The Senior Intern Handbook is periodically revised to reflect the current practices and requirements of the Florida State Approved Rollins College Teacher Evaluation Plan (IPEP) based on the twelve Accomplished Practices, identified by the Education Standards Commission and included as Appendix A in the handbook. The senior internship experience is based upon a supportive, collaborative instructional supervision model and is aimed toward excellence in the professional preparation of our pre-service teachers.

The handbook is divided into the following four sections: the first gives a general overview of the program; the second delineates the roles, requirements and expectations of senior interns, cooperating teachers and the college supervisors; the third section outlines the phases of senior internship, and the last section provides assessment techniques for evaluating senior interns.

The senior internship semester is a full semester, approximately fifteen weeks in length. This extended time period should provide ample opportunity for senior interns to experience the full range of teaching responsibilities and to demonstrate the Accomplished Practices at the performance level.

Rollins College senior interns are supervised by one of the faculty members from the Department of Education or one of our adjunct professors. Please share concerns about your senior intern with the college supervisor when they visit your school. We also encourage you to share accomplishments that our senior interns have made that we might not notice by observing a single class.

We look forward to working with you to provide our students with a meaningful and supportive senior internship experience.

Sincerely,

[Signature]

Dr. Margot Fadool
Director of Field Internships
(Revised 08/12)
Department of Education

ACCREDITATION

Rollins College is accredited by the Commission Colleges of the Southern Association of Colleges and Schools to award associate’s, bachelor’s and master’s degrees (1866 Southern Lane, Decatur, Georgia 30033-4097; phone, 404- 679-4500) and by AACSB International – The association to Advance Collegiate Schools of Business (777 South Harbor Island Boulevard, Suite 750, Tampa, FL 33602-5730; phone, 813-769-6500).

MISSION

Rollins College educates students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers. We are committed to the liberal arts ethos and guided by its values and ideals. Our guiding principles are excellence, innovation, and community.

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Section I

The Senior Intern Program

A. Contact Information
B. Overview of Senior Internship Experience
C. Qualifications for Senior Internship
D. Assessment of Student Progress
E. Operational Definitions
I. The Senior Intern Program

A. Contact Information

For questions or concerns about senior internship experience, please contact the appropriate person listed below:

Chair & Director of Teacher Education  Dr. Scott Hewit  407-646-2300
Director of Field Internships        Dr. Margot Fadool  407-671-1333
Administrative Assistant           Charles Porter    407-646-2242

B. Overview of Senior Internship Experience

Senior internship represents the culminating experience in the teacher education program. It is expected that senior interns will apply and synthesize theoretical and practical knowledge gained from their liberal arts education with pedagogical knowledge gained from working in a school setting. These experiences prepare senior interns for their initial year of full-time teaching and for success demonstrating the Accomplished Practices.

The goal of the internship is to enable the senior intern to make the transition from student to an independent and professional teacher. The senior intern, the cooperating teacher and the college supervisor should collaborate to facilitate this transition. An important point to remember about senior internship is that it is both a learning experience and a professional endeavor. The senior intern should receive support from the cooperating teacher and the college supervisor. The senior intern is expected to behave in a professional manner.

The Rollins College Teacher Education Program is based on the premise that knowledge of teaching is important, but the knowledge is not effective until it is translated into classroom performance. Thus, senior interns will participate in all activities expected of their assigned faculty member. This includes participation in non-teaching duties such as attending meetings and in-service training, communicating with parents and extracurricular activities.

During this culminating experience, senior interns gain practice in general teaching procedures, the Accomplished Practices and in the specific methods of their field. Emphasis is placed on the following: long-range, intermediate and daily planning; delivering instruction effectively; assessing student performance; and managing the classroom in ways that promote student achievement.

Senior interns gradually assume the full-time work schedule of their cooperating teacher; attend the assigned school all day, five days a week for the full Rollins college semester. This total experience of almost 600 hours provides the opportunity for guided practice in the skills necessary for assuming the responsibilities of a professional teacher.
C. **Qualifications for Senior Internship**

Students apply to be admitted to the Teacher Education Program at the time they declare a major, usually in the sophomore year. In order to be eligible for admission to the program, students must meet the following requirements:

1. A GPA of 2.5
2. Passing scores on the GK (General Knowledge) exam
3. 1-S form with essay

In addition, to be eligible for senior internship, students must also have the following:

1. Completion of all course requirements in the major area of certification
2. Three letters of recommendation from faculty
3. Maintain the 2.5 GPA
4. Pre-internship clinical experience totaling 100 clock hours
5. Satisfactory progress on their ETEP portfolio
6. Application for senior internship submitted by due date
7. Passing scores on the PED (Professional Education) exam

D. **Assessment of Student Progress**

All Rollins College Teacher Education Program graduates will demonstrate successful completion and mastery of the twelve Accomplished Practices through their final ETEP portfolio. The twelve Accomplished Practices are listed below. In Appendix A, you find a detailed version including specific indicators for assessment.

1. Assessment
2. Communication
3. Continuous Improvement
4. Critical Thinking
5. Diversity
6. Ethics
7. Human Development and Learning
8. Learning Environments
9. Planning
10. Role of the Teacher
11. Technology
12. Technology
E. Operational Definitions

College Supervisor (College Supervisor):
This person serves as the college’s representative to the public schools. Responsibilities include supervision of senior interns, and consultation with any senior intern, administrator or Director of Field Internships.

Cooperating School (Affiliated School):
A public school meeting criteria set forth in Administrative Rule 6A-5.63(2)(s)7 which provides facilities for observation, participation and teaching in cooperation with the college teacher education program.

Cooperating Teacher (Supervising Teacher, Directing Teacher):
The classroom teacher to whom the senior intern is assigned. The cooperating teacher must have completed the Clinical Educator Training. The cooperating teacher functions as a guide, model and mentor for the senior intern.

Director of Field Internships
This person is designated by the college to assume administrative responsibility for organizing and coordinating the institution’s total program of senior internship. The director of Field Internships may also be part of the supervisory team working with senior interns.

ESOL Field Experience:
Rollins students must complete an ESOL field experience where they plan instruction for and teach ESOL students. Most students will fulfill this requirement in EDU 409L, Reading Practicum, EDU 500, Pre-Internship, or EDU 417L, Teaching (specific Subject) in Secondary Schools. If a student reaches senior internship without fulfilling this requirement, they may still fulfill it in two ways: first, senior internship can be reduced to a twelve-week experience followed by a two week direct internship with an ESOL student in another classroom and perhaps another school.

Senior Intern (Student Teacher, Associate Teacher):
Any student who is enrolled in an institution of higher learning approved by the Florida Department of Education for teacher training and who is jointly assigned by such institution of higher learning and the local school district to practice teaching under the direction of a qualified certified teacher.

Senior Internship (Student Teaching, Associate Teaching):
The period of supervised teaching or field experience during which the senior intern takes increasing responsibilities for the work of a given group of learners over a period of 15 consecutive weeks.
Section II

Roles and Responsibilities
II. Roles and Responsibilities

A. The Cooperating Teacher

Rollins College welcomes you as an associate in this vital task of preparing teachers. Cooperating teachers hold a significant and desirable position among teacher educators. Studies of beginning teachers, follow-up studies of graduates from teacher education programs, and students’ evaluations of their college preparation reveal that the senior internship experience and other kinds of laboratory/field experiences have a profound influence in determining the kind of teacher a student becomes. Future teachers tend to model and teach by principles they observe during senior internship. The main roles of the cooperating teachers are to aid in guiding, directing, and encouraging the senior intern, and to serve as a model and mentor.

This experience places an important responsibility on the teacher who accepts a senior intern. The cooperating teacher’s role is to help the senior intern develop his or her own best style of teaching. Being a master teacher, by itself, does not qualify one for the responsibilities of supervising a student. In order to supervise a senior intern, the teacher must complete the state required Clinical Educator Training.

Responsibilities

In order to assist the senior intern’s move from “student” to “teacher,” the cooperating teacher should acquire a thorough understanding of the college’s senior internship program, its general philosophy and its goals. The cooperating teacher has the responsibility to do the following:

1. Prepare your students.

   The approach will vary according to the familiarity of pupils with a senior internship in general with their level of maturity and sophistication.

   The following suggestions may be incorporated:

   a. Indicate your approval and enthusiasm for the senior intern
   b. Emphasize the co-worker, collegial aspect instead of a superior subordinate relationship
      Pupils should know that the same courtesy and respect due a regular teacher apply also to a senior intern
   c. Emphasize the advantage of having two teachers in the classroom who are capable of giving professional help. Pupils usually like the idea of increased individual attention, the possibility of more varied activities, and the novelty of working with two different people
d. Stress the unique points the senior intern may bring to the school and student activities. (I.E. unusual scholastic ability, talented in the arts or athletics, physical ability, extensive travel, demonstrated leadership or performance in college or community activities)

e. Give students a feeling of responsibility for the initial orientation and acceptance of the senior intern. Students should feel that they could assist the senior intern in adjusting to the new surroundings. They should also extend the same basic courtesies to the senior intern that they would to any new person in the classroom.

2. Prepare the parents.
The same points suggested for consideration in orienting students also apply generally to parents. Parents need to be assured that their children’s education will not be jeopardized and that their children will still be in a setting that emphasizes effective teaching. The cooperating teacher may wish to stress the term “teacher” rather than the term “student” because most senior interns need only a few weeks of supervised teaching to become competent teachers. Rollins senior interns are well qualified to be in the classroom. Having two people cooperating in a teaching relationship suggests that the students may be getting additional assistance at they learn. Emphasis can be placed on the increased possibilities for individualized instruction, innovation, team teaching and specialized offerings for exceptional children. Rollins students also come to your classroom with a solid repertoire of strategies to enhance ESOL students’ education. When the cooperating teacher has done a good job of orienting the pupils, the pupils will usually orient the parents. The area of parent orientation is too important, however, to be left to chance; a letter to parents may be a good idea.

3. Introduce the senior intern to the staff and faculty of your school.
Take every opportunity to introduce the senior intern to other teachers and staff members. These introductions may be accomplished formally, in faculty meetings or informally.

4. Provide for the senior intern’s initial needs.
The cooperating teacher should provide a teacher’s desk and chair for the senior intern’s use. In addition, the cooperating teacher should provide a place where the senior intern can safeguard his or her personal belongings. Finally, the cooperating teacher should consider placing the senior intern’s name on the classroom door and on the mailbox. The senior intern’s need for information and materials corresponds to that of any new teacher.
The following may be provided to the senior intern:

a. A set of textbooks, teacher’s manuals, teaching guides and course outlines
b. A planning book and a grade book or access to each
c. A set of local and state curriculum guides appropriate to the teaching situation
d. A Teacher’s Handbook or written explanation of the school’s philosophy, school objectives; school policies; school calendar, daily schedule; records and reports; fire drill information; rules for care of the building; location and rules for use of supplies and equipment; rules for use of library, cafeteria and other facilities; map of the school; pupil evaluations; discipline rules, etc.

e. A school or district level Code of Conduct Handbook

f. A school handbook for pupils and/or parents

g. A classroom policy manual that could provide general information about the pupils and their classroom routines

5. Guide the senior intern in the initial preparation of plans and tests.

The cooperating teacher and senior intern should jointly make initial plans for the first phases of senior internship soon after the senior interns’ arrival. These plans should be flexible, as all plans are, and modified as appropriate. A tentative time schedule for assuming teaching responsibility should be made, with details being added and modifications being made as necessary. After the semester schedule has been made the students should begin developing unit and lesson plans in collaboration with the cooperating teacher. The cooperating teacher should review lesson plans in collaboration with the cooperating teacher. The cooperating teacher should review lesson plans prior to their use. Help in preparing and administering tests and using many different assessment techniques are required.

6. Confer often with the senior intern about his/her progress.

This assistance is best provided through a friendly, cooperative and constructive approach, thus establishing the foundation for a good professional working relationship. Conferences, when conducted properly, are valued tools for both the senior intern and the cooperating teacher. Conferences concerning the senior intern’s progress may occur at any time that conditions or opportunities dictate and may be as formal or informal as the participants’ desire.

The following guidelines for conferences are suggested:

a. Accept the senior intern as a coworker, keeping things on an informal, friendly basis

b. Give consideration to all problems, but be willing to listen carefully

c. Keep the conferences focused and of reasonable length

d. Help the intern develop his or her own teaching personality while suggesting viable alternatives with specific strategies for teaching

e. Provide specific information gathered by direct observation for open constructive assessment. Keep observations objective, constructive and professional. See
Appendix D for the required evaluation instrument to be used at midterm and for the final

f. Begin conferences by commending the senior intern’s effective points; use objective observations to aid the senior intern’s self-appraisal of his or her performance.

g. Summarize the discussion and give the senior intern a copy of the written critique with suggestions for improvements. Leave the senior intern encouraged, but with definite goals to accomplish.

h. Confer with the senior intern daily about his or her progress. Help the senior intern recognize strengths as well as weaknesses; suggest methods and techniques that will lead to improvement. Every senior intern needs assistance in analyzing the effectiveness of his or her teaching performance and in learning to concentrate on the learning and positive growth of the pupils rather than on themselves.

i. Keep an anecdotal record of your conferences for reference and evidence purposes.

7. Keep in close contact with the college supervisor.
Immediately notify the college supervisor if the senior intern has difficulty doing the required work. Referrals should be made as early as possible in order to assess the senior intern’s difficulties and to be able to plan strategies improving the situation. Early recognition and assistance usually enables the senior intern to have a successful senior internship experience.

8. Model good teaching.
Demonstrate good teaching techniques and methods. These will include techniques and methods related to planning and organizing instruction, effective communication using questioning and discussion strategies, team and committee work, use of technology, appropriate drill and practice directed study; effective evaluation techniques and individual and group projects. Take a few moments to go over why you handled a situation in a particular manner so the senior intern can see how you weighed your decision.

9. Make arrangements for senior interns to observe other master teachers.
Observations should include visitations to other classrooms and teachers, and should occur toward the end of the senior internship experience or as needed when the senior intern practices new techniques. The purpose of the observations should be discussed with the senior intern. The focus may be on individual differences in teaching styles; teaching techniques for class of low, average, or high ability pupils; or specific classrooms in which to observe the skillful handling of discipline, motivation, group discussion, and individualized instruction. Encourage senior interns to reflect on these experiences as part of the process of developing their own teaching styles.
10. Help the senior interns choose ways to participate in school functions.

The senior intern should participate in all school and community activities that are the normal responsibility of the teacher such as open houses, PTA meetings, and other special school-related events. If a cooperating teacher has other paid duties, the senior intern may not be required to participate (i.e. coaching).

11. Complete and return all required forms to the college.

Observe the senior intern at least every other week during the term using the formative evaluation instrument (Appendix E) or an evaluation tool of your choosing. Rollins’ midterm and final evaluation forms must be completed in a timely manner. The final evaluation form should be completed around the time of the final evaluation conference. The forms are due on or before the last day the senior intern is in the cooperating school since they are needed to complete the state approved teaching programs.

12. Write a letter of recommendation.

The final evaluation form may be a part of the recommendation file, but a separate letter summarizing the senior intern’s performance is desirable and assists in the senior intern’s future job search. The most important letter of recommendation comes from you. You have observed and worked with this teacher more than anyone else. See Appendix G of the Cooperating Teaching Edition of the handbook for sample letters of recommendation.

The Cooperating Teacher has a Right to Expect:

1. From the Senior intern:
   - Basic knowledge in his/her subject matter
   - Regular, punctual, daily attendance
   - Enthusiasm for his/her work
   - Ability and willingness to accept and initiate responsibility
   - Progressive improvement in quality and quantity of work, and progress toward demonstrating the Accomplished Practices
   - A cooperative attitude toward suggestions for personal and professional improvement
   - Loyalty to the school in which he/she is teaching and to his/her cooperating teacher
   - An ethical sense concerning the confidentiality of student and school happenings with an appropriate reserve in making comments and in avoiding of any type of gossip
2. From the Faculty of Rollins College:
   - Strong cooperation and support for the cooperating school’s instructional program
   - The senior intern is adequately prepared to begin his/her senior internship in the classroom
   - The senior intern has been carefully screened and recommended for teaching by at least two professors at Rollins College
   - The senior intern will be observed on a regular basis (more often, if needed) a minimum of five times, by the college supervisor
   - The college supervisor will be available for advisory conferences and meetings

3. Orientation, Midterm, and Final Evaluation Conferences
   At the beginning of the term, an orientation meeting is sponsored by the Director of Field Internships for the college supervisors, the cooperating teachers, and the senior interns. This initial meeting provides an orientation to the teams and an opportunity to share the expectations of the college and of the cooperating schools in order to improve the quality of the senior internship experience.

   The purpose of the evaluation conferences is to assess and evaluate the senior intern’s overall performance. A Midterm Evaluation conference is held about half way through the semester. At this meeting the college supervisor, the cooperating teacher, and the senior intern jointly confer about the senior intern’s progress to date, and identify areas in need of improvement for the second half of the year. A Final Evaluation conference is held toward the end of the semester for the purpose of assessing the senior intern’s overall performance in terms of the Accomplished Practices at the pre-professional level. The senior intern is assessed as a “beginning teacher” rather than in comparison to experienced teachers.

4. Recognition and thanks from Rollins College
   The Teacher Education Program at Rollins College recognizes and appreciates the service that the cooperating teacher provides to the senior intern and to the college. As a means of expressing that appreciation, the institution will award one non-transferable certificate to the teacher who has the primary responsibility for supervising the senior intern.

   This certificate entitles the holder to register for one course at Rollins College without payment. The certificate will serve as a voucher for tuition at the time of registration. It is valid for one full year after the senior intern completes the internship. A list of all persons eligible for the tuition remission is kept on record in the Department of Education. Those who have supervised senior interns should contact the Administrative Assistant, Charles Porter, in the Department of Education at Rollins
College to inform the Director of Senior internship of the semester for which you intend to use the certificate.

B. The Senior Intern

The experience of senior internship is one of the most interesting and essential phases in the professional preparation of a teacher. It is viewed as a critical stage of transaction from the status of a classroom teacher. Senior internship is a privilege and therefore carries with it certain personal and professional responsibilities.

Personal Responsibilities

- Display an attitude of open-mindedness and willingness to learn. Be prepared to assume responsibility for teaching
- Plan to devote all the time you possibly can to this teaching experience
  Campus activities and other work are strongly discouraged during senior internship. Place school responsibilities ahead of personal wishes, and accept duties assigned. Senior internship holidays correspond to the cooperating school calendar rather than to the Rollins calendar, e.g. Spring Break. (Exception for Fox Day, Rollins students may use their one personal day) All personal appointments, including those with doctors and dentists should be made outside the school day; it is essential that you do not take any other courses during the senior internship or work any outside jobs. In the event you need a job during senior internship, make sure it is a job that meets the high ethical standards of a teacher, jobs like bartending, etc. are not advisable)
- Establish a working relationship with all personnel in the building. This includes other teachers, administrators, secretaries, custodians, and other adults. Follow the rules of basic courtesy
- Comply with the policies of the school to which you are assigned, including those for dress and grooming
- Be on time for your job each day and meet deadlines for lesson plans and other assignments
- Remove all piercings except one or two from each ear and cover any tattoos
- Be responsible for all materials used and put them in their assigned places (cameras and projectors returned to the media center, etc.)
- Be enthusiastic!

Professional Responsibilities

- Be fully acquainted with the material contained in this manual
- Gain the respect of the pupils assigned to you by being professional, dignified, and business-like in your relations with them. Learn names and get to know your students early
• Plan carefully and adequately to insure continuity with your teaching.  
  Do not attempt to teach without a written plan that has been approved by the cooperating teacher.  Be prepared.  Study the school’s curriculum.  Your written lesson and unit plans will need to be more extensive than those of your cooperating teacher.  The small squares usually found in the plan book are not adequate for beginning teachers; your supplemental plans should be organized and kept in a separate notebook.  Your lesson and unit plans should be completed well in advance of teaching.  Always have them available for your college supervisor’s visits.

• Make use of a variety of pupil activities and teaching strategies to keep motivation high.

• Participate in other aspects of teaching, e.g., PTA, parent conferences, faculty meetings, extracurricular activities, etc.

• Consult your cooperating teacher for help with problems.  He/she should be eager to help and to answer your questions.

• Discuss the preferred techniques of classroom management and take immediate responsibility for the management of the room and for classes you teach.  Do not relinquish your right to leadership in the classroom.  Ultimately, you will be responsible for the pupils’ behavior.

• Adhere strictly to ethical standards of conduct at all times.  Observe and listen for problems that could give rise to a test of ethics.  On such occasions, discuss the issues with the appropriate personnel.  Do not gossip about your students (or other senior interns or teachers).

• Observe your cooperating teacher at work.  Remember this is a learning experience.  Many ideas and suggestions for improving your performance may be gained from observing teachers at work.

• Complete assignments for seminar on time.

• Contact your college supervisor if there is a problem that you cannot resolve alone or with your cooperating teacher.

• Inform the cooperating teacher and college supervisor of all absences.  
  The senior intern may be excused for not more than three (3) days for illness, death in the family, or other extreme emergency.  Absences in excess of three days must be made up before credit is received for senior internship.  Approval should be secured in advance from the college supervisor and the cooperating teacher for any other type of absence.

• Attend weekly seminars at Rollins College.
The Senior Intern Has a Right to Expect:

From the cooperating school, to be:

- Informed of the general policies of the school
- Provided with:
  - The general curriculum, district standards and benchmarks, and a schedule of extra class activities
  - A daily schedule of the classes in which he/she is to teach and observe
  - Comfortable quarters for work and study, including if possible, his/her own desk
  - Adequate reference materials; a course of study, textbooks, workbooks, plan book, etc. for all the subjects
- Informed concerning the general organization of the department or grade in which he/she is to teach
- Informed of the location of available materials for instruction such as visual aids, lab equipment, and access to computers, etc.
- Assured that the cooperating teacher will follow gradual phasing-in as described in the next section
- Made to feel that he/she is welcome and appreciated
- Accompanied by a substitute teachers when his/her cooperating teacher is absent from school.

From the cooperating teacher

- The opportunity to observe excellent teaching
- Wholehearted cooperation in:
  - Planning his/her lessons
  - Discussing problems related to teaching
  - Preparing teaching materials
  - Managing the classroom
  - Assessing pupil progress
- Constructive professional evaluation that provides:
  - Recognition and commendation for his/her strong areas
  - Helpful suggestions for the improvement of his/her weak areas
  - Alternative teaching strategies to meet special student needs
- An understanding that you, the senior intern, are learning to teach, that you will learn from your mistakes, that senior interns are not expected to be master teachers, and that you should be given gradual responsibility for teaching
From your Rollins College supervisor

- An Introductory Session that outlines expectations and responsibilities
- Regular on-site visits with feedback on performance a minimum of five times and more if needed
- Ongoing assessment of progress toward the Accomplished Practices and Florida’s Essential Teacher Competencies
- Support in identifying and solving problems that arise
- A midterm and final evaluation three-way conference to review the senior internship experience
- Weekly seminars related to pertinent professional topics

C. The College Supervisor

The college supervisor represents the college and serves as a facilitator to make the internship a meaningful experience. The college supervisor is responsible for ensuring that senior internship will be a rigorous learning experience, and the policies requirements of the program are carried out for the mutual benefit of the Rollins student and the cooperating school.

The college supervisor serves as a resource and a liaison to the principal, cooperating teacher and senior intern, and in this capacity will assist by offering guidance, information and suggestions. He/she should help the cooperating teacher guide the senior intern in interpreting classroom experiences in ways that reflect sound educational theory and practice. When a professional and trusting relationship is established among the participants in the senior internship program, the growth of the student as a teacher is facilitated.

The college supervisor will make timely and periodic site visits to observe the senior intern at work in the classroom and to confer with the senior intern and the cooperating teacher. The visits may or may not be pre-arranged but every effort will be expended to cause as little disruption as possible to the normal classroom routine. The college supervisor will take field notes during the observations and use those notes to guide the discussion of the follow-up conferences. All field notes should be kept for documentation purposes.

Typically, conferences following observations deal with topics such as:

- A critique of the lesson observed by the college supervisor
- Suggestions about teaching techniques
- The nature and extent of the senior intern’s responsibilities in the senior internship situation
- Problems associated with planning learning experiences for students
- Means of establishing effective relationships with students
- Ways of handling routines and classroom management
During the visits the college supervisor also confers with the cooperating teacher to discuss the senior intern’s progress. If the senior intern is not progressing appropriately, steps will be taken to address the situation. On such occasions, team conferences involving the senior intern, the college supervisor, and the cooperating teacher are needed in order to identify problems and plan strategies for resolution. When critical problems arise, the principal may be asked to participate in the conference. The college supervisor is responsible for overseeing and following through on plans for resolving the issues of concern.

Responsibilities of the College Supervisor

- Act as college liaison in acquainting the public school personnel (principals, cooperating teachers, other school officials) with the nature and purposes of the senior internship program, and in securing suggestions for improvement
- Clarify the senior intern’s role in the school
- Help the cooperating teacher and the senior intern establish a good working relationship
- Discuss with the cooperating teacher the needs and talents of the senior intern, and be available as college contact when the cooperating teacher requests help in planning or evaluating the senior intern’s work
- Visit the senior intern periodically (about every ten days) during the semester and hold conferences with the senior intern and the cooperating teacher in order to review the progress of the senior intern. The number of observations may vary according to the needs of the senior intern. The minimum number of observations will be five
- Use field notes and other observation instruments during the site visits to document the senior intern’s teaching behavior
- Provide feedback, assessment, and suggestions for improvement to the senior intern on a continuing basis. Midterm and final conferences will be held, with accompanying evaluation forms, to communicate the progress of the senior intern
- Inform the senior intern of less than satisfactory performance and take steps as necessary to remedy the situation. Weaknesses should be identified early enough to allow improvement in the student’s teaching
- Serve as a resource and consultant for the cooperating teacher and the senior intern
- Meet with the principals and serve as liaison between the college and the school
- Submit a final written evaluation to the Director of Field Internships (In addition, a letter of recommendation is suggested to be submitted for the senior intern’s placement file)
The College Supervisor Has A Right To Expect:

- Information regarding the senior intern to be honest and forthright
- Ongoing information exchange regarding changes for the senior internship experience
- Senior interns to alert the college supervisor when problems arise
- Written lesson plans in the approved format
- Honest and candid self-evaluations from senior interns
- Senior interns to communicate in advance any absences or schedule changes
Section III

The Senior Internship Experience

A. Phase One - Orientation

B. Phase Two - Observation

C. Phase Three - Participation

D. Phase Four - Teaching

E. Phase Five - Assessment
III. The Senior Internship Experience

During the internship the senior intern will assume the responsibilities of full time teaching through a series of phases including orientation, observation, participation, teaching experience, and assessment. Information concerning each phase is included in this guide and is intended to help the student fulfill his/her responsibilities as a senior intern. The senior intern will gradually assume these responsibilities. All teacher education programs at Rollins College observe a semester of full-time senior internship experience.

A. Phase One – Orientation

Orientation from Rollins College:
Prior to the internship, a full-day orientation session is scheduled to acquaint students with the responsibilities of senior internship and to allow senior interns and their college supervisor time to get acquainted and discuss specific issues. Other areas for consideration during this session include: a discussion of general expectations for senior interns, the syllabus and semester calendar with the due dates for assignments, an overview of assessment tools, and setting up of the college supervisor’s visits.

Orientation from your cooperating teacher:
The cooperating teacher is responsible for orienting the senior intern to the assigned school. This process should involve acquainting the senior intern with such matters as:

- The schools’ physical facilities.
- Classroom seating plans.
- Curriculum materials and courses of study, including district standards and benchmarks.
- The bell system and how it operates.
- Procedures for setting a working schedule for senior internship.
- Procedures for handling school records.
- General school policies.
- Faculty meetings and other non-academic responsibilities and duties.
- School services such as administration, guidance, media.
- Senior intern manual and policies for senior interns in the school.
- Procedures for implementing Individual Education Programs for students with special needs.
- Availability of technology and computers.
B. Phase Two – Observation

The first days at your school will be very challenging as this is the time you will become acquainted with the physical plant, facilities, routine, personnel and your class. Be alert, look around and ask questions of your cooperating teacher and the students.

When observing any teacher working with different classes, always be professional. You should not be quick to judge; rather you should use this opportunity to increase your understanding of basic principles regarding instruction. The period of observation will contribute to your understanding of the students and the procedures of instruction so that you will be better prepared when it is time for you to begin teaching.

In order to receive maximum benefit from your observations, you must know what to observe, how to conduct yourself, and how to make the best possible use of the ideas obtained.

Thoughtful attention should be given to each of the following items:

- Visit the school. Observe the type of community in which your school is located. Note whether the homes are single family, apartment houses, etc.
- Observe how your cooperating teacher keeps monthly reports, maintains school records, enters anecdotal data, uses cumulative files and completes reports for parents
- Become familiar with the audio-visual and computer equipment available
- Know the arrival and dismissal times for both students and teachers
- Check any added duties and extra-curricular activities of your cooperating teacher
- Learn the rules and regulations for tardiness and absences of students
- Learn the daily taking and recording of attendance procedures
- Learn the regulations that govern teacher absences, including your own and adhere to procedures
- Familiarize yourself with your school’s policy in matters that affect students and yourself as a senior intern
- Learn as much as you can about district and school regulations concerning the behavior of students. Find out what should not be done when correcting misbehavior or in dealing with infractions of school rules
- Learn the school’s policy on assigned homework
- Learn the regulations that govern field trips
- Learn which staff, PTA, and other meetings you and your cooperating teacher are expected to attend
Suggestions for phasing from observation to participation

The following suggestions for transitioning the senior intern into participating more fully are flexible. Variations will depend upon a number of individual differences in the abilities of the senior interns, the content of material being taught at the time, teacher goals, class schedules, and the general feelings of the senior intern and the cooperating teachers regarding the intern’s readiness. Initially, the senior intern should observe the classroom for a few days. Then the senior intern should begin to add responsibilities for teaching incrementally. The senior intern should be involved in classroom activities, and work with individuals and small groups before starting to teach whole group lessons. Observation, of course, is an ongoing experience, but the length of the initial observation period should be not more than a week.

In preparation for teaching, senior interns again should be aware of and make note of the following:

- The use of bulletin boards and charts, and the general arrangement of the classroom
- The seating arrangement and names of all the pupils
- The attention spans, temperaments, and personalities of pupils
- The daily classroom organization and routine
- The wide range of interests, abilities and skills of both females and males
- The different kinds of group arrangements; which students work well together and which do not
- The nature of teacher-pupil relationships including the teacher’s awareness of and the sensitivity to the pupils
- The evidence of teacher planning in the classroom
- The different types of instructional and motivational techniques used
- The extent to which the learning environment is teacher-centered, subject-centered, or pupil-centered
- The use of discussion techniques and ways in which questioning is used in the classroom
- The nature of the subject matter content making up the curriculum
- The teacher’s classroom management strategies
- How the teacher handles emergencies or serious problems that may arise
- The procedures for obtaining materials and equipment
- Various resource personnel, other than the regular classroom teacher, who help in the classroom
- The senior intern’s role in parent-teacher conferences
- Evidence of educational theory being implemented. Be alert to situations in which theory might be considered invalid or open to question

After the initial period of observation, the senior intern should become increasingly more involved in activities and experiences that are a normal part of the classroom teacher’s duties.
It is to be noted that although the college student will be a valuable addition to the cooperating teacher in performing various duties, the senior intern should not be viewed merely as an assistant to the regular teacher. During the next phases the senior intern gradually assumes all the responsibilities of the cooperating teacher. The length of time a senior intern devotes to specific activities and phases may vary depending on the needs of the senior intern and any particular constraints in the teaching environment. However, all senior interns will be expected to have several weeks of unassisted teaching in order to practice and gain proficiency in their teaching skills.

C. Phase Three – Participation

Elementary Senior Interns (Secondary skip to page 27)

Participation includes those activities that serve as a link between observation and actual teaching. The cooperating teacher should provide the senior intern with many opportunities to participate in the whole range of school activities.

1. FIRST WEEK: (Should occur concurrently with observation time)
   - Take care of the morning duties
     - Keep the room in good physical order. Organize “helpers”
     - Encourage students to return books to the classroom library in neat order, and put games and materials back in place after use
     - Help with attendance and beginning day activities
   - Locate the various rooms of the school
     - Faculty and Staff rooms such as teachers’ work areas, principal’s office, nurse’s office or clinic, teachers’ lounge
     - Know where the students are taken for lunch, gym, music and art
     - Student areas such as the media center, computer center, multi-purpose room, cafeteria, specialists’ rooms for art, music and PE, etc.
   - Have several stories prepared to read or tell for short blocks of time
   - Be responsible for planning an activity to help a child with a learning problem. Plan this with your cooperating teacher
   - Keep a notebook in which you take notes and make observations. Record any questions you may have about the classroom. A good time to get answers to questions would be at break time or after school. If questions come up that need to be answered immediately, consult your teacher unobtrusively
• Be familiar with the following regulations: playground and/or out-of-class rules, discipline codes, fire or inclement weather drills, rules for dismissal and bus riders

2. SECOND WEEK:
• The senior intern should start the day by taking attendance, collecting lunch money, and conducting opening exercises
• At the end of the day, the senior intern will get the students ready to go home
• Take over one subject area, such as science or math or a reading group
• Supervise students at lunch, in halls, auditorium, media center, and playground
• Help cooperating teacher correct papers
• Put up new bulletin board that goes with a subject you are teaching
• Work with individual children when they need help. (Be sure to get permission from your teacher)
• Begin using the various instructional media, and introduce and discuss a video
• Provide appropriate learning materials and experiences for students
• Monitor, or help monitor the class during a testing situation
• Read and tell stories to the pupils
• Promote self-confidence and improved speech by listening to students and by encouraging them to communicate

3. THIRD WEEK:
• Continue to add duties from above
• Begin to make decisions in line with your teacher’s wishes
• If you feel ready, take on one more subject area. If you are feeling overwhelmed, keep the first subject and wait another week before taking on the second subject
• Be responsible for taking students in an orderly fashion to music, gym, etc.

(Proceed to page 28)
Secondary Senior Interns

1. FIRST WEEK: (May occur concurrently with observation)
   - Assist cooperating teacher in correcting students’ papers and tests
   - Construct a bulletin board for your subject area
   - Get to know your students
   - Provide individual help for struggling students
   - Become familiar with the following regulations:
     o Discipline codes: Fire, bomb and weather drills
     o Rules for leaving the classroom or campus
   - Keep a notebook in which you make observations and record questions you have about students or the classroom
     o A good time to get answers to questions is at break time or after school
     o If questions come up that need to be answered immediately, consult teacher discretely
   - Make a seating chart; take roll and record attendance for each period
   - Prepare materials for student use
   - Operate audio-visual equipment and available technology in your classroom
   - Assist students with in-class assignments

2. SECOND WEEK:
   - Take attendance and return students’ completed work
   - Assign and explain any homework that the teacher is intending to give the students
   - Teach one content lesson each day
   - Assume the monitoring of selected pupil assignments
   - Provide leadership when introducing or discussing a video
   - Provide appropriate learning materials and activities for students
   - Provide one-on-one academic consulting and work with small groups
   - Prepare to take over one class period

3. THIRD WEEK:
   - Continue to add duties from above
   - Begin to make decisions in line with your teacher’s wishes
   - If you feel ready, take on one more period of instruction. If you are feeling overwhelmed, keep the first period and wait another week before taking on the second period
D. Phase Four – Teaching

The senior intern moves steadily through the orientation, observation, and participation phases, gradually assuming more and more responsibilities in planning and directing learning experiences. Eventually, every senior intern will assume full responsibility for planning, organizing, directing, and evaluating the teaching-learning environment.

During this phase of the program, all senior interns will be expected to show proficiency in the twelve Accomplished Practices at the pre-professional level (see Appendix A). Senior interns and cooperating teachers should review these carefully and often to monitor the senior intern’s progress. If the senior intern displays a specific weakness in any one of the Accomplished Practices or Competencies, or in meeting subject area standards, the college supervisor should be contacted immediately. The team will then confer and develop a plan to help the senior intern overcome the problem area. Subject area standards are available in the Department of Education office.

The cooperating teacher and the senior intern should have already developed a plan for the senior intern’s assumption of the various subjects taught. The sequencing of the subject areas to be assumed is left to the discretion of the cooperating teacher and the senior intern. In general, a new teaching responsibility should be added each week.

The senior intern and the cooperating teacher should develop lesson plans together for the first week that the senior intern teaches the subject. After the first week, the senior intern should develop and write the plans with input from and approval of the cooperating teacher. Once the senior intern takes over the subject area, he or she has responsibility for teaching it for the remainder of the internship.

Elementary & Secondary

4. FOURTH WEEK:
   - Assume planning and teaching responsibility for another subject area or period. Cooperating teacher should be leaving the room for periods of time

5. FIFTH AND SIX WEEKS:
   - Add one or more content areas

6. SEVENTH WEEK:
   - Add any remaining subject areas/periods. By the end of this week the senior intern should be planning and teaching ALL subjects/periods. The cooperating teacher is still assisting, but is out of the room for longer periods of time
7. EIGHTH WEEK:
   - Unassisted senior internship begins

8. NINTH THROUGH FIFTEENTH WEEK:
   - Unassisted senior internship. The senior intern is responsible for the primary learning environment of the students. The cooperating teacher should observe periodically (at least once a week) and provide feedback to the senior intern and college supervisor

9. FIFTEENTH WEEK:
   - Reduced teaching assignment. Phasing out should occur the last two or three days of the last week of the internship. Observations in other classrooms at the cooperating school may occur this week

E. Phase Five – Assessment

Evaluation of the senior intern’s progress is a continuous and cooperative effort in the senior internship experience. The senior intern and the cooperating teacher may use the activities and suggestions contained in the senior internship handbook as a checklist of activities and responsibilities that need to be accomplished.

The Formative and Final Evaluations forms are expected to be used for assessment and will provide valuable data for senior intern/cooperating teacher conferences and for the Mid Term and Final Evaluation Conference. The senior intern, the cooperating teacher and the college supervisor should use the written evaluation forms, both formative and final. For the formative assessments (about every two weeks) the senior intern should show cumulative progress. Strengths and weaknesses as well as recommendations for improvement should be noted. Sufficient time must be allowed for the senior intern to show evidence of improvement. See the specific directions for assessment in Appendix B.

About halfway through the semester, the college supervisor will schedule a three-way midterm evaluation conference with the cooperating teacher and the senior intern to review and summarize the senior intern’s level of progress. During the final weeks of senior internship, the college supervisor will schedule a Final Evaluation Conference with the cooperating teacher and the senior intern to review and summarize the senior intern’s level of progress and his or her readiness to assume the role of the professional teacher.

The cooperating teacher, the senior intern, and the college supervisor must complete midterm and final evaluation forms. These evaluation forms will be provided with the Senior Intern Packet at the orientation meeting.
Section IV

Assessment and Evaluation

A. When Problems Arise

B. Develop a Plan
IV. Assessment & Evaluation Tools (To The Senior Intern)

Evaluation will be an ongoing process during your senior internship. While we expect to see progress and growth throughout your internship, you will not be expected to perform at a level expected from an experienced teacher. The Education Department faculty understands that this is a learning experience for you.

You will need to reflect often on your own performance in the classroom. Your cooperating teacher should provide you with daily feedback and your college supervisor will give you periodic verbal and written evaluations. You can expect two formal evaluations from your cooperating teacher and your college supervisor. The first evaluation should take place near midterm and should include a three-way conference with you, your cooperating teacher and your college supervisor. At this time, each can review your evaluation form with you and help you set goals for the second half of your internship. The final evaluation should take place during your last week of the internship. A copy of your final evaluations, along with written letters of recommendation will be placed in your college file.

Occasionally a student encounters some difficulties during the senior internship experience. If this should happen to you, your cooperating teacher and college supervisor will work closely with you to help you make the necessary adjustments so that you can be effective. You will need to reflect carefully on their advice and critically evaluate yourself and your teaching methods.

A. When Problems Arise

Both your cooperating teacher and the college supervisor have a responsibility to let you know exactly where you stand at every point in the program. If inadequacies surface, you will be notified AS EARLY AS POSSIBLE. We will not wait to see if these problems self-correct but will guide you and offer advice on changes you need to make to be effective in the classroom. You can expect support and honesty from your college supervisory as long as you are making progress and reflecting critically on your own teaching. If the problems require extra observations, you can be assured that adequate professional supervision will be provided to enhance your opportunities for success.

In a small number of cases, it is obvious that the normal term of senior internship will not be sufficient to warrant a recommendation for a teaching certificate. Making decisions about inadequacy is always difficult, but the specific skills of teaching detailed on the evaluation form make it easier to identify and describe deficiencies as well as strengths. The formal evaluation form found in Appendix D will be used to determine qualifications. If severe inadequacies exist in more than one area, your senior internship may be terminated.
Both the school where you student teach and your cooperating teacher have the right to request termination of your senior internship experience.

Most weaknesses can be improved through recognition, and concerted effort. Once a problem area has been identified for you, it needs to be accepted as a problem and a plan created to help you achieve necessary growth. In some cases lengthening individual diagnosis and plan of action, the following procedures may help you achieve your goals.

B. Develop a Plan

Work closely with your cooperating teacher and college supervisor to develop a plan to help you change the behaviors that have been determined inappropriate.

- Plan far enough in advance so that review and revision of those plans is possible
- Accept shared ideas for methodology and procedure
- Increase your responsibility at an appropriate rate. While it is important to assume the full teaching load, preparation and readiness are important factors in your success
- Observe and experiment with teaching behaviors your cooperating teacher demonstrates for you
- Accept constructive criticism
- Implement time management strategies and use your time appropriately
- Do not try to take on extra work during senior internship
- Discuss concerns and problems openly with your college supervisor. Early assistance is key to your success
Section V

Appendices

Appendix A. Institutionally Developed Assessment Indicators for the Accomplished Practices at the Pre-professional Level.

Appendix B. Senior Intern Evaluation

Appendix C. Expanded Definitions for the Personal/Professional Skills

Appendix D. Senior Intern Evaluation Form

Appendix E. Senior Intern Observation Form

Appendix F. Florida Subject Area Standards for elementary Education

Appendix G. Sample Letters of Recommendation
# ETEP Requirements

Institutionally Developed Assessment Indicators for the Accomplished Practices at the Pre-Professional Level Throughout the Clinical Experience, the senior intern should demonstrate growth. For the purpose of periodic and final evaluations, the senior intern should be viewed as “beginning teacher.”

## 1. ASSESSMENT – Uses assessment strategies to assist the continuous development of the learner.

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<tbody>
<tr>
<td>1) Designs objective tests for content areas</td>
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<td>2) Employs alternative assessment strategies</td>
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<td>3) Assesses student reading ability through the use of informal diagnostic testing</td>
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<td>4) Modifies instruction based on students standardized or informal assessments</td>
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Comments:

## 2. COMMUNICATION – Uses effective communication techniques with students and all other stakeholders.

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<tr>
<td>1) Motivates and encourages students to meet high expectations</td>
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<td>2) Uses good questioning strategies</td>
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<td>3) Provides constructive feedback on classroom work and behavior</td>
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<td>4) Give directions in a clear and precise manner</td>
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Comments:

## 3. CONTINUOUS IMPROVEMENT – Engages in continuous professional quality improvement for self and school.

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<tr>
<td>1) Uses assessment/reflective measures to evaluate and improve teaching</td>
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<td>2) Designs and develops personal/professional development plan</td>
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<td>3) Participates in professional development activities</td>
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<td>4) Participates in school improvement process</td>
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Comments:

## 4. CRITICAL THINKING – Uses appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking capabilities of students.

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<tr>
<td>1) Provides experiences and activities for students to use higher level thinking skills</td>
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<td>2. Plans instruction that requires students gather data and use problem solving skills</td>
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<td>3) Encourages the development of creative and innovative projects.</td>
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<td>4) Demonstrates and/or models higher level thinking skills.</td>
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Comments:
5. DIVERSITY – Uses teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socio-economic backgrounds.

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<tr>
<th>1) Fosters a learning environment in which all students are treated equitably</th>
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| 2) Employs a repertoire of strategies that recognizes needs of language enriched pupils | NE        |
|-----------------------------------------------------------------------------------------------|
| 3) Employs a repertoire of strategies that recognizes needs of students with disabilities    |
| 4) Selects appropriate, culturally, and linguistically sensitive materials for the learning process |

Comments:


| 1) Recognizes and avoids potentially harmful classroom Conditions | NE        |
|-----------------------------------------------------------------|
| 2) Understands and adheres to the State of Florida’s Code of Ethics |
| 3) Supports students’ access to diverse points of view in the process of learning |
| 4) Keeps in confidence personally identifiable information obtained in the course of professional service |

Comments:

7. HUMAN DEVELOPMENT AND LEARNING – Uses an understanding of learning and human development to provide a positive learning environment that supports the intellectual, personal, and social development of all students.

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<th>1) Recognizes and identifies developmental levels</th>
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<td>2) Differentiates assessments to reflect needs of Students</td>
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<td>3) Activates student’s prior knowledge to help them make the link with new learning</td>
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<td>4) Acquires a collection of strategies to motivate and instruct students at appropriate levels</td>
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Comments:

8. KNOWLEDGE OF SUBJECT MATTER – Demonstrates knowledge and understanding of the subject matter.

| 1) Explains subject matter in such a way that students understand and learn | NE        |
|--------------------------------------------------------------------------|
| 2) Provides evidence of increased subject matter knowledge |
| 3) Uses appropriate subject matter materials and technologies to develop student learning |
| 4) Provides evidence of instruction that integrates subject areas |

Comments:
9. LEARNING ENVIRONMENTS – Creates and maintains positive learning environments in which students are actively engaged in learning and self-motivation.

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1) Uses a minimum of three classroom management strategies equitably and consistently
2) Maintains a well-ordered classroom environment including establishing routines
3) Uses input from students to maintain an effective learning environment
4) Provides opportunities for students to participate in a variety of grouping activities

Comments:

10. PLANNING – Plans, implements, and evaluates effective instruction in a variety of learning environments.

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1) Plans and implements instruction to meet the Sunshine State Standards
2) Develops a thematic unit of instruction that includes long range plans
3) Plans and implements units that include a variety of instructional models
4) Demonstrates instructional flexibility and awareness of the teachable moment

Comments:

11. ROLE OF THE TEACHER – Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experience of students.

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1) Provides meaningful feedback to student efforts
2) Includes family and community resources
3) Is able to recognize signs of abuse and/or distress, and knows to whom this should be reported
4) Conducts conference(s) with parents/guardians to enhance student performance

Comments:

12. TECHNOLOGY – Uses appropriate technology in teaching and learning processes.

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1) Uses web-based resources to enhance instruction
2) Uses presentation technology to enhance instruction
3) Maintains an electronic grade book
4) Utilizes computer assisted instruction with students

Comments:
Senior Internship Evaluation

Directions For Use

PURPOSE
The evaluation instruments are intended as a means of providing the senior intern both formative and final evaluations of his/her growth throughout the senior internship experience. The formative reports serve as periodic evaluations, alerting the senior intern to current strengths as well as areas needing continued growth prior to the completion of the teaching experience. The final evaluation is placed in the student’s file and may be used as a student’s reference for job placement.

SCHEDULED USE
It is recommended that the cooperating teacher observe the student using the formative evaluation instrument 5 to 7 times, or about every two weeks. Senior internship skills are not likely to be highly developed at the beginning of senior internship and the focus of the initial observation is to establish base line data and then to look for continued growth. The cooperating teacher should do the final observation just prior to the final evaluation conference. Each observation should be dated.

The cooperating teacher should duplicate the final evaluation form to retain in his or her file and give the original to the college supervisor or forward it to the Director of Field Internships at the Rollins College Department of Education during the last week the senior intern is at the school. This evaluation is utilized in determining the student’s final grade and must be received before the end of the term.

IMPORTANT POINTS
1. For the purpose of evaluation, the senior intern should be viewed as a BEGINNING TEACHER throughout and at the conclusion (final evaluation) of the experience. The senior intern should not be evaluated in relation to the skill level standard of the cooperating teacher, but rather in comparison to expected skill levels of a beginning teacher.
2. Show Cumulative Progress: It is the intent of formative evaluations to demonstrate the cumulative growth of the senior intern over a period of time. It is assumed that during the experience, all areas of evaluation would be observed and that the senior intern’s level of skill development will improve.
3. Be Honest: It is important that supervisors (school and college) are objective and honest in the completion of their evaluations at all points during the experience. Be careful not to overrate the senior intern on early reports prior to having observed the intern for a sufficient period of time.
4. **Employ Cooperative Evaluation:** The student should mutually participate in his or her formative, midterm, and final evaluations. Evaluative conferences, at which time the evaluation is reviewed together, afford the senior intern the opportunity to clarify perceptions, and to respond the supervisor’s assessment of his or her progress. Most importantly, it provides needed practice in self-evaluation.

5. **Provide Very Specific Feedback:** When improvement is needed for a competency, the senior intern should receive specific written suggestions on how to effect change. Brief notes should be written on the form with more specific follow-up to the senior intern (and college supervisor if necessary). It is critical that the senior intern receive ongoing and very specific feedback throughout the senior internship experience to be able to maximize skill development prior to the completion of the final evaluation.

6. **Mutually Review Competence Definitions:** Definitions of each Accomplished Practice Indicator are attached (see Appendix A). It is important, for the validity of future evaluations, that these be reviewed early in the experience and that the cooperating teacher and senior intern reach agreement on the interpretations of the indicators to be evaluated.

7. **Final Evaluation:** In addition to a rating scale, written comments are strongly encouraged since these provide more information to a potential employer than check marks. This page may take the place of a letter of recommendation if you choose to use it for that purpose. Because the senior intern may use this form in seeking employment, it is important to plan what is written with care. Further, it is necessary to insure that this final form is particularly neat and clear (for further duplication purposes), and is identified as final. Be sure to date and sign the form.

8. If you have other questions, contact the college supervisor or the Dr. Margot Fadool, Director of Field Internships at 407-691-1333.
Appendix C

Expanded Definitions For The
Personal/Professional Skills (Section One)

1. Enthusiasm for Teaching
Shows a consistent interest in teaching as a profession. Evidences a professional commitment through his/her daily behavior and interactions with students, other teachers, staff, administrators, and other adults in the school community. Demonstrates excitement about the instructional experience.

2. Relationships with Other Adults at the School
Develops positive and constructive relationships with both the cooperating teacher and other adults at the school. Accepts and utilizes feedback from others willingly. Takes opportunities to collaborate and cooperate with other adults, including parents.

3. Personal Appearance, Mannerisms
Demonstrates professional dress, grooming, and hygiene appropriate to a public school setting. Behaves in a mature, responsible manner around students, parents, and other adults at the school and in the community. Provides a role model for students of all ages.

4. Attendance, Punctuality, Reliability
Is in attendance regularly, and arrives at school and for appointments on time. Is prepared each and every day, and can be counted on by students, cooperating teacher, and other adults. Is dependable and thorough in the implementation of administrative duties, senior internship policies, and school policies.

5. Initiative, Flexibility, Judgment
Readily seeks out and accepts responsibilities in the classroom and around the school. Responds appropriately to changes in schedules and new situations, and adapts effectively with a positive professional attitude. Uses mature judgment in daily decision making related to both teaching and non-teaching situations.

6. Academic/Affective Preparation
Demonstrates the necessary communication and literacy skills to teach effectively. Has a sound knowledge of basic academic skills at the appropriate level, and a thorough grounding in the necessary subject areas. Continues to seek growth and learning in all educational areas. Takes initiative in enhancing his/her own teaching competencies.
Rollins College Department of Education
Senior internship Evaluation Form

Student’s Name: _____________________________  Date: _________________________________

School: ________________  Grade/Subject: _________________________

Semester: ___________________________  Cooperating Teacher: ____________________

**DEFINITION OF LEVELS OF PERFORMANCE**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>5</td>
<td>Superior, outstanding performance, beyond what is typically expected of a pre-service student</td>
</tr>
<tr>
<td>4</td>
<td>Competent, good performance, effective and commendable behavior</td>
</tr>
<tr>
<td>3</td>
<td>Acceptable, adequate performance and behavior overall</td>
</tr>
<tr>
<td>2</td>
<td>Improving has progressed but needs to continue to improve</td>
</tr>
<tr>
<td>1</td>
<td>Not acceptable performance at this time, needs considerable assistance and guidance</td>
</tr>
<tr>
<td>NA</td>
<td>Not able to judge at this time, or not applicable to this student in this setting</td>
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Please circle which evaluation is being completed at this time

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<th>Midterm</th>
<th>Final</th>
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Throughout the Clinical Experience, the Senior intern should demonstrate growth. For the purpose of periodic and final evaluations, the Senior intern should be viewed as a “beginning teacher.”

**SECTION ONE. PERSONAL/PROFESSIONAL SKILLS**

| | | | | | |
|---|---|---|---|---|
| 1. Enthusiasm for Teaching | NA | 1 | 2 | 3 | 4 | 5 |
| Comments: | |

| | | | | | |
|---|---|---|---|---|
| 2. Relationships with other adults at school | NA | 1 | 2 | 3 | 4 | 5 |
| Comments: | |

| | | | | | |
|---|---|---|---|---|
| 3. Professional Appearance, Mannerisms | NA | 1 | 2 | 3 | 4 | 5 |
| Comments: | |
4. Attendance, Punctuality, Reliability

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<td>Comments:</td>
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5. Initiative, Flexibility, Judgment

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<td>Comments:</td>
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6. Academic/Affective Preparation

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<td>Comments:</td>
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SECTION TWO . ASSESSMENT INDICATORS FOR ACCOMPLISHED PRACTICES (PREPROFESSIONAL LEVEL)

1. ASSESSMENT

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<tbody>
<tr>
<td>Designs objective tests for content areas</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Employs alternative assessment strategies</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Assesses student reading ability through the use of informal diagnostic testing</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Modifies instruction based on students standardized or informal assessments</td>
<td>NA</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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Comments: 

2. COMMUNICATION

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<tbody>
<tr>
<td>Motivates and encourages students to meet high expectations</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Uses good questioning strategies</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Provides constructive feedback on classroom work and behavior</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Give directions in clear and precise manner</td>
<td>NA</td>
<td>1</td>
<td>2</td>
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Comments: 

3. CONTINUOUS IMPROVEMENT – Engages in continuous professional quality improvement for self and school.

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<tbody>
<tr>
<td>Uses assessment/reflective measures to evaluate and improve teaching</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Designs and develops personal/professional development plan</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Participates in professional development activities</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Participates in school improvement process</td>
<td>NA</td>
<td>1</td>
<td>2</td>
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Comments: 

41
4. CRITICAL THINKING – Uses appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking capabilities of students.

1) Provides experiences and activities for students to use higher level thinking skills
2. Plans instruction that requires students gather data and use problem solving skills
3) Encourages the development of creative and innovative projects
4) Demonstrates and/or models higher level thinking skills

Comments:

5. DIVERSITY – Uses teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socio-economic backgrounds.

1) Fosters a learning environment in which all students are treated equitably
2) Employs a repertoire of strategies that recognizes needs of language enriched pupils
3) Employs a repertoire of strategies that recognizes needs of students with disabilities
4) Selects appropriate, culturally, and linguistically sensitive materials for the learning process

Comments:


1) Recognizes and avoids potentially harmful classroom conditions
2) Understands and adheres to the State of Florida’s Code of Ethics
3) Supports students’ access to diverse points of view in the process of learning
4) Keeps in confidence personally identifiable information obtained in the course of professional service

Comments:

7. HUMAN DEVELOPMENT AND LEARNING – Uses an understanding of learning and human development to provide a positive learning environment that supports the intellectual, personal, and social development of all students.

1) Recognizes and identifies developmental levels
2) Differentiates assessments to reflect needs of students
3) Activates student’s prior knowledge to help them make the link with new learning
4) Acquires a collection of strategies to motivate and instruct students at appropriate levels

Comments:

8. KNOWLEDGE OF SUBJECT MATTER – Demonstrates knowledge and understanding of the subject matter.

1) Explains subject matter in such a way that students understand and learn
2) Provides evidence of increased subject matter knowledge
3) Uses appropriate subject matter materials and technologies to develop student learning
4) Provides evidence of instruction that integrates subject areas

Comments:
9. LEARNING ENVIRONMENTS – Creates and maintains positive learning environments in which students are actively engaged in learning and self-motivation.

1) Uses a minimum of three classroom management strategies equitably and consistently
2) Maintains a well-ordered classroom environment including establishing routines
3) Uses input from students to maintain an effective learning environment
4) Provides opportunities for students to participate in a variety of grouping activities

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10. PLANNING – Plans, implements, and evaluates effective instruction in a variety of learning environments.

1) Plans and implements instruction to meet the Sunshine State Standards
2) Develops a thematic unit of instruction that includes long range plans
3) Plans and implements units that include a variety of instructional models
4) Demonstrates instructional flexibility and awareness of the teachable moment

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11. ROLE OF THE TEACHER – Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experience of students.

1) Provides meaningful feedback to student efforts
2) Includes family and community resources
3) Is able to recognize signs of abuse and/or distress, and knows to whom this should be reported
4) Conducts conference(s) with parents/guardians to enhance student performance

Comments:

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12. TECHNOLOGY – Uses appropriate technology in teaching and learning processes.

1) Uses web-based resources to enhance instruction
2) Uses presentation technology to enhance instruction
3) Maintains an electronic grade book
4) Utilizes computer-assisted instruction with students

Comments:

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<tbody>
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MAJOR STRENGTHS IN TEACHING

AREAS IN NEED OF IMPROVEMENT

OTHER COMMENTS

Evaluator: _____________________________  Senior intern: __________________________

Date: __________________________      Date: __________________________
## Rollins College
### Senior Intern Observation Form

Senior intern: _________________________  Date: ____________________________

Subject/Class Period: _____________________  Observer: ____________________________

<table>
<thead>
<tr>
<th><strong>What I see</strong></th>
<th><strong>What I Think</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>totally object account of what is taking place</td>
<td>comments, questions, suggestions</td>
</tr>
</tbody>
</table>
Florida Subject Area Standards for Elementary Education

1. Applies knowledge of physical, social, and academic developmental patterns and of individual differences to meet the instructional needs of all students in the classroom and to advise students about those needs.

2. Enhances students’ feelings of dignity and self-worth, and the worth of other people including those from other ethnic, cultural linguistic, and economic groups.

3. Arranges and manages the physical environment to facilitate instruction and ensure student safety.

4. Recognizes overt signs of severe emotional distress in students and demonstrates awareness of appropriate intervention and referral procedures.

5. Recognizes signs of alcohol and drug abuse in students and demonstrates awareness of appropriate intervention and referral procedures.

6. Recognizes the overt physical and behavioral indicators of child abuse and neglect and knows the rights and responsibilities regarding reporting and how to interact appropriately with a child after a report has been made.

7. Formulates standards for student behavior in the classroom.

8. Deals with misconduct, interruptions, intrusions, and digressions in ways that promote instructional objectives using diagnostic tests, teacher observation, and student records.

9. Determines the entry level knowledge and/or skills of students for a given set of instructional objectives using diagnostic tests, teacher observation, and student records.

10. Identifies long range goals for a given subject area.

11. Constructs and sequences related short objectives for a given subject area.

12. Selects, adapts, and/or develops instructional materials for a given set of instructional objectives and student learning needs.

13. Selects/develops and sequences learning activities that are appropriate to instructional objectives and student needs.

14. Uses class time efficiently.

15. Communicates effectively using verbal and nonverbal skills.

16. Creates and maintains academic focus by using verbal, nonverbal and/or visual motivational devices.

17. Presents forms of knowledge such as concepts, laws, and law-like principles, academic rules, and value knowledge.

18. Presents directions appropriate for carrying out an instructional activity.
19. Stimulates and directs student thinking and checks student comprehension through appropriate questioning techniques.
20. Provides appropriate practice to promote learning and retention.
21. Relates to students’ verbal communication in ways that encourage participation and maintain academic focus.
22. Uses feedback procedures that give information to students about the appropriateness of their responses(s).
23. Conducts reviews of subject matter.
24. Constructs and assembles classroom tests and tasks to measure student achievement of objectives.
25. Establishes a testing environment in which students can validly demonstrate their knowledge of performance and skills and receive adequate information about the quality of their test performance.
26. Utilizes an effective system for maintaining records of student and class progress.
27. Uses computers in education.
28. Recognizes disorders of development in students and employs appropriate intervention strategies.
29. Identifies and comprehends the codes and standards of professional ethics, performance and practices adopted pursuant to §231.546(2)(b), the grounds for disciplinary action provided by §231.28, and the procedures for resolving complaints filed, including the appeal processes.
30. Recognizes and demonstrates awareness of the educational needs of students having limited proficiency in English and employs appropriate teaching strategies.
Appendix G

Sample Reference Letter For An
Outstanding Senior Intern

Dear _______________________,

Ms. Baker spent the spring semester of the 2009-2010 school year as a senior intern at PORTA High
School in Springfield, Florida. She taught tenth grade English under my direction.

Ms. Baker displayed many fine personal and professional qualities. Most impressive was the initiative that
she exhibited during the early days of her senior internship. She also carried out her teaching duties in a
responsible, professional manner. Ms. Baker attended several teachers’ meetings, observed other teachers
during their workday, and attended after-school sports and community events indicating an interest in the
entire spectrum of activities affecting students and their education.

By the end of the third week, Ms. Baker had assumed responsibility for all phases of planning and teaching
an entire course load. Because of the creativity and enthusiasm that she brought to the classrooms,
students responded very positively to her lessons. She planned and executed a creative unit on poetry and
employed some outstanding creative writing techniques.

Ms. Baker already appears to be an excellent teacher and performs as well as teachers who have had a year
or two of regular classroom experience. She has tremendous initiative, a highly positive outlook and an
excellent command of the subject matter and teaching procedures. She is particularly aware of the needs
of adolescent learners. I would strongly suggest that hiring officials give serious priority to hiring Ms.
Baker. She would be an asset to any professional faculty.

Sincerely,

Ms./Mr. Your Name
Appendix G

Sample Reference Letter For A
Senior Intern Who Performed Satisfactorily

Dear _______________________.

Mr. Meyer student taught in a third grade classroom at Farmingdale Elementary School in Springfield, Florida during the spring semester of 2010 under my direction.

Mr. Meyer performed his senior internship duties in a capable and responsible manner. He was punctual and prompt in planning lessons and his work was well organized. While Mr. Meyer’s strengths in planning were evident, it was also apparent that his attention to teaching tended to be perfunctory. On several occasions both college supervisor and I made numerous suggestions for the inclusion of creative ideas. However, Mr. Meyer relied primarily upon the textbook and generally lacked creativity and enthusiasm for the content.

Mr. Meyer has the potential to become a good teacher. To do so will require a commitment to investigate alternative strategies. He has the capacity to expand professionally and I anticipate that he will be able to do so during his first year of classroom teaching.

Sincerely,

Mr./Ms. Your Name
Dear ______________________________,

Ms. Henry performed her senior internship responsibilities in my fifth grade at Pine Crest Elementary School in Athens, Florida during the 2010 spring semester.

Ms. Henry experienced marginal success during her senior internship experience. Despite an affable personality and a creative nature she frequently failed to plan lessons that were comprehensive. On several occasions she misspelled and/or mispronounced vocabulary words relevant to the content areas. She lacks depth of information in areas of language arts and social studies that severely limits her ability to impart accurate information.

In addition, Ms. Henry seemed unable to comprehend those deficiencies and remained unwilling to investigate additional resources to underscore her personal information for providing students with accurate and challenging lessons.

Ms. Henry’s enthusiasm and lively personality are distinct assets that should serve her in a variety of professions. She establishes rapport with students but needs to develop the scholastic and academic skills necessary to succeed as a professional educator.

Ms. Henry’s performance as a senior intern was marginal. Hiring officials should note that Ms. Henry may be able to become a successful classroom teacher but would need very close supervision and mentorship throughout her initial teaching experience.

Sincerely,

Ms./Mr. Your Name