

UNIVERSITY INTERNSHIP COORDINATOR HANDBOOK

OFFICE OF FIELD EXPERIENCES

Western Washington University

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This handbook is to be used in conjunction with the Student Teaching Handbook.

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Exemplar Narrative

Learning Focused Conversations: The Continuum of Interaction

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OFE Website Resources

OFE Website: <https://wce.wwu.edu/ofe>

UIC Resource page: <https://wce.wwu.edu/ofe/university-intern-coordinators>

Secondary Internship Materials: <https://wce.wwu.edu/ofe/sec/internship-materials>

Special Education Internship Materials: <https://wce.wwu.edu/ofe/sped/internship-materials>

Education for Inclusive Environments (Everett & Bremerton): <https://wce.wwu.edu/ofe/teop/internship-materials>

UIC Responsibilities

1. Conduct an introductory meeting with the Cooperating Teacher (CT) and candidate to clarify roles and responsibilities for the internship.
2. Discuss continuum of increased responsibility for teaching with CT and candidate to develop an initial timeline and assure candidate assumes 3 weeks of full-time responsibility.
3. Conduct 8 observation cycles that include previewing and providing feedback on the lesson plan, observing the lesson, debriefing and coaching the intern following the lesson. Observations must be evenly dispersed throughout the quarter.
4. Review candidate teaching plans and long-range planning.
5. Be available to CTs and interns. Set up regular communications and/or meetings to address questions or concerns.
6. Provide the candidate with valuable feedback, resources, and guidance related to all IntASC Standards and WWU internship evaluations.
7. Coordinate completion of mid-term and final evaluations with CT.
8. Conduct midterm and final evaluation meetings with the intern.
9. Contact the OFE Director with any concerns regarding the candidate and/or placement.
10. Maintain accurate, detailed observation notes and email communication.
11. Complete and submit all required paperwork to OFE by due dates provided on the Internship Calendar.
12. Attend internship workshops and UIC training sessions as provided.

UIC Support for the Candidate

The UIC supports the candidate's professional development by:

- Providing suggestions, resources, and support for goal setting.
- Reviewing candidate lesson plans.
- Observing candidate teaching and providing feedback.
- Evaluating candidate progress collaboratively with the CT

Internship Requirements

The following items are required of the intern in order to be recommended for certification:

- ✓ 450 hours
- ✓ Successful demonstration of all skills included in final evaluation
- ✓ Professional Growth Plan
- ✓ Self-Assessment document
- ✓ Passing scores on NES/West assessments or case-by-case exception

Internship Expectations

Interns are expected to:

- ✓ Have reliable and dependable attendance
- ✓ Keep teacher's hours as defined in their contract
- ✓ Notify their CT and UIC of absences in a timely manner
- ✓ Prepare lesson plans for absences as determined by CT and intern
- ✓ Notify their CT, UIC and Office of Field Experiences Director for extended absences
- ✓ Preparation, planning and readiness for all instructional responsibilities
- ✓ Display professional behavior
- ✓ Participate in all aspects of the teacher's job

Due Dates

Due dates for internship requirements can be found on the Internship Calendars. These calendars are prepared for each quarter and are available on the OFE Website under Internship Materials for each program.

Due dates for required documents are not flexible unless an intern's start/end dates have been adjusted by OFE. Internships may be adjusted because of a late placement, extended illnesses, or other special circumstance.

OFE is required to process hundreds of documents in preparation for grade assignments and late documents not only hold up this process, but also has the potential to delay a student's graduation.

Introductory Meeting

UICs host an introductory meeting with interns and CTs in order to orient the team to the experiences of the internship. Below is a sample agenda:

Participants: UIC, CT and Intern

Agenda:

- Provide the [Student Teaching Internship Handbook](#)
Share requirements:
 - 8 observations, formal lesson plans, and debriefs
 - Regular (weekly) meetings/Check-ins
 - Expectations for lesson planning
 - Development of an Internship Schedule for gradual increase of responsibility (ex: 1:1>small group>co-teaching>independence; gradual take-over of subjects)
 - 3 weeks of fulltime responsibility
 - Self-assessment
 - Professional Growth Plan (PGP)
 - Midterm Evaluation
 - Final Evaluation
- Make students and CT aware of expectations regarding absence reporting, professionalism standards, and weekly updates of hours log and self-assessment
- Review Internship Calendar, specifically due dates for midterm and final documents
- Schedule midterm and final conferences
- Set a date for the completion of the Internship Schedule that outlines the gradual release of responsibility leading up to the 3 weeks of fulltime teaching
- Discuss process for requesting permission to sub during internship (see "Substitute Certification During Internship" on page 8 for more information).

Regularly Scheduled Meetings

Plan to connect weekly with your interns (and CTs if they desire) to answer questions and notify them of upcoming dates such as midterm, Final, etc.

Please use this opportunity to remind students to keep their hours log up to date

You may also host an occasional "workshop" where you and your interns get together to discuss the internship experience, share strategies, and ask questions.

Meeting Logs

The meeting logs are a required document. It serves as a way for you to accurately track all meetings, observations, debriefs and conversations with your interns and CTs. It is distributed to you as the "Cover Sheet" document at the start of the quarter and is due at the end of the quarter with the other required documents.

Internship Hours

Students are required by law to accrue a minimum of 450 hours and have parameters about how hours can be earned. The following lists are an excerpt from Internship Handbook.

General activities that ARE allowable for counting hours include:

- Independent or co-planning instruction, including weekends and evening hours
- Observing or delivering instruction
- Developing, reviewing, and scoring student assessments and assignments
- Reviewing core curriculum and finding supplemental curricular materials
- Instructional material preparation
- Attending school meetings, including staff meetings, IEPs, and grade level/department meetings
- Attending school, district, or university sponsored professional development
- Attending events such as Open House, Curriculum Night, and Parent-Teacher Conferences
- After school music or performing arts practice where you are in the role of teacher and engaged in the work of instructing, leading, or supporting students
- Attending school sponsored events where you are in the role of teacher and engaged in the work of instructing, leading, or supporting students (ex: conducting the band at a football game, robotics club)
- Field trips, including travel time if you have student supervision responsibilities

Activities that you CANNOT include in your hours:

- Travel to/from the school site
- Travel to/from school sponsored extracurricular activities
- Coaching or volunteering with after school sports
- Attending school sponsored events where you are not engaged in the work of instructing, leading, or supporting students (ex: football game as a spectator)
- Attending WWU courses

Internship Hours Log

Interns are responsible for entering their hours in the Web4U system. UICs do not have access to this system so OFE monitors it at midterm and finals. If interns get behind on logging their internship hours, it can cause problems for OFE as we track students' progress.

Please check in frequently and require your students to update their log. One strategy is to have them regularly send you a screen shot of the hours log as a tracking tool. An example is included on the right.

Hours do not have to be separated by activity and can all be placed under the "Teach" category.

Confirm Hours	
202220 SPED 498	
Internship - Special Education	
Category	Term Hrs
Observ	0
Plan	0
Teach	461
Assess	0
Total Hours	461

Once saved hours are submitted, they cannot be changed.

Internship Timeline

Each intern should collaboratively complete a timeline with their CT that outlines a gradual increase in responsibility and culminates in 3 weeks of full-time, independent teaching. The timeline should outline when the intern will become independently responsible for each routine, content area, class period, etc. The UIC should orient the intern and CT to this task in the introductory meeting.

A very general 14-week* example is below, interns' timelines will be tailored to their individual circumstances and should include dates and identify the class periods/content area. *Shorter quarters (Winter and Spring) will need a compressed version of this timeline.

Weeks 1-2	Observe and learn about students; review calendars, expectations and curricular plans; learn emergency procedures; take over some routines. Co-plan and co-teach portions of lessons with CT.
Weeks 3-4	Increase responsibility by taking over groups, more routines and tasks, class periods or content areas. Increase opportunities to co-plan and co-teach with CT with increasing opportunity for independence.
Weeks 5-6	Continue increasing responsibility. Interns take full responsibility for planning and teaching in 25% periods/content areas. Co-planning and co-teaching responsibility shifts to intern.
Weeks 7-8	Continue increasing responsibility. Interns take full responsibility for planning and teaching in 50% of periods/content areas. Co-teaching model is decreased.
Week 9	Continue increasing responsibility. Interns take full responsibility for planning and teaching in 75% of periods/content areas. Co-teaching model is extinguished.
Weeks 10-12	Intern has full, independent responsibility for planning, teaching, and grading for a minimum of three weeks.
Weeks 13-14	Intern may gradually return responsibility to the CT or CT may choose to take back all instruction at once. Interns can continue to co-teach, support individual and small groups, and/or observe in different grade levels and content areas.

Observations and Debriefs

Eight observations, evenly spaced out over the course of the internship, are required. Each observation must also include a debrief that focuses on opportunities for interns to self-reflect on the lesson and for the UIC to provide support and feedback. As students become more proficient, you can move from the calibration stance towards a coaching stance.

Lesson plans are required for every observation since the intern is evaluated on their ability to align lessons to standards, execute lesson plans, plan and execute assessments, and plan for differentiation.

Source: Learning-focused Supervision by Lipton and Wellman. See appendix for full size version.

Learning-focused Conversations: The Continuum of Interaction				
Supervisor/Specialist	Information, analysis, goals			Teacher
	Calibrating	Consulting	Collaborating	Coaching
Guiding question	What are the gaps/growth areas indicated for this teacher based on present performance levels and the standards?	What information, ideas and technical resources will be most useful to this teacher at this time?	What are some ways to balance my contributions with this teacher's experiences and expertise?	What mental and emotional resources might be most useful for this teacher at this time?
Function	<ul style="list-style-type: none">• Articulating standards• Using data to identify gaps between expected standards and	<ul style="list-style-type: none">• Clarifying standards• Using data to analyze gaps between expected standards and present results	<ul style="list-style-type: none">• Jointly clarifying standards• Using data to co-analyze gaps between expected standards and	<ul style="list-style-type: none">• Referencing standards as a focal point• Using data to explore gaps between expected standards and present results

Internship Concerns

Do not allow yourself to be taken off-guard by concerns about performance or professionalism after it is too late!

Schedule a meeting PRIOR to midterm and again PRIOR to the final to ask the Cooperating Teacher specific questions:

- Has the intern been punctual and dependable as related to attendance?
- Has the intern been putting in the work necessary to assure a successful outcome?
- Is the intern's behavior professional and appropriate?
- Have you noticed growth in the intern's skills?
- Are there any other red flags or areas that you are concerned about?

Please contact the Director with any and all concerns--including performance, professional or behavioral!

We will work together to put supports into place to address concerns early on. The hardest spot to be is at the end of the internship and first learning of problems!

Self-Assessment

Interns complete a self-assessment as part of their required documents. The self-assessment should be explained as a working document that the interns regularly update with their ongoing experiences. The student must submit the self-assessment in advance of midterm and final evaluations as a way to provide the CT and UIC with evidence for scoring.

Professional Growth Plan

The Professional Growth Plan is a Professional Educator's Standards Board document that is required as part of the intern's final documents. It is based off of their self-assessment, and the intern uses the information gathered during the self-assessment process to develop goals. Students can find the template and exemplars on the OFE website under Internship Materials for their program.

The UIC closely reviews the PGP and signs it to indicate that it meets standard as outlined in the PGP rubric (available on OFE Website).

Students in the SPEL internship do not need to complete the PGP—they turned theirs in during their SPED internship.

Evaluations

Midterm

At midterm, interns are rated on a 3-point scale (the highest rating is not available) in addition to a "Not Observed" option. Students should have ample evidence to support a higher rating at midterm as it is important that students' rating do not go down between midterm and final. If you are in doubt, choose the lower rating that allows for demonstrated growth by the final evaluation.

A minimum of three observations of instruction should occur prior to the midterm evaluation.

A recommended process for completing the midterm is:

1. Intern provides the self-assessment document with evidence and ratings to the CT and UIC.
2. CT completes their evaluation (alternatively the CT and intern can score collaboratively with the self-assessment document as a resource).
3. UIC completes their evaluation.

4. UIC and CT meet to discuss the ratings and come to a consensus on scores that differ. The final scoring rests with the UIC.
5. The UIC (CT optional) meets with the intern to review the midterm scores and set goals for the remainder of the internship.

Final

Interns are rated on a 4-point scale for the final evaluation, and there is no “Not Observed” option. In order for an internship to be considered successful, students must exhibit a minimal level of proficiency with every skill. NO Unsatisfactory/Not Met scores are allowable on the Final evaluation in order to pass the internship. The self-assessment document should be used to inform the final evaluation ratings.

A recommended process for completing the final is:

1. Intern provides the self-assessment document with evidence and ratings to the CT and UIC.
2. CT completes their evaluation (alternatively the CT and intern can score collaboratively with the self-assessment document as a resource).
3. UIC completes their evaluation.
4. UIC and CT meet to discuss the ratings and come to a consensus on scores that differ. The final scoring decision rests with the UIC.
5. The UIC (CT optional) meets with the intern to review the final scores.

Narratives

A narrative is a required portion of the evaluation that documents the internship setting, experience and performance. It is not necessary for a narrative to be extremely lengthy, but rather it is important that those three elements are clearly explained. The word limit for the Narrative portion is 750.

Many UICs have students write the first paragraph explaining the school setting.

It is the responsibility of the UIC to write the remainder of the narrative that includes information from the CT. Please be respectful of the CT’s time and do not ask them to write a fully formed narrative. UICs should instead ask for the CT to share some bullet points about strengths and areas of growth that you can incorporate in the narrative.

Expectations for the narrative include:

- The narrative should be written by the UIC and may include excerpts from the CT or intern. Large copy/paste sections provided by the CT or intern should not be included as it becomes confusing to decipher who is writing each section.
- Be honest and transparent in describing any challenges. Narratives serve multiple purposes, including evidence of the intern not meeting proficiency standards or as information for a Case Conference.
- Include areas of strength as well as areas for improvement/growth.
- Tie narrative statements to standards whenever possible.

Exemplar narratives can be found in the Appendix.

PRO TIP: Write your final narrative as you would a letter of recommendation—this will save you time when asked to complete that task by an intern!

Extensions

While due dates are not generally flexible, if scheduling does not allow for you to meet the deadlines, please feel free to contact the OFE Director to make a request for an extension.

Submitting Documents

Documents are due to OFE electronically via email on the due date, unless arrangements have been made with the director.

Email all documents as attachments* to: OFE@wwu.edu

Final required documents to be submitted via email by UIC (it is ok to put in multiple interns):

- Final evaluation, signed ELECTRONICALLY by intern and UIC
- Completed self-assessment
- Professional Growth Plan, signed by intern and UIC (not required for SPED students during elementary (SPEL) internship)
- UIC Meeting Log (sent to you as the "Cover Sheet")

* Since the OFE mailbox is shared, we cannot accept shared or linked documents. They must be attached to the email.

Naming Conventions

Your documents must be submitted according to the following conventions:

STUDENTLASTNAME.Studentfirstname.LocationAbbreviation.ProgramAbbreviation.DocumentName

Location Abbreviations	Program abbreviations	Document Names
refers to WWU campus, not intern's school location BH = Bellingham EV = Everett BR = Bremerton	ELED = Elementary ECE = Early Childhood SPED = Special Education SPEL = Elementary internship for a dual cert SPED intern EIE = Everett Dual Endorsed SEC = Secondary PB.ELED = Post Bac Elementary	Midterm Final PGP SelfAssessment UICMeetingLog

Examples:

LARSEN.Cheryl.BH.SEC.Midterm
LARSEN.Cheryl.BH.SEC.SelfAssessment
LARSEN.Cheryl.BH.SEC.PGP

LARSEN.Cheryl.BH.SEC.FINAL
LARSEN.Cheryl.BH.SEC.UICMeetingLog

Substitute Certification During Internship

Interns can become certified, at the discretion of the district and with WWU approval, to serve as a substitute teacher for their CT should the opportunity arise. There are slightly different requirements for each program.

Types of certificates:

- **Intern Substitute Certificate** – allows interns to sub for their CT only, valid for the duration of the internship and expires on last day of student teaching.
- **Emergency Substitute Certificate** – allows interns to sub district wide after their full-time internship experience and is valid for 2 years. This is beneficial if an intern believes they would like to sub for a district once their internship experience is over and before their Residency Certificate is issued. Issuance of this type of certificate is determined by the school district.

UICs should direct interns to [Woodring's Certification Office Subbing During Internship](#) web page for complete information.

- Interns should NEVER be pulled from their internship experience to sub for another teacher
- Interns should NEVER be asked to (or agree to) sub if they are uncertified

SPED/SPEL	Secondary
<p>Requirements:</p> <ul style="list-style-type: none">• 3 observations• Successful midterm <i>Midterm can be completed and turned into OFE early with OFE approval</i>• Completion of the School Request form indicating CT and Principal approval• Completed and approved “Permission to Sub During Internship Request” E-sign form	<p>Requirements:</p> <ul style="list-style-type: none">• 3 observations• Completion of the School Request form indicating CT and Principal approval• Completed and approved “Permission to Sub During Internship Request” E-sign form

Evaluations of CTs

Each quarter you will be sent a quick survey that asks you to rate the CTs that you worked with. This will provide us with critical information about future partnerships with CTs.

UIC Evaluations

UIC Evaluations are completed by the Department Chair with support from OFE. Each quarter, you are required to send an email to your interns and Cooperating Teachers that contains a link for an evaluation survey. These survey results are collected anonymously and are presented to you in June each year for the previous Spring, Fall and Winter quarters. Below are the questions asked of your interns and CTs.

SURVEY: Evaluation Questions for Interns

This survey is conducted to evaluate the effectiveness of the support you received during your internship from your site supervisor. Your site supervisor (also known as UIC or Field Supervisor) is the person primarily responsible for orienting you during your internship, guiding you through the internship requirements, observing and providing feedback on your skills relating to planning, instruction, assessment and management.

General Information

1. Woodring program
2. UIC name

The following questions are rated on a scale with the following options:

Strongly agree Agree Disagree Strongly Disagree

3. The UIC/FS was knowledgeable about, and helped myself and my CT understand, internship roles, responsibilities, evaluations, requirements, timelines, etc.

4. The UIC/FS was accessible throughout the internship and responded in a timely manner to my inquiries.
5. The UIC/FS was knowledgeable about instruction, assessment, student management, and specialized content.
6. The UIC/FS was organized and on time to meetings and observations.
7. The UIC/FS gave me good, actionable feedback that I could use to strengthen my teaching practices.
8. I felt supported by my UIC/FS in all aspects of my internship.

Free form response

9. Comments—praise or suggestions for improvement—are greatly appreciated and will be shared anonymously with the UIC/FS to strengthen their own practice.

SURVEY Evaluation Questions for CTs

This survey is conducted to evaluate the effectiveness of the support you and your intern received from the site supervisor. The site supervisor (also known as UIC or Field Supervisor) is the person primarily responsible for orientation, internship requirements, and providing observation feedback to interns as well as collaborating with you on evaluations and problem solving.

General Information

1. Woodring program
2. UIC name
3. My highest degree
4. My years of teaching experience
5. Would you be willing to host a WWU intern in the future?

The following questions are rated on a scale with the following options:

Strongly agree Agree Disagree Strongly Disagree

6. The UIC/FS helped me understand my role as a CT related to internship roles, responsibilities, evaluations, requirements, timelines, etc.
7. The UIC/FS was accessible throughout the internship and responded in a timely manner to my inquiries.
8. The UIC/FS was knowledgeable about instruction, assessment, student management, and specialized content.
9. The UIC/FS was organized and on time to meetings and observations.
10. The UIC/FS observed and conferred regularly with the intern throughout the internship.
11. The UIC/FS was supportive of my role as a CT in all aspects of the internship.
12. The UIC/FS collaborated appropriately with me on the midterm and final evaluations.

Free form response

13. Comments—praise or suggestions for improvement—are greatly appreciated and will be shared anonymously with the UIC/FS to strengthen their own practice.

Following Winter quarter, you will receive all data that has been compiled for the previous Spring, Fall and Winter quarters. That data is then sent to the Department Chair for review and evaluation. The Department Chair assigns one of four ratings:

Exceptional	Instructor has provided exceptional support to the preparation of future teachers and to Woodring College of Education. It is recommended this supervisor be retained for the academic year 2022-2023.
Satisfactory	Instructor has provided satisfactory support to the preparation of future teachers and to Woodring College of Education. It is recommended this supervisor be retained for the academic year 2022-2023.
Satisfactory w/support plan	Instructor has provided satisfactory support to the preparation of future teachers and to Woodring College of Education. It is recommended this supervisor be retained for the academic year 2022-2023. Based on the data collected from intern and cooperating teacher surveys, and in order to ensure continued growth, the supervisor will be required to access internship and supervision resources and trainings as provided by the Office of Field Experiences and/or programs.
Unsatisfactory	Based on data gathered from students during the evaluation cycle, Instructor will be released at the conclusion of the contracted academic year.

UICs receive their evaluations according to the WWU Non-Tenure Track Faculty Annual Evaluation timeline, usually in early June.

Travel

The Mileage Reimbursement directions and tracking spreadsheet are available on the OFE website at <https://wce.wwu.edu/ofe/university-intern-coordinators>. Complete the spreadsheet monthly and send to [Margaret Gegenhuber](#). OFE staff enter your mileage into our Travel Authorization system and send it to you for approval.

NOTE: You must complete and submit the spreadsheet monthly in order to avoid mileage reimbursement from becoming taxable income.

Please be mindful of your travel patterns and ensure that your mileage expenditures are as efficient as possible.

APPENDIX

Example

PART 2 – NARRATIVE

The narrative should include, but is not limited to: (1) a description of the internship setting, (2) a summary of the candidate's experience, and (3) supporting or clarifying information regarding the candidate's performance.

[REDACTED] completed his Fall 2020 internship with the primary responsibility of remote teaching in a special education resource room setting at [REDACTED] Elementary in Bellingham. The caseload included 32 students with IEPs with a range of disabilities (specific learning disabilities, social/emotional/behavioral disabilities, cognitively challenged, health impaired, and/or developmentally delayed). Specially designed instruction was delivered via video conferencing in 15 – 30-minute blocks throughout the day. Students also had asynchronous learning opportunities via the learning platform SeeSaw. Two of [REDACTED] students started face to face learning during the last three weeks of the internship, allowing [REDACTED] to provide some in person social emotional teaching opportunities.

[REDACTED] was independently responsible for 6 different groups of students throughout most of his internship. He held daily Zoom instructional meeting with these groups and also provided asynchronous learning opportunities. His groups included teaching reading skills, writing skills, social skills, behavior skills and preacademic preparation. Students ranged in grades from 1st to 5th.

[REDACTED] demonstrated a deep desire to learn all that he could during his Special Education internship through regular participation in reflective practice. [REDACTED] accurately assessed his own performance, welcomed feedback and performance, and integrated new ideas throughout his internship.

[REDACTED] held himself to the highest professional standards. He was collaborative, flexible, and independent. When any concern arose, [REDACTED] approached it with positivity and was always solution oriented. He could be counted on to follow up with parents and staff alike when concerns arose.

[REDACTED] strength is his personal yet professional delivery of instruction. His students have absolutely enjoyed his genuine care and his ability to form a positive working relationship with them. He has a quick wit yet can maintain boundaries and expectations to keep the sessions well-paced and controlled.

The school district provides its special education programs with a multitude of curricular resources, including Fountas & Pinnell, Barton, Handwriting without Tears, and Recipe for Reading. [REDACTED] pulled from these programs in order to develop a learning sequence for his groups. He completed assessments of individuals prior to working with them using curriculum-based assessments and observations, and then used the data to develop instructional, sequential plans of action to help students meet their goals as written on their IEPs.

[REDACTED] was involved in the development of IEPs for two students during his internship. He was provided with assessment results which he analyzed, using the data to write present levels and new IEP goals. He attended the IEP meetings to observe the process. [REDACTED] was also able to work with two paraprofessionals who served in differing roles with students, including academic support and 1:1 support for a student with behavior challenges.

[REDACTED] strength is his personal yet professional delivery of instruction. His students have absolutely enjoyed his genuine care and his ability to form a positive working relationship with them. He has a quick wit yet can maintain boundaries and expectations to keep the sessions well-paced and controlled. He is genuinely connected to his learners and is able to teach a lesson that is tailored to the individual's needs both academically and socially. [REDACTED] regularly used positive reinforcement to ensure active participation from his students and promote prosocial behavior.

Lessons were designed based on data gathered during initial and ongoing assessments, and students were presented with multiple opportunities to practice the content throughout the lesson. [REDACTED] provided immediate and specific feedback to promote growth and prevent misconceptions. Each session with a student was clearly tailored to their individual learning needs and included high interest activities to promote active participation. Students showed a willingness to perform at their best for [REDACTED].

[REDACTED] successfully completed his student learning internship with a high degree of accomplishment. The areas deemed “developing” on this evaluation were areas that did not provide enough opportunities for a proficiency rating because of COVID19.

[REDACTED] is an excellent teacher candidate. He has the natural ability to form connections with students, successfully laying the foundation for all the other work needed to build and support student success. He has a proven ability to plan effective lessons and long-range learning goals, deliver instruction that is meaningful and specifically targeted to a student’s learning goals, and is reflective in his practice with a desire to become the best instructor possible. [REDACTED] has a bright future.

NOTES: The evaluation has a 750 word limit. The above example is 727 words.

Learning-focused Conversations: The Continuum of Interaction

Supervisor/ Specialist	Information, analysis, goals			Teacher
	Calibrating	Consulting	Collaborating	Coaching
Guiding question	What are the gaps/growth areas indicated for this teacher based on present performance levels and the standards?	What information, ideas and technical resources will be most useful to this teacher at this time?	What are some ways to balance my contributions with this teacher's experiences and expertise?	What mental and emotional resources might be most useful for this teacher at this time?
Function	<ul style="list-style-type: none"> • Articulating standards • Using data to identify gaps between expected standards and present results • Defining problems • Prescribing results 	<ul style="list-style-type: none"> • Clarifying standards • Using data to analyze gaps between expected standards and present results • Offering information and ideas • Providing problem analysis and perspectives • Naming principles of practice 	<ul style="list-style-type: none"> • Jointly clarifying standards • Using data to co-analyze gaps between expected standards and present results • Co-generating information and ideas • Co-analyzing problems • Expanding perspectives 	<ul style="list-style-type: none"> • Referencing standards as a focal point • Using data to explore gaps between expected standards and present results • Facilitating teacher idea production • Mediating teacher problem-framing and analysis • Enhancing teacher capacities for planning, reflecting, problem-solving and decision making
Role in planning for action	<ul style="list-style-type: none"> • Determining teacher actions/goals • Naming success criteria • Establishing timelines 	<ul style="list-style-type: none"> • Proposing teacher actions/goals • Defining success criteria • Confirming timelines 	<ul style="list-style-type: none"> • Co-constructing teacher actions/goals • Co-developing success criteria • Agreeing on timelines 	<ul style="list-style-type: none"> • Exploring teacher actions/goals • Eliciting success criteria • Clarifying timelines
Cues	<ul style="list-style-type: none"> • Credible voice • Using neutral language, as in "<i>These data ...</i>" "<i>This example ...</i>" 	<ul style="list-style-type: none"> • Credible voice • Using neutral language or personal pronouns, as in, "<i>I think that ...</i>" "<i>It is important to ...</i>" "<i>Here is one way to think about that</i>" 	<ul style="list-style-type: none"> • Approachable voice • Collective pronouns, as in "<i>Let's think about ...</i>" "<i>How might we ...</i>" 	<ul style="list-style-type: none"> • Approachable voice • Second person pronouns, as in "<i>What are some of your ...?</i>" "<i>How might you ...?</i>"
Cautions	<ul style="list-style-type: none"> • Take care not to let personal preferences become prescriptions. Judgments must be supported by clear, external criteria. • Use literal observation notes, classroom artifacts and assessment data to avoid subjectivity or bias. 	<ul style="list-style-type: none"> • Monitor and manage the impulse to help or rescue. Stay learning-focused and don't let personal passion overcome patience with the developmental process. • Be aware that overuse of the consulting stance may build dependency on the supervisor for problem solving. 	<ul style="list-style-type: none"> • Resist the impulse to dominate the conversation and provide the bulk of the analysis and thinking. • Monitor for balance in idea production. Don't allow personal enthusiasm or preferences to override the intention to co-create ideas and options. 	<ul style="list-style-type: none"> • Reduce potential frustration by posing developmentally appropriate questions. Questions should stretch not strain thinking. • Be sure that questions allow for multiple responses and do not signal that there is a preferred answer.