

# **GRADUATE INTERNSHIP HANDBOOK**

Information and Guidelines for  
Cooperating Teachers, University Supervisors, and Interns



**NOVA SOUTHEASTERN UNIVERSITY**

**ABRAHAM S. FISCHLER SCHOOL OF EDUCATION  
DIVISION OF GRADUATE EDUCATION**

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# **NOVA SOUTHEASTERN UNIVERSITY**

**ABRAHAM S. FISCHLER SCHOOL OF EDUCATION**

**DIVISION OF GRADUATE EDUCATION**



## **ACCREDITATION STATEMENT**

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; Telephone number 404-679-4501) to award bachelors, masters, educational specialist, and doctoral degrees.

## **NOTICE OF NONDISCRIMINATION**

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.



Dear School Administrators, Cooperating Teachers, and Intern Supervisors:

Welcome to Nova Southeastern University's Graduate Teacher Education Program internship experience! Thank you so much for your willingness to join the professional team that prepares Teacher candidates for the classrooms of tomorrow. Your efforts are extremely important in structuring a positive, meaningful learning experience for the intern under your supervision. Your encouragement and support create an environment in which the intern can celebrate successes and learn from mistakes. Your constructive suggestions can contribute toward a significant improvement in the teaching performance of the intern. Needless to say, your guidance is invaluable in the professional development of the student teacher. This booklet is designed to help answer questions you may have about the internship experience.

The Graduate Teacher Education Program is engaged in a continuous process of self-assessment to improve the quality and consistency in our teacher preparation program. As a result of feedback from professionals such as you, we will be able to continuously improve the program. Therefore, since we are reliant on your evaluation of our interns, you are encouraged to communicate comments and questions to:

Dr. Marliese Hogan, Director of Placement Services  
(954) 262-8417 or (800) 338-4723, ext. 28417  
mhogan@nsu.nova.edu

Again, thank you for your commitment to the development of teachers for the twenty-first century. I convey my best wishes for an exciting and successful academic year.

Sincerely,

A handwritten signature in cursive script that reads 'Marliese Hogan'.

Marliese Hogan, Ed.D.  
Director of Placement Services  
Program Professor  
Abraham S. Fischler School of Education  
Nova Southeastern University

## **PROFESSIONAL ETHICS FOR INTERNS**

Student interns will meet the conditions of the Code of Ethics at all times. Under the code of professional and ethical behavior standards, it is inappropriate for you to discuss your students with anyone except your cooperating teacher or your university supervisor. As a future teacher you are expected to treat students, parents, and peers in a fair, just manner that shows respect for all people, regardless of their ability, culture, race, or socioeconomic background.

The Florida 1<sup>st</sup> District Court of Appeals states that teachers are held to a higher standard.

“...it should be noted that educators are held to a more rigorous moral standard than other professionals because of their role in educating children. Adams v. State Professional Practices Council, 406 So. 2d 1170 (Fla. 1st DCA 1981).

“A school teacher holds a position of great trust. We entrust the custody of our children to the teacher. We look to the teacher to educate and to prepare our children for their adult lives. To fulfill this trust, the teacher must be of good moral character; to require less would jeopardize the future lives of our children.” Tomerlin v. Dade County School Board, 318 So. 2d 159 (Fla. 1st DCA 1975).

**NOVA SOUTHEASTERN UNIVERSITY**  
**GRADUATE TEACHER EDUCATION PROGRAM INTERNSHIP**  
**INTRODUCTION**

The Graduate Teacher Education Program internship at Nova Southeastern University is designed to meet the individual educational needs of the teacher candidate seeking certification. It has the following two components for which the intern is responsible:

1. Internship Seminar

The seminar offers a comprehensive review of educational philosophy, lesson planning, instructional strategies, classroom management, assessment, and the Code of Ethics and Professional Conduct for the education profession. The students also examine the professional responsibilities involved in student teaching, including a study of the INTASC Principles, Florida Educator Accomplished Practices, Florida Professional Competencies, Florida Subject Matter Content Standards (Elementary Majors), Florida Subject Area Competencies (per major) and Florida ESOL Standards. Lesson planning requires utilization of the Next Generation Sunshine State Standards. The seminar class meets eight times throughout the internship. Attendance and punctuality are mandatory at all sessions.

2. Student Teaching

Student Teaching offers the intern a 12-week classroom observation and participation experience in a school setting under the direction and supervision of a master teacher who has received clinical education training. The university supervisor visits the intern a minimum of four (4) times in the classroom to provide encouragement, support, and helpful suggestions for improvement. The cooperating teacher and university supervisor work together to structure a positive learning experience for the intern.

The combination of the internship seminar and the student teaching experience comprise the internship program. Successful completion of both components is required to obtain a Master's degree in education from NSU.

## **THE TEACHING TEAM**

### **INTERN**

An intern is a teacher candidate who is completing student teaching in a clinical setting under the guidance of a fully certified, experienced teacher and a university supervisor.

This degree-seeking student has completed the required courses in his/her master's program and passed the appropriate tests. Upon completion of a successful internship, the intern may apply for degree conferral.

The intern is not a teacher's aide and is not training to become a teacher's aide. This teacher candidate, under the guidance of the cooperating teacher, the university supervisor, and the school principal, will gain valuable experience in the classroom.

The intern should be considered a professional member of the school staff. However, the intern is NOT to be used as a substitute teacher. If the cooperating teacher is absent, a substitute MUST be in place.

### **COOPERATING TEACHER**

The cooperating teacher is an experienced classroom teacher who is responsible for assisting in the development and preprofessional success of the intern. This cooperating teacher will have had at least three years of successful teaching experience, excellent classroom management skills, and will have Clinical Education and ESOL training.

### **UNIVERSITY SUPERVISOR**

The university supervisor is a representative of the university who serves with the cooperating teacher to supervise and evaluate the intern. The university supervisor must have had successful classroom teaching experience as well as Clinical Education and ESOL training.

### **SCHOOL PRINCIPAL**

The principal works closely with the county office and is responsible for accepting the intern. He/she also provides the opportunity for the cooperating teacher to accept an intern in his/her classroom. The principal or vice-principal may wish to play an active role in the student teaching experience, or he/she may wish to delegate that role to others. In any case, the principal will want to meet with the intern to explain the overall policies of the school and to provide a welcoming environment.

## **EXPERIENCES FOR THE INTERN**

An effective, successful internship provides the student teacher with the opportunity to engage in the following experiences:

1. Obtain background information on the community, school, and student population involved in the teaching experience.
2. Interact with the administrative staff, support staff, professional staff, and resource personnel and to utilize the materials and equipment available in the school.
3. Examine the school handbook in order to become familiar with the school policies and procedures, school board rules and regulations, and the professional responsibilities of teachers.
4. Receive information regarding the academic program and curriculum for each content area included in the student teacher's schedule.
5. Develop lesson plans with the assistance of the cooperating teacher and gradually assume a greater degree of responsibility for the pre-instructional process.
6. Build a successful instructional repertoire by integrating knowledge of content, methods, and materials with an understanding of individual needs.
7. Accept responsibility for varying aspects and degrees of classroom management.
8. Facilitate and deliver instruction with gradual assumption of the teaching responsibilities of the cooperating teacher.
9. Engage in various types of learning assessment with gradual assumption of responsibility for assigning and recording grades as well as the preparation of grade reports.
10. Observe and participate in parent conferences and professional meetings.
11. Observe other successful teachers and programs in the school.
12. Receive daily feedback from the cooperating teacher, which includes encouragement, praise, and specific suggestions for improvement.
13. Engage in the reflective process regarding daily events and student and teacher behaviors.
14. Experience a supportive teaching team, including the intern, cooperating teacher and university supervisor.
15. Apply current and effective ESOL teaching methods and strategies in lesson delivery.
16. Apply the Code of Ethics and the Principles of Professional Conduct of the Education Profession to the teaching experience.
17. Use technology effectively to maximize student learning.

## **ROLES AND RESPONSIBILITIES OF THE INTERN**

The student teacher works collaboratively with the building administrator, cooperating teacher, and the university supervisor to develop the personal qualities and professional competencies necessary to receive certification. During student teaching, the intern assumes the important duties and responsibilities of the classroom teacher. In order to have a positive learning experience the student assumes responsibility for the following behaviors:

1. **Calendar**
  - The school calendar will be followed by the intern.
  - The Cooperating Teacher's hours will dictate the length of the school day for the intern.
  - School duties are to be placed ahead of personal concerns.
  - Any professional interviews will not be allowed to interfere with the intern's responsibilities in the assigned classroom.
  
2. **Regular Attendance**
  - 100% attendance in the designated classroom at the assigned school is expected.
  - If illness occurs or an emergency arises, the intern must notify the school, cooperating teacher, and university supervisor prior to the start of the school day with an explanation of the absence.
  - Only two (2) excused absences are permitted.
  - Any additional absences must be made up at the end of the internship.
  - Absence of more than one (1) week will result in the recommended withdrawal from internship for that semester and is subject to departmental review.
  
3. **Transportation**
  - Transportation to and from the teaching assignment is the sole responsibility of the intern.
  - Money for cab fare should always be available in case of automobile trouble, since it is of vital importance that the intern assumes the responsibility for a timely arrival.
  
4. **Outside Employment**
  - It is strongly recommended that the intern does not seek / secure / engage in outside employment during the internship.
  - Since the Internship Seminar will produce further demands on the intern's time, outside employment is not in the best interest of the successful completion of this clinical experience.
  
5. **Appearance**
  - Dress professionally and appropriately for the school setting and specific activity.
  - Maintain a clean and neat appearance at all times.
  - Avoid clothing that is revealing and/or provocative in nature.
  - No visible body piercings are allowed, excluding earrings.
  - Hair should be worn in such a way as that it does not impede the students' view of the mouth.

6. Respect/Loyalty
  - Demonstrate professional behavior by avoiding negative comments about the university, assigned school, administration, staff, and/or cooperating teacher.
  - Address administrators, school staff, university supervisor, students, and parents in a courteous manner.
7. Professionalism
  - Comply with the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida at all times.
8. School Board Rules and Regulations
  - Become familiar with the School Board Rules and Regulations and the teacher handbook at the assigned school during the first week in attendance.
9. Priorities
  - Make the personal and academic welfare of students in your classroom the top priority of your internship.
  - Work diligently to facilitate a quality instructional program for the students.
  - Strive to the best of your ability to meet and exceed the expectations of the university, assigned school, and cooperating teacher during your internship.
10. Open Communication
  - The intern is encouraged to initiate a discussion with the cooperating teacher when assistance is needed, rather than waiting for the cooperating teacher to “sense” that help is needed. A positive receptiveness to constructive criticism is of vital importance to a successful internship!
  - If there is a problem between the intern and the cooperating teacher, the intern is to first have an open, honest discussion with the cooperating teacher. Open communication often will solve the problem. If the problem persists, the intern should then discuss it with the university supervisor. At that time, the supervisor will suggest the next step.
  - If a problem arises between the intern and the university supervisor, the intern is to discuss it only with the Director of Placement Services.

## **ROLES AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR**

The university supervisor plays an important role in orchestrating a successful internship experience for the student teacher. He/she makes a valuable contribution by working collaboratively with the school administrator, cooperating teacher, and intern to prepare the student teacher for assuming complete responsibility for classroom instruction and management and assumes the following responsibilities:

1. Serves as a liaison between the placement school and the Graduate Teacher Education Program at Nova Southeastern University and reports to the Director of Placement Services.
2. Supports and assists the cooperating teacher in the personal and professional development of the intern.
3. Obtains copies of the daily classroom schedule and the schedule for the intern's assumption of responsibility, for the purpose of planning visitations.
4. Attends the first scheduled seminar session to meet and greet the interns.
5. Sends weekly email messages to teacher candidate(s) informing them of the responsibilities for each week and reminding them of due dates. Copy to the cooperating teacher(s) and the program office.
6. Visits the intern in the placement school a minimum of four (4) times during the twelve (12) week internship; the first visit must occur within the first three (3) weeks of the internship.
7. Meets and greets the cooperating teacher and intern; verifies the placement is suitable.
8. Completes the Initial Intern Orientation Form and submits online.
9. Conducts a minimum of four observations following the timeline provided and submits the designated assessments online.

**More visits may be necessary if warranted by problems documented during the observations. This is up to the discretion of the supervisor and cooperating teacher. Visits may be scheduled or unscheduled—a combination is recommended.**

10. Consults with the cooperating teacher regarding the progress of the intern during each visit.
11. Discusses and implements the concept and expectations of planned and unplanned visitations with the teacher candidate and the cooperating teacher.
12. Checks the lesson plans, instructional materials, bulletin boards, interest centers, and assessment tools created by the intern.
13. Observes the intern in action in the classroom and provides for a post-observation conference in which strengths and goals for improvement are discussed.
14. Communicates (as necessary) with the building administrator who is responsible for Teacher candidates.
15. Engages in problem solving and provides assistance for any interns who are experiencing difficulty.
16. Informs the Director of Placement Services at the university of any problems that arise in the field.

17. Writes a letter of recommendation on official NSU letterhead on behalf of the intern. Gives original letter to the intern and sends a copy of the letter to the Office of Placement Services.
18. Writes a personal thank you note to the cooperating teacher on NSU note cards provided.

**IMPORTANT: It is unfair to a developing teacher to make a negative judgment of the individual's teaching abilities and progress in the classroom at the end of the semester if weaknesses were not identified, discussed, and documented on the midterm evaluation. The Professional Development Plan should be designed and implemented to offer assistance to the intern.**

## DOCUMENT SUBMISSIONS FOR THE UNIVERSITY SUPERVISOR

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We have provided the following document submission checklist in order to make the completion, collection, and submission of documents more manageable. The checklist below contains a timeline which outlines the required week of submission for each document. If you have any questions or concerns regarding the assessments, please contact the program office.

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### Document Submission Timeline

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_____	<b>Cooperating Teacher Information Sheet:</b> send to program office <b>IF</b> CT has not yet done so	<b>ASAP</b>
_____	<b>Initial Intern Orientation:</b> manually prepare, submit online	<b>Week 3</b>
_____	<b>Observation Feedback Form #1:</b> submit online	<b>Week 3</b>
_____	<b>Observation Feedback Form #2:</b> submit online	<b>Week 6</b>
_____	<b>Mid-term Evaluation:</b> submit online	<b>Week 6</b>
_____	<b>Observation Feedback Form #3:</b> submit online	<b>Week 8-9</b>
_____	<b>Observation Feedback Form #4:</b> submit online	<b>Week 11</b>
_____	<b>Final Evaluation:</b> collaborate with CT, submit online	<b>Week 11</b>
_____	<b>Intermediate/Secondary Student Assessment of Intern:</b> send to program office if CT has not yet done so	<b>Week 11</b>
_____	<b>Recommendation Letter:</b> original presented to intern, deliver copy to program office	<b>Week 12</b>
_____	<b>Thank You Note:</b> send to the cooperating teacher	<b>Week 12</b>

## ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER

The cooperating teacher plays an instrumental role in helping the student teacher develop the personal qualities and professional competencies required for successful classroom teaching. He/she makes an invaluable contribution by assisting in the training of candidates seeking certification and assumes the following responsibilities:

1. Completes the Cooperating Teacher Information Sheet and submits it to the program office by fax, email, or mail using the self-addressed, postage paid envelope provided.
2. Upon receipt of your Cooperating Teacher Information Sheet a user account on our Teacher Preparation Program Assessment System will be created, and an email will be sent to you with your username and password for the online submission of all evaluation forms and surveys which are required throughout the program.
3. Serves as a model of successful teaching by demonstrating effective planning skills, utilizing a variety of instructional strategies, creating developmentally-appropriate learning materials, and implementing a positive classroom management system.
4. Introduces the intern as a colleague and authority figure in the classroom.
5. Demonstrates loyalty and support for the intern in front of the students.
6. Provides a substitute teacher for the classroom if an absence occurs.
7. Provides a personal work area for the intern for the storage of textbooks, lesson plans, student papers, and personal items.
8. Creates a schedule which clearly outlines the intern's gradual assumption of responsibility for classroom activities on a week-by-week basis and gives copies to the university supervisor.
9. Allows the intern to have supported independence and full responsibility of teaching a variety of subject matter.
10. Designates a specific time every day for collaborative planning and constructive feedback.
11. Conducts observations following the timeline provided and submits the designated assessments online.
12. Consults with the university supervisor regarding the progress of the intern during each visit from the university supervisor.
13. Provides the intern with student textbooks, teacher's guides, curriculum guides, and Next Generation Sunshine State Standards for the purpose of instructional planning and preparation.
14. Identifies instructional, management, and professional strengths and deficiencies in the intern's performance and counsels the student to improve teaching strategies.
15. Notifies the university supervisor immediately if the intern is failing to meet expectations in any area. (Communication is vitally important!)
16. Asks the intern to make copies of the Intermediate OR Secondary Student's Assessment of the Intern Form (see Appendix E<sub>1</sub> or E<sub>2</sub>). **Assists students with directions to complete this form.** Once the forms have been completed, they are delivered to the university supervisor who will forward them to the program office.
17. Writes a letter of recommendation for employment on official school letterhead on behalf of the intern. Delivers original letter to the intern and sends a copy to the program office.

18. Internship Program contact information:  
Nova Southeastern University  
Abraham S. Fischler School of Education  
Office of Placement Services  
3301 College Avenue  
Carl DeSantis Building, 4<sup>th</sup> Floor  
Fort Lauderdale, FL 33314-7796  
(954) 262-7900, (800) 986-3223, ext. 27900

## DOCUMENT SUBMISSIONS FOR THE COOPERATING TEACHER

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We have provided the following document submission checklist in order to make the completion, collection, and submission of documents more manageable. The checklist below contains a timeline which outlines the required week of submission for each document. With the completion of all forms, we will send you a 3-credit voucher. This voucher will allow you to enroll in any 3-credit course at the graduate level offered by the Abraham S. Fischler School of Education free of tuition. The voucher may also be transferred to any immediate family member. If you have any questions or concerns regarding the assessment forms, please contact the program office.

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### Document Submission Timeline

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_____	<b>Cooperating Teacher Information Sheet:</b> send to program office	<b>Week 1</b>
_____	<b>Pre-Assessment of the Professional Behaviors and Skills:</b> submit online	<b>Week 3</b>
_____	<b>Observation Feedback Form #1:</b> submit online	<b>Week 3</b>
_____	<b>Observation Feedback Form #2:</b> submit online	<b>Week 5</b>
_____	<b>Mid-term Evaluation:</b> submit online	<b>Week 5</b>
_____	<b>Observation Feedback Form #3:</b> submit online	<b>Week 7</b>
_____	<b>Observation Feedback Form #4:</b> submit online	<b>Week 9</b>
_____	<b>Observation Feedback Form #5:</b> submit online	<b>Week 11</b>
_____	<b>Final Evaluation:</b> collaborate with university supervisor, and submit online	<b>Week 11</b>
_____	<b>Intermediate OR Secondary Student Assessment of the Intern:</b> deliver to supervisor	<b>Week 11</b>
_____	<b>Recommendation Letter:</b> original presented to intern, deliver copy to supervisor	<b>Week 11</b>
_____	<b>Post-Assessment of the Professional Behaviors and Skills:</b> submit online	<b>Week 12</b>
_____	<b>Cooperating Teacher Comparison of the Intern:</b> submit online	<b>Week 12</b>

## **PROCEDURES TO FOLLOW IF PROBLEMS SHOULD ARISE**

If the cooperating teacher determines that the intern is experiencing difficulty in any aspect of the internship, he/she should discuss the problem with the intern and follow up on the intern's attempts to resolve the problem.

If the problem persists, fully document the problem in writing and provide the intern with a copy. Immediately notify the university supervisor. The university supervisor will then contact both the intern and the cooperating teacher in order to provide assistance in resolving the problem. The university supervisor may also ask another faculty member, school personnel, and/or Director of Placement Services to observe the intern and provide written feedback.

If the problem is not resolved by these means, the university supervisor will discuss options regarding the intern's continued placement with the Director of Placement Services. The Director of Placement Services will make the final decision as to whether the student will be allowed to continue the internship at another location, extend the internship, or repeat the student teaching the following semester and the conditions under which this will occur. It may become necessary for further action to be taken in regard to the intern.

### **PLEASE NOTE:**

**It is unfair to a developing teacher to make a negative judgment of the individual's teaching abilities and progress in the classroom at the end of the semester if weaknesses were not identified, discussed, documented, and assistance provided. It would be necessary to identify problems/concerns by mid-term (allowing for unusual circumstances) to permit the developing teacher time to address those concerns and adjust practices. The Professional Development Plan should be designed and implemented to offer assistance to the intern.**

**It is understood that developing teachers are guests in the school. In some unusual circumstances, a school may request a developing teacher's placement be discontinued. Such requests are honored by the University in its collaboration with school districts. In those instances, the Director of Placement Services is notified by the school administrator or university supervisor. Every effort will be made by both offices to assess the situation and develop a resolution to the benefit of all parties involved.**

## INTERN'S ASSUMPTION OF CLASSROOM RESPONSIBILITIES

The cooperating teacher, as a true professional, is committed to helping the candidate gain the needed practical experience without jeopardizing the classroom learning opportunity offered to his or her students. This requires careful monitoring of the intern's competencies as increasing classroom responsibility is assumed on a gradual basis.

During the first week of the internship, the cooperating teacher and intern work together to develop a tentative schedule for the assumption of classroom responsibility. A copy of this schedule must be given to the university supervisor. In addition, the intern is responsible for providing a copy of the daily classroom routine for the university supervisor.

It is suggested that the first week of internship be devoted to study and observation of the program, students, and instructional methods. Next, the intern will probably profit from working with a small group of students before finally assuming total class responsibility for planning, instruction, and management. The time schedule for increasing responsibilities will be as individual as the student teacher. Only the cooperating teacher, by observing the day-to-day progress, can determine this. The following pages outline a suggested schedule for the intern to assume classroom duties.

### LESSON PLANNING

Clear and complete lesson plans are a key component of a successful and effective classroom. It is imperative that interns develop effective planning skills and become proficient in planning day-to-day, week-long, and unit plans that both meet the academic needs of their students and fit within scope and sequence of the school's academic curriculum. Therefore, **plans should be completed prior to the work week for the entire week and reviewed by the cooperating teacher.**

The syllabus provides a departmental template for the long lesson plan. Interns must show evidence of mastering the full lesson plan format before gradually adapting to the abbreviated format agreed upon with the cooperating teacher and university supervisor. Developing the full lesson plan is demanding in both time and effort, so the lesson planning guidelines are designed to gradually transition from long lesson plans to the abbreviated version. Once an intern has completed the full lesson plan format for the first six (6) weeks, he/she may be approved to transition to the abbreviated format. **The long format lesson plans are required until both the cooperating teacher and university supervisor agree that the intern can transition to the abbreviated format.** Please see "Assumption of Duties" for a suggested timeline of lesson planning duties.

#### Plan Books

Each intern is responsible for keeping his/her own plan book. This plan book must document lessons and activities **for each day of the internship experience** and will begin once the intern begins to resume responsibility for instruction. Again, **the long format lesson plans are required until both the cooperating teacher and university supervisor agree that the intern can transition to the abbreviated format. A minimum of 30 long lesson plans must be included in the lesson plan book.** (See syllabus for Lesson Plan Books requirement.)

## **Bloom's Taxonomy**

Much of the current testing in Florida K-12 education is based upon the research of Bloom's Taxonomy. Students must be allowed to experience success at higher levels of thinking. Interns must plan to provide these opportunities. **Therefore, explicit questions representing various levels of the taxonomy must be included in lesson plans.** Even when interns have transitioned to the abbreviated lesson plan format, they should continue to develop and document explicit questions for their lessons.

## SUGGESTED SCHEDULE FOR INTERNS (Modifications are appropriate)

### First Week - "Observation with minimal participation"

Active observation of teacher, schedule, and students.

Observe teacher at work:

- Evidence of planning
- Procedures
- Techniques and strategies employed
- Materials used
- Assessment and evaluation
- Classroom management strategies

Observe schedule in operation:

- Balance
- Organization
- Time management

Observe students at work:

- Names of students
- Grouping system
- Abilities, difficulties, problems, and needs
- Individual folders and records
- Helping individual students
- Checking students' work

Begin pre-instructional process:

- Plan and prepare for first teaching responsibilities for next week
- Begin setting up plan book (3-ring binder)
- Prepare instructional materials, bulletin boards, and interest centers to enhance learning

Due (to supervisor):

- Copy of daily classroom schedule
- Schedule for assumption of responsibility (by subject, grade level, etc.)

**Lesson Planning Responsibilities:**  
Begin preparing lesson plan book; Responsible for lesson plans only upon assumption of any instructional responsibilities

### Second Week – "Begin Minimal Instruction"

- Continue to assume light duties such as:
- Begin helping small groups
- Handling matters pertaining to management
- Checking students assignments
- Assisting with attendance checking
- Observing and participating in class activities

**Lesson Planning Responsibilities:**  
Upon assumption of instructional responsibilities – 1 subject/class per day – 5 long lesson plans minimum

Instructional Process

- Begin initial teaching responsibilities
- Have plans ready for entire week for that subject/area
- Prepare and plan for following week's instructional responsibilities

### **Third Week - "Begin Responsible Teaching"**

- Share responsibility for continuously planning and extending teaching time
- Planning, teaching, and assessing two (2) or three (3) classes/ subjects daily
- Cooperating teacher approves lesson plans and provides constructive feedback on a daily basis
- Begin planning for a unit

**Lesson Planning Responsibilities:**  
Long lesson plans only for the two or three classes/subjects intern is responsible for teaching

### **Fourth Week - "Continue Responsible Teaching"**

- Cooperating teacher continues to provide feedback and assistance
- Continue developing unit
- Planning, teaching, and assessing three (3) or four (4) classes/ subjects daily

**Lesson Planning Responsibilities:**  
Abbreviated lesson plans upon approval by supervisor

### **Fifth Week - "Continue Responsible Teaching"**

- Planning, teaching, and assessing four (4) or five (5) classes/ subjects daily
- Begin presentation of unit
- Cooperating teacher's assistance diminishing

**Lesson Planning Responsibilities:**  
Abbreviated lesson plans upon approval by supervisor

### **Sixth through Tenth Week - "Total Responsibility"**

- Assume responsibility for **all** classroom duties
- Cooperating teacher's assistance is minimal
- Schedule one formal observation per week by cooperating teacher

**Lesson Planning Responsibilities:**  
Abbreviated lesson plans only upon approval

### **Eleventh Week - "Total Responsibility"**

- Continue total responsibility
- Invite administrator to observe intern in action and request summative evaluation from school administrator
- Cooperating teacher prepares final evaluation and recommendation for employment
- Students prepare the Intermediate or Secondary Student's Assessment of the Intern

**Lesson Planning Responsibilities:**  
Abbreviated lesson plans for teaching responsibilities

### **Twelfth Week - "Observation and Conclusion"**

- Continue responsibility for light duties
- Gradually drop some planning and teaching
- Observe other teachers and programs at work within the school, but remain accountable to cooperating teacher.
- Evaluate internship experience with cooperating teacher
- Complete online internship assessments and surveys found at <http://apps.fischlerschool.nova.edu/oat/login.aspx>

## **APPENDIX A**

### **Initial Intern Orientation Form**

#### **University Supervisor**

This form is to be used within the first three (3) weeks of internship on the occasion of the first intern observation. Access this form online and submit.



School \_\_\_\_\_  
 Grade \_\_\_\_\_  
 Today's Date \_\_\_\_\_

**Teacher Preparation Programs**  
**Initial Intern Orientation Form**

**Directions to University Supervisors:** The purpose of this checklist is to ensure that all areas are discussed with the Intern prior to placement. This orientation visit must be made within the first three weeks of the Intern's placement. Please review the following materials with the intern during the first three weeks of the intern's placement. Please print three copies (one for the Intern, one for yourself, and one for the Office of Placement Services. Signed copies of this form must be retained by the intern, the University Supervisor, and the Office of Placement Services.

Intern Name
Supervisor Name
Cooperating Teacher Name
Location of NSU instruction <input type="checkbox"/> Off-Campus _____(location) <input type="checkbox"/> On-Campus _____(location) <input type="checkbox"/> Online <input type="checkbox"/> PreK-12 School _____(location)

**Program (Select one):**

- Biology (B.S.)
- Computer Science Education (M.S.)
- Educational Media (M.S.)
- Elementary Education/ESOL (B.S.)
- Elementary Education/ESOL (M.S.)
- Exceptional Student Education/ESOL (B.S.)
- Exceptional Student Education/ESOL (M.S.)

- Mathematics (B.S.)
- Pre-K–Primary/ESOL (B.S.)
- Pre-K–Primary/ESOL (M.S.)
- Reading Education (M.S.)
- School Psychologist (Psy.S.)
- Speech Language Pathology (M.S.)

- Endorsements:**
- Gifted Education (M.S.)
  - PreK Disabilities (M.S.)
  - Reading Education (M.S.)
  - TESOL (M.S.)

<b>The following information was discussed with the Cooperating Teacher and the Intern:</b>	<b>Please check the appropriate response:</b>	
	<b>Yes</b>	<b>No</b>
The NSU Internship Handbook		
Verification of appropriate placement		
Orientation of the Intern to the school personnel and physical plant		
Procedures to follow in the event of illness of the Intern or Cooperating Teacher		
Role of the Intern		
Role of the Cooperating Teacher		
Role of the University Supervisor		
Suggested time schedule for the Intern's assumption of duties		
Format of lesson plans—focus and responsibilities		
Assessing the Intern		
Observation forms and evaluations; submission of all forms		
Policies covered in the school/teacher handbook		
Additional information discussed:		
Reflections on orientation:		
Cooperating Teacher's Signature		
Intern's Signature		
University Supervisor's Signature		

## **APPENDIX B**

### **Observation Feedback Form**

#### **Cooperating Teacher and University Supervisor**

This form is to be used by the **Cooperating Teacher when conducting the five (5) assigned intern observations**. The form is to be completed online.

This form is also to be used by the **University Supervisor when conducting the four (4) assigned intern observations**. The form is to be completed online.



Teacher Preparation Programs

**Observation Feedback Form**

**Directions to Observer:** Please review the assessment/lesson plan with the extern/intern prior to the observation. Please print two copies (one for the student and one for yourself). Signed copies of this form must be retained by the extern/intern, the supervisor, and the program office.

Extern/Intern Name
Today's Date and Week of Externship/Internship
Term
Location of NSU instruction <input type="checkbox"/> Off-Campus _____(location) <input type="checkbox"/> On-Campus _____(location) <input type="checkbox"/> Online <input type="checkbox"/> PreK-12 School _____(location)

**Program (Select one):**

- Biology (B.S.)
- Computer Science Education (M.S.)
- Educational Media (M.S.)
- Elementary Education/ESOL (B.S.)
- Elementary Education/ESOL (M.S.)
- Exceptional Student Education/ESOL (B.S.)
- Exceptional Student Education/ESOL (M.S.)

- Mathematics (B.S.)
- Pre-K-Primary/ESOL (B.S.)
- Pre-K-Primary/ESOL (M.S.)
- Reading Education (M.S.)
- School Psychologist (Psy.S.)
- Speech Language Pathology (M.S.)

- Endorsements:
- Gifted Education (M.S.)
  - PreK Disabilities (M.S.)
  - Reading Education (M.S.)
  - TESOL (M.S.)

PreK-12 Student Demographics: # Female \_\_\_\_ # Male \_\_\_\_ # LEP Students \_\_\_\_ # of ESE Students \_\_\_\_

Areas of Focus:

- AP 1: Assessment (Observation, Performance, Rubric, Test)
- AP 2: Communication (Specific Praise, Voice Control, Wait Time)
- AP 3: Continuous Improvement (Reflections)
- AP 4: Critical Thinking (Questioning Techniques)
- AP 5: Diversity (Accommodations for Learners)
- AP 6: Ethics (Confidentiality)
- AP 7: Human Development & Learning (Instructional Strategies)
- AP 8: Knowledge of Subject Matter (Accuracy and Currency)

- AP 9. Learning Environments (Classroom Management, Room Circulation, Time Management, Transitions, "Withitness")
- AP 10. Planning (Instructional Goals and Objectives, Lesson Plan)
- AP 11. Role of the Teacher (Professionalism)
- AP 12. Technology (Evidence of Instructional Technology, Use of Electronic Gradebook)
- Other: \_\_\_\_\_

**Effective Behaviors Observed:**

**Areas for Improvement:**

**Recommendations:**

**Goals for Next Observation (if applicable):** Include at least one goal related to Educator Accomplished Practices (Florida) or INTASC Core Standards (Nevada).

**Reflections on Performance:**

**Signature of Supervisor:** \_\_\_\_\_ (\_\_\_\_ On-site Supervisor or \_\_\_\_ University Supervisor)

**Extern/Intern Signature:** \_\_\_\_\_

## **APPENDIX C<sup>1</sup>**

### **Externship/Internship Midpoint Evaluation Form**

#### **Cooperating Teacher and University Supervisor**

This form is to be used by the **Cooperating Teacher** and the **University Supervisor** in assessing the midpoint evaluation. The form is to be submitted online. If the evaluator determines any problems at the midterm, this form must be submitted and discussed with the Director of Placement Services immediately.



Teacher Preparation Programs  
**Externship/Internship Midpoint Evaluation**

Extern/Intern Name
Cooperating Teacher's Name
On-Site Supervisor's Name
Location of NSU instruction <input type="checkbox"/> Off-Campus _____ (location) <input type="checkbox"/> Online <input type="checkbox"/> On-Campus _____ (location) <input type="checkbox"/> PreK-12 School _____ (location)

Today's Date
Term

**Program (Select one):**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Biology (B.S.)<br><input type="checkbox"/> Computer Science Education (M.S.)<br><input type="checkbox"/> Educational Media (M.S.)<br><input type="checkbox"/> Elementary Education/ESOL (B.S.)<br><input type="checkbox"/> Elementary Education/ESOL (M.S.)<br><input type="checkbox"/> Exceptional Student Education/ESOL (B.S.)<br><input type="checkbox"/> Exceptional Student Education/ESOL (M.S.) | <input type="checkbox"/> Mathematics (B.S.)<br><input type="checkbox"/> Pre-K–Primary ESOL (B.S.)<br><input type="checkbox"/> Pre-K–Primary/ESOL (M.S.)<br><input type="checkbox"/> Reading Education (M.S.)<br><input type="checkbox"/> School Psychologist (Psy.S.)<br><input type="checkbox"/> Speech Language Pathology (M.S.) | <b>Endorsements:</b><br><input type="checkbox"/> Gifted Education (M.S.)<br><input type="checkbox"/> PreK Disabilities (M.S.)<br><input type="checkbox"/> Reading Education (M.S.)<br><input type="checkbox"/> TESOL (M.S.) |
|--|--|---|

**Directions to the Observer:** Please rate the Extern/Intern by circling the appropriate response on the following items that demonstrate the Accomplished Practices (AP) that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.

**Key to Rating: 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree**

*Externship/Internship Midpoint Evaluation Assessment – Part I – Applies to GTEP, Psy.S., SLP, and UTEP*

<b>Accomplished Practice 1/ INTASC 8 – Assessment</b>	1	2	3	4	5
1. Employs traditional and alternative assessment strategies to determine students' mastery of specified outcomes	1	2	3	4	5
2. Modifies and/or recommends instruction based upon assessed student performance	1	2	3	4	5
3. Communicates assessment results through written records/reports and conferences to stakeholders	1	2	3	4	5
4. Based on P-12 achievement data, the teacher improved student learning.	1	2	3	4	5
<b>Accomplished Practice 2 / INTASC Standard 6 – Communication</b>	1	2	3	4	5
1. Demonstrates written communication skills in standard English	1	2	3	4	5
2. Varies verbal and non-verbal communication according to the needs of individuals	1	2	3	4	5
3. Effectively incorporates and uses feedback from supervisors and colleagues	1	2	3	4	5
4. Maintains standards of respectful verbal and written communication during all professional activities	1	2	3	4	5
<b>Accomplished Practice 3 / INTASC Standard 9 – Continuous Improvement</b>	1	2	3	4	5
1. Participates in and supports the overall school improvement process	1	2	3	4	5
2. Provides evidence of self-reflective practice in the improvement of professional performance	1	2	3	4	5
3. Participates in professional development opportunities for the purpose of continuous improvement	1	2	3	4	5
4. Reflects regularly upon his/her own practice and modifies behavior based upon that reflection	1	2	3	4	5
<b>Accomplished Practice 4 / INTASC Standard 4 – Critical Thinking</b>	1	2	3	4	5
1. Models problem-solving strategies to promote critical thinking skills among stakeholders	1	2	3	4	5
<b>Accomplished Practice 5 / INTASC Standard 3 – Diversity</b>	1	2	3	4	5
1. Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably	1	2	3	4	5
2. Helps stakeholders develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry	1	2	3	4	5
3. Acknowledges the importance of family and family structure to students' educational performances	1	2	3	4	5
4. Demonstrates awareness, sensitivity, and respect for all individual differences	1	2	3	4	5
<b>Accomplished Practice 6 / INTASC Standard 9 – Ethics</b>	1	2	3	4	5
1. Abides by the local, state, and national codes of ethics or principles of professional conduct	1	2	3	4	5
2. Commits to protect students' mental and physical safety	1	2	3	4	5
3. Complies with all school and/or district policies and regulations, as well as state and federal laws applicable to school psychologists and teachers	1	2	3	4	5
<b>Accomplished Practice 7 / INTASC Standard 2 – Human Development &amp; Learning</b>	1	2	3	4	5
1. Identifies developmental levels and needs of students	1	2	3	4	5
2. Uses a variety of techniques to accommodate differences in students' behaviors	1	2	3	4	5
3. Applies learning theories to motivate students at various developmental levels	1	2	3	4	5
<b>Accomplished Practice 8 / INTASC Standard 1– Knowledge of Subject Matter</b>	1	2	3	4	5
1. Uses local and state curriculum standards for assessment and instruction to increase student learning	1	2	3	4	5
2. Applies basic theories, concepts, and applications to professional practice	1	2	3	4	5
<b>Accomplished Practice 9 / INTASC Standard 5 – Learning Environment</b>	1	2	3	4	5
1. Collaborates to establish positive interaction in the learning environment by using behavior standards, incentives, and consequences for students	1	2	3	4	5

<b>Directions to the Observer:</b> Please rate the Extern/Intern by circling the appropriate response on the following items that demonstrate the Accomplished Practices (AP) that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.					
<b>Key to Rating: 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree</b>					
2. Involves students in decision-making about issues relating to their learning environments	1	2	3	4	5
<b>Accomplished Practice 10 / INTASC Standard 7 – Planning</b>					
1. Works cooperatively with colleagues to plan, or improve, instruction	1	2	3	4	5
<b>Accomplished Practice 11 / INTASC Standard 10 – Role of the Teacher and School Psychologist</b>					
1. Provides meaningful feedback on student performance/progress to stakeholders	1	2	3	4	5
2. Serves as student advocate through conferences, meetings or child study teams	1	2	3	4	5
3. Works collaboratively with stakeholders, including parents and volunteers, to improve the educational experiences with students	1	2	3	4	5
4. Seeks assistance within the school and community for students and families when needed	1	2	3	4	5
<b>Accomplished Practice 12 / INTASC Standard 4– Technology</b>					
1. Uses technology to assist with instructional planning and classroom management	1	2	3	4	5
2. Uses electronic networks to gather information to support student learning	1	2	3	4	5
3. Uses technology for recordkeeping	1	2	3	4	5
4. Identifies technological resources for students who experience academic difficulty	1	2	3	4	5
<b>Externship/Internship Midpoint Evaluation – Part II</b>					
<b>Accomplished Practice 1 / INTASC 8– Assessment</b>					
1. Assesses students’ cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual group instruction	1	2	3	4	5
2. Monitors learning activities and provides feedback and reinforcement to students	1	2	3	4	5
3. Collects information on student’s academic and behavioral strengths and weaknesses	1	2	3	4	5
4. Complies with district, state, and national guidelines	1	2	3	4	5
<b>Accomplished Practice 2 / INTASC Standard 6– Communication</b>					
1. Models appropriate communication skills for students	1	2	3	4	5
2. Communicates individual student progress through written records and conferences (student, parent, and staff)	1	2	3	4	5
<b>Accomplished Practice 4 / INTASC Standard 4– Critical Thinking</b>					
1. Uses materials, strategies, and technologies to expand student’s thinking abilities	1	2	3	4	5
2. Develops teaching materials to encourage students’ problem solving and decision making	1	2	3	4	5
3. Poses problems, dilemmas, and questions in lessons that require creative solutions	1	2	3	4	5
4. Encourages students to develop creative and innovative open-ended projects and materials	1	2	3	4	5
<b>Accomplished Practice 5 / INTASC Standard 3– Diversity</b>					
1. Selects and uses multicultural materials, technology, and resources to foster an understanding and appreciation of diversity	1	2	3	4	5
<b>Accomplished Practice 6 / INTASC Standard 9– Ethics</b>					
1. Fosters student responsibility, appropriate social behavior, integrity, valuing of diversity and honesty by role modeling and through learning activities	1	2	3	4	5
<b>Accomplished Practice 8 / INTASC Standard 1– Knowledge of Subject Matter</b>					
1. Communicates accurate knowledge of subject matter to help students to learn	1	2	3	4	5
2. Uses subject matter/realia and technologies to develop learning activities for the student	1	2	3	4	5
3. Incorporates local and state curriculum frameworks into subject matter instruction	1	2	3	4	5
<b>Accomplished Practice 9 / INTASC Standard 5– Learning Environment</b>					
1. Encourages all students in a positive and supportive manner by communicating high expectations for learning	1	2	3	4	5
2. Maintains standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities	1	2	3	4	5
3. Establishes smooth, efficient transitions to promote instructional momentum	1	2	3	4	5
4. Organizes flexible instructional grouping to include cooperative, student-directed groups	1	2	3	4	5
5. Provides clear directions for instructional activities and routines	1	2	3	4	5
6. Organizes an environment that supports the teaching and learning processes	1	2	3	4	5
<b>Accomplished Practice 10 / INTASC Standard 7– Planning</b>					
1. Identifies student performance outcomes	1	2	3	4	5
2. Plans activities that use a variety of support and enrichment activities and materials	1	2	3	4	5
3. Bases written lesson plans on adopted curriculum documents and standards (e.g., Florida Sunshine State Standards, Nevada Academic Standards, etc.)	1	2	3	4	5
<b>Accomplished Practice 11 / INTASC Standard 10– Role of the Teacher</b>					
1. Varies role in the instructional process (instructor, coach, mentor, facilitator) in relation to the purposes of instruction and the students’ needs, including linguistic needs	1	2	3	4	5
<b>Accomplished Practice 12 / INTASC Standard 4– Technology</b>					
1. Teaches students to apply technology to learning activities	1	2	3	4	5

## **APPENDIX C<sup>2</sup>**

### **Externship/Internship Final Evaluation Form**

#### **Cooperating Teacher and University Supervisor**

The university supervisor will collaborate with the cooperating teacher in completing this form. The total obtained from adding the value of each scored item will be used to determine the intern's final internship grade. See **INTERNSHIP EVALUATION SCORING SHEET**, p. 32, for additional information. The form is to be submitted online by the **Cooperating Teacher** and the **University Supervisor**.



Teacher Preparation Programs  
**Externship/Internship Final Evaluation**

Extern/Intern Name
Cooperating Teacher's Name
On-Site Supervisor's Name
Location of NSU instruction <input type="checkbox"/> Off-Campus _____ (location) <input type="checkbox"/> Online <input type="checkbox"/> On-Campus _____ (location) <input type="checkbox"/> PreK-12 School _____ (location)

Today's Date
Term

**Program (Select one):**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Biology (B.S.)<br><input type="checkbox"/> Computer Science Education (M.S.)<br><input type="checkbox"/> Educational Media (M.S.)<br><input type="checkbox"/> Elementary Education/ESOL (B.S.)<br><input type="checkbox"/> Elementary Education/ESOL (M.S.)<br><input type="checkbox"/> Exceptional Student Education/ESOL (B.S.)<br><input type="checkbox"/> Exceptional Student Education/ESOL (M.S.) | <input type="checkbox"/> Mathematics (B.S.)<br><input type="checkbox"/> Pre-K-Primary/ESOL (B.S.)<br><input type="checkbox"/> Pre-K-Primary/ESOL (M.S.)<br><input type="checkbox"/> Reading Education (M.S.)<br><input type="checkbox"/> School Psychologist (Psy.S.)<br><input type="checkbox"/> Speech Language Pathology (M.S.) | <b>Endorsements:</b><br><input type="checkbox"/> Gifted Education (M.S.)<br><input type="checkbox"/> PreK Disabilities (M.S.)<br><input type="checkbox"/> Reading Education (M.S.)<br><input type="checkbox"/> TESOL (M.S.) |
|--|--|---|

**Directions to the Observer:** Please rate the Extern/Intern by circling the appropriate response on the following items that demonstrate the Accomplished Practices (AP) that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.

**Key to Rating: 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree**

*Externship/Internship Final Evaluation Assessment – Part I – Applies to GTEP, Psy.S., SLP, and UTEP*

Accomplished Practice 1/ INTASC 8 – Assessment	1	2	3	4	5
1. Employs traditional and alternative assessment strategies to determine students' mastery of specified outcomes					
2. Modifies and/or recommends instruction based upon assessed student performance					
3. Communicates assessment results through written records/reports and conferences to stakeholders					
4. Based on P-12 achievement data, the candidate improved student learning.					
Accomplished Practice 2 / INTASC Standard 6 – Communication	1	2	3	4	5
1. Demonstrates written communication skills in standard English					
2. Varies verbal and non-verbal communication according to the needs of individuals					
3. Effectively incorporates and uses feedback from supervisors and colleagues					
4. Maintains standards of respectful verbal and written communication during all professional activities					
Accomplished Practice 3 / INTASC Standard 9 – Continuous Improvement	1	2	3	4	5
1. Participates in and supports the overall school improvement process					
2. Provides evidence of self-reflective practice in the improvement of professional performance					
3. Participates in professional development opportunities for the purpose of continuous improvement					
4. Reflects regularly upon his/her own practice and modifies behavior based upon that reflection					
Accomplished Practice 4 / INTASC Standard 4 – Critical Thinking	1	2	3	4	5
1. Models problem-solving strategies to promote critical thinking skills among stakeholders					
Accomplished Practice 5 / INTASC Standard 3 – Diversity	1	2	3	4	5
1. Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably					
2. Helps stakeholders develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry					
3. Acknowledges the importance of family and family structure to students' educational performances					
4. Demonstrates awareness, sensitivity, and respect for all individual differences					
Accomplished Practice 6 / INTASC Standard 9 – Ethics	1	2	3	4	5
1. Abides by the local, state, and national codes of ethics or principles of professional conduct					
2. Commits to protect students' mental and physical safety					
3. Complies with all school and/or district policies and regulations, as well as state and federal laws applicable to school psychologists and teachers					
Accomplished Practice 7 / INTASC Standard 2 – Human Development & Learning	1	2	3	4	5
1. Identifies developmental levels and needs of students					
2. Uses a variety of techniques to accommodate differences in students' behaviors					
3. Applies learning theories to motivate students at various developmental levels					
Accomplished Practice 8 / INTASC Standard 1– Knowledge of Subject Matter	1	2	3	4	5
1. Uses local and state curriculum standards for assessment and instruction to increase student learning					
2. Applies basic theories, concepts, and applications to professional practice					
Accomplished Practice 9 / INTASC Standard 5 – Learning Environment	1	2	3	4	5
1. Collaborates to establish positive interaction in the learning environment by using behavior standards, incentives,					

<b>Directions to the Observer:</b> Please rate the Extern/Intern by circling the appropriate response on the following items that demonstrate the Accomplished Practices (AP) that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.					
<b>Key to Rating: 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree</b>					
and consequences for students					
2. Involves students in decision-making about issues relating to their learning environments	1	2	3	4	5
<b>Accomplished Practice 10 / INTASC Standard 7 – Planning</b>					
1. Works cooperatively with colleagues to plan, or improve, instruction	1	2	3	4	5
<b>Accomplished Practice 11 / INTASC Standard 10 – Role of the Teacher and School Psychologist</b>					
1. Provides meaningful feedback on student performance/progress to stakeholders	1	2	3	4	5
2. Serves as student advocate through conferences, meetings or child study teams	1	2	3	4	5
3. Works collaboratively with stakeholders, including parents and volunteers, to improve the educational experiences with students	1	2	3	4	5
4. Seeks assistance within the school and community for students and families when needed	1	2	3	4	5
<b>Accomplished Practice 12 / INTASC Standard 4– Technology</b>					
1. Uses technology to assist with instructional planning and classroom management	1	2	3	4	5
2. Uses electronic networks to gather information to support student learning	1	2	3	4	5
3. Uses technology for recordkeeping	1	2	3	4	5
4. Identifies technological resources for students who experience academic difficulty	1	2	3	4	5
<i>Externship/Internship Final Evaluation – Part II</i>					
<b>Accomplished Practice 1 / INTASC 8– Assessment</b>					
1. Assesses students’ cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual group instruction	1	2	3	4	5
2. Monitors learning activities and provides feedback and reinforcement to students	1	2	3	4	5
3. Collects information on student’s academic and behavioral strengths and weaknesses	1	2	3	4	5
4. Complies with district, state, and national guidelines	1	2	3	4	5
<b>Accomplished Practice 2 / INTASC Standard 6– Communication</b>					
1. Models appropriate communication skills for students	1	2	3	4	5
2. Communicates individual student progress through written records and conferences (student, parent, and staff)	1	2	3	4	5
<b>Accomplished Practice 4 / INTASC Standard 4– Critical Thinking</b>					
1. Uses materials, strategies, and technologies to expand student’s thinking abilities	1	2	3	4	5
2. Develops teaching materials to encourage students’ problem solving and decision making	1	2	3	4	5
3. Poses problems, dilemmas, and questions in lessons that require creative solutions	1	2	3	4	5
4. Encourages students to develop creative and innovative open-ended projects and materials	1	2	3	4	5
<b>Accomplished Practice 5 / INTASC Standard 3– Diversity</b>					
1. Selects and uses multicultural materials, technology, and resources to foster an understanding and appreciation of diversity	1	2	3	4	5
<b>Accomplished Practice 6 / INTASC Standard 9– Ethics</b>					
1. Fosters student responsibility, appropriate social behavior, integrity, valuing of diversity and honesty by role modeling and through learning activities	1	2	3	4	5
<b>Accomplished Practice 8 / INTASC Standard 1– Knowledge of Subject Matter</b>					
1. Communicates accurate knowledge of subject matter to help students to learn	1	2	3	4	5
2. Uses subject matter/realia and technologies to develop learning activities for the student	1	2	3	4	5
3. Incorporates local and state curriculum frameworks into subject matter instruction	1	2	3	4	5
<b>Accomplished Practice 9 / INTASC Standard 5– Learning Environment</b>					
1. Encourages all students in a positive and supportive manner by communicating high expectations for learning	1	2	3	4	5
2. Maintains standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities	1	2	3	4	5
3. Establishes smooth, efficient transitions to promote instructional momentum	1	2	3	4	5
4. Organizes flexible instructional grouping to include cooperative, student-directed groups	1	2	3	4	5
5. Provides clear directions for instructional activities and routines	1	2	3	4	5
6. Organizes an environment that supports the teaching and learning processes	1	2	3	4	5
<b>Accomplished Practice 10 / INTASC Standard 7– Planning</b>					
1. Identifies student performance outcomes	1	2	3	4	5
2. Plans activities that use a variety of support and enrichment activities and materials	1	2	3	4	5
3. Bases written lesson plans on adopted curriculum documents and standards (e.g., Florida Sunshine State Standards, Nevada Academic Standards, etc.)	1	2	3	4	5
<b>Accomplished Practice 11 / INTASC Standard 10– Role of the Teacher</b>					
1. Varies role in the instructional process (instructor, coach, mentor, facilitator) in relation to the purposes of instruction and the students’ needs, including linguistic needs	1	2	3	4	5
<b>Accomplished Practice 12 / INTASC Standard 4– Technology</b>					
1. Teaches students to apply technology to learning activities	1	2	3	4	5

## INTERNSHIP EVALUATION SCORING SHEET

Assessing the intern’s performance is a key responsibility of both the cooperating teacher and the university supervisor. The midterm and final evaluations should reflect the intern’s overall performance **up to that date** on the items indicated on the evaluation. The evaluation should accurately reflect the intern’s in-class performance and reflect observations and feedback documented up to that point. The following table shows the grade obtained from the points awarded on the final evaluation.

Important: Avoid the “neutral” category as much as possible; it reduces the final points for the intern significantly.

**The grade obtained by the cooperating teacher’s final evaluation contributes one third of the intern’s final internship grade. The grade obtained by the university supervisor’s final evaluation contributes another third of the intern’s final internship grade. The last third is obtained from the intern’s work in the internship seminar.**

The online Final Evaluation Form automatically adds up the scored items and records the grade.

<b>GRADUATE GRADE COMPUTATION</b>				
<b>A</b>	=	<b>286</b>	-	<b>310</b>
<b>A-</b>	=	<b>274</b>	-	<b>285</b>
<b>B+</b>	=	<b>264</b>	-	<b>273</b>
<b>B</b>	=	<b>252</b>	-	<b>263</b>
<b>B-</b>	=	<b>243</b>	-	<b>251</b>
<b>C+</b>	=	<b>234</b>	-	<b>242</b>
<b>C</b>	=	<b>222</b>	-	<b>233</b>
<b>C-</b>	=	<b>213</b>	-	<b>221</b>
<b>D+</b>	=	<b>203</b>	-	<b>212</b>
<b>D</b>	=	<b>182</b>	-	<b>202</b>
<b>F</b>	=	<		<b>181</b>

## **APPENDIX D**

### **Cooperating Teacher's Assessment of the Professional Behaviors and Skills of the Extern/Intern (Pre and Post)**

This form is to be completed online by the Cooperating Teacher at midpoint AND at the conclusion of the internship.



Teacher Preparation Programs

**Cooperating Teacher's (Education)/  
Field Supervisor's (Psy.S. and SLP)  
Assessment of the  
Professional Behaviors and Skills of the  
Extern/Intern (Pre or Post)**

Extern/Intern Name
Cooperating Teacher's Name
Field Supervisor's Name
Location of NSU instruction <input type="checkbox"/> Off-Campus _____(location) <input type="checkbox"/> On-Campus _____(location) <input type="checkbox"/> Online <input type="checkbox"/> PreK-12 School _____(location)

Today's Date
Term

**Program (Select one):**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Biology (B.S.)                            | <input type="checkbox"/> Mathematics (B.S.)               | <b>Endorsements:</b><br><input type="checkbox"/> Gifted Education (M.S.)<br><input type="checkbox"/> PreK Disabilities (M.S.)<br><input type="checkbox"/> Reading Education (M.S.)<br><input type="checkbox"/> TESOL (M.S.) |
| <input type="checkbox"/> Computer Science Education (M.S.)         | <input type="checkbox"/> Pre-K-Primary/ESOL (B.S.)        |   |
| <input type="checkbox"/> Educational Media (M.S.)                  | <input type="checkbox"/> Pre-K-Primary/ESOL (M.S.)        |   |
| <input type="checkbox"/> Elementary Education/ESOL (B.S.)          | <input type="checkbox"/> Reading Education (M.S.)         |   |
| <input type="checkbox"/> Elementary Education/ESOL (M.S.)          | <input type="checkbox"/> School Psychologist (Psy.S.)     |   |
| <input type="checkbox"/> Exceptional Student Education/ESOL (B.S.) | <input type="checkbox"/> Speech Language Pathology (M.S.) |   |
| <input type="checkbox"/> Exceptional Student Education/ESOL (M.S.) |   |   |

**Directions to the Cooperating Teacher (Education)/Field Supervisor (Psy.S. and SLP):** On the following items, please rate the Extern/Intern's **Professional Behaviors and Skills** by circling the appropriate response that demonstrates the Accomplished Practices (AP) that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.

**Key to Rating: 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree**

	1	2	3	4	5
<b>AP 1/INTASC 8 – Assessment</b> The Extern/Intern acknowledges the responsibility to use data to assess students.					
<b>AP 2/INTASC 6 – Communication</b> The Extern/Intern communicates with all members of the school community.					
<b>AP 2/INTASC 6 – Communication</b> The Extern/Intern demonstrates written communication skills in standard English.					
<b>AP 2/INTASC 6 – Communication</b> The Extern/Intern displays motivation and enthusiasm.					
<b>AP 2/INTASC 6 – Communication</b> The Extern/Intern uses appropriate posture, eye contact, gestures, and facial expressions.					
<b>AP 2/INTASC 6 – Communication</b> The Extern/Intern maintains clear and accurate records.					
<b>AP 2/INTASC 6 – Communication</b> The Extern/Intern speaks clearly and projects adequately, using standard English.					
<b>AP 2/INTASC 6 – Communication - AP 11/INTASC 10 – Role of the Teacher</b> The Extern/Intern remains composed under stress.					
<b>AP 3/INTASC 9 – Continuous Improvement</b> The Extern/Intern seeks opportunities that lead to professional growth.					
<b>AP 3/INTASC 9 – Continuous Improvement</b> The Extern/Intern self-evaluates performance regularly.					
<b>AP 4/INTASC 4 – Critical Thinking - AP 11/INTASC 10 – Role of the Teacher</b> The Extern/Intern demonstrates good judgment and problem-solving abilities.					
<b>AP 5/INTASC 3 – Diversity</b> The Extern/Intern demonstrates respect for human diversity and differences and tolerance for differences.					
<b>AP 6/INTASC 9 – Ethics</b> The Extern/Intern adheres to ethical standards and professional conduct.					
<b>AP 6/INTASC 9 – Ethics</b> The Extern/Intern respects confidentiality.					
<b>AP 7/INTASC 7 – Human Development and Learning</b> The Extern/Intern selects teaching/assessment materials and adjusts teaching/intervention strategies based on students' abilities.					
<b>AP 8/INTASC 1 – Knowledge of Subject Matter</b> The Extern/Intern is interested in learning more about the subject matter.					
<b>AP 9/INTASC 5 – Learning Environment</b> The Extern/Intern maintains an appropriate work area that is conducive to learning/assessment.					
<b>AP 10/INTASC 7 – Planning</b> The Extern/Intern demonstrates organization.					

**Directions to the Cooperating Teacher (Education)/Field Supervisor (Psy.S. and SLP):** On the following items, please rate the Extern/Intern's **Professional Behaviors and Skills** by circling the appropriate response that demonstrates the Accomplished Practices (AP) that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.

**Key to Rating:** 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree

<b>AP 10/INTASC 7 – Planning</b> The Extern/Intern plans and prepares in advance for required activities.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> The Extern/Intern accepts challenging tasks and assignments.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> The Extern/Intern demonstrates adaptability and flexibility.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> The Extern/Intern demonstrates dependability, e.g., is punctual and follows through on tasks.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> The Extern/Intern demonstrates initiative and resourcefulness.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> The Extern/Intern establishes and maintains cooperative and collaborative relationships with members of the school community.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> The Extern/Intern establishes and maintains positive relationships with students and families.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> The Extern/Intern interacts in a supportive manner with members of the school community.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> The Extern/Intern projects a professional image and appearance.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> The Extern/Intern responds to and uses feedback and constructive criticism from supervisor.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> The Extern/Intern works cooperatively and collaboratively with school stakeholders.	1	2	3	4	5
<b>AP 12/INTASC 4 – Technology</b> The Extern/Intern is receptive to opportunities to use technology to benefit the school community.	1	2	3	4	5

## APPENDIX E<sup>1</sup>

### Intermediate Student's Assessment of the Intern

#### Cooperating Teacher and Classroom Students

**To be completed by students in Grades 4 – 6 only.**

Please ask the intern to make copies of this form for your students. It is recommended that the intern's name and date be entered on the form prior to making the copies. Without the intern present in the classroom, **the Cooperating Teacher will assist his/her students with directions to complete this form.** Once the forms have been completed, they are given to the university supervisor who will send or deliver them to the Office of Placement Services.








Teacher Preparation Programs

**Intermediate Student's  
Assessment of the  
Extern/Intern**

Extern/Intern  
Name

Today's Date  
Term

<p><b>Directions to the Primary Student:</b> As you read each item, circle the number that shows how you feel about your Extern/Intern. <b>Key to Rating:</b> 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree</p>					
1. My Extern/Intern told me when I did good work.	1	2	3	4	5
2. My Extern/Intern spoke in a clear voice that I could understand.	1	2	3	4	5
3. My Extern/Intern looked at me when speaking.	1	2	3	4	5
4. My Extern/Intern explained things so that I could understand.	1	2	3	4	5
5. My Extern/Intern called me by my name.	1	2	3	4	5
6. My Extern/Intern taught me how to be a better student.	1	2	3	4	5
7. My Extern/Intern listened when we asked questions.	1	2	3	4	5
8. My Extern/Intern made me think by asking questions.	1	2	3	4	5
9. My Extern/Intern tried to get everyone interested in what we were doing.	1	2	3	4	5
10. My Extern/Intern looked and acted like a teacher.	1	2	3	4	5
11. My Extern/Intern helped me when I did not understand the work.	1	2	3	4	5
12. My Extern/Intern was knowledgeable about the subject s/he taught.	1	2	3	4	5
13. My Extern/Intern was able to answer my questions or find answers to them.	1	2	3	4	5
14. My Extern/Intern got me interested in what we were doing.	1	2	3	4	5
15. My Extern/Intern made me feel safe.	1	2	3	4	5
16. My Extern/Intern allowed us to help make decisions about what we were doing.	1	2	3	4	5
17. My Extern/Intern quickly tried to stop problems.	1	2	3	4	5
18. My Extern/Intern maintained order in the room.	1	2	3	4	5
19. My Extern/Intern was prepared for what we were doing.	1	2	3	4	5
20. My Extern/Intern made learning fun.	1	2	3	4	5
21. My Extern/Intern used different materials and technology.	1	2	3	4	5

## APPENDIX E<sup>2</sup>

### Secondary Student's Assessment of the Intern

#### Cooperating Teacher and Classroom Students

Please ask the intern to make copies of this form for your students. It is recommended that the intern's name and date be entered on the form prior to making the copies. Without the intern present in the classroom, **the Cooperating Teacher will assist his/her students with directions to complete this form.** Once the forms have been completed, they are given to the university supervisor who will send or deliver them to the Office of Placement Services.



Teacher Preparation Programs

**Secondary Student's  
Assessment of the  
Extern/Intern**

Extern/Intern  
Name

Today's Date  
Term

**Directions to the Secondary Student:** Please rate your Extern/Intern for the following areas by circling the appropriate response based on the Key to Rating (below).

**Key to Rating: 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree**

<b>AP 1/INTASC 8 – Assessment</b> 1. My Extern/Intern graded me based on a variety of activities, not just tests.	1	2	3	4	5
<b>AP 1/INTASC 8 – Assessment</b> 2. My Extern/Intern checked to see if I understood the material being taught.	1	2	3	4	5
<b>AP 1/INTASC 8 – Assessment</b> 3. My Extern/Intern provided me with effective feedback.	1	2	3	4	5
<b>AP 2/INTASC 6 – Communication</b> 4. My Extern/Intern kept my attention while teaching the lesson.	1	2	3	4	5
<b>AP 2/INTASC 6 – Communication</b> 5. My Extern/Intern got me involved in the lesson.	1	2	3	4	5
<b>AP 3/INTASC 9 – Continuous Improvement</b> 6. My Extern/Intern taught me how to be a better student.	1	2	3	4	5
<b>AP 4/INTASC 4 – Critical Thinking</b> 7. My Extern/Intern encouraged us to think “outside the box.”	1	2	3	4	5
<b>AP 5/INTASC 3 – Diversity</b> 8. My Extern/Intern treated everyone in the class with respect.	1	2	3	4	5
<b>AP 6/INTASC 9 – Ethics</b> 9. My Extern/Intern was professional in appearance and conduct.	1	2	3	4	5
<b>AP 7/INTASC 7 – Human Development and Learning</b> 10. My Extern/Intern expected us to do the right amount of work in this class.	1	2	3	4	5
<b>AP 8/INTASC 1 – Knowledge of Subject Matter</b> 11. My Extern/Intern was knowledgeable about the subject s/he taught.	1	2	3	4	5
<b>AP 8/INTASC 1 – Knowledge of Subject Matter</b> 12. My Extern/Intern was able to answer my questions or find answers to them.	1	2	3	4	5
<b>AP 9/INTASC 5 – Learning Environment</b> 13. My Extern/Intern maintained control of the classroom.	1	2	3	4	5
<b>AP 9/INTASC 5 – Learning Environment</b> 14. My Extern/Intern made me feel safe in this classroom.	1	2	3	4	5
<b>AP 10/INTASC 7 – Planning</b> 15. My Extern/Intern was prepared in advance to teach the lesson.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> 16. My Extern/Intern accurately reported my progress in school to my parents.	1	2	3	4	5
<b>AP 12/INTASC 4 – Technology</b> 17. My Extern/Intern made learning fun with computers and technology.	1	2	3	4	5

## **APPENDIX F**

### **Cooperating Teacher's Survey Comparison of Extern/Intern**

**The Cooperating Teacher must complete this form online at the end of the internship experience.** When the survey is completed and submitted to the online database, a Certificate of Appreciation will be issued which may be used as a three-credit voucher for a course at the master's, specialist, or doctoral level at Nova Southeastern University's Fischler School of Education and Human Services.



Teacher Preparation Programs

**Cooperating Teacher's (Education)/  
Field Supervisor's (Psy.S. and SLP)  
Comparison of Extern/Intern**

Extern/Intern Name
Cooperating Teacher's Name
On-Site Supervisor's Name
Location of NSU instruction <input type="checkbox"/> Off-Campus _____(location) <input type="checkbox"/> On-Campus _____(location) <input type="checkbox"/> Online <input type="checkbox"/> PreK-12 School _____(location)

Today's Date
Term

**Program (Select one):**

- Biology (B.S.)
- Computer Science Education (M.S.)
- Educational Media (M.S.)
- Elementary Education/ESOL (B.S.)
- Elementary Education/ESOL (M.S.)
- Exceptional Student Education/ESOL (B.S.)
- Exceptional Student Education/ESOL (M.S.)

- Mathematics (B.S.)
- Pre-K-Primary/ESOL (B.S.)
- Pre-K-Primary/ESOL (M.S.)
- Reading Education (M.S.)
- School Psychologist (Psy.S.)
- Speech Language Pathology (M.S.)

- Endorsements:
- Gifted Education (M.S.)
  - PreK Disabilities (M.S.)
  - Reading Education (M.S.)
  - TESOL (M.S.)

**Directions to the Cooperating Teacher/Field Supervisor:** Using the "Key to Rating," please compare this NSU Extern/Intern to those you have worked with from other institutions. Your responses will remain confidential and will only be used to improve the NSU preparation program.

\_\_\_\_ This is my first extern/intern. (You will not need to complete the rest of this survey, but submit this form for recognition.)

**Key to Rating:**

- 1 = Strongly Disagree** (The NSU extern/intern demonstrated skills that were **far less effective** than the skills of interns from other institutions.)
- 2 = Disagree** (The NSU extern/intern demonstrated skills that were **less effective** than the skills of interns from other institutions.)
- 3 = Neutral, Neither Agree Nor Disagree** (The NSU extern/intern demonstrated skills that were **about the same as** the skills of those from other institutions.)
- 4 = Agree** (The NSU extern/intern demonstrated skills that were **more effective than** the skills of others from other institutions.)
- 5 = Strongly Agree** (The NSU extern/intern demonstrated skills that were **far more effective than** the skills of those from other institutions.)

<b>AP 1/INTASC 8 – Assessment</b> The Extern/Intern collects and uses data gathered from a variety of sources for student assessment, which include both traditional and alternative assessment strategies, to plan for students' needs.	1	2	3	4	5
<b>AP 2/INTASC 6 – Communication</b> The Extern/Intern recognizes the need for effective verbal and written communication with students, parents, and members of the school community and is able to vary communication techniques according to individual needs.	1	2	3	4	5
<b>AP 3/INTASC 9 – Continuous Improvement</b> The Extern/Intern identifies principles and strategies for affecting changes relating to overall school improvement and engages in continuous professional self-improvement.	1	2	3	4	5
<b>AP 4/INTASC 4 – Critical Thinking</b> The Extern/Intern identifies strategies, materials, and technologies to expand students' thinking abilities. (The School Psychology candidate guides his or her practice by empirically validated research.)	1	2	3	4	5
<b>AP 5/INTASC 3- Diversity</b> The Extern/Intern has a repertoire of evaluation, intervention, or teaching techniques and strategies to use effectively with students including those from different cultures or with varying learning styles, needs, or interests.	1	2	3	4	5
<b>AP 6/INTASC 9 – Ethics</b> The Extern/Intern knows and follows the code of ethics and principles of conduct of the state and professional organizations.	1	2	3	4	5
<b>AP 7/INTASC 7 – Human Development and Learning</b> The Extern/Intern can plan or recommend instructional activities based upon well established human development/learning theories and a variety of information sources about students.	1	2	3	4	5
<b>AP 8/INTASC 1 – Knowledge of Subject Matter</b> The Extern/Intern understands the subject matter and its link to other disciplines in real-world settings. The Extern/Intern's repertoire of skills includes many ways to enhance students' growth.	1	2	3	4	5

**Directions to the Cooperating Teacher/Field Supervisor:** Using the “Key to Rating,” please compare this NSU Extern/Intern to those you have worked with from other institutions. Your responses will remain confidential and will only be used to improve the NSU preparation program.

\_\_\_\_ This is my first extern/intern. (You will not need to complete the rest of this survey, but submit this form for recognition.)

**Key to Rating:**

**1 = Strongly Disagree** (The NSU extern/intern demonstrated skills that were **far less effective** than the skills of interns from other institutions.)

**2 = Disagree** (The NSU extern/intern demonstrated skills that were **less effective** than the skills of interns from other institutions.)

**3 = Neutral, Neither Agree Nor Disagree**

(The NSU extern/intern demonstrated skills that were **about the same as** the skills of those from other institutions.)

**4 = Agree** (The NSU extern/intern demonstrated skills that were **more effective than** the skills of others from other institutions.)

**5 = Strongly Agree** (The NSU extern/intern demonstrated skills that were **far more effective than** the skills of those from other institutions.)

<b>AP 9/INTASC 5 – Learning Environment</b> The Extern/Intern can use or recommend strategies for effective learning environments.	1	2	3	4	5
<b>AP 10/INTASC 7 – Planning</b> The Extern/Intern can set high standards for all students, including working with other professionals to design learning experiences or interventions that meet students’ needs and interests.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> The Extern/Intern communicates and works cooperatively and effectively with stakeholders to improve the students’ and families’ overall educational experiences at the school.	1	2	3	4	5
<b>AP 12/INTASC 4 – Technology</b> The Extern/Intern has the technology skills necessary to assist students and teachers and can facilitate access to the use of electronic resources in the content area.	1	2	3	4	5
<b>Accomplished Practices / INTASC Core Standards</b> The Extern/Intern is knowledgeable of the Accomplished Practices that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.	1	2	3	4	5
<b>Curriculum Standards</b> The Extern/Intern is knowledgeable of the state’s curriculum standards (e.g., Florida Sunshine State Standards, Nevada Academic Standards, etc.).	1	2	3	4	5

Please list any specific areas of strength you have observed while supervising and working with the NSU Extern/Intern.

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Please list any specific areas of weakness you have observed while supervising and working with the NSU Extern/Intern.

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**Thank you for completing this survey and providing input for our program improvement process.**

## **APPENDIX G**

### **Intern's Assessment of the Cooperating Teacher**

**This form is to be completed by the intern to assess the level of support provided by the cooperating teacher.** This form will be completed online during one of the final seminar sessions.



Teacher Preparation Programs

**Extern's/Intern's  
Assessment of the  
Cooperating Teacher (Education)/  
Field Supervisor (Psy.S. and SLP)**

Extern/Intern Name
Cooperating Teacher's Name
On-Site Supervisor's Name
Location of NSU instruction <input type="checkbox"/> Off-Campus _____ (location) <input type="checkbox"/> On-Campus _____ (location) <input type="checkbox"/> Online <input type="checkbox"/> PreK-12 School _____ (location)

Today's Date
Term

**Program (Select one):**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Biology (B.S.)                            | <input type="checkbox"/> Mathematics (B.S.)               | <input type="checkbox"/> Gifted Education (M.S.)  |
| <input type="checkbox"/> Computer Science Education (M.S.)         | <input type="checkbox"/> Pre-K-Primary/ESOL (B.S.)        | <input type="checkbox"/> PreK Disabilities (M.S.) |
| <input type="checkbox"/> Educational Media (M.S.)                  | <input type="checkbox"/> Pre-K-Primary/ESOL (M.S.)        | <input type="checkbox"/> Reading Education (M.S.) |
| <input type="checkbox"/> Elementary Education/ESOL (B.S.)          | <input type="checkbox"/> Reading Education (M.S.)         | <input type="checkbox"/> TESOL (M.S.)             |
| <input type="checkbox"/> Elementary Education/ESOL (M.S.)          | <input type="checkbox"/> School Psychologist (Psy.S.)     |   |
| <input type="checkbox"/> Exceptional Student Education/ESOL (B.S.) | <input type="checkbox"/> Speech Language Pathology (M.S.) |   |
| <input type="checkbox"/> Exceptional Student Education/ESOL (M.S.) |   |   |

Endorsements:

**Directions to the Extern/Intern:** Please rate the effectiveness of your Cooperating Teacher/Field Supervisor with the following responsibilities by circling the appropriate response that demonstrates the Accomplished Practices (AP) that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.

**Key to Rating: 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree**

	1	2	3	4	5
<b>AP 1/INTASC 8 – Assessment</b> The Cooperating Teacher/Field Supervisor collects and uses data gathered from a variety of sources for student assessment, which include both traditional and alternative assessment strategies, to plan for students.					
<b>AP 2/INTASC 6 – Communication</b> The Cooperating Teacher/Field Supervisor recognizes the need for effective verbal and written communication with students, parents, and members of the school community, and varies communication techniques according to need.					
<b>AP 3/INTASC 9 – Continuous Improvement</b> The Cooperating Teacher/Field Supervisor identifies principles and strategies for affecting changes relating to overall school improvement and engages in continuous professional self-improvement.					
<b>AP 4/INTASC 4 – Critical Thinking</b> The Cooperating Teacher/Field Supervisor identifies strategies, materials, and technologies to expand students' thinking abilities.					
<b>AP 5/INTASC 3 – Diversity</b> The Cooperating Teacher/Field Supervisor recommends various evaluation, intervention, or teaching techniques and strategies to effectively use with all students, regardless of diversity, culture, learning styles, etc.					
<b>AP 6/INTASC 9 – Ethics</b> The Cooperating Teacher/Field Supervisor knows and follows the code of ethics and principles of conduct of state and professional organizations.					
<b>AP 7/INTASC 7 – Human Development and Learning</b> The Cooperating Teacher/Field Supervisor plans or recommends instructional activities based upon well established human development/learning theories and a variety of information sources about students.					
<b>AP 8/INTASC 1 – Knowledge of Subject Matter</b> The Cooperating Teacher/Field Supervisor communicates subject knowledge and understands that the subject matter is linked to other disciplines and can be applied to real-world situations.					
<b>AP 9/INTASC 5 – Learning Environment</b> The Cooperating Teacher/Field Supervisor uses or recommends strategies for effective learning environments.					
<b>AP 10/INTASC 7 – Planning</b> The Cooperating Teacher/Field Supervisor sets high standards for all students, including working with other professionals to design learning experiences or interventions that meet students' needs and interests.					
<b>AP 11/INTASC 10 – Role of the Teacher</b> The Cooperating Teacher/Field Supervisor communicates and works cooperatively with stakeholders to improve the students' and families' overall educational experiences at the school.					
<b>AP 12/INTASC 4 – Technology</b> The Cooperating Teacher/Field Supervisor uses technology skills to assist students and teachers to facilitate access to the use of electronic resources in my content area.					
<b>Accomplished Practices / INTASC Core Standards</b> The Cooperating Teacher/Field Supervisor is knowledgeable of the Accomplished Practices that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.					
<b>Curriculum Standards</b> - The Cooperating Teacher/Field Supervisor is knowledgeable of the state's curriculum standards (e.g., Florida Sunshine State Standards, Nevada Academic Standards, etc.).					

## **APPENDIX H**

### **Intern's Assessment of the University Supervisor**

**This form is to be completed by the intern to assess the level of support provided by the university supervisor.** Complete the form online at the end of the internship experience during one of the final seminar sessions.



Teacher Preparation Programs  
**Extern's/Intern's Assessment  
of the  
University Supervisor**

Extern/Intern Name
Cooperating Teacher's Name
On-Site Supervisor's Name
Location of NSU instruction <input type="checkbox"/> Off-Campus _____ (location) <input type="checkbox"/> Online <input type="checkbox"/> On-Campus _____ (location) <input type="checkbox"/> Online <input type="checkbox"/> PreK-12 School _____ (location)

Today's Date
Term

**Program (Select one):**

- Biology (B.S.)
- Computer Science Education (M.S.)
- Educational Media (M.S.)
- Elementary Education/ESOL (B.S.)
- Elementary Education/ESOL (M.S.)
- Exceptional Student Education/ESOL (B.S.)
- Exceptional Student Education/ESOL (M.S.)

- Mathematics (B.S.)
- Pre-K-Primary/ESOL (B.S.)
- Pre-K-Primary/ESOL (M.S.)
- Reading Education (M.S.)
- School Psychologist (Psy.S.)
- Speech Language Pathology (M.S.)

- Endorsements:
- Gifted Education (M.S.)
  - PreK Disabilities (M.S.)
  - Reading Education (M.S.)
  - TESOL (M.S.)

<b>Directions to the Extern/Intern:</b> Please rate the University Supervisor on the following items that demonstrate the Accomplished Practices (AP) that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.					
<b>Key to Rating: 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree</b>					
1. The University Supervisor effectively served as a liaison between the University and placement site.	1	2	3	4	5
2. The University Supervisor supported and assisted me in developing my personal and professional skills as an extern/intern.	1	2	3	4	5
3. The University Supervisor monitored my progress through consultations or observations.	1	2	3	4	5
4. The University Supervisor reviewed my assignments.	1	2	3	4	5
5. The University Supervisor assisted with problem solving and provided assistance whenever I experienced difficulty.	1	2	3	4	5
6. The University Supervisor provided a midterm evaluation of my progress and shared the results with me.	1	2	3	4	5
7. The University Supervisor communicated effectively with me throughout the externship/internship experience.	1	2	3	4	5
8. The University Supervisor reviewed the final evaluation of my performance (Internship Program Evaluation Form) and assigned a grade.	1	2	3	4	5
9. The University Supervisor used the technology skills necessary to assist students and teachers and can facilitate access to the use of electronic resources in my content area.	1	2	3	4	5
10. The University Supervisor is knowledgeable of the Accomplished Practices that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.	1	2	3	4	5
11. The University Supervisor is knowledgeable of the state's curriculum standards (e.g., Florida Sunshine State Standards, Nevada Academic Standards, etc.).	1	2	3	4	5
<b>Items 12-18 (below) will be completed for GTEP and UTEP students.</b>	-	-	-	-	-
12. The University Supervisor provided a written record of the supervised observation/site visit summary.	1	2	3	4	5
13. The University Supervisor obtained copies of the daily classroom schedule and the schedule of my assumption of responsibility, for the purpose of planning visitations.	1	2	3	4	5
14. The University Supervisor performed scheduled and unscheduled visits to the placement school a minimum of four (4) times during the fourteen (14) week internship; the first visit occurred by Week 3 of the internship.	1	2	3	4	5
15. The University Supervisor checked the lesson plans, instructional materials, bulletin boards, interest centers, and assessment tools I have created.	1	2	3	4	5
16. The University Supervisor adequately observed my actions in the classroom and provided for a post-observation conference in which strengths and goals for improvement were discussed.	1	2	3	4	5
17. The University Supervisor provided a written record of my observation to me.	1	2	3	4	5
18. The University Supervisor wrote a letter of recommendation (Recommendation Form) for employment on the appropriate forms provided by the university.	1	2	3	4	5

## **APPENDIX I**

### **Intern Telephone Survey Midpoint and Final**

**This form is to be completed online by the Office of Placement Services at midpoint and at the conclusion of the internship.** The intern will provide the necessary feedback for entry into the database



Teacher Preparation Programs

Extern/Intern Telephone Surveys

Today's Date \_\_\_\_\_  
 Term \_\_\_\_\_

Extern/Intern Name \_\_\_\_\_  
 Cooperating Teacher's Name \_\_\_\_\_  
 On-Site Supervisor's Name \_\_\_\_\_  
 Location of NSU instruction  
 Off-Campus \_\_\_\_\_ (location)  
 On-Campus \_\_\_\_\_ (location)     Online  
 PreK-12 School \_\_\_\_\_ (location)

**Program (Select one):**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Biology (B.S.)                            | <input type="checkbox"/> Mathematics (B.S.)               | Endorsements:<br><input type="checkbox"/> Gifted Education (M.S.)<br><input type="checkbox"/> PreK Disabilities (M.S.)<br><input type="checkbox"/> Reading Education (M.S.)<br><input type="checkbox"/> TESOL (M.S.) |
| <input type="checkbox"/> Computer Science Education (M.S.)         | <input type="checkbox"/> Pre-K-Primary/ESOL (B.S.)        |  |
| <input type="checkbox"/> Educational Media (M.S.)                  | <input type="checkbox"/> Pre-K-Primary/ESOL (M.S.)        |  |
| <input type="checkbox"/> Elementary Education/ESOL (B.S.)          | <input type="checkbox"/> Reading Education (M.S.)         |  |
| <input type="checkbox"/> Elementary Education/ESOL (M.S.)          | <input type="checkbox"/> School Psychologist (Psy.S.)     |  |
| <input type="checkbox"/> Exceptional Student Education/ESOL (B.S.) | <input type="checkbox"/> Speech Language Pathology (M.S.) |  |
| <input type="checkbox"/> Exceptional Student Education/ESOL (M.S.) |   |  |

**Directions to the Telephone Interviewer:** Please complete this sheet to collect information on the placement of the **Extern/Intern** by circling the appropriate response on the following items.

**Key to Rating:** 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree

1. I am enjoying my externship/internship.	1	2	3	4	5
2. I am learning from my cooperating teacher/on-site supervisor.	1	2	3	4	5
3. I am learning from my NSU supervisor.	1	2	3	4	5
4. I am enjoying my placement.	1	2	3	4	5
5. My placement could be improved.	1	2	3	4	5
6. My externship/internship is productive.	1	2	3	4	5
7. I am able to apply the Accomplished Practices to my school practice.	1	2	3	4	5
8. There are Accomplished Practices upon which I need to improve. (Specify those that need improvement in the comments section.)	1	2	3	4	5
9. I am enjoying my externship/internship seminar.	1	2	3	4	5
10. My externship/internship seminar needs improvement. (Specify improvements needed in the comments section.)	1	2	3	4	5
11. Overall, I am satisfied with my externship/internship experience.	1	2	3	4	5

12. Have you taught lessons yet? Yes No

13. What are these lessons about? Subject or content: \_\_\_\_\_

14. Please provide any additional comments on the externship/internship in the space below or on the back of this page.

Comments:

## **APPENDIX J**

### **Intern's Assessment of the Accomplished Practices/INTASC Core Standards**

**This form is to be completed by the intern to assess the intern's knowledge and skills on the Accomplished Practices.** Complete the form online at the end of the internship experience during one of the final seminar sessions.



Teacher Preparation Programs

**Extern's/Intern's  
Assessment of the  
Accomplished Practices/  
INTASC Core Standards**

Extern/Intern Name
Cooperating Teacher's Name
On-Site Supervisor's Name
Location of NSU instruction <input type="checkbox"/> Off-Campus _____ (location) <input type="checkbox"/> On-Campus _____ (location) <input type="checkbox"/> Online <input type="checkbox"/> PreK-12 School _____ (location)

Today's Date
Term

**Program (Select one):**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Biology (B.S.)                            | <input type="checkbox"/> Mathematics (B.S.)               | <input type="checkbox"/> Endorsements:            |
| <input type="checkbox"/> Computer Science Education (M.S.)         | <input type="checkbox"/> Pre-K-Primary/ESOL (B.S.)        | <input type="checkbox"/> Gifted Education (M.S.)  |
| <input type="checkbox"/> Educational Media (M.S.)                  | <input type="checkbox"/> Pre-K-Primary/ESOL (M.S.)        | <input type="checkbox"/> PreK Disabilities (M.S.) |
| <input type="checkbox"/> Elementary Education/ESOL (B.S.)          | <input type="checkbox"/> Reading Education (M.S.)         | <input type="checkbox"/> Reading Education (M.S.) |
| <input type="checkbox"/> Elementary Education/ESOL (M.S.)          | <input type="checkbox"/> School Psychologist (Psy.S.)     | <input type="checkbox"/> TESOL (M.S.)             |
| <input type="checkbox"/> Exceptional Student Education/ESOL (B.S.) | <input type="checkbox"/> Speech Language Pathology (M.S.) |   |
| <input type="checkbox"/> Exceptional Student Education/ESOL (M.S.) |   |   |

**Directions to the Extern/Intern:** Please rate your knowledge and skills on the following items by circling the appropriate response that demonstrates the Accomplished Practices (AP) that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.

**Key to Rating: 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree**

<b>AP 1/INTASC 8 – Assessment</b> I collect and use data gathered from a variety of sources for student assessment, which include both traditional and alternative assessment strategies, to plan for students.	1	2	3	4	5
<b>AP 2/INTASC 6 – Communication</b> I communicate effectively in verbal and written formats with all members of the school community; I vary communication techniques according to individual needs.	1	2	3	4	5
<b>AP 3/INTASC 9 – Continuous Improvement</b> I identify principles and strategies for affecting changes relating to overall school improvement and engage in continuous professional self-improvement.	1	2	3	4	5
<b>AP 4/INTASC 4 – Critical Thinking</b> I identify strategies, materials, and technologies to expand students' thinking abilities. (As a School Psychology candidate, I guide my practice by empirically validated research.)	1	2	3	4	5
<b>AP 5/INTASC 3– Diversity</b> I have a repertoire of evaluation, intervention, or teaching techniques and strategies to effectively use with all students, including diverse students from different cultures or with varying learning styles, needs, and interests.	1	2	3	4	5
<b>AP 6/INTASC 9 – Ethics</b> I know and follow the code of ethics and principles of conduct of my state and professional organizations.	1	2	3	4	5
<b>AP 7/INTASC 7 – Human Development and Learning</b> I plan, or recommend, instructional activities based upon well established human development/learning theories and a variety of information sources about students.	1	2	3	4	5
<b>AP 8/INTASC 1 – Knowledge of Subject Matter</b> I understand the subject matter and its link to other disciplines in real-world settings. My repertoire of skills includes many ways to enhance students' growth.	1	2	3	4	5
<b>AP 9/INTASC 5 – Learning Environment</b> I use, or recommend, strategies for effective learning environments.	1	2	3	4	5
<b>AP 10/INTASC 7 – Planning</b> I set high standards for all students, including working with other professionals to design learning experiences or interventions that meet students' needs and interests.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> I communicate and work cooperatively with stakeholders to improve the students' and families' overall educational experiences at the school.	1	2	3	4	5
<b>AP 12/INTASC 4 – Technology</b> I have the technology skills necessary to assist students and teachers and can facilitate access to the use of electronic resources in my content area.	1	2	3	4	5
<b>Accomplished Practices / INTASC Core Standards</b> I am knowledgeable of the Accomplished Practices that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.	1	2	3	4	5
<b>Curriculum Standards</b> I am knowledgeable of my state's curriculum standards (e.g., Florida Sunshine State Standards, Nevada Academic Standards, etc.).	1	2	3	4	5

## **APPENDIX K**

### **Self-Assessment of Professional Behaviors and Skills of the Intern**

**This form is to be completed by the intern to assess the professional behaviors and skills attained during internship.** Complete the form online at the end of the internship experience during one of the final seminar sessions.



**Teacher Preparation Programs**  
**Self Assessment of Professional Behaviors and Skills of the Extern/Intern**

Extern/Intern Name
Cooperating Teacher's Name
On-Site Supervisor's Name
Location of NSU instruction <input type="checkbox"/> Off-Campus _____ (location) <input type="checkbox"/> On-Campus _____ (location) <input type="checkbox"/> Online <input type="checkbox"/> PreK-12 School _____ (location)

Today's Date
Term

**Program (Select one):**

- Biology (B.S.)
- Computer Science Education (M.S.)
- Educational Media (M.S.)
- Elementary Education/ESOL (B.S.)
- Elementary Education/ESOL (M.S.)
- Exceptional Student Education/ESOL (B.S.)
- Exceptional Student Education/ESOL (M.S.)

- Mathematics (B.S.)
- Pre-K-Primary/ESOL (B.S.)
- Pre-K-Primary/ESOL (M.S.)
- Reading Education (M.S.)
- School Psychologist (Psy.S.)
- Speech Language Pathology (M.S.)

- Endorsements:
- Gifted Education (M.S.)
  - PreK Disabilities (M.S.)
  - Reading Education (M.S.)
  - TESOL (M.S.)

**Directions to the Extern/Intern:** On the following items, please rate your **Professional Behaviors and Skills** by circling the appropriate response that demonstrates the Accomplished Practices (AP) that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.

**Key to Rating: 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree**

<b>AP 01/INTASC 8 – Assessment</b> I acknowledge the responsibility to use data to assess students.	1	2	3	4	5
<b>AP 02/INTASC 6 – Communication</b> I communicate with all members of the school community.	1	2	3	4	5
<b>AP 02/INTASC 6 – Communication</b> I demonstrate written communication skills in standard English.	1	2	3	4	5
<b>AP 02/INTASC 6 – Communication</b> I display motivation and enthusiasm.	1	2	3	4	5
<b>AP 02/INTASC 6 – Communication</b> I use appropriate posture, eye contact, gestures, and facial expressions.	1	2	3	4	5
<b>AP 02/INTASC 6 – Communication</b> I maintain clear and accurate records.	1	2	3	4	5
<b>AP 02/INTASC 6 – Communication</b> I speak clearly and project adequately, using standard English.	1	2	3	4	5
<b>AP 02/INTASC 6 – Communication - AP 11/INTASC 10 – Role of the Teacher</b> I remain composed under stress.	1	2	3	4	5
<b>AP 03/INTASC 9 – Continuous Improvement</b> I seek opportunities that lead to professional growth.	1	2	3	4	5
<b>AP 03/INTASC 9 – Continuous Improvement</b> I evaluate my performance regularly.	1	2	3	4	5
<b>AP 04/INTASC 4 – Critical Thinking - AP 11/INTASC 10 – Role of the Teacher</b> I demonstrate good judgment and problem-solving abilities.	1	2	3	4	5
<b>AP 05/INTASC 3 – Diversity</b> I demonstrate respect for human diversity and tolerance for differences.	1	2	3	4	5
<b>AP 06/INTASC 9 – Ethics</b> I adhere to ethical standards and professional conduct.	1	2	3	4	5
<b>AP 06/INTASC 9 – Ethics</b> I respect confidentiality.	1	2	3	4	5
<b>AP 7/INTASC 7 – Human Development and Learning</b> I select teaching materials and adjust teaching strategies based on students' abilities.	1	2	3	4	5
<b>AP 08/INTASC 1 – Knowledge of Subject Matter</b> I am interested in learning more about the subject matter.	1	2	3	4	5
<b>AP 09/INTASC 5 – Learning Environment</b> I maintain an appropriate work area that is conducive to learning/assessment.	1	2	3	4	5

**Directions to the Extern/Intern:** On the following items, please rate your **Professional Behaviors and Skills** by circling the appropriate response that demonstrates the Accomplished Practices (AP) that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.

**Key to Rating:** 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree

<b>AP 10/INTASC 7 – Planning</b> I demonstrate organization.	1	2	3	4	5
<b>AP 10/INTASC 7 – Planning</b> I plan and prepare in advance for required activities.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> I accept challenging tasks and assignments.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> I demonstrate adaptability and flexibility.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> I demonstrate dependability, e.g., I am punctual and follow through on tasks.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> I demonstrate initiative and resourcefulness.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> I establish and maintain cooperative and collaborative relationships with members of the school community.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> I establish and maintain positive relationships with students and families.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> I interact in a supportive manner with members of the school community.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> I project a professional image and appearance.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> I respond to and use feedback and constructive criticism from the supervisor.	1	2	3	4	5
<b>AP 11/INTASC 10 – Role of the Teacher</b> I work cooperatively and collaboratively with school stakeholders.	1	2	3	4	5
<b>AP 12/INTASC 4 – Technology</b> I am receptive to opportunities to use technology to benefit the school community.	1	2	3	4	5

## **APPENDIX L**

### **P12 Student Assessment Data**

**This form is to be completed by the intern using data obtained from the implementation of the Thematic Unit assignment.** Complete the form online at the end of the internship experience during one of the final seminar sessions.



NSU Candidate Name		Grade/ Subject:			P-12 School/ District Name:	
Student Name	Instructional Adaptations	Instructional Standard Number	Pre-assessment Raw Score	Post-assessment Raw Score	% Gain / Loss*	Analysis of Gain / Loss
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						

Link to a Percentage Gain Calculator ([http://convertalot.com/percentage\\_gain\\_calculator.html](http://convertalot.com/percentage_gain_calculator.html)) to determine the percentage of improvement.

## **APPENDIX M**

### **Internship Professional Development Plan**

This Professional Development Plan must be used when the progress of the intern does not meet program expectations and requires closer monitoring by the cooperating teacher and the university supervisor.

# Nova Southeastern University Internship Professional Development Plan

**This development plan must be utilized as a tool for remediating identified areas of weakness in collaboration with the cooperating teacher and the university supervisor.**

Student Name:	Cooperating Teacher:
School:	University Supervisor:

<b>GOALS: WORK TO BE ACCOMPLISHED/COMPETENCY TO BE DEVELOPED</b>	<b>ACTION PLAN</b>	<b>RESOURCES NEEDED</b>	<b>TIME-LINE</b>	<b>ASSESSMENT</b>
<b>1.</b>				
<b>2.</b>				
<b>3.</b>				

Signature of Intern: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Cooperating Teacher: \_\_\_\_\_

Date: \_\_\_\_\_