Welcome to the Fall 2021 Rollins College Student Teaching semester. This is such an exciting semester of growth and learning for our senior interns. We look forward to working together. 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. This Senior Intern Handbook is designed to clarify any questions during the semester. The Senior Intern Handbook is periodically revised to reflect the current practices and requirements of the Rollins College Florida state approved teacher education programs, based on the thirty-eight Florida Educators Accomplished Practices (FEAPs) identified by the Education Standards Commission and included as Appendix D in the handbook.

The handbook is divided into the following four sections: 1) a general overview of the program; 2) a description of the roles, requirements, and expectations of senior interns, cooperating teachers, and the college supervisors; 3) an outline of the phases of the senior internship; and 4) 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 38 Accomplished Practices.

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 your feedback and/or concerns about your senior intern with the college supervisor when s/he visits your school. We encourage you to share accomplishments that your senior intern has 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,

Dr. Jenn Manak
Director of Field Internships
jmanak@rollins.edu
617-990-7414
ACCREDITATION

Rollins College is accredited by the Commission Colleges of the Southern Association of Colleges and Schools to award associate’s, bachelors 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 336025730; phone, 813-769-6500). Teacher preparation programs at the undergraduate and graduate levels are accredited by the Florida Department of Education.

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.

1000 Holt Avenue – 2726
Winter Park, FL 32789-4499
407-646-2242 (phone)
http://www.rollins.edu/education
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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 the senior internship experience, please contact the appropriate person listed below:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
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<tbody>
<tr>
<td>Director of Teacher Education</td>
<td>Dr. Scott Hewit</td>
</tr>
<tr>
<td>Director of Field Internships</td>
<td>Dr. Jenn Manak</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Mrs. Cathy Fuller</td>
</tr>
<tr>
<td>Seminar Instructor/Supervising Faculty</td>
<td>Dr. Angela Griner</td>
</tr>
<tr>
<td>Supervising Faculty</td>
<td>Dr. Jie Yu</td>
</tr>
<tr>
<td>Supervising Faculty</td>
<td>Dr. Angela Griner</td>
</tr>
<tr>
<td>Supervising Faculty</td>
<td>Dr. Deb Wellman</td>
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</tbody>
</table>

B. Overview of Senior Internship Experience

The 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 educator. The senior intern, the cooperating teacher, and the college supervisor should collaborate to facilitate this transition. An important point to remember about the senior internship is that it is both a learning experience and a professional endeavor. The senior intern should receive support and feedback 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 knowledge is not effective until it is translated into classroom performance. Thus, senior interns will participate in all activities that are expected of their assigned faculty member. This includes participation in non-teaching duties such as attending meetings and in-service trainings, communicating with parents, and participating in 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. An intern is expected to 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. To be eligible for admission to the program, students must meet the following requirements:

- A GPA of 2.5
- Application to the major/minor (1-S form with essay)

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

- Completion of all course requirements in the major area of certification
- Three letters of recommendation from faculty
- A GPA of 2.5
- Pre-internship clinical experience totaling 100 clock hours
- Satisfactory progress on their initial ETEP portfolio
- Application for senior internship submitted by due date

D. Assessment of Student Progress

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

A. Instructional Design and Lesson Planning
B. The Learning Environment
C. Instructional Delivery and Facilitation
D. Assessment
E. Continuous Professional Improvement
F. Responsibility and Ethics
E. Operational Definitions

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 internships. 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 the senior internship without fulfilling this requirement, he/she must still fulfill it during his/her senior internship experience.

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 their senior internship. The main roles of the cooperating teachers are to aid in guiding, directing, and encouraging the senior intern, and serving 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.

1. Responsibilities

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:

- **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:
  - Indicate your approval and enthusiasm for the senior intern.
  - 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.
  - Emphasize the advantage of having two teachers in the classroom who can give 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.
  - 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)
  - 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.
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 as 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.

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.

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:

1. A set of textbooks, teacher’s manuals, teaching guides and course outlines
2. A planning book and a grade book or access to each
3. A set of local and state curriculum guides appropriate to the teaching situation
4. 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.
5. A school or district level Code of Conduct Handbook
6. A school handbook for pupils and/or parents
7. A classroom policy manual that could provide general information about the pupils and their classroom routines

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 intern’s 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 senior intern should begin developing unit and lesson plans in collaboration with the cooperating teacher. The senior intern 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 is required.

- **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. It is recommended that the cooperating teacher observe the student using the formative evaluation instrument 5 to 7 times or about every two weeks.

Suggested guidelines for conferences:

1. Consider the senior intern as a coworker. Keep things on an informal, friendly basis.
2. Give consideration to all problems but be willing to listen carefully.
3. Keep the conferences focused and of reasonable length.
4. Help the intern develop his or her own teaching personality while suggesting viable alternatives with specific strategies for teaching.
5. Provide specific information and feedback gathered by direct observation for open constructive assessment. Keep observations objective, constructive, and professional. See Appendix A for the required evaluation instrument to be used at midterm and for the final.
6. 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.
7. Summarize the discussion and give the senior intern a copy of the written feedback with suggestions for actionable improvements. Leave the senior intern encouraged but with definite goals to accomplish.
8. 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.

- **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.

- **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.

- **Make arrangements for senior interns to observe other master teachers** - Observations should include visitations to other teachers’ classrooms which should occur towards 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.

- **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).

- **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.

- **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 F of the Cooperating Teaching Edition of the handbook for sample letters of recommendation.
2. The Cooperating Teacher has a Right to Expect:

- **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

- **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

- **Orientation, Midterm, and Final Evaluation Conferences**
  - **Orientation** - 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.
  
  - **Midterm and Final Evaluation Conferences** - The purpose of the evaluation conferences is to assess and evaluate the senior intern’s overall performance. A Midterm Evaluation conference is held about halfway 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.
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, Cathy Fuller (cfuller@rollins.edu), in the Department of Education at Rollins College to inform the Director of Field 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.

1. 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/district calendar rather than to the Rollins calendar (e.g. Spring Break). Fox Day is an exception. Senior interns may use their one personal day for Fox 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 ensure 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.

2. The Senior Intern Has a Right to Expect:

- From the cooperating school to:
  - Inform them of the general policies of the school
  - Provide them 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
  - Inform them about the general organization of the department or grade in which he/she is to teach
  - Inform them of the location of available materials for instruction such as visual aids, lab equipment, and access to computers, etc.
  - Assure them that the cooperating teacher will follow gradual phasing-in as described in the next section
  - Make them feel welcome and appreciated
  - Provide a substitute teacher 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
- 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 the 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 prearranged 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 with actionable feedback
- 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.

1. Responsibilities

- 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 being the 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).

2. 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 supervisors 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 school’s 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 the students in 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.

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, the general arrangement of the classroom, the seating arrangement, and the 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 as well as 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

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.

- Elementary Senior Interns (Secondary Interns skip to page 24)

1. FIRST WEEK: (Should occur concurrently with observation time)
   - Take care of the morning duties.
   - Learn student names.
   - Keep the room in good physical order. Encourage students to return books to the classroom library in neat order and put games 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. Also know 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 25)

- **Secondary Senior Interns**

  1. FIRST WEEK: (Should occur concurrently with observation time)
     - 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:
       - Discipline codes: Fire, bomb, and weather drills.
       - 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.
     - A good time to get answers to questions is at break time or after school.
     - 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 thirty-eight 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.

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 Interns

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

5-6. FIFTH AND SIX WEEKS:
- Add one or more content areas.
- Cooperating teacher should be leaving the room for longer periods of time.

7. 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 so the intern can gain confidence in handling students.

8. EIGHTH WEEK:
• Unassisted senior internship begins.

9-14. NINTH THROUGH FOURTEENTH 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.

15. 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

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 provide you with an opportunity to change and improve. 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 supervisor 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 formative 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. Senior Internship Evaluation Form
Appendix B. Directions for Use
Appendix C. Expanded Definitions for the Personal/Professional Skills
Appendix D. ETEP Indicators and Sample Artifacts
Appendix E. Informal Observation Form
Appendix F. Sample Letters of Recommendation
Appendix G. Rollins College Syllabus Statements
Rollins College of Department of Education

Senior Internship Evaluation Form

Student’s Name: ___________________________________ Date___________________________

School: _________________________________________ Grade/Subject: ____________________

Semester: __________________________ Cooperating Teacher: ___________________________

DEFINITION OF LEVELS OF PERFORMANCE
4 - Superior, outstanding performance, beyond what is typically expected of a pre-service student
3 - Competent, good performance, effective and commendable behavior
2 - Acceptable, adequate performance and behavior overall
1 - Has progressed but needs to continue to improve
0 - Not acceptable performance at this time, needs considerable assistance and guidance

Please check which evaluation is being completed at this time:  ☐ Midterm  ☐ Final
Please check who is completing the evaluation: ☐ Student  ☐ Supervising Faculty  ☐ Cooperating Teacher

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”.

PERSONAL/PROFESSIONAL SKILLS
1. Enthusiasm for Teaching ☐ 4  ☐ 3  ☐ 2  ☐ 1  ☐ 0
2. Attendance, Punctuality, Reliability ☐ 4  ☐ 3  ☐ 2  ☐ 1  ☐ 0
3. Initiative, Flexibility, Judgment ☐ 4  ☐ 3  ☐ 2  ☐ 1  ☐ 0
4. Academic/Affective Preparation ☐ 4  ☐ 3  ☐ 2  ☐ 1  ☐ 0

Comments__________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

LESSON SEGMENTS INVOLVING ROUTINE EVENTS
A. Communicating Learning Goals and Feedback

1. Providing rigorous learning goals and performance scales ☐ 4  ☐ 3  ☐ 2  ☐ 1  ☐ 0
2. Tracking student progress ☐ 4  ☐ 3  ☐ 2  ☐ 1  ☐ 0
3. Celebrating student success ☐ 4  ☐ 3  ☐ 2  ☐ 1  ☐ 0
4. Establishing classroom rules, routines, and procedures  
Comments:_______________________________________________________________________  
________________________________________________________________________________  
________________________________________________________________________________  
________________________________________________________________________________  

LESSON SEGMENTS ADDRESSING CONTENT

B. Helping Students Interact with New Knowledge

5. Identifying critical content  
6. Organizing students to interact with new content  
7. Previewing content  
8. Helping students process content  
9. Helping students elaborate on content  
Comments:_______________________________________________________________________  
________________________________________________________________________________  
________________________________________________________________________________  

C. Helping Students Practice and Deepen Knowledge

10. Reviewing content  
11. Organizing students to practice and deepen knowledge  
12. Helping students to examine similarities and differences  
13. Helping students examine their reasoning  
14. Helping students practice skills, strategies, and processes  
15. Helping students revise knowledge  
Comments:_______________________________________________________________________  
________________________________________________________________________________  
________________________________________________________________________________
D. Helping Students Generate and Test Hypotheses

16. Organizing students for cognitively complex tasks  □ 4  □ 3  □ 2  □ 1  □ 0

17. Engaging students in cognitively complex tasks  □ 4  □ 3  □ 2  □ 1  □ 0

Comments:

________________________________________________________________________________________

________________________________________________________________________________________

LESSON SEGMENTS ENACTED ON THE SPOT

E. Engaging Students

18. Using engagement strategies  □ 4  □ 3  □ 2  □ 1  □ 0

Comments:

________________________________________________________________________________________

________________________________________________________________________________________

F. Recognizing Adherence to Rules and Procedures

19. Applying consequences for lack of adherence to rules and procedures  □ 4  □ 3  □ 2  □ 1  □ 0

20. Acknowledging adherence to rules and procedures  □ 4  □ 3  □ 2  □ 1  □ 0

Comments:

________________________________________________________________________________________

________________________________________________________________________________________

G. Effective Relationships with Students

21. Understanding students’ interests and backgrounds  □ 4  □ 3  □ 2  □ 1  □ 0

22. Using verbal and nonverbal behaviors that indicate affection for students  □ 4  □ 3  □ 2  □ 1  □ 0

23. Displaying objectivity and control  □ 4  □ 3  □ 2  □ 1  □ 0

Comments:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
H. High Expectations for All Students

24. Demonstrating value and respect for low expectancy students

25. Asking questions of low expectancy students

26. Probing incorrect answers with low expectancy students

Comments:_______________________________________________________________________
_______________________________________________________________________________________
________________________________________________________________________________

PROFESSIONAL DISPOSITIONS

Please use the following scale to assess the disposition statements below.

| Outstanding demonstration of this disposition | 4 |
| Competent, effective demonstration of this disposition | 3 |
| Acceptable, adequate demonstration of this disposition | 2 |
| Making progress toward demonstration of this disposition | 1 |
| Unacceptable, inconsistent demonstration of this disposition | 0 |

1. Demonstrates respect for human diversity, community, and cultural perspectives.

   ◼ 4 ◼ 3 ◼ 2 ◼ 1 ◼ 0

2. Collaborates with others (faculty, supervising practitioners, peers, students, and parents) in a thoughtful and considerate manner.

   ◼ 4 ◼ 3 ◼ 2 ◼ 1 ◼ 0

3. Demonstrates clear understanding of legal and moral obligations of the profession and mandated reporting responsibilities.

   ◼ 4 ◼ 3 ◼ 2 ◼ 1 ◼ 0

4. Demonstrates professional demeanor through respectful discourse and interactions with peers, mentors, and other colleagues.

   ◼ 4 ◼ 3 ◼ 2 ◼ 1 ◼ 0
5. Evinces commitment to profession of teaching.
   □ 4 □ 3 □ 2 □ 1 □ 0

6. Receptive to constructive feedback and reflects on his/her work, behavior, and/or practice.
   □ 4 □ 3 □ 2 □ 1 □ 0

7. Exhibits personal ethics and integrity.
   □ 4 □ 3 □ 2 □ 1 □ 0

Overall Comments:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Student Teacher Signature______________________________________ Date________________

Evaluator Signature ___________________________________________ Date________________
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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 baseline 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. **View the Senior Intern as a Beginning Teacher** - 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 will 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** - The thirty-eight indicators that make up the Florida Educator Accomplished Practices 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 ensure 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 Dr. Jenn Manak, Director of Field Internships at 617-990-7414.
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.

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.

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.

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.

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 nonteaching situations.

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.
### ETEP Indicators and Sample Artifacts

<table>
<thead>
<tr>
<th>Indicators with Headings and Subheadings</th>
<th>Sample Artifact Information</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of Instruction</strong>&lt;br&gt;A. Instructional Design and Lesson Planning</td>
<td><strong>Sample Artifact Information</strong>&lt;br&gt;Lesson plan with standards approved by cooperating teacher; On or before week six</td>
<td><strong>Completion Date</strong>&lt;br&gt;</td>
</tr>
<tr>
<td>1. Aligns instruction with state-adopted standards at the appropriate level of rigor.</td>
<td><strong>Schedule of lessons for unit plan; On or before week eight</strong>&lt;br&gt;</td>
<td><strong>Completion Date</strong>&lt;br&gt;</td>
</tr>
<tr>
<td>2. Sequences lessons and concepts to ensure coherence and required prior knowledge.</td>
<td><strong>Sample lesson plan with objective that describes “mastery”; On or before week six</strong>&lt;br&gt;</td>
<td><strong>Completion Date</strong>&lt;br&gt;</td>
</tr>
<tr>
<td>3. Designs instruction for students to achieve mastery.</td>
<td><strong>Two sample formative assessments (rubric, checklist, etc.); On or before week six</strong>&lt;br&gt;</td>
<td><strong>Completion Date</strong>&lt;br&gt;</td>
</tr>
<tr>
<td>4. Selects appropriate formative assessments to monitor learning.</td>
<td><strong>Pre-assessment for unit plan; On or before week eight</strong>&lt;br&gt;</td>
<td><strong>Completion Date</strong>&lt;br&gt;</td>
</tr>
<tr>
<td>5. Uses diagnostic student data to plan lessons.</td>
<td><strong>Two math objectives that reflect “applicable” skills; On or before week six</strong>&lt;br&gt; <strong>Secondary: Two objectives that reflect “applicable” skills; On or before week six</strong>&lt;br&gt;</td>
<td><strong>Completion Date</strong>&lt;br&gt;</td>
</tr>
<tr>
<td>6. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.</td>
<td><strong>Observation notes taken by cooperating teacher; On or before week six</strong>&lt;br&gt;</td>
<td><strong>Completion Date</strong>&lt;br&gt;</td>
</tr>
<tr>
<td><strong>B. The Learning Environment</strong></td>
<td><strong>Observation notes taken by cooperating teacher; On or before week ten</strong>&lt;br&gt;</td>
<td><strong>Completion Date</strong>&lt;br&gt;</td>
</tr>
<tr>
<td>7. Organizes, allocates, and manages the resources of time, space and attention.</td>
<td><strong>Lesson plan with a set that “conveys high expectations to all students”. On or before week six</strong>&lt;br&gt;</td>
<td><strong>Completion Date</strong>&lt;br&gt;</td>
</tr>
<tr>
<td>8. Manages individual and class behaviors through a well-planned management system.</td>
<td><strong>Lesson plan that specifically addresses students’ cultural, linguistic, and family background in the procedures and activities described. On or before week ten</strong>&lt;br&gt;</td>
<td><strong>Completion Date</strong>&lt;br&gt;</td>
</tr>
<tr>
<td>9. Conveys high expectations to all students.</td>
<td><strong>Lesson plan that specifically addresses students’ cultural, linguistic, and family background in the procedures and activities described. On or before week ten</strong>&lt;br&gt;</td>
<td><strong>Completion Date</strong>&lt;br&gt;</td>
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<tr>
<td>10. Respects students’ cultural, linguistic, and family background.</td>
<td><strong>Lesson plan that specifically addresses students’ cultural, linguistic, and family background in the procedures and activities described. On or before week ten</strong>&lt;br&gt;</td>
<td><strong>Completion Date</strong>&lt;br&gt;</td>
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| 11. | Models clear, acceptable oral and written communication skills. | Observation notes taken by college supervisor (oral); On or before week six  
Unit plan narrative (written); On or before week eight |
| 12. | Maintains a climate of openness, inquiry, fairness, and support. | Observational notes taken by college supervisor; On or before week six |
| 13. | Integrates current information and communication technologies. | Lesson plan within unit plan that integrates technologies; On or before week ten |
| 14. | Adapts the learning environment to accommodate the differing needs and diversity of students. | Clearly written accommodations included in lesson plan for specific students; On or before week six |
| 15. | Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. | Lesson plan with clearly described use of assistive technologies for students with special needs; On or before week ten |

**C. Instructional Delivery & Facilitation**

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<tr>
<td>16.</td>
<td>Deliver engaging and challenging lessons.</td>
<td>Observational notes from college supervisor; On or before week six</td>
</tr>
<tr>
<td>17.</td>
<td>Deepen and enrich students’ understanding through content area literacy strategies, and student verbalization of</td>
<td>Lesson plan that is part of unit plan that demonstrates literacy strategies in a content area, with student verbalization</td>
</tr>
<tr>
<td>18.</td>
<td>Identifies and responds to gaps in students’ subject matter knowledge.</td>
<td>Pre-assessment for unit plan that identifies gaps in student knowledge of content; On or before week eight</td>
</tr>
<tr>
<td>19.</td>
<td>Modifies instruction to respond to student preconceptions or misconceptions.</td>
<td>Daily formative reflections during unit plan that provide evidence of instruction being modified due to student preconceptions or misconceptions; On or before week ten</td>
</tr>
<tr>
<td>20.</td>
<td>Relate and integrate the subject matter with other disciplines and life experiences.</td>
<td>Unit plan weekly schedule; On or before week ten</td>
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<tr>
<td>21.</td>
<td>Employ higher-order questioning techniques.</td>
<td>Lesson plan approved by teacher; On or before week six</td>
</tr>
<tr>
<td>22.</td>
<td>Apply varied instructional strategies and resources to provide comprehensive instruction and to teach for student understanding.</td>
<td>Weekly lesson plans approved by teacher; On or before week six</td>
</tr>
<tr>
<td>23.</td>
<td>Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.</td>
<td>Lesson plan for small group reading groups determined by pre-test and/or assessment approved by teacher; On or before week six</td>
</tr>
</tbody>
</table>
### D. Assessment

24. Support, encourage, and provide immediate and specific feedback to students to promote student achievement.  
Specific written feedback given to children or oral feedback observed by cooperating teacher; On or before week six

25. Utilize student feedback to monitor instructional needs and to adjust instruction.  
Student teaching journal entry and lesson plan showing changes approved by cooperating teacher; On or before week ten

26. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, inform instruction based on those needs, and drive the learning process.  
Unit plan individual lesson reflections and post-unit reflection; On or before week ten.

27. Designs and aligns formative assessments that match learning objectives and lead to mastery.  
Unit plan assessments and reflections:  
On or before week ten

28. Uses a variety of assessment tools to monitor student progress, achievement and learning gains.  
Unit plan assessments and reflections:  
On or before week ten

29. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.  
Unit plan assessments and reflections:  
On or before week ten

30*. Shares the importance and outcomes of student assessment data with the student and the students’ parent/caregiver(s).  
Parent conference: On or before week twelve

31. Applies technology to organize and integrate assessment information.  
Unit plan assessment data graph: On or before week ten

### Continuous Improvement, Responsibility, and Ethics

#### E. Continuous Professional Improvement

32. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs.  
Unit plan learning goals: On or before week ten

33. Examines and uses data-informed research to improve instruction and student achievement.  
Unit plan assessments and reflections:  
On or before week ten

34*. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of the lessons.  
Grade level team data meeting participation as documented by cooperating teacher; On or before week eight
<table>
<thead>
<tr>
<th>35*. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.</th>
<th>Parent conference: On or before week twelve</th>
</tr>
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<tbody>
<tr>
<td>36. Engages in targeted professional growth opportunities and reflective practices.</td>
<td>Participation in professional development meeting(s); On or before week eight</td>
</tr>
<tr>
<td>37. Implements knowledge and skills learned in professional development (beyond coursework) in the teaching and learning process.</td>
<td>Lesson plans including strategies addressed in professional development meeting(s) approved by cooperating teacher: On or before week eight</td>
</tr>
</tbody>
</table>

**F. Responsibility and Ethics**

| 38. Adheres to the Code of Ethics and The Principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public, and the education profession. | Signed Code of Ethics documents; On or before week twelve |

* If Indicators 30, 34, and 35 are met in the classroom during the pre-internship, they can be waived for the final review.
Rollins College - Informal Observation

Rollins Student _________________________________ Date ______________________

Subject/Class Period _______________________________ Observer ______________________

<table>
<thead>
<tr>
<th><strong>Context:</strong></th>
<th><strong>Organization &amp; Preparation of Lesson:</strong></th>
</tr>
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</table>
| The highlighted areas below are for informational purposes only. These items should not be used as ETEP artifacts. | Preparation  
Use of instructional time  
Focus on learning objectives  
Explanation of tasks  
Management of classroom |

<table>
<thead>
<tr>
<th><strong>Instruction:</strong></th>
<th><strong>Grouping:</strong></th>
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</thead>
</table>
| **Student engagement & participation**  
Modeling  
Guided practice  
Independent practice  
Higher order thinking questions  
Opportunities to use strategies  
Student-centered activities  
Hands-on materials & manipulatives  
Uses visuals, graphic organizers, etc.  
Student/teacher discourse | Whole class  
Small group  
Partners  
Independent  
Mixed ability groups  
Ability groups |

<table>
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<tr>
<th><strong>Meeting Students’ Needs:</strong></th>
<th><strong>Assessment:</strong></th>
</tr>
</thead>
</table>
| **Differentiated instruction for special needs**  
**Differentiated instruction for ELLs**  
Culturally-responsive instruction  
Instruction for a variety of learning styles | **Formative assessment**  
Feedback to students  
Summative assessment |
<table>
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<tr>
<th>What I See (objective account of what is taking place)</th>
<th>What I Think (comments, questions, suggestions)</th>
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<tr>
<td>Actionable Feedback</td>
<td>3 Focus Points</td>
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**Marzano Connections**

Elements below are highlighted when observed during a lesson. The highlighted areas below are for informational use only and not to be used as ETEP artifacts.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1. Providing rigorous learning goals and performance scales (rubrics)</td>
<td>14. Helping students practice skills, strategies, and processes</td>
</tr>
<tr>
<td>2. Tracking student progress</td>
<td>15. Helping student revise knowledge</td>
</tr>
<tr>
<td>3. Celebrating success</td>
<td>16. Organizing students for cognitively complex tasks</td>
</tr>
<tr>
<td>4. Establishing classroom routines</td>
<td>17. Engaging students in cognitively complex tasks involving hypothesis generation and testing</td>
</tr>
<tr>
<td>5. Identifying critical content</td>
<td>18. Using engagement strategies</td>
</tr>
<tr>
<td>6. Organizing students to interact with new content</td>
<td>19. Applying consequences for lack of adherence to rules and procedures</td>
</tr>
<tr>
<td>7. Previewing new content</td>
<td>20. Acknowledge adherence to rules and procedures</td>
</tr>
<tr>
<td>8. Helping students process new content</td>
<td>21. Understanding students’ interests and backgrounds</td>
</tr>
<tr>
<td>9. Helping students elaborate on new content</td>
<td>22. Using verbal and nonverbal behaviors that indicate affection for students</td>
</tr>
<tr>
<td>10. Reviewing content</td>
<td>23. Displaying objectivity and control</td>
</tr>
<tr>
<td>11. Organizing students to practice and deepen knowledge</td>
<td>24. Demonstrating value and respect for low expectancy students</td>
</tr>
<tr>
<td>12. Helping students examine similarities and differences</td>
<td>25. Asking questions of low expectancy students</td>
</tr>
<tr>
<td>13. Helping students examine their reasoning</td>
<td>26. Probing incorrect answers with low expectancy students</td>
</tr>
</tbody>
</table>

Intern Signature ____________________________________________________

College Supervisor’s Signature ________________________________________

Cooperating Teacher’s Signature ______________________________________
Sample Reference Letter for an Outstanding Senior Intern

Dear ____________________,

Ms. Baker spent the fall semester of the 2021-2022 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 faculty and grade-level 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 well-developed 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
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 fall semester of 2021 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 his 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
Sample Reference Letter for a Marginally Successful Senior Intern

Dear ________________________,

Ms. Henry performed her senior internship responsibilities in my fifth grade at Pine Crest Elementary School in Athens, Florida during the 2021 fall 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
Rollins College Syllabus Statements

**Accessibility Services (updated 5/20/19)**
Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws that guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Office of Accessibility Services, located on the first floor of the Olin Library, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: https://www.rollins.edu/accessibility-services and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Office of Accessibility Services (OAS) and scheduled online through Accommodate at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the OAS with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. OAS staff are available to assist with this process.

**Academic Honor Code Reaffirmation**
Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:
"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."
Material submitted electronically should contain the pledge; submission implies signing the pledge.

**Citation Expectations**
As per the Academic Honor Code, plagiarism is defined as “Offering the words, facts, or ideas of another person as your own in any academic exercise.” In order to avoid plagiarism, all students are expected to use proper citation norms. For our course, all assignments will APA citation style.
Attendance Policy – Isolation/Quarantine (Temporary, Fall 2021)
In Fall 2021, the College aims to accommodate students who are isolated or quarantined due to COVID-19 exposure or infection, in order to minimize the potential spread of COVID-19 among the College’s students, faculty, and staff.

Students who must miss class due to COVID-19 isolation or quarantine orders will not have their course grade negatively affected by these absences. Faculty will be notified of these absences by college officials. Students who receive their diagnosis or quarantine order from off-campus health care providers must contact the Wellness Center to have these absences communicated to faculty. Students are reminded that lying to a faculty or staff member is considered a violation of the Academic Honor Code. Students remain responsible for all assigned work and will consult with instructors on the means of accommodation.

Students who miss class for reasons other than isolation/quarantine will be held to the terms of the instructor’s attendance and participation policy stated in the course syllabus.

Excessive absences from class due to isolation/quarantine or other reasons can result in the student being unable to meet all of the learning objectives for a course. In such cases, students will consult with the Office of Student and Family Care to explore options such as a medical leave, incomplete course contract, or withdrawal from the course.

Attendance Policy – College Related Business
Students are expected to meet faculty expectations for class attendance. It is the responsibility of the faculty to publish attendance policies for their courses in the course syllabus. If a distinction is made between “excused” absences and “unexcused” absences, it must be conveyed in the attendance policy. At the instructor’s discretion, a student’s grade may be lowered for failure to comply with the attendance policy. Exceptions exist for absences owing to college related business. If a student will miss a class because of participation in college related business, then the student must confer with their instructor as to how and when the make-up work will be done, which includes the possibility of turning work in early. The instructor may not lower a student's participation or attendance grade in the course due to absences resulting from college related business. Instructors need to provide reasonable accommodations for excused absences regarding due dates for assignments and make-up exams whenever possible.

A student will not fail a course because the number of college related business absences exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the learning objectives of the course. In regard to absences due to college related business, students must notify the instructor of an upcoming absence as soon as they are aware of the conflict and obtain an approval. Irrespective of attendance, students remain responsible for all assigned work in the course or instructor approved alternatives. It is the student’s responsibility to discuss with their professor how and when make-up work should be completed before missing class.

The following are considered excused absences:
- participation in Rollins sanctioned varsity competitions (e.g., NCAA athletics, UN and Debate)
- participation in special academic events (e.g., academic conferences accompanied by a faculty or staff from college, project competitions)
- participation in official college business (e.g., student representatives attending meetings related to college governance, admissions recruitment trips, college performances, co-curricular field trips)

All absences are excused at the discretion of the faculty.

Attendance Policy – Religious Holidays
It is the responsibility of the faculty to publish attendance policies for their courses in the course syllabus. If a distinction is made between “excused” absences and “unexcused” absences, it must be
conveyed in the attendance policy. At the instructor’s discretion, a student’s grade may be lowered for failure to comply with the attendance policy. Exceptions exist for absences owing to religious observances. If a student will miss a class because of religious observance, then the student must confer with their instructor as to how and when the make-up work will be done, which includes the possibility of turning work in early. The instructor may not lower a student's participation or attendance grade in the course due to absences for religious observance. Instructors need to provide reasonable accommodations for excused absences regarding due dates for assignments and make-up exams whenever possible.

A student will not fail a course because the number of religious observances exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the learning objectives of the course. In regard to absences due to religious observances, students must notify the instructor of an upcoming absence as soon as they are aware of the conflict. Irrespective of attendance, students remain responsible for all assigned work in the course or instructor approved alternatives. It is the student’s responsibility to discuss with their professor how and when make-up work should be completed before missing class.

Students who need assistance in communicating absences due to religious holiday observance should consult with the Office of Student and Family Care, the Dean of Religious Life, or the appropriate academic dean.

**Recording Device Use and Class Recordings**
In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Accessibility Services. Likewise, students may not record virtual class sessions without faculty permission or without proper documentation from the Office of Accessibility Services. Information about accommodations through Accessibility Services can be found at [http://www.rollins.edu/accessibility-services/](http://www.rollins.edu/accessibility-services/). Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.

**Title IX Statement**
Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Title IX Coordinator, ([TitleIX@rollins.edu](mailto:TitleIX@rollins.edu) or 407.691.1773). You will be provided with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407.628.6340. They are not required to report any information you share with the Title IX Coordinator.

Misconduct under Title IX includes gender-based discrimination and harassment, sexual harassment, sexual violence including fondling and assault, sexual coercion/force, sexual-based communication, sexual exploitation, interpersonal violence including dating and domestic violence, stalking, complicity and retaliation. Everyone is protected under the following protected statuses: sex (including pregnancy), gender, gender identity (including transgender status), gender expression, and sexual orientation. For information, visit [https://www.rollins.edu/sexual-misconduct/](https://www.rollins.edu/sexual-misconduct/).

**Emergency Management**
In case of emergency, the Rollins “R-Alert” emergency notification system will be activated. Students are encouraged to maintain updated contact information in the R-Alert portion in Foxlink. In addition, students should become familiar with the Emergency Response Protocols in each classroom and visit the [Rollins Emergency Website](https://www.rollins.edu/emergency) for emergency notifications and related resources.

**COVID-19 Guidelines for Fall 2021**
The College has worked to create a classroom experience that remains dynamic and engaging while also considering health and safety. All classrooms will have a minimum of three feet between students.
In the classroom, students must wear masks fully covering their noses and mouths; neck gaiters and bandanas are not acceptable. Because students’ mouths and noses must remain fully covered, there will be no eating or drinking allowed in the classroom. Students should not adjust the classroom configuration, as each classroom has been set up specifically to meet physical distancing guidelines.

Students who are not in compliance with these classroom guidelines laid out by the College will be given an opportunity to comply by their instructor. If a student fails to comply when asked, the faculty member will ask the student to leave the classroom. If the student fails to leave the classroom, the faculty member may contact Campus Safety and dismiss the class. The College asks that students do not put their faculty members and fellow classmates in this situation, and instead simply comply with the guidelines as asked. Students who do not follow the College guidelines to create a safe classroom experience may be charged with a violation of the Requests or Orders policy.