



**AMERICAN UNIVERSITY OF BEIRUT
FACULTY OF ARTS AND SCIENCES
DEPARTMENT OF EDUCATION**

**INTERN'S
PROFESSIONAL
FIELD EXPERIENCE
HANDBOOK**

Reviewed last during spring semester of academic year 2010-2011

Table of Contents

Mission of the Department of Education	3
Mission Statement of the BA in Education / Elementary	3
Practice Teaching	3
Department of Education: The Pledge	4
Award for Excellence in Practice Teaching	5
Overview of the Field Experience Handbook	6
Mentoring	6
Role and Responsibilities of Mentor	7
Suggested Schedules of Field Experience for BA & TD Programs	8
Information about Intern	11
Methods Course Instructors' Email and Extension Number	12
Phase I: Field Experience/Induction	
Phase I: Field Experience/ Induction	14
Portfolio Checklist	16
General Intern's Responsibilities	17
Guidelines for the Intern	17
Feedback Form on Intern's Performance	20
Intern's Phase I & II / Record of Activities Form	21
Phase II: Practicum	
Intern's Practice Teaching Requirements	23
Portfolio Checklist	24
General Intern's Responsibilities	25
Intern's Phase I & II / Record of Activities Form	26
Practicum Progress Chart	27
Final Evaluation of Intern's Performance by Mentor	28
Responsibilities of Cooperating – School Representatives (CSR)	30
On the Practice Teaching Committee (PTC)	
Department of Education Contact Information	31

Mission of the Department of Education

The Department of Education offers programs at both the undergraduate and the graduate levels. The undergraduate level program leads to a Bachelor of Arts degree. The post B.A. Diploma program leads to a Teaching Diploma, Diploma in Special Education, or Diploma in Educational Management and Leadership. The graduate program leads to a Master of Arts degree in Education. (AUB Catalogue, 2011)

Mission Statement of the BA in Education / Elementary

The Bachelor of Arts in Education/Elementary Program aims at developing students' knowledge base for teaching and competence in professional practice as well as promoting a commitment to personal professional development and active participation in the professional community. Through fulfillment of coursework, field-based experiences, and professional community service activities students are prepared to enter the field of teaching and/or graduate studies in education as reflective practitioners, literate in information and communication technology, and critical thinkers committed to the human and moral values of lifelong learning, integrity, innovation, civic responsibility, and leadership.

Practice Teaching

Practice teaching is the culminating experience in pre service teacher preparation. It provides the opportunity for students to apply knowledge and expand their skills. By the end of the practice teaching semester, all involved, including the intern, the mentor, the university supervisor, should be able to say that an AUB Education student can teach and indeed, has taught.

Every school setting is unique. The very best teachers may share identifiable common characteristics, but they also vary from one to another. The mentor is the one who will provide continuous supervision of the intern. The University supervisor will visit the intern periodically and is available for consultation whenever the need arises.

Interns are expected to conduct themselves as do other professionals in the settings to which they are assigned. Therefore, they should abide by the following:

- ✓ Plan prior to teaching any lessons or units.
- ✓ Implement micro and macro teaching.
- ✓ Reflect on their teaching practices as well as those of their mentor.
- ✓ Carry out a variety of teaching responsibilities.
- ✓ Develop skills of effective teaching.
- ✓ Attend for dress and conduct according to the school's expectations.

Department of Education
The Pledge

*I pledge to lead the life of an educator,
To promote moral and academic excellence*

*I pledge to advance a learning environment,
To encourage students to venture, seek, and persevere*

*I pledge to be an instrument of inspiration
To transmit integrity, respect and trust*

*I pledge to dedicate myself to the welfare of my profession,
To nurture the aspirations of future generations*

Written by Dr. Amal Bou Zeineddine

Award for Excellence in Practice Teaching

Interns who exhibit an exemplary performance in the practicum phase are eligible to be granted a certificate of Excellence in Practice Teaching and will be publically acknowledged.

Selection Procedure:

1. Mentors send nominees' names to the chair of the Education Department and chair of PTC between May 2 and May 15. *Mentors may want to refer to the checklist on page 28 to make a decision.*
2. Names of nominees are sent to their relevant course instructors.
3. The course instructor accepts or rejects a nominee based on the nominee's performance in the practicum course.
4. There is no limit on the number of nominees.
5. Department of Education will announce the awardees in early June and place their names on the PTC website.
6. Department grants awardees a certificate of Excellence in Practice Teaching.
7. Interns should be informed of this procedure at the onset of the practicum course.

Overview of the Field Experience Handbook

- The Field Experience Handbook (FEH) describes the nature of the practice teaching process and its related procedures in the Department of Education.
- FEH presents the Department's view of mentoring and practice teaching.
- FEH delineates expectations from both interns and mentors at the cooperating schools.
- FEH is divided into two sections: the first section, Phase I, describes the Induction Phase; while the second section, Phase II, describes the Practicum phase.
- In each Phase, a list of guidelines and responsibilities is provided for mentors and interns in order to ensure the application of teaching and professional practices.
- Different evaluation forms and checklists are provided to help mentors assess and evaluate their interns and report on their progress.

Mentoring

Learning to teach is a complicated process which with effective mentoring turns into a meaningful and valid experience for all concerned. Mentoring is in itself a process by which a pre service teacher learns from an experienced practitioner in the field. "The heart of mentoring, however, goes beyond any specific form of direct assistance to the ongoing relationship of mentor and beginner. This trusting, helping relationship can make the difference between a successful and a failed entrance to the profession." (Glickman, Gordon & Ross-Gordon, 2010, p. 313). With this in mind, mentoring should incorporate explicit practices in order to be purposeful (Giebelhaus & Bowman, 2002; Jonson, 2002) where students learn to apply the reflective practice as a means for setting continued professional growth goals (Onchwari & Keengwe, 2008).

How do mentors foster such learning?

- ✓ By setting an example of how work is done effectively, that is, by being a role model of desirable professional behaviors.
- ✓ By assisting intern to plan, implement and experience effective work.
- ✓ By assisting intern to evaluate the work of others according to their (the mentor's) standards.

Zuckerman quotes a physicist talking about his teacher: "you tried to live up to him, it was wonderful to watch him at work. Sometimes, I eventually did things the way he did" (p 125) (Zuckerman as cited in Gage & Berliner, 1998, p. 248)

Role and Responsibilities of Mentor

The mentor plays a very important role in teacher training. Observing the mentor and performing classroom activities provide interns with firsthand experience of what teaching is like in a real school situation.

Following are some of the mentor's responsibilities:

1. Before the intern starts his/her internship, the mentor:
 - ✓ Discusses with course instructor the internship requirements
 - ✓ Prepares his/her class for the intern's practice teaching involvement

2. During Phase I, Induction, the mentor
 - ✓ Familiarizes the intern with:
 - The subject curriculum
 - School premises
 - School personnel
 - School policies
 - Methods of keeping attendance
 - Grading procedures
 - Report cards
 - Classroom management procedures
 - ✓ Involves intern in carrying out all non academic tasks expected of them.

3. During the actual teaching experience, the mentor:
 - ✓ Provides the opportunity for intern to engage in various experiences as determined by the course Instructor (these instructional experiences are found under the responsibilities of intern).
 - ✓ Checks intern's lesson plans periodically. All work-sheets for students need to be approved by the mentor.
 - ✓ Encourages intern to use her/his own ideas.
 - ✓ Allots time to discuss with intern their concerns and needs.
 - ✓ Promptly informs the coordinator of Practice Teaching Committee Instructor/supervisor or immediately when serious problems occur.
 - ✓ Permits the intern to be responsible for management of the classroom. Although mentor must often assist with extreme problems, intern needs to manage the teaching period as much as possible.
 - ✓ Provides the opportunities to interns to be in complete charge of the classroom (an individual or small group for special education students).
 - ✓ Shares frequently his/her own evaluation of the intern's performance with the Instructor/supervisor.
 - ✓ Evaluates the intern using a form provided by the instructor.
 - ✓ Identifies and discusses intern's strengths and weaknesses frankly, honestly and professionally.

Suggested Schedules of Field Experience For BA & TD Programs

The required field experiences in the teacher training programs at the Department of Education are spread over different methods courses. During these courses students are exposed to a variety of teaching activities both on campus and in cooperating schools. Activities such as micro teaching, simulation, seminars, etc. are carried out at the Department of Education under the supervision of methods course instructors. Field experiences, on the other hand, are carried out through pairing students with selected and qualified cooperating teachers in local schools from the beginning of the academic year.

The Field Experience comprises two phases:

- a. Phase I: Induction Phase carried out during Fall/Spring Semester.
- b. Phase II: Practicum Phase carried out during Spring Semester.

A. BA Program/Elementary Education

Methods Course	Credit Hours Of Field Work	Classroom Periods Per Course
Method course of subject matter I *	1 cr. hr.	Minimum of 20 periods of orientation to teaching and other field experiences as indicated in methods course
Method course of subject matter II	1 cr. hr	Minimum of 20 periods of orientation to teaching and other field experiences as indicated in methods course
Practicum	6 cr. hr	Minimum of 120 classroom periods of practice teaching using the block-time approach whenever applicable. Interns perform the academic and non-academic tasks progressing to full-time teaching responsibilities
Total	8 cr. hrs	Minimum of 160 periods

** Interns whose emphasis is teaching of mathematics/ science and art/music in the elementary school need to observe special arrangement of hours with course instructor and mentor in science and art/music in order to complete field experience requirements.*

B. TD Programs

1. Secondary Level

Methods Course	Credit Hours Of Field Work	Classroom Periods Per Course
Method course I	1 cr. hr	Minimum of 20 periods of orientation to teaching and other field experiences as indicated in methods course
Method course II	2 cr. hrs	Minimum of 40 periods of performing academic and non-academic tasks on campus and in the field.
Practicum	3 cr. hrs	Minimum of 60 periods of practice teaching. Interns progress gradually to full-time teaching responsibilities.
Total	6 cr. hrs	Minimum of 120 periods

2. Elementary Level

Methods Course	Credit Hours of Field Work	Classroom Periods Per Course
Method course of Subject matter I	1 cr. hr	Minimum of 20 periods of orientation to teaching and other field experiences as indicated in methods course
Method course of Subject matter II	1 cr. hr	Minimum of 20 periods of orientation to teaching and other field experiences as indicated in methods course
Practicum	3 cr. hrs	Minimum of 60 periods of practice teaching using the block –time approach. Interns perform the academic and non-academic tasks progressing to full-time teaching responsibilities
Total	5 cr. hrs	Minimum of 100 periods

3. Diploma in Special Education

Methods Course	Credit Hours of Field Work	Classroom Periods Per Course
Method Course I	1 cr. hr	Minimum of 30 periods of orientation to teaching and observations of a special education teacher in the context of a regular classroom/resource room at the pre-school and or elementary grade levels.
Method course of Subject matter II	3 cr. hr	Minimum of 80 periods of performing academic and non-academic tasks in coordination with the cooperating special education teacher.
Practicum	3 cr. hrs	Minimum of 80 periods of practice teaching using the block –time approach. Students progress gradually to full responsibility of individualized educational planning and instruction of an individual and small group of children with special needs.
Total	5 cr. hrs	Minimum of 190 periods

5. Diploma in Informatics

Methods Course	Credit Hours Of Field Work	Classroom Periods Per Course
Method course I	1 cr. hr	Minimum of 20 periods of orientation to teaching and observation of different teachers at different grade level
Method course II	2 cr. hrs	Minimum of 40 periods of performing academic and non-academic tasks on campus and in the field.
Practicum	3 cr. hrs	Minimum of 60 periods of practice teaching using the block-time approach. Students progress gradually to full-time teaching responsibilities.
Total	6 cr. hrs	Minimum of 120 periods

4. Diploma in Educational Management and Leadership

Kindly, refer to EMLD handbook

Methods Course Instructors' Email and Extension Number

Academic year 2010/2011

Title	First Name	Last name	Office #	Phone #	Email
Dr.	Saouma	BouJaoude	Fisk 241	3094 / 3097	boujaoud@aub.edu.lb
Dr.	Amal	BouZeineddine	Fisk 131	3065	bouzein@aub.edu.lb
Dr.	Rabih	El Mouhayar	Fisk 251	3052	re29@aub.edu.lb
Dr.	Ghazi	Ghaith	Fisk 105	3070/30 60	gghaith@aub.edu.lb
Dr.	Murad	Jurdak	Fisk 115	3075	jurdak@aub.edu.lb
Dr.	Rima	Karami	Fisk 133	3058	ra10@aub.edu.lb
Dr.	Vivian	Khamis	Fisk 125	3067	vk07@aub.edu.lb
Dr.	Rola	Khishfe	Fisk 235	3098	rk19@aub.edu.lb
Dr.	Samar	Mukallid	Fisk 119	3077	samart@aub.edu.lb

PHASE I
Field Experience/Induction
(Orientation / Observation / Micro Teaching / Practice Teaching Responsibilities)

Phase I: Field Experience/ Induction

Portfolio

The portfolio is a record of your field experiences and your reflections on those experiences. You will start constructing your portfolio during the fall semester (practice teaching/Field Experience Induction) and complete it during the spring semester (practicum experience).

Field Experience Portfolio

The portfolio for the fall field experience will eventually contain notes on your observations in the classroom and in the school in general, artifacts you collect at the school, related work samples from your methods courses, and your own reflection on these artifacts and experiences. It is to your advantage to keep it up-to-date. We suggest you organize your portfolio (file) for the field experience/induction phase according to the following outline:

1. General School Information, Environment, Materials

This section will consist of a description in your own words of the school context (e.g., location, student population, organizational structure, mission and philosophy, etc.). Your description will be enhanced by the inclusion of artifacts you collect related to the school context. In addition, you will be asked to write a reflection about the contents of this section.

2. Inside the Classroom

This section will contain your own objective and nonjudgmental descriptions of (a) the classroom environment and norms, (b) your mentor, and (c) the students in your assigned class(es). Your descriptions will be enhanced by the inclusion of artifacts you collect related to the above three areas. In addition, you will be asked to write a brief reflection about the contents of this section.

3. Orientation and Observation Reports¹

This section will contain your orientation and field experience forms signed by your mentor. If you keep a journal of your observation experience or field notes, it would be appropriate to include them in this section. This section will also include a written reflection on your 3-5 day orientation residency experience (where applicable in methodology courses).

4. Curriculum

This section will contain a description in your own words of the nature of the curriculum used in the classroom(s) you are observing. Your descriptions will be enhanced by the inclusion of artifacts (e.g., lesson plans, handout samples, units, etc.) you collect related to the curriculum. In addition, you will be asked to write a brief reflection about the contents of this section.

5. Instruction

This section will contain a description in your own words of the nature of the subject

¹ Your instructor may give you special forms to use. Otherwise, you will use the forms attached to this document.

matter instructional approach(es) used in the classroom(s) where you are doing practice teaching and in other samples of teaching you encounter. Your descriptions will be enhanced by the inclusion of artifacts (e.g., videotape of teaching, instructional aides, descriptions of classroom materials, coursework, etc.). In addition, you will be asked to write a brief reflection about the contents of this section.

6. Assessment

This section will contain a description in your own words of the many ways students are assessed both formally and informally in the classroom(s) you are where you are doing practice teaching and in other samples of teaching you encounter. Your descriptions will be enhanced by the inclusion of examples of assessment tools (e.g., tests, quizzes, group projects, observation charts, etc.) and samples of actual student work produced. In addition, you will be asked to write a brief reflection about the contents of this section (You are required to write a minimum of 7 reflection papers which show **how** and **why** specific (concrete) teaching experiences have affected your teaching practices (i.e. analysis of the experiences and not anecdotal reporting). Reflection papers will be part of your portfolio but assessed separately.

Portfolio Checklist
Phase I: Field Experience/ Induction

Suggested Contents of Your Portfolio	Included	Not Included
1. General School Information		
2. Description of Classroom Environment		
3. Orientation and Observation Reports		
4. Subject matter Curriculum at cooperating school		
5. Instruction Approach of Teaching		
6. Assessment Procedures of mentor		
7. Teaching philosophy of intern		
8. Reflection papers of intern		
9. Practice Teaching Forms		
10. Other Artifacts (such as lesson plans, handout samples, tests, projects, photographs of bulletin boards, audio visuals, course syllabus, etc.....)		

General Intern's Responsibilities

Phase I: Field Experience/ Induction

The following are the general responsibilities of the Intern during both Induction and Practicum phases.

1. Preparation of the portfolio (file) according to the guidelines provided in this document and any further instructions from your methods course instructors.
2. Familiarity with the policies of the school, principal and mentor
3. Performance of non-teaching tasks that are required of a classroom teacher such as bus duty, lunch break, playground duty, etc.
4. If possible, complete a 3-5 day residency in the school/classroom early in the fall semester.
5. Attendance of all scheduled sessions with mentor. Should intern miss any scheduled session, he/she needs to notify mentor ahead of time. The mentor is also requested to notify the intern in due time should there be any change in his/her schedule.

Guidelines for the Intern

Phase I: Field Experience/ Induction

1. Objectives

Orientation and observation is an important part of the practice teaching experiences. Through careful observation of experienced teachers at work and participation in the different classroom activities, you as an intern will be provided with opportunity to:

- Gain valuable insight into the teaching-learning situation.
- Become familiar with students, classroom routines, and with school policies and regulation.
- Become familiar with teaching methods and strategies of the mentor.
- Understand the continuity of the school program, study the normal and irregular development of children, and become familiar with the different teaching styles used by different teachers at different levels.

2. Guidelines

If school policy permits, carry out – at least once – the following experiences:

- Take roll-call and record attendance
- Plan and arrange a bulletin board
- Distribute material, such as tests, work sheets etc.
- Keep record of homework assignments
- Set up demonstrations
- participate in field trip
- Assist with extra- curricular activities
- Attend faculty and parents' meetings if invited
- Share students' progress with parents
- Help with discipline problems
- Carry out mini teaching and tutoring

3. Code of Behavior

- Be punctual.
- Notify mentor when absent.
- Be available to help the mentor in the classroom/resource room whenever asked.
- Recognize that the mentor is the responsible person in the classroom / resource room.
- Abide by the regulation and rules of the school system.
- Be tactful and observe confidentiality.
- Dress neatly in accordance with the standards of the cooperating school.

4. Requirements

During the orientation and observation phase, you are expected to:

- Spend a minimum of 2 hours per week throughout the entire Fall Semester.
- Observe different teachers at different levels as arranged by the mentor.
- Fill out the Orientation and Observation Form included in your portfolio with the initials of your mentor for each period.
- Play an active role by helping the mentor, whenever asked, with all the tasks required.
- Acquire information about:

A. the learners'

- ✓ Background
- ✓ Range of abilities
- ✓ Elements of strengths and weaknesses

B. the mentor's

- ✓ Personality
- ✓ Style of teaching
- ✓ Classroom management techniques
- ✓ Relationship with students, colleagues administration and parents

- Focus your attention on the following topics and write your description comments and reactions in reports included in your portfolio to be discussed with your method course instructor. Separate your description from your comments and reactions.
- Observe and familiarize yourself with the:

A. Cooperating School's

- ✓ Neighborhood
- ✓ Physical setting
- ✓ Facilities provided: athletic field, laboratory, library, locker room, playgrounds etc...
- ✓ Observe the hallways; are there displays and bulletin boards?
What feelings do you get as you pass classrooms? Are they inviting places? What is the noise level? What is the activity level?
- ✓ Policies and regulations of the cooperating school.
- ✓ School personnel and school schedules.

B. Curriculum

- ✓ Examine textbooks and curriculum material such as handbooks, manuals and resource materials used in your subject matter.
- ✓ Does the teacher have control of what to teach and how to teach it, or is this set by the administration alone?

C. Classroom/Resource room

- ✓ The seating arrangement, presence and location of classroom aids
- ✓ The atmosphere in the classroom: Is it formal or informal? Do students like it?
- ✓ Is each classroom an island by itself?

D. Students

- ✓ How do they enter the class? How are they called to order and dismissed from class?
- ✓ Are they interested or bored?
- ✓ Are they involved or inattentive? What is the range of students' attention span?
- ✓ Do they abide by classroom management rules? Which students seem to be more aggressive and outgoing?
- ✓ Do changes in student grouping occur during the class period?
- ✓ Which students raise their hands most often and least often?
- ✓ Do they behave the same way in the hallways and playground as they behave in the classroom? Explain why?

E. Mentor

- ✓ His/her personality: pleasant, friendly, posed, relaxed and confident? Does he/she have an appropriate sense of humor? Is he/she patient and encouraging?
- ✓ His/her voice: Is it monotonous? Is it heard by all students?

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DEPARTMENT OF EDUCATION**

**Intern's Phase I & II / Record of Activities Form*
Field Experience/Induction**

Intern _____ Mentor _____

Grade Level _____ School _____

Fieldwork Visit #	Date/ Time	Mentor's Initials	Activities Performed**	Mentor's Remarks

Intern's Signature _____ **Course Instructor's Signature** _____

*This form should be filled out by **both** mentor and intern

****Examples of activities performed by intern:** developed instructional material, taught part/ whole lesson, taught group of students, checked on students' application of concepts, prepared tests, developed lesson plans, corrected homework/assignments, observed class teaching, design bulletin boards, participated in school activities etc...

PHASE II
PRACTICUM

INTERN'S PRACTICE TEACHING REQUIREMENTS

Phase II: Practicum

Portfolio

Practice Teaching Field Experience Portfolio (Spring Semester)

The portfolio for the spring practice teaching field experience will contain evidence of your professional activities in and in your field experience classroom(s), and your reflection on what you have learned from these experiences. You will be required to organize your portfolio (file) for the practice teaching field experience according to the following outline:

1. Practicum Activity Record Forms

This section will contain signed and completed record forms for all required practicum hours.

2. Working Portfolio

This section will contain originals or copies of a set of assignments completed in Practicum. Many of these assignments will form the basis for critical reflections contained in the "Reflection" section of the portfolio. The list of required assignments will be given to you during the spring semester. This list could include samples of student work such as materials, lesson plans, tests, reflection papers, teaching philosophy, strengths/weaknesses, and teaching materials (transparencies, audiovisuals, etc.). The working portfolio could be prepared in print or digital copies.

3. Reflection

This section will contain a set of 4 or 5 brief papers in which you will be required to demonstrate the level of professional knowledge in elementary/secondary education that you have gained during the field experience year, as well as your ability to critically analyze and reflect upon important components of subject matter teaching and learning. In your reflection papers, you will draw upon information from entire year-long experience, including your observation portfolio, your practice teaching experience, and your coursework at AUB. The specific requirements for this section will be given to you during the spring semester.

4. Completed Progress and Evaluation forms

This section will contain three completed Intern Progress forms to be filled out by your mentor(s) during the spring semester (beginning, middle, and end). This section should also contain in a sealed envelope the confidential final Evaluation of Intern Performance forms filled out by your mentor.

Portfolio Checklist

Phase II: Practicum

Suggested Contents of Your Portfolio	Included	Not Included
1. Table of Contents		
2. Your Teaching Philosophy		
3. Reflection papers (You need to write reflection papers which show how and why specific (concrete) teaching experiences have affected your teaching practices (i.e. analysis of the experiences and not anecdotal reporting).		
4. Completed Progress Forms		
5. Evaluation Forms		
6. Other Artifacts such as lesson plans, handout samples, tests, projects, photographs of bulletin boards, audio visuals, curriculum, course syllabus, course assignments, etc.....		

General Intern's Responsibilities

Phase II: Practicum

1. During practicum phase the intern is expected to:
 - Complete a minimum of 120 hours of residency for BA students and 60 for TD students.
 - Prepare detailed written lesson plans and implement them.
 - Teach a minimum of 5 full sessions.
 - Develop homework assignments.
 - Develop tests and worksheets.
 - Construct and give quizzes.
 - Refine their skills in effective teaching.
2. During the entire field experience the intern should maintain appropriate standards of professional behavior, dress and personal appearance,
3. Show positive attitude to school and be respectful and receptive to new ideas, suggestions or criticism.
4. If the school policies permit, interns should request from mentors to involve them in:
 - Report cards,
 - Parents meeting,
 - Faculty/staff meetings
 - School trips and retreats,
 - Safety drills

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DEPARTMENT OF EDUCATION**

Intern's Phase I & II / Record of Activities Form*

Practicum

Intern _____ Mentor _____

Grade Level _____ School _____

Fieldwork Visit #	Date/ Time	Mentor's Initials	Activities Performed**	Mentor's Remarks

Intern's Signature _____ Course Instructor's Signature _____

*This form should be filled out by both mentor and intern

****Examples of activities performed by intern:** developed instructional material, taught part/ whole lesson, taught group of students, checked on students' application of concepts, prepared tests, developed lesson plans, corrected homework/assignments, observed class teaching, design bulletin boards, participated in school activities etc...

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Phase II: Practicum Progress Chart

Intern _____ **Grade Level** _____ **Subject Taught** _____
Mentor _____ **Cooperating School** _____

To Mentor: You are requested to complete this chart **three** times during Practicum: at the beginning, in the middle and at the end. Kindly use the spaces provided to comment and elaborate on the intern's progress each time you fill out the chart. Your comments will be shared with the course instructor who in turn will discuss them with the intern in an attempt to help him/her refine his/her teaching skills.

	Evident	Not Evident	Please Elaborate
1. Competence in Subject Matter , material preparation, teaching responding to student questions, etc.			
2. Communication Skills , language use, quality of voice, questioning ability, feedback, etc.			
3. Organization Skills , Planning, and Teaching Methods including adequacy and quality of preparation, clarity of learning outcomes, effective use of teaching methods, variety in teaching techniques, use of supportive material, attending to students' needs, time management, etc.			
4. Rapport with Students , ability to motivate students, promoting higher order thinking, attending to students' intellectual and emotional needs, etc.			
5. Classroom Management clear techniques, handling conflicts, proposing solutions, etc.			
6. Additional Comments:			

Date: _____ **Mentor's Signature** _____

**AMERICANUNIVERSITY OF BEIRUT
DEPARTMENT OF EDUCATION**

Final Evaluation of Intern's Performance by Mentor

Phase II: Practicum

Name of Intern

School

Grade Level (s)

Date of Completing This Form

Name of Mentor

Intern's Area of Emphasis

Number of Lessons Taught by Intern

Mentor's Signature

To Mentor:

The purpose of this rating scale is to evaluate the intern's performance by the end of the Practicum Phase. Kindly, fill out this form by checking the appropriate box next to each item and adding the scores at the end of the form. Please use the key as indicated below. Thank for your cooperation.

Final Evaluation of Intern's Performance					
Indicators	Exemplary (4 points)	Proficient (3 points)	Developing (2 point)	Novice (1 point)	Comments
A. Intern's Personal Attributes					
1. Is reflective					
2. Is organized					
3. Is a role model to the students					
4. Accepts comments and criticism with an open mind					
5. Communicates clearly and accurately (precise terminology, connected discourse, transition signals, emphasis, etc.)					
6. Is positive, flexible and responsive					
7. Shows professionalism					
B. Professional Competence					
8. Is clear about the goals and objectives of practice teaching					
9. Is cooperative with mentor and students					
10. Takes initiative					
11. Demonstrates knowledge of content					
12. Proficient in language use					
13. Demonstrates knowledge of resources					
14. Arrives to school and class on time					
15. Understands and respects school culture					

Indicators	Exemplary (4 points)	Proficient (3 points)	Developing (2 point)	Novice (1 point)	Comments
C. Instructional Competence					
16. Prepares appropriate lesson plans					
17. Conducts a class effectively (learning outcomes, timing, feedback, monitoring, assessment, etc.)					
18. Sets realistic expectations for his/her students					
19. Creates an environment of respect and rapport					
20. Demonstrates knowledge of students					
21. Assesses students' learning properly					
22. Manages classroom routines					
23. Manages student behavior					
24. Engages students in work					
D. Intern's Professional development					
25. Seeks and engages in professional development activities.					
Total Score:	Mentor's Signature:				

Some items in the checklist above were adapted from:

Danielson & McGreal, 2000, *Teacher Evaluation to Enhance Professional Practice*, VA: ASCD

Eggen and Kauchak, 1996, *Strategies for Teachers Teaching Content and Thinking Skills*, MA: Allyn and Bacon

Responsibilities of Cooperating – School Representatives (CSR) On the Practice Teaching Committee (PTC)

The CSR responsibilities are categorized into three items: I. Being a Member on the PTC; II. Being the Coordinator; III. Being the Liaison.

I. Being a Member on the PTC

CSR are invited to:

- a. attend PTC meetings;
- b. be involved in preparing for the Professional Day

II. Being the Coordinator

CSR are requested to:

1. become the reference point for mentors in their relevant schools in terms of the practice teaching process;
2. organize monthly meetings with mentors and interns (and PTC Chairperson and Coordinator, Whenever possible) to discuss the practice teaching process thus creating a ‘support group’ context;
3. If possible, host in their relevant schools a ‘practice teaching’ event for mentors and interns placed in other schools.

III. Being the Liaison

CSR are encouraged to:

1. arrange for meetings between mentors and PTC Chairperson/Coordinator to collect and collate feedback on the practice teaching process;
2. follow up problems that may arise during practice teaching and make contacts that need to be made with the course instructors **in due time**;
3. Recommend to the Department cooperating teachers for the following academic year provided this meets the approval of their relevant school administration.

Department of Education Contact Information

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