	3	2	1
	(2)(c)3.(vii)	Ability to create a print/language-rich environment that develops/extends students' desire and ability to read, write, speak, and listen. CF2	4	3	2	1
(2)(c)4.	Instructional Strategies					
	(2)(c)4.(v)	Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design. CF4	4	3	2	1
	(2)(c)4.(vii)	Ability to evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design. CF2	4	3	2	1
	(2)(c)4.(viii)	Ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment. CF7	4	3	2	1
	(2)(c)4.(ix)	Ability to use questions and questioning to assist all students in developing skills and strategies in critical and higher order thinking and problem solving. CF2, CF8	4	3	2	1
(2)(c)5.	Assessment					
	(2)(c)5.(v)	Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives. CF2, CF7	4	3	2	1
	(2)(c)5.(vi)	Ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction. CF15, CF7	4	3	2	1
	(2)(c)5.(vii)	Ability to collaborate with others to incorporate accommodations into all assessments as appropriate. CF15, CF7	4	3	2	1

(2)(c)5.(viii)	Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning. CF2, CF3	4	3	2	1
(2)(c)5.(ix)	Ability to develop rubrics and to teach students how to use them to assess their own performance. CF2, CF7	4	3	2	1
(2)(c)5.(x)	Ability to develop and select appropriate performance assessments. CF2, CF7	4	3	2	1
(2)(c)5.(xi)	Ability to engage all students in assessing and understanding their own learning and behavior . CF3, CF8	4	3	2	1
(2)(c)5.(xii)	Ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences. CF2, CF7	4	3	2	1
(3)(c) Literacy					
(3)(c)1.	Oral and Written Communications				
(3)(c)1.(v)	Ability to demonstrate appropriate communication strategies that include questioning and active and reflective listening. CF2	4	3	2	1
(3)(c)1.(vi)	Ability to foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate. CF2, CF4	4	3	2	1
(3)(c)1.(vii)	Ability to integrate skill development in oral and written communications into all content areas that one teaches. CF2	4	3	2	1
(3)(c)2.	Reading CF1				
(3)(c)2.(iii)	Ability to integrate reading instruction into all content areas that one teaches. CF1	4	3	2	1
(3)(c)2.(iv)	Ability to stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure. CF1	4	3	2	1

(3)(c)4. Technology CF4				
(3)(c)4.(iii)	Ability to integrate technology into the teaching of all content areas. CF2, CF4	4	3	2 1
(3)(c)4.(iv)	Ability to facilitate students' individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate. CF2, CF4	4	3	2 1
(3)(c)4.(v)	Ability to use technology to assess student progress and manage records. CF2, CF4	4	3	2 1
(3)(c)4.(vi)	Ability to evaluate students' technology proficiency and students' technology-based products within content areas. CF2, CF4	4	3	2 1
(4) Diversity				
(4)(c)1. Cultural, Ethnic and Social Diversity				
(4)(c)1.(iv)	Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction. CF3	4	3	2 1
(4)(c)1.(v)	Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation. CF8	4	3	2 1
(4)(c)2. Language Diversity				
(4)(c)2.(ii)	Ability to differentiate between learner difficulties that are related to cognitive or skill development and those that related to language learning. CF2	4	3	2 1
(4)(c)3. Special Needs				
(4)(c)3.(iii)	Ability to identify and refer students for diagnosis for special services. CF1	4	3	2 1
(4)(c)3.(iv)	Ability to address learning differences and disabilities that are prevalent in an inclusive classroom. CF3	4	3	2 1

(4)(c)4.	Learning Styles	4 3 2 1
(4)(c)4.(iii)	Ability to help students assess their own learning styles and to build upon identified strengths. CF4	4 3 2 1
(4)(c)4.(iv)	Ability to design learning experiences that engage all learning styles. CF2, CF8	4 3 2 1
(4)(c)5.	General	4 3 2 1
(4)(c)5.(iii)	Ability to create a learning community in which individual differences are respected. CF3	4 3 2 1
(4)(c)5.(iv)	Ability to assess and diagnose individual students' contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics. CF7	
(5)	Professionalism	
(5)(c)1.	Collaboration CF15	
(5)(c)1.(iv)	Ability to involve parents and/or families as active partners in planning and supporting student learning. CF12, CF15	4 3 2 1
(5)(c)1.(v)	Ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies. CF3	4 3 2 1
(5)(c)1.(viii)	Ability to collaborate in the planning of instruction for an expanded curriculum in general education to include Individual Education Plans and other plans such as Section 504 goals for students with disabilities. CF15, CF2	4 3 2 1
(5)(c)1.(ix)	Ability to communicate and collaborate effectively with colleagues, students, parents, guardians and significant agency personnel who are included and valued equally as partners. CF1, CF 15	4 3 2 1
(5)(c)1.(x)	Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities. CF1, CF 15	4 3 2 1

(5)(c)2.	Continuous, Lifelong Professional Learning	CF1				
(5)(c)2.(ii)	Knowledge of a range of professional learning opportunities, including job-embedded learning, district-and state-sponsored workshops, university offerings, and online and distance learning. CF1		4	3	2	1
(5)(c)2.(iii)	Knowledge of the processes and skills associated with peer coaching and mentoring. CF1		4	3	2	1
(5)(c)2.(iv)	Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitment. CF1		4	3	2	1
(5)(c)2.(v)	Ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner. CF1		4	3	2	1
(5)(c)5.	Ethics					
(5)(c)5.(iii)	Ability to use and maintain confidential student information in an ethical and professional manner. CF1		4	3	2	1
(5)(c)5.(iv)	Ability to practice safe, responsible, legal and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies. CF1		4	3	2	1
(5)(c)6.	Local, State, and Federal Laws and Policies	CF1				
(5)(c)6.(ii)	Ability to access school, community, state, and other resources and referral services. CF1		4	3	2	1
(5)(c)6.(iii)	Ability to access resources to gain information about federal, state, district, and school policies and procedures. CF1		4	3	2	1
(5)(c)6.(iv)	Ability to keep accurate records including IEPs, especially records related to federal, state, and district policies, and other records with legal implications. CF1		4	3	2	1

Overall rating as an intern:

___ Outstanding ___ Commendable ___ Average ___ Marginal ___ Unacceptable

Areas of greatest strength:

Areas that need improvement:

Additional comments:

Cooperating Teacher’s Recommended Grade _____

Would you hire this student to teach your child (circle one): Yes Uncertain No

Cooperating Teacher’s Signature Date

Intern’s Signature Date

University Supervisor’s Signature

Date

SAMPLE VITA FORMAT

(You may use a different form and add areas, but be sure to include the areas listed below)

NAME
MAILING ADDRESS
E-MAIL ADDRESS
PHONE

EDUCATION:

TEACHING EXPERIENCE:

EXTRACURRICULAR ACTIVITIES:

AWARDS (optional):

SAMPLE SCHEDULE OF INTERNSHIP ASSIGNMENTS – ELEMENTARY

PRE-SESSIONS:

- G Orientation Seminar
- G Review student handbook
- G Identify school placements
- G Disseminate course syllabi
- G University supervisor and interns meet
on-site with cooperating teachers and principals

WEEK ONE

- G Observation and participation
- G Group work and tutoring
- G Classroom routines

WEEK TWO

- G Observation and participation
- G Group work and tutoring
- G Classroom routines
- G Teach designated subject

WEEK THREE

- G Observation and participation
- G Group work and tutoring
- G Classroom routines
- G Teach designated subject
- G Additional designated subjects

WEEK FOUR

- G Observation and participation
- G Group work and tutoring
- G Classroom routines
- G Teach designated subject
- G Additional designated subjects
- G Teach all required subjects

WEEKS FIVE AND SIX

- G Assume full responsibility of the classroom for at least
20 days, 10 of which must be consecutive.

WEEK SEVEN

- G Observe in assigned and/or other classrooms

WEEK EIGHT

- Internship Placement Assignment II

SAMPLE SCHEDULE OF INTERNSHIP ASSIGNMENTS – MUSIC & P.E.

PRE-SESSIONS:

- G Orientation Seminar
- G Review student handbook
- G Identify school placements
- G Group work and tutoring
- G Disseminate course syllabi
- G University supervisor and interns meet on-site with cooperating teachers and principals

WEEK ONE (Elementary school setting) 1st Placement

- G Observation and participation
- G Group work and tutoring
- G Classroom routines

WEEK TWO

- G Observation and participation
- G Group work and tutoring
- G Classroom routines
- G Teach designated subject

WEEK THREE

- G Observation and participation
- G Group work and tutoring
- G Classroom routines
- G Teach designated subject
- G Additional designated subjects

WEEK FOUR

- G Assume full responsibility of the classroom
- G Observe in assigned and other classroom

WEEKS FIVE (Middle school setting) 2nd Setting

- G Observation and participation
- G Group work and tutoring
- G Classroom routines

WEEK SIX

- G Classroom routines
- G Teach designated subject
- G Group work and tutoring
- G Observation and participation

WEEK SEVEN

- G Observation and participation
- G Group work and tutoring
- G Classroom routines
- G Teach designated subject
- G Additional designated subjects

WEEK EIGHT

- G Observation and participation
- G Group work and tutoring
- G Classroom routines
- G Teach designated subject
- G Additional designated subjects
- G Teach all required subjects
- G Assume full responsibility of the classroom

WEEK NINE

- G Observation and participation
- G Group work and tutoring
- G Classroom routines
- G Teach designated subject
- G Additional designated subjects
- G Teach all required subjects
- G Assume full responsibility of the classroom
- G Observe in assigned and other classroom

WEEK TEN (High School)

- G Observation and participation
- G Group work and tutoring
- G Classroom routines
- G Teach designated subject

WEEK ELEVEN

- G Observation and participation
- G Group work and tutoring
- G Classroom routines
- G Teach designated subject

WEEK TWELVE

- G Assume full responsibility of the classroom

WEEK THIRTEEN

- G Assume full responsibility of the classroom

WEEK FOURTEEN

- Observe in assigned and other classroom

SAMPLE SCHEDULE OF INTERNSHIP ASSIGNMENTS– SECONDARY

PRE-SESSIONS:

- G Orientation Seminar
- G Review student handbook
- G Identify school placements
- G Disseminate course syllabi
- G University supervisor and interns meet on-site with cooperating teachers and principals

WEEK ONE

- G Observation and participation
- G Group work and tutoring
- G Classroom routines

WEEK TWO

- G Observation and participation
- G Group work and tutoring
- G Classroom routines
- G Teach designated subject

WEEK THREE

- G Observation and participation
- G Group work and tutoring
- G Classroom routines
- G Teach designated subject
- G Additional designated subjects

WEEK FOUR - NINE

- G Observation and participation
- G Group work and tutoring
- G Classroom routines
- G Teach designated subject
- G Additional designated subjects
- G Teach all required subjects

WEEKS TEN - THIRTEEN

- G Assume full responsibility of the classroom for at least 20 days, 10 of which must be consecutive.

WEEK FOURTEEN

- G Observe in assigned and/or other classrooms

INTERNSHIP SEMINAR SCHEDULE
Fall 2008

August 04, 2008 Internship Orientation 4:00 PM

Internship Seminar will take place each Wednesday during the 16 weeks of internship. The time of all seminars/advisor meetings will be 4:30 p.m. in Room 131. This room may change. Classes begin on August 06. You are required to attend all seminars/advisor meetings. **Interns will receive time each week to catch up on their reflections. Reflections will be on lessons taught, teaching experiences, and interactions with children.**

Date	Week #	Activities & Events (4:30 – 5:30)
08/05/08	Week 1	Student Orientation Internship Handbook Onsite student introduction
08/13/08**	Week 2	Internship Handbook Review; Chapter 1 textbook
08/20/08	Week 3	Portfolio Guidelines
08/27/08	Week 4	Internship Seminar *Information Sharing *Additional Guidelines
09/03/08	Week 5	Information Sharing, Student Feedback; Ethics in education Resume writing
09/10/08	Week 6	Mock interview (Advisors); Draft resume due
09/17/08	Week 7	Information Sharing; Student Feedback Teacher Work Samples
09/24/08	Week 8	Legal aspects of Education (Guest Speaker) Portfolio Introduction and personal profile due
10/01/08	Week 9	School Safety (Guest Speaker)
10/08/08	Week 10	Meeting with advisors;
10/15/08	Week 11	Teaching in a Church School (Guest Speaker)
10/22/08	Week 12	Information-sharing; you must have completed one or more Teacher Work Sample by this date

10/29/08	Week 13	Certification (Dr. Wood)
11/05/08	Week 14	Meeting with Certification Officer
11/12/08	Week 15	Meeting with Advisors
11/19/08	Week 16	All portfolios are due! There will be no exceptions! <i>Plan to complete your portfolios within the required time.</i>

Graduation Requirement Notice

In order to graduate from Oakwood University with a degree in Education you must meet the following requirements:

- 1. Maintain a GPA of 2.5 cumulative (2.5 in Professional field and 2.5 in teaching field)**
- 2. Have no grade less than a D in general studies course where a D is acceptable.**
- 3. Pass the APTTP.**
- 4. Pass the English Proficiency Exam.**
- 5. Apply and be accepted into TEP.**
- 6. Take and pass the Praxis II Exam (Required for Internship).**
- 7. Apply and be accepted, and pass internship (Student Teaching).**
- 8. Meet foreign language requirements.**
- 9. Be fingerprinted.**
- 10. Follow graduation requirements outlined in the Teacher Education Handbook and University Bulletin. You understand that you are personally responsible for knowing about all graduation requirements.**

Huntsville City School Calendar

2008-2009 Calendar	
August 1 (Friday)	Teacher In-Service
August 4 (Mon.)	Teacher Institute
August 5 (Tuesday)	Teacher Work Day
August 6 (Wednesday)	First Student Attendance Day
September 1 (Monday)	Labor Day Holiday
October 6 - October 10	Fall Break
October 27 (Monday)	(Full Student Day and Parenting Day Activities)
November 4 (Tuesday)	Teacher In-Service
November 11 (Tuesday)	Veterans' Day Holiday
November 26, 27 & 28 (Wed.- & Fri.)	Thanksgiving Holiday
December 19 (Friday)	End of Semester (1/2 Student Day/Full Teacher Day)
Dec. 22 through Jan. 2	Winter Break Students
Dec. 22 through Jan. 2	Winter Break Teachers
January 5 (Monday)	School Reopens Full Day
January 19 (Monday)	Martin Luther King, Jr. Holiday
February 16 (Monday)	Teacher In-Service (No Students)
March 16 - March 20	Spring Break
May 22 (Friday)	Last Student Day (1/2 Student Day, Full Teacher Day)
May 21 & 22 (Thursday & Friday)	Graduation
May 26 (Tuesday)	Teacher Work Day
*Two weather days are included in this calendar. If more than two days are lost, the calendar will be adjusted.	
87 Days 1st Semester	
93 Days 2nd Semester	
180 Student Days ~ 187 Teacher Duty Days	

***One weather day is included in this calendar. If more than one day is lost, the calendar will be extended accordingly.**

**Madison City School Calendar
2008-2009 Calendar**

	<i>Updated ()</i>
August 1 (Friday)	Staff Development Day
August 4-5 (Monday, Tuesday)	Teacher Workdays
August 6 (Wednesday)	Students 1st Day (Full Day)
September 1 (Monday)	Labor Day (No School)
October 3 (Friday)	First Session Ends (42 Days)
October 6-10 (Monday-Friday)	Fall Break (No School)
October 13 (Monday)	2 nd Session Begins Students return (Full Day)
November 11 (Tuesday)	Veteran' s Day (No School)
November 26-28 (Wednesday-Friday)	Thanksgiving Holidays (No School)
December 19 Friday)	End of 2 nd Session (Full day for students)
December 19 Friday)	Second Session Ends (46 Days)
December 22 - January 2, 2009	Winter Holidays (No School)
January 5 (Monday)	Staff Development Day
January 6 (Tuesday)	Students Return – 3 rd session Begins
January 19 (Monday)	Martin Luther King Holiday (No School)
February 16 (Monday)	President' s Day (No School)
March 13 (Friday)	Third Session Ends (47 Days)
March 16-20 (Monday-Friday)	Spring Break (No School)
March 23 (Monday)	4 th session Begins (Full Day)
May 22 (Friday)	Last Student Day (Full Day)
May 22 (Friday)	4 th Session Ends (45 Days)
May 25 (Monday)	National Memorial Day
May 26-27	Teacher Workdays

COOPERATING TEACHER INSTRUCTIONS

ALL COOPERATING TEACHERS WILL COMPLETE THE FOLLOWING FORMS:

1. Pages 17-19
2. Page 27
3. Page 28

4. Page 29 - Initial Internship Evaluation
(After 2 weeks) - Elementary, Music, and P.E.
(After 3 weeks) - Secondary programs

SECONDARY TEACHERS WILL COMPLETE ONE OF THE FOLLOWING FORMS:

- Pages 30, 31 - Subject Area Evaluation - Biology
- Pages 32, 33 - Subject Area Evaluation- Business
- Pages 34, 35 - Subject Area Evaluation - Chemistry
- Pages 36, 37 - Subject Area Evaluation - Elementary Education
- Pages 38, 39 - Subject Area Evaluation - English Language Arts
- Pages 40, 41 - Subject Area Evaluation - Family & Consumer Science
- Pages 42, 43 - Subject Area Evaluation - Mathematics
- Pages 44, 45 - Subject Area Evaluation - Music-Instrumental & Vocal
- Page 46 - Subject Area Evaluation - Choral Music Knowledge and Ability Standards
- Pages 47, 48 - Subject Area Evaluation - Physical Education
- Pages 49, 50 - Subject Area Evaluation - Social Science

ELEMENTARY TEACHERS WILL COMPLETE THE FOLLOWING:

- Page 36, 37 - Subject Area Evaluation - Elementary

ALL COOPERATING TEACHERS WILL COMPLETE THE FOLLOWING FORMS:

- Pages 51 & 54 - Final Evaluation
- Page 55 - Vita (This is a sample format. You may modify, but please include all elements)

Note: Page numbers may vary.

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