THE FIELD EXPERIENCE INTERNSHIP GUIDE
UNIVERSITY OF NEVADA, RENO
COLLEGE OF EDUCATION

PART II
ELEMENTARY INTERNSHIPS
EARLY CHILDHOOD INTERNSHIPS

10 WEEK (DUAL) AND 16 WEEK PLACEMENTS

REVISED JUNE 2001
Student Intern Office
College of Education/287
University of Nevada, Reno
Reno, Nevada 89557-0212

Phone: 775-784-4961
FAX: 775-327-5220
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SPECIFIC ASSIGNMENTS FOR
ALL ELEMENTARY/EARLY CHILDHOOD INTERNS

THESE REQUIREMENTS ARE TO BE COMPLETED BY ALL ELEMENTARY/EARLY
CHILDHOOD INTERNS IN BOTH 16 WEEK AND DUAL 10 WEEK PLACEMENTS.

INTERN CALENDAR  Develop an internship calendar in collaboration with your lead teacher and
supervisor (see General Policy and Procedures Part I for more details) and turn in a copy to the
Director of Field Experiences.

INTERNSHIP NOTEBOOK. Develop an internship notebook (4" binder recommended) that
includes the following divisions, separated with index dividers and labeled:

- **WEEKLY SCHEDULE OF CLASSES.** A copy of this should be turned in to the
  university supervisor as soon as possible after you begin. Be sure to update this for your
  supervisor when any changes are necessary in the schedule. This will enable the
  supervisor to schedule visits to your school at times when you will be teaching. Be sure to
  notify your supervisor when plans change, particularly when the supervisor has a
  scheduled and observation with you.

- **LESSON PLANS.** This section should include plans of units you develop as well as
  plans for all lessons you teach, organized by weeks. Beginning Week 1, organize all
  lesson plans by date/week. It should be clearly evident, to anyone who looks at this
  section, what your teaching responsibilities were for each week.

- **CURRICULAR MATERIALS.** This section should include materials and suggestions
  obtained from your lead teacher as well as from any other source.

- **MEETINGS AND CONFERENCES.** Include notes from faculty meetings,
  extracurricular activity meetings, and parent conferences that you attend and/or conduct.

- **OBSERVATIONS AND EVALUATIONS.** Include written feedback from your lead
  teacher, university supervisor and principal (if he or she observes you). Also include the
  copies of your midterm and final evaluations in this section.

The internship notebook should be kept up-to-date and available for review by the supervisor during
his or her visits. The notebook will have a final review by your supervisor at the end of your
internship and will be returned to you.

REFLECTIONS JOURNAL. You are required to maintain a journal or log throughout your
internship experience. You should make a minimum of two entries a week but preferably one every
day.

The purpose of the reflections journal is to provide you with a formal means of reflecting upon your
internship experiences and to communicate with your lead teacher and supervisor. The journal should
be available for review by your lead teacher and supervisor. Both your lead teacher and supervisor
may use your journal for communicating with you.
INTERNSHIP ORIENTATION CHECKLIST. Complete the "Internship Orientation Checklist" (see Appendix II-A) within the first week of your internship.

FOCUS FOR OBSERVATIONS OF LEAD TEACHER WITH FOLLOW-UP PRACTICE. Interns begin by observing their lead teacher teach the classes they will be teaching. During these observations, take notes and record questions, reactions, feelings, etc. in your reflections journal.

Each observation should have a focus. The following lists of suggestions may assist in providing guidance for observations. The lists are grouped according to the focus of the content, are structured to facilitate journal entries, and provide suggestions for teaching practice.

FOCUS #1: MANAGEMENT/ROUTINES

A. INTERN OBSERVES AND TAKES NOTES FOR REFLECTIONS JOURNAL
   1. Students' manner of entering the classroom and taking their seats.
   2. Teacher's initial routine. This may include taking roll, lunch count, calendar, opening announcements, etc.
   3. Teacher's signal for focusing student attention and how he or she reinforces response to the signal.
   4. How the teacher begins and ends the lesson.
   5. Teacher's system for collecting and passing out papers.
   6. Teacher's method for giving directions and note the number of directions given at one time.

B. INTERN PRACTICES
   1. Teach a short lesson, using the management techniques that have been observed.
   2. See Appendix II-B for suggested lesson plan format for this lesson.
   3. With the help of the lead teacher, set a management objective to work on in the next lesson you teach.
   4. Continue observing and practicing management techniques until your lead teacher and you agree to move on to the focus on behavior/reinforcement.

FOCUS #2: BEHAVIOR/REINFORCEMENT

A. INTERN OBSERVES AND TAKES NOTES FOR REFLECTIONS JOURNAL
   1. Student behavior during lessons taught by the lead teacher.
   2. Teacher's discipline system.
   3. Intrinsic and extrinsic rewards utilized by the teacher to reinforce behavior.
   4. Consequences the teacher uses to limit misbehavior.
5. Specific kinds of behavior displayed by students in attempts to gain peer and/or teacher attention.

B. INTERN PRACTICES
1. Take charge of the beginning or ending of the day, or some of the transition times between lessons or classes.
2. Comment in your reflections journal on things that went well and/or problem areas.
3. Discuss with your lead teacher what you can do to develop your skills in this area.
4. Continue observing and practicing behavior management skills until you and your lead teacher feel you can maintain control of the class. Then move to Focus III.

FOCUS #3: CONTENT/TEACHING STRATEGIES

A. INTERN OBSERVES AND TAKES NOTES FOR REFLECTIONS JOURNAL
1. Teacher's lesson objective and/or the skill to be taught.
2. Ways the teacher helps the learners draw upon their previous experience.
3. Strategies the teacher uses to achieve the lesson's objectives (i.e., lecture, inquiry, group discussion, role playing, demonstration, direct experience, audio/visual, etc.).
4. Methods the teacher uses to actively involve the students in the lesson.
5. Types of questions and task-related comments asked by the teacher, noting the various levels of questioning.
6. Manner in which the teacher checks for understanding and supervises guided and independent practice.
7. Types of assignments for the students and the amount of time allowed for each.

B. INTERN PRACTICES
1. See Appendix II-C for suggested lesson plan format for these lessons.
2. Begin practicing each of the parts of a lesson, setting new teaching goals as specific skills are refined.

LESSON PLANS. Detailed lesson plans are expected throughout the internship. The lesson plan formats suggested by College of Education methods courses should be used. The content of a detailed lesson plan must be such that another educator can read, understand, and teach from it. It is suggested that detailed lesson plans include the following content:

- Where this lesson fits in the overall scheme of things.
- Brief title or description of this particular lesson that tells at a glance what it is about.
- Specific student-oriented learning objectives (may be in LWD - Learner Will Demonstrate, or SWBAT - Student Will Be Able To, or other mutually agreed upon format), that includes something measurable and/or observable that the student will be able to do at the conclusion of the lesson.
• Instructional strategies, tools, actions, or behaviors that the teacher will use to enable the students to achieve the objectives.

• List of the materials and equipment that will be needed for the lesson.

• Steps the student teacher will take to focus, motivate, establish purpose, and/or transfer learning to bring the students into the lesson.

• Actual step-by-step, "recipe-like" instructions that the student teacher will follow as the lesson is taught, from the beginning to the end of the lesson, as to what to do when, in detail, including the actual script or notes of what will be said if needed.

• Steps the student teacher will take to evaluate student success in achieving the aforementioned learning objectives.

• How the lesson will close and the transition activities or dismissal of the students.

Note: Modifications of detailed lesson plans may be made at the suggestion of the lead teacher and/or supervisor. As the intern demonstrates the ability to identify desired learner objectives and how the objectives are to be reached, both through planning and implementation of the plans, the student teacher may move to an outline form of lesson planning similar to that used by experienced teachers. Lesson plans of some form are required for the duration of the internship.

ASSUMING TEACHING RESPONSIBILITIES. By the fourth or fifth day of your internship experience, begin teaching lessons in class periods/subject areas designated by your lead teacher.

Gradually become responsible for one complete class period/subject area at a time. This schedule of assuming teaching responsibility will be determined collaboratively by you, your lead teacher and supervisor and will be recorded on the intern calendar.

TIMETABLE. Individual timetables will be arranged by the intern, lead teacher, and supervisor. The specific timetable for assuming full teaching responsibilities will vary considerably based on the skills and needs of the intern. A suggested schedule for 16 week interns might include:

Week 1  Observe/Team teach.
Week 2  Team teach part of language arts & math.
Week 3  Team teach language arts & math.
Week 4  Team teach language arts, math, science or social studies. Be responsible for word study/spelling.
Week 5  Team teach language arts, science or social studies. Be responsible for math & word study/spelling.
Week 6  Team teach language arts, science or social studies. Be responsible for math, word study/spelling, science or social studies.
Week  7  Team teach language arts, science or social studies. Be responsible for math, word study/spelling, science or social studies.

Week  8  Team teach language arts, science or social studies. Be responsible for math, word study/spelling, science or social studies & one reading group

Week  9  Team teach language arts, science or social studies. Be responsible for math, word study/spelling, science or social studies & two reading groups

Week 10-13  Have FULL control of class, plan and teach ALL subjects.

Week 14-16  Gradual release to lead teacher.

**TOTAL CONTROL.** You must teach four full weeks in elementary and three full weeks in dual during which you are totally in charge of the classroom. However, a collaborative decision by you, the lead teacher, and your supervisor should be made as to when you are ready.

The main goal behind the requirement of "total control" is to provide you with as realistic an experience as possible.

BY NO MEANS IS THE LEAD TEACHER ASKED TO DISAPPEAR AT THIS TIME, BUT RATHER IS ASKED TO WORK BEHIND THE SCENES TO MAKE SURE THAT YOU ARE PROGRESSING ADEQUATELY AND THAT YOU ARE MAINTAINING AN ORDERLY AND EFFECTIVE LEARNING SITUATION THAT MEETS THE EXPECTATIONS AND STANDARDS OF THE LEAD TEACHER.

One way for your lead teacher to feel comfortable about deciding when you are ready to take over the class full time is for him or her to act as an aide to you. This way, the lead teacher can observe first hand that you are able to manage the overall daily responsibilities.

Once you are ready for total control, the lead teacher should remain in close contact with you throughout the day to monitor the progress of students in the class and your performance. The lead teacher should make formal observations and conduct post-observation conferences with you during the time you have total control. When he or she is in the room, the students should come to you for everything.

You will be responsible for all planning, teaching, student evaluation, classroom management, and discipline. This includes everything from daily plans to lunch count and lesson implementation. You will want to use this time to experiment with recently learned methods or strategies from your UNR coursework - but it will need to be done within the general structure of the classroom as determined and established by the lead teacher.

As you feel more confident about accepting full teaching responsibilities, you may begin focusing more on student responses and individual learner needs. Reflective journal entries during this time may include some of your observations on the following:

- Types of student responses.
- Extent of participation of individual students in class discussion.
• Tendencies of individual students to dominate the discussion.
• Tendency of students to engage in irrelevant activities or to tease classmates.
• Types of questions asked by students.
• Nature of observable handicaps.
• Speech or language problems of students.
• Diversity of students in the class.
• The nature and extent of displayed interest by students in a subject or lesson.
• The nature and extent of students' learning abilities for a particular subject or lesson.

The gradual transition of responsibilities back to the lead teacher is very important. Students need to be provided with a sense of continuity and the lead teacher will need the opportunity to re-establish himself or herself with the students.

**INTEGRATED UNIT.** Plan and implement a two-week integrated unit that may be taught while you have total control, or before or after you have total control. The integrated unit can last longer than two weeks. You should include a field trip or a guest speaker.

Submit your plan to your lead teacher and supervisor at least two weeks before teaching the unit. This will provide feedback from them with adequate time for you to make suggested modifications. Refer to Appendix II-D for "Integrated Unit Guidelines."

**BULLETIN BOARDS** You are responsible for planning and displaying four bulletin boards. Of the four, at least one must be centered around a display of students' work and at least one must be interactive (a teaching board).

**OBSERVATIONS IN OTHER CLASSROOMS AND SCHOOLS (OPTIONAL)** During the internship, the intern may observe in various classrooms of the same school or in different schools. The observation schedule should be developed by the intern and supervisor, with input from the lead teacher.

For each observation, the intern is required to document the observation on the "Verification of Other Classroom Observations" form found in Appendix II-E, as well as writing a reflections journal entry for each.

**ATTENDANCE AT SCHOOL MEETINGS** Accompany the lead teacher to all faculty meetings, parent-teacher meetings and any other extracurricular activity meetings. Notes from and reactions to these meetings should be included in Section D of your Internship Notebook.

**PARENT-TEACHER CONFERENCES** With the permission of the principal and your lead teacher, conduct three parent-teacher conferences. Write a brief report of each and include them in
Section D of your Internship Notebook. Attend all other appropriate parent-teacher conferences that take place during the internship.

**TEACHER DUTIES** Shadow your lead teacher and carry out as many teacher duties as possible throughout the internship, with notes about the experiences included in your reflections journal. You should not be placed in rotation for regular staff duties and assignments; you should work with your lead teacher as he or she fulfills assigned teacher duties.

**ELEMENTARY/EARLY CHILDHOOD ASSIGNMENTS CHECKLIST** The Elementary Assignment Checklist (see Appendix II-F) should be used as a guide for your progress with these assignments. It should be readily available for your supervisor each time he or she visits. There should be apparent progress made as documented by the dates when your supervisor signs off that assignment which has been completed.

A photocopy of the completed and signed Elementary Assignments Checklist should be sent to the Student Intern Office with your Student Teaching Internship Evaluation (Appendix I-E) reports.

**LENGTH OF PLACEMENT** Interns are to be actively engaged for the entire school day for the entire number of days and weeks required for the internship. The internship is **NOT** finished when the total control portion of the internship is finished. The intern is expected to either be a) teaching, or b) assisting the lead teacher until time requirements are met.

**SELF-EVALUATION** Write a self-evaluation of a minimum of two typed pages at the end of the internship experience. Use your reflections journal as the foundation for your self-evaluation.

The self-evaluation is a summary of your overall experience and your strengths as well as your needs for improvement as you personally evaluate them. Include any reflections you choose to make.

The self-evaluation should be submitted to your supervisor a few days prior to the end of your internship.

A copy of your self-evaluation should be sent to the Student Intern Office with your Student Internship Evaluation (Appendix II-E) reports.
ADJUSTED ASSIGNMENTS FOR 10 WEEK DUAL PLACEMENTS

NOTE: DUAL ELEMENTARY INTERNS IN THE 10 WEEK ELEMENTARY PORTION OF THEIR PLACEMENTS ARE RESPONSIBLE FOR ALL OF THE ASSIGNMENTS LISTED FOR ELEMENTARY INTERNS WITH ADJUSTMENTS AS FOLLOWS:

ASSUMING TEACHING RESPONSIBILITIES:

TIMETABLE If you are a 10 week elementary intern, a suggested schedule for assuming teaching responsibilities is as follows (record these items on the intern calendar):

<table>
<thead>
<tr>
<th>Week</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observe/Team teach.</td>
</tr>
<tr>
<td>2</td>
<td>Team teach language arts &amp; math.</td>
</tr>
<tr>
<td>3</td>
<td>Team teach language arts, math, science or social studies. Be responsible for word study/spelling.</td>
</tr>
<tr>
<td>4</td>
<td>Team teach language arts, science or social studies. Be responsible for word study/spelling &amp; math.</td>
</tr>
<tr>
<td>5</td>
<td>Team teach language arts, science or social studies. Be responsible for word study/spelling, math &amp; one reading group.</td>
</tr>
<tr>
<td>6</td>
<td>Team teach language arts, science or social studies. Be responsible for word study/spelling, math &amp; two reading groups.</td>
</tr>
<tr>
<td>7-9</td>
<td>Have FULL control of class, plan &amp; teach ALL subjects.</td>
</tr>
<tr>
<td>10</td>
<td>Gradual release to lead teacher.</td>
</tr>
</tbody>
</table>

INTEGRATED UNIT Plan and implement a two-week integrated unit that may be taught while you have total control. The integrated unit can last longer than one week. You may include a field trip or a guest speaker when appropriate.

Submit your plan to your lead teacher and supervisor at least one week before teaching the unit. This will provide feedback from them with adequate time for you to make suggested modifications. Refer to Appendix II-D for "Integrated Unit Guidelines."

BULLETIN BOARDS You are responsible for planning and displaying four bulletin boards. One must be centered around a display of students' work and one must be interactive (a teaching board).
PARENT-TEACHER CONFERENCES  With the permission of the principal and your lead teacher, conduct three parent teacher conference. Write a brief report of the conference and include it in Section D of your Internship Notebook.

INTERNSHIP CHANGE OPTIONS FOR DUAL MAJOR
While we have every expectation that students will successfully complete the internship, be aware of this policy if the internship does not proceed successfully.

- The internship placement may be terminated by the Director of Field Experiences at any time if the cooperating teacher, university supervisor, or school administration feels that you are not successful.

- If the placement is terminated, and with the approval of university faculty, interns may be allowed to continue the internship in another classroom, with specific requirements for the continued internship put into a mutually agreed upon contract. All internships must last for a minimum of 16 weeks.

- If the internship is unsuccessful a person may enroll in and complete an internship the following semester. Tuition must be paid again for the internship. The internship may only be repeated once.

- If one portion of the internship (either elementary or special education) is unsuccessful, two options are available.
  
  1. Change your placement to another classroom or program in that field (i.e., a different special education program or a different elementary classroom). The specific requirements for your work in the new placement will be determined in a mutually agreed upon contract. To have successfully completed a dual internship, a minimum of 10 weeks must be spent in the elementary portion and ten weeks in the special education portion of the internship.

  2. One may choose not to be a dually certified teacher and may drop one of the placements. Selecting this option requires completion of an entire 16 week internship in either a special education or an elementary education setting. This experience must be completed within a single university semester. Therefore, if there is not adequate time to complete the 16 week internship in the original semester, you must enroll in that internship in the following semester.
STUDENT INTERNSHIP EVALUATION
University of Nevada, Reno
College of Education
Student Intern Office

ELEMENTARY & EARLY CHILDHOOD

CIRCLE ONE: 1st TEN WEEKS (Dual) 2nd TEN WEEKS (Dual) 16 WEEKS

CIRCLE ONE: MIDTERM EVALUATION FINAL EVALUATION

Student Teacher_________________________ Date:________________

Lead Teacher_________________________ Lead Teacher________________

Supervisor_________________________ Completed by________________

Due Dates: 10 week dual midterm evaluations are due Friday of the 5th week
10 week dual final evaluations are due Friday of the 10th week
Midterm and final evaluations are due for each of the two 10 week internships
16 week midterm evaluations are due Friday of the 8th week
16 week final evaluations are due Friday of the 16th week

Individual evaluation forms should be completed by each lead teacher and by the supervisor.
It is suggested that the intern also complete an evaluation as a means of self assessment.

EVALUATION - Please initial the appropriate statement:

Grade is: _____SATISFACTORY _____UNSATISFACTORY

Progress on Assignment checklist is _____SATISFACTORY _____UNSATISFACTORY

SIGNATURES:

Intern’s signature Date

Lead teacher Date

Supervisor Date

Please send completed and signed evaluations to: Student Intern Office
College of Education/287
University of Nevada, Reno
Reno, NV 89557-0212
INSTRUCTIONS: For each of the six areas listed below, circle the appropriate indicator of the student teacher's progress. The key to the rating scale is:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Excellent</td>
</tr>
<tr>
<td>4</td>
<td>Exceeds Expectation</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>2</td>
<td>Evaluation Concern</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>N/O</td>
<td>Not Observed</td>
</tr>
</tbody>
</table>

NOTE: EVALUATOR CONCERN may be utilized for cognitive as well as noncognitive abilities. If Evaluator Concern is indicated, please include written documentation as to the concern in the appropriate comments section.

It is suggested that the student teacher also complete an evaluation as a means of self-assessment.

A. KNOWLEDGE OF CURRICULUM The intern is:

1. Demonstrating satisfactory knowledge of subject matter appropriate for the students in his or her class(es). 5 4 3 2 1 N/O
2. Demonstrating an understanding of integration across subject matter and the ability to plan integrated lessons. 5 4 3 2 1 N/O
3. Gaining a working knowledge of school and district grade level curriculum expectations. 5 4 3 2 1 N/O

Justifications for ratings:

B. KNOWLEDGE OF INSTRUCTION & PLANNING The intern is:

4. Producing quality written lesson plans from which another teacher could teach. 5 4 3 2 1 N/O
5. Developing clearly stated objectives that include desired learner achievements and/or behaviors that are measurable and/or observable. 5 4 3 2 1 N/O
6. Setting objectives appropriate to the developmental needs of students. 5 4 3 2 1 N/O
7. Creating useful and useable detailed written lesson plans based on the stated objectives. 5 4 3 2 1 N/O
8. Demonstrating professional planning growth through decreasing need for highly detailed lesson plans. 5 4 3 2 1 N/O
9. Using a variety of resource materials. 5 4 3 2 1 N/O
10. Selecting instructional materials that are both appropriate for and meaningful to students. 5 4 3 2 1 N/O
11. Planning instructional adaptations based on diverse learner needs including
learners with limited English proficiency and learning disabilities.  
12. Using a variety of groupings and teaching strategies to support individual learning styles.  
13. Demonstrating the ability and flexibility to adapt curriculum and instruction to varying kinds of situations and contexts.  

Justification for ratings:

C. CLASSROOM MANAGEMENT  The intern is:  
15. Establishing and maintaining a safe, clean, orderly, attractive environment conducive to learning.  
16. Aware of actions of all students in the classroom.  
17. Using appropriate measures to manage disruptive behaviors.  
18. Using classroom management techniques effectively and consistently.  

Justification for ratings:

D. HUMAN RELATIONS  The intern is:  
19. Working collaboratively within the classroom structure determined by the lead teacher, but with the opportunity to take over the teaching and full control of the classroom.  
20. Developing positive and effective working relationships with students, staff, and parents in and out of the classroom.  
21. Relating to students, staff, and parents fairly, equitably, professionally, and without bias.  
22. Demonstrating the ability to listen to constructive criticism and to apply as appropriate.  
23. Collaborating effectively with other professionals including special education, Title One, and ESL teachers, and support personnel.
such as aides, speech pathologists, school psychologists, etc.  

24. Serving as an appropriate role model of a professional educator.  

Justification of ratings:

E. PROFESSIONAL DEVELOPMENT  The intern is:

25. Maintaining regular attendance and punctuality.  

26. Meeting timelines for required work and reports which are consistently of professional quality.  

27. Attending appropriate meetings.  

28. Following school and classroom policies and procedures.  

29. Consistently dependable and responsible.  

30. Seeking constructive criticism.  

31. Making appropriate changes in his or her teacher behavior as a Result of reflection and constructive criticism.  

32. Demonstrating the desire to grow professionally.  

33. Following the NEA Code of Ethics.  

34. Presenting a professional appearance and attitude.  

35. Keeping personal problems from interfering with professional responsibilities.  

Justification for ratings:
# INTERNSHIP ORIENTATION CHECKLIST

(Notes: To be completed during the first week of internship)

University of Nevada, Reno  
College of Education  
Student Intern Office

<table>
<thead>
<tr>
<th>Name</th>
<th>Semester/Year</th>
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<tr>
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<table>
<thead>
<tr>
<th>Lead Teacher</th>
<th>School</th>
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<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITIES</th>
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<tbody>
<tr>
<td></td>
<td>1. Had tour of school.</td>
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<td>2. Met school administration.</td>
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<td>3. Met support staff personnel including librarian, counselors, school-nurse,</td>
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<td></td>
<td>secretaries, and custodians.</td>
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<td></td>
<td>4. Met other teachers.</td>
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<td>5. Discussed with the lead teacher the general characteristics of the</td>
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<td>neighborhood and socio-economic background of families from which the</td>
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<td></td>
<td>students come.</td>
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<td></td>
<td>6. Reviewed policies and procedures in faculty handbook.</td>
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<td></td>
<td>7. Reviewed policies and procedures in student handbook.</td>
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<td></td>
<td>8. Discussed discipline policies with the lead teacher.</td>
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<td></td>
<td>9. Reviewed forms used in the school with the lead teacher.</td>
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<tr>
<td></td>
<td>10. Learned procedures for requesting audio-visual equipment.</td>
</tr>
<tr>
<td></td>
<td>11. Became acquainted with the library and other resource facilities.</td>
</tr>
<tr>
<td></td>
<td>12. Reviewed grading and report card procedures with the lead teacher.</td>
</tr>
</tbody>
</table>

Please list other orientation activities provided for you:
MANAGEMENT/ROUTINES LESSON PLAN
University of Nevada, Reno
College of Education
Student Intern Office

Lesson:

Objective(s):

Materials:

Specific management procedures:

What went well?

What were the problems?

Through discussion with the lead teacher, set a management objective to work on in the next lesson:
CONTENT/TEACHING STRATEGIES LESSON PLAN
University of Nevada, Reno
College of Education
Student Intern Office

Lesson:

Objective(s):

Materials:

Motivation: (How will you draw upon learners' prior experience and knowledge?)

Strategies to be implemented: (What is the teacher's role, i.e., modeling, instructing, or facilitating?)

Learner Activities: (What behaviors do you expect of the students?)

Method(s) of Evaluation:

What went well?

What were the problems?

Set a teaching goal for your next lesson.
LEARNING CYCLE LESSON PLAN TEMPLATE
(3 pages)

Name: ____________________  Lesson Plan: ______

Grade Level: ______________  Lesson Topic: ______

Concepts to be invented: (What is the main science idea? Please state the concept clearly in the form of a complete sentence/definition.)

Additional concepts that are important to Expansion:

Materials Needed:

Safety Precautions and/or Special Procedures:

*PHASE 0 – Engagement

*PHASE 1 - Exploration (Which process skills will the students use and what will the students do?)

Process skills:

Exploration activity:
*PHASE 2 – Explanation of the Concept*  (How will you help the students construct the lesson’s concept? What key questions will you use and what procedures or steps will be followed?)

Key questions and desired answered:

What procedures/steps will you follow to help students construct the concept? What is the concept state you hope is constructed?

*PHASE 3 - Expansion of the Concept*  (Which process skills will the students use and what activities will be used? Please explain the procedures or steps to be taken.)

Process Skills:

Activity (procedures/steps):

Please list the principal expansion activities and discussion questions you will use to address any of the following science goals that apply to this lesson.

Science in personal and social perspectives:

Science and technology:

Science as inquiry:

History and nature of science:
*PHASE 4 - Evaluation of the Concept* (How will the students show what they have learned? Please list the objectives, outcomes, procedures and/or principal questions you will use to address any of the following:

Hands-On Assessment:

Pictorial Assessment:

Reflective Assessment:

References (What additional references will help support the lesson? Please provide author, title, publisher, date.)
DAILY LESSON PLAN
University of Nevada, Reno
College of Education
Student Intern Office

Date

Unit Title/Theme: ____________________________________________________________

Concept: _________________________________________________________________

Content: _________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Objective: ________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Learning Activities: _________________________________________________________

________________________________________________________________________

________________________________________________________________________

Teaching Strategies: ________________________________________________________

________________________________________________________________________

________________________________________________________________________

Materials/Resources: ______________________________________________________

________________________________________________________________________

________________________________________________________________________

Evaluation or daily closure: _________________________________________________

________________________________________________________________________

________________________________________________________________________
INTEGRATED UNIT GUIDELINES

Information found in this section was compiled by Claudia Rossi and Tamara Baren for a class they presented on integrated units. The publication from which these pages were taken is: Integrated Units as a Focus for Teaching: Rationale and Applications.

According to Rossi and Baren (1990), thematic planning has several characteristics which it must follow to be effective:

- It must be literature-based so that reading and study skills acquisition is always happening in a meaningful context.
- It must meet the overall curriculum requirements for the grade or grades being taught, so that the activities chosen in some way reflect the skill needs for that grade level without reducing learning to a skill-centered format.
- It must be able to address a large spectrum of curriculum areas and promote the inter-relations of applications so that children see the learning in an interesting [holistic] context.
- It must have a flexible evaluation scale so that the teacher allows for student differences and developmental needs.
- The planning must have concrete and logical activities that encourage questioning and problem-solving skills.
- Its plan must have the element of flexibility to accommodate student interests and investigative possibilities which they bring to class, frequently enriching and redirecting activities.
- The outcomes of learning should be products and expressions of an engaging process; in other words, it is more desirable to see a play, a project, an experiment with hypothesis and student written conclusions, charts, a response, or any other creation which shows the higher levels of thinking - synthesis and application, than literal recall, such as worksheets and tests would involve. (This is not to say that these don't have a place, but rather that they can't be the focus of the study, and the sole measure of its effectiveness.)

Interns and lead teachers are asked to take special note of #2 listed above. The lead teacher is asked to spend a sufficient amount of time showing and explaining the school district's curriculum to the intern. Once the topic for the integrated unit is identified, the curriculum for the particular grade level should govern which skills are to be addressed in the course of the unit.

One way to visually plot an integrated unit is to use a graphic organizer. According to Rossi and Baren (1990), this type of charting provides "a cognitive map in which important aspects of a concept, topic or unit of study are identified and arranged in a visual pattern with appropriate verbal labels."

On pages 21 and 22 that follow are two examples of graphic organizers. The first is developed around the theme of "night" for a grades 1-2-3 combination classroom.
INTEGRATED UNIT - OVERALL PLANNING WORKSHEET
This worksheet may assist in the next step of planning the integrated unit:

Topic/Theme:

Generalization: (What aspect of the topic or theme will provide the focus for the unit?)

Concept:     Concept:     Concept:     Concept:     Concept:

General Unit Goals:

Knowledge:

Skills:

Learning Activities:

Closure/Culmination:

Resources:

When developing daily lesson plans, consider the following three components:
Input
Given a topographic map...

Observable Performance
...the students will use a legend to locate...

Level of performance (specific)
...three communities that are ocean ports.

One way to conceptualize objectives and how to meet them is to think in terms of "if - then." For example, if the teacher wants to provide a quick, general overview of oceans, then a common textbook reading assignment could be used. Or, if the teacher wants the students to share their feelings about the problem of ocean pollution, then small discussion groups operating in an open, trusting environment could be appropriate.

The lesson plan format found on the following page may be used for each of the unit's lessons.
INTEGRATED UNIT CLOSURE

According to Gamberg, Kwak, Hutchings, and Altheim (1988),

the theme study approach is guided research. The children learn how to research topics of interest. In the process of doing so, they are also learning a host of skills. They are not only learning how to read and write but, in addition, are discovering that reading and writing are useful, rewarding, and enjoyable. They are learning a great deal about social studies, science, and math...

To a considerable extent, the children control their own learning. Through the theme study approach, children learn not only a great deal about the theme itself, but also how to be active participants in their learning, how to plan and organize their study, how to collect and record information and ideas, how to compare them and find relationships among them, and how to synthesize and present new learning and insights. But none of this happens without extensive and varied practice in analyzing and questioning - in other words, thinking. This is the single most important outcome of the theme study approach. The children are engaged in what they are doing in a thoughtful way. They are not passively following someone else's instructions. Instead, they are required to consider alternatives and make their own decisions based on reasons they can explain and justify. They are learning to become independent and critical thinkers.

In planning the culminating activity for your unit, keep Bloom's taxonomy in mind and try to provide for application, synthesis, and evaluation of the various components that were covered. Also refer back to Rossi and Baren's 7th characteristic of thematic planning.
APPENDIX II-E

VERIFICATION OF OTHER CLASSROOM OBSERVATIONS
University of Nevada, Reno
College of Education
Student Intern Office

Name____________________________________  Semester/Year____________________

The observation schedule is determined by the intern and supervisor, with input from the lead teacher. There is no required number of observations to complete; rather, the observations should meet the skills and needs of each individual intern.

SCHOOL, CLASSROOM AND TEACHER VISITED  DATE AND TEACHER'S SIGNATURE

Please print:

1._____________________________________

2._____________________________________

3._____________________________________

4._____________________________________

5._____________________________________

6._____________________________________

7._____________________________________

8._____________________________________

9._____________________________________

10._____________________________________  

A journal entry should be completed for each observation.
ELEMENTARY/ EARLY CHILDHOOD ASSIGNMENTS CHECKLIST

NAME________________________________________

The supervisor is asked to please date and initial assignments as they are completed by the intern.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DATE COMPLETED</th>
<th>SUPERVISOR'S INITIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Developed the Intern Calendar with copy to the Director.</td>
<td></td>
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<tr>
<td>2. Maintained Internship Notebook with identified sections.</td>
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<td></td>
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<tr>
<td>3. Maintained a weekly reflections journal.</td>
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<td></td>
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<tr>
<td>5. Completed Management/Routines observations and practice as directed.</td>
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<td></td>
</tr>
<tr>
<td>6. Completed Behavior/Reinforcement observations and practice as directed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Completed Content Teaching/Strategies observations and practice as directed.</td>
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<tr>
<td>8. Maintained detailed lesson plans and/or modified lesson plans as required for duration of internship.</td>
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<tr>
<td>9. Completed a minimum of four weeks of teaching in total Control (three weeks for dual interns) as required</td>
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<tr>
<td>10. Planned and implemented a minimum two week integrated unit as required.</td>
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<tr>
<td>11. Planned and displayed four bulletin boards, one which was centered around students’ work and one which was interactive.</td>
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<tr>
<td>12. Taught, assisted the lead teacher, and/or observed in other classrooms for the entire number of days and weeks.</td>
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<tr>
<td>13. Attended appropriate faculty, parent-teacher, and extra-curricular meetings, and parent-teacher conferences.</td>
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<td></td>
</tr>
</tbody>
</table>
14. Attended mandatory seminars and prepared substitute lesson plans for lead teacher.
   
   Seminar # 1
   Seminar # 2
   Seminar # 3
   Seminar # 4
   Seminar # 5

15. Carried out teacher duties with or under the direction of the lead teacher for the duration of the internship.

16. Completed a minimum two page typed self-evaluation at the end of the internship with copies to supervisor and Director.

17. All assignments and this checklist completed and signed off.

A photocopy of the completed and signed checklist should be sent to the Student Intern Office with the final Student Internship Evaluation reports.