

Guide for Internship Mentors and Supervisors of 2nd, 3rd and 4th year Teacher Education students

2022-2023

ROLES AND TASKS RELATED TO PLACEMENT LEARNING INTERNSHIP MENTOR - SCHOOL EDUCATOR - INTERNSHIP SUPERVISOR

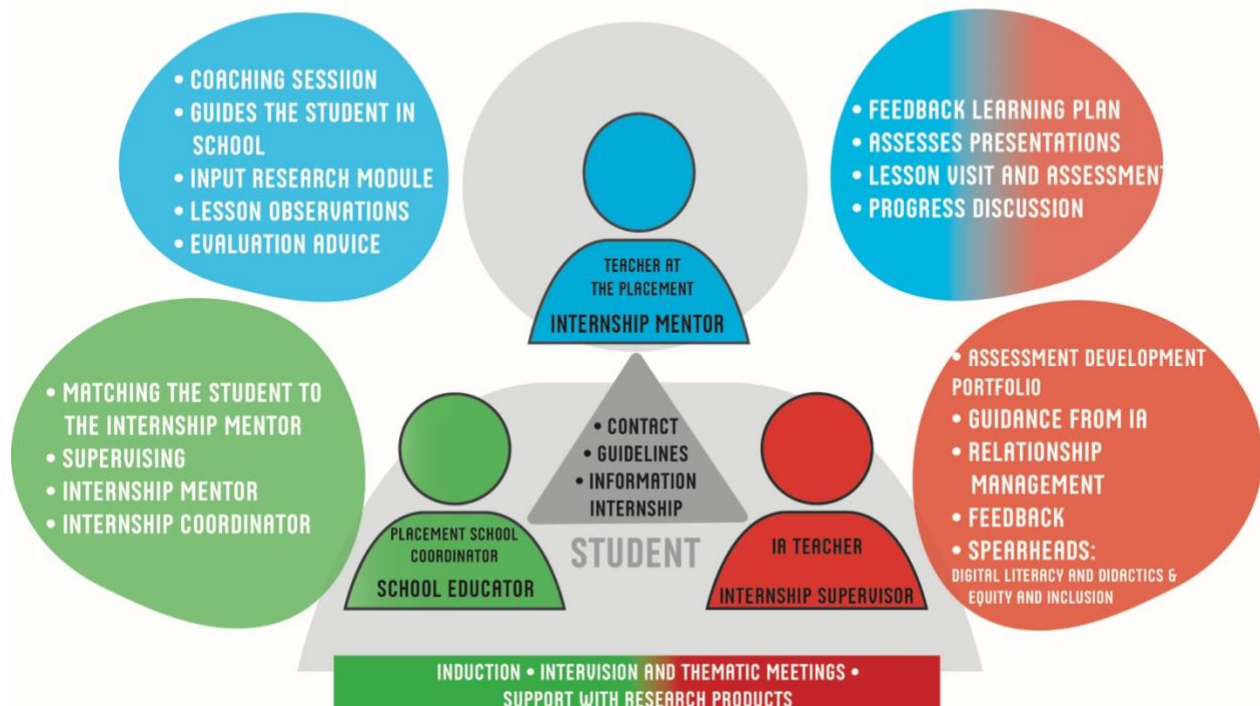


Figure 1 Image designed by Laura Stekinger

Utrecht University of Applied Sciences
Archimedes Institute
November 2022

Subject to change
version 15-11-2021

Colophon

This guide for Professional Development has been created together with the Study and Work Team. If you would like to report an error, or you have questions or suggestions, please contact the Professional Development Product Manager: kate.cousins@hu.nl

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Introduction

This guide provides a succinct overview of the content and organisation of the internships for students at the Institute Archimedes. This overview is intended for internship mentors to quickly make themselves acquainted with the guidance process. The learning process is described in more detail on the Canvas pages for students and Professional Development teachers. Guiding documents and evaluation forms are also available via <https://husite.nl/stage-en-afstudeerinformatie/samen-opleiden/>

This academic year (September 2022) Institute Archimedes is starting the implementation of a new curriculum for the first year students. For supervisors and mentors of first year students a separate guide will be made available via <https://husite.nl/stage-en-afstudeerinformatie/samen-opleiden/>.

Information about meetings in which information about the new and current curriculum and experiences at the schools are shared is also available on via the above website.

For questions about the internships, you can also contact: werkpleklerin.archimedes@hu.nl

Internship requirements per year and degree form

Below you will find an overview of the number of days that students will have to be present at the internship school during a specific year. In this overview, we assume 7-hour days, in which students will spend roughly half their time 'working' and half their time 'learning'.

The overview also mentions the minimum number of teaching hours/moments a student will have to prepare and perform. The following link also provides an overview of days in the week in which students from various years and disciplines may be present at the internship: <https://husite.nl/stage-en-afstudeerinformatie/werkplekieren-ia/begeleidenwerkplekieren/#planningen-en-gidsen>

Full-time

	Work days:	Lesson/coaching hours:
Year 2	1 day per week (Sep-July) 40 days total	20 lesson/coaching hours
Year 3	2 days per week (Sep-July) 80 days total	80 lesson/coaching hours <i>(at least 50% of which in their own subject and chosen specialisation (GSE / VE))</i>
Year 4	Year: 2½ days per week (Sep-July) Semester: 4 days per week (Sep-July or Feb-July)	Year: 6-8 lesson/coaching hours per week minimum Semester: 10-12 lesson/coaching hours per week minimum <i>(at least 50% of which in their own subject and chosen specialisation (GSE / VE))</i>

Part-time

	Work days:	Lesson/coaching hours
Year 2	20 days total	20 lesson/coaching hours minimum
Year 3	40 days total	40 lesson/coaching hours minimum <i>(100% of which in their own subject and at least 50 % in their chosen specialisation (GSE / VE))</i>
Year 4	40 days total	80 lesson/coaching hours minimum <i>(100% of which in their own subject and at least 50% in their chosen specialisation (GSE / VE))</i>

NOTE 1: Full-time students have to meet the LIO-threshold requirements before starting Professional Development 4A: Professional Development 3B has to have been completed and students have to have obtained 165EC, excluding EC obtained from minor or honours courses. For part-time students there is no LIO-threshold.

NOTE 2: In certain cases, students may be given permission to complete their Professional Development module at an accelerated pace. This means that they will have to be present at school for more days per week than students who are not accelerating. All students must always meet the minimum number of lessons stipulated in the table above.

Supervising students

As of last academic year, the duties of the internship supervisor have changed. Institute Archimedes will invest in the coming years in 'training together' so that in the future all students will have the opportunity to learn and work at a training school. A detailed description of these plans and of the role and tasks of the internship supervisor can be found in the document [Veranderende rol van de IA instituutopleider: Profielschets](#). In some places these changes do not apply to coaches for students in the Teacher Education programme as the language requirements preclude it.

The following coaches are involved in the internship programmes at partner schools connected to the Hogeschool Utrecht. It is also possible to complete an internship at a school not connected to the Hogeschool Utrecht in which case a student's Professional Development Coach will function as their Internship Supervisor.

The HU Internship Supervisor (supervisor) (*instituutopleider/IO*)

On behalf of Institute Archimedes, the student is guided and evaluated by the internship supervisor. If there is a close working connection or partnership with the Institute Archimedes (e.g. schools with the quality mark/*keurmerk scholen*), a dedicated internship supervisor is linked to the school: the HU Internship Supervisor (*Instituutopleider/IO* in Dutch). They will supervise all Institute Archimedes students at the school, regardless of year of study or discipline. At schools where there is no internship supervisor, the student's Professional Development Coach will take on the responsibilities of this role.

Internship supervisor's tasks:

- Organising intervision/peer-to-peer coaching and thematic meetings (at the internship school) together with the internship coordinator (*schoolopleider/SO*)
- Providing feedback on and approving the learning plan
- Providing feedback on the student's logbook
- Joining the internship mentor at least once to observe and evaluate a lesson taught by the student
- Assessment of the student's internship learning presentation or report
- Conducting evaluation interviews
- Supporting students with their Research (*beroepsproduct/BP*) at the school*

*NOTE: Internship supervisors are **not** required to teach and assess Teacher Education students with their research projects (*beroepsproduct/BP*). All instruction and assessment occurs at the HU to ensure that this can be done in English. However, supervisors are asked to support students at the internship school by pointing them in the right direction for example.

In addition to the tasks of supervising and assessing the development of students, the internship supervisor also has the task of giving substance and form to 'training together':

- Maintaining contact with the internship mentor (and internship coordinator)
- Maintaining contact with the student's professional development coach at the HU
- Developing the training and guidance programme (including quality assurance)
- Paying attention to spearheads: inclusion, digital literacy, metropolitan context

- Information and professionalisation (concerning, for example, the internship market, Observation Tool Archimedes (OTA), internship mentors, providing feedback)

Depending on the school's stage of development:

- Being a discussion partner and collaborator on the road to becoming a (prospective) training school.

NOTE: there are some differences in responsibilities regarding the guidance of Teacher Education students, compared to regular 'Leraar Opleiding' students. More information about this can be found in the document '*Informatie voor IOs rondom het begeleiden en beoordelen van Teacher Education studenten*', te vinden op: <https://husite.nl/stage-en-afstudeerinformatie/werkplekleren-ia/begeleidenwerkplekleren/#planningen-en-gidsen>

The Internship Coordinator (coordinator) sometimes also translated as School Educator (*schoolopleider/SO / stagecoördinator*)

An internship coordinator is an official at the internship school who is tasked with the general coordination of the internships and training within the school. In some schools, this person's primary task is to accept students and to match them with internship mentors and to inform them of their allocated teacher. In other schools, the internship coordinator also has a larger role in the supervision of students during the internship.

If there is a close working partnership with to the Institute Archimedes, the internship supervisor will make arrangements with the internship coordinator about the content and structure of training at the school. This could mean, for instance, that they conduct the intervision meetings together. The internship coordinator and the internship supervisor will together make sure that the internship mentors are well informed with regards to the general frameworks and school-specific interpretation of the internship process. For this they can use the example internship meeting schedule at the placement school (See Appendix 2).

The Internship Mentor (mentor) (*werkplekbegeleider/WB*)

This is a teacher at the internship school who coaches the student at the placement school.

Internship mentor (IM) tasks:

- Helping student find their way in the school.
- Providing feedback on the student's learning questions and internship learning plan.
- Having weekly coaching talks with the student, which cover the preparation, execution and evaluation of their internship activities and will stimulate them to make connections between theory (from their degree) and practice (at the school). This may involve the use of a connection card (see Appendix 3). Guideline: 30-60 minutes per student per week, depending on the stage of the programme the student is in.
- Attending classes and writing down classroom observations. In year 2, it will still be necessary to observe all classes; in year 3 this can be gradually reduced in consultation; in year 4

teaching should be independent, ideally with at least 4 classroom observations per six month period.

- Once per year (during the B-module), together with the internship supervisor, observing a lesson and assessing it using a digital observation tool, ideally the OTA. This applies to second, third and fourth year students. The supervisor (IO) can explain the OTA. A teacher guide for the observation tool is available in Dutch and English on Samen Opleiden: [Begeleiden van Werkplekleren | Stage en afstuderen \(husite.nl\)](#)
- Provide feedback on learning tasks for year 1 students (cohort 2022) who are working with the new curriculum.
- Assessment, together with the internship supervisor, of the PD1B (video) presentation (for resit students from cohort 2021 and earlier).
- Assessment, together with the internship supervisor, of the PD2A, PD3A and PD4A (video) presentation, if the student has chosen, in consultation with their internship supervisor, to complete these modules in this way.
- Being present, if possible, at a possible assessment interview at the internship school.
- Twice a year, writing an evaluation of the performance of the student at the internship during the preceding period. For this evaluation, make use of the format in the evaluation form provided; these can be found here: [https://husite.nl/teacher-education/internship-professional-development/evaluation-forms/#internship-evaluation-forms-\(for-completion-by-the-internship-mentor\)](https://husite.nl/teacher-education/internship-professional-development/evaluation-forms/#internship-evaluation-forms-(for-completion-by-the-internship-mentor)). The first time this evaluation is filled in, it concerns formative developmental advice to the student. The second time, it concerns summative assessment advice, which is part of the student's final assessment.
- Helping the student to find a suitable assignment within the school while working on their research product and helping them get in to contact with the people they require.

The Professional Development Coach (coach) (*Studie & Werk begeleider/SWB*) or Learning Team Coach (LTB) (*leerteambegeleider/lbt*)

On alternate weeks to coaching sessions at the placement school Professional Development meetings are scheduled at the HU, Archimedes Institute (see Appendix 6). In most cases these meeting are organised per subject or domain and per academic year by the Professional Development coach/Learning Team Coach.

Learning Team Coach tasks (within year 1):

- Facilitates students getting to know each other and the Archimedes Institute
- Teaches students to deal with the various systems, rules and agreements related to the study
- For part-time students, they determine a study plan together with the student in an education agreement
- Provides information about exemptions and acceleration
- Supervises the student's work in learning teams on the learning outcomes in year 1 at level 1
- Supports students with regard to self-directed learning, learning to learn, planning, reflecting, formulating learning questions, learning to present, giving and receiving feedback, communicating professionally (verbally and in writing), developing a professional personal

- identity as a teacher, developing an educational vision, connecting theory and practice
- Gives feedback on their learning tasks
- Provides and practises various reflection models and methods
- Conducts study progress meetings
- Contacts the student's mentor (*WB*) or supervisor (*IO*), if necessary

Professional Development Coach tasks (year 2 onwards):

- Gives feedback on learning questions and the internship learning plan
- Matches their guidance to the student's developmental needs based on the tasks above
- Guides the student in choosing a graduation specialism (general secondary or vocational education) (end of year 2) and in choosing a minor (end of year 3)
- Guides the student towards graduation and the final assessment.

The internship learning agreement

At the start of the internship, the student enters into an agreement with the school about who will supervise them, the days they will be present at the school, the lesson/coaching hours they will observe and/or provide and the other tasks the student will carry out for the school. See Appendix 1 for suggestions for educational and useful activities for students at the internship school.

All agreements can be recorded in the Internship Learning Agreement which must be signed by the student, the internship coordinator and the Professional Development coach (on behalf of Institute Archimedes). The learning agreement can be found on the HUSite: <https://husite.nl/teacher-education/internship-professional-development/learning-agreement-list-of-supervisors/>.

The big picture (working methods and learning objectives)

At the internship, the student should work based on a predetermined, self-defined internship learning plan (See Appendix 7). In the plan, the student details which learning questions (based on the learning objectives) they wish to work on, which initiatives they will employ to achieve them and how they will make the results evident at the end of the module. The internship mentor gives feedback on the internship learning plan. The internship mentor and the internship supervisor must both approve and sign the internship learning plan. The mentor should sign the internship learning plan, while the supervisor will approve it once the student has uploaded it to OnStage.

During the internship, the student learns by (among other things) preparing teaching activities and evaluating them, by reflecting on specific events and by collecting feedback from supervisors and learners. During the first year of their studies, student makes use of simple reflection tools such as the ABCD model. During their education, the student is introduced to more complex reflection tools and learns to choose instruments for themselves.

Appendix 5 provides a concise overview of the learning process students should follow each year. The Professional Development canvas page provides a more comprehensive description of the learning line and the instruments used for students.

Additionally, there is of course a build-up in the type of activities that the student carries out at the internship. At the beginning of their studies, the student will still have to observe many classes taught by experienced teachers. In the final phase of their studies, the student will have to perform as an independent teacher in complex teaching situations.

The level of performance is linked to revised teaching competency requirements. These have been further explicated as 'learning outcomes'. An overview of the learning outcomes can be found on the HUSite: <https://husite.nl/teacher-education/internship-professional-development/info-for-mentors-wbs/>.

The learning outcomes have been divided into three levels, spread over 4 years. These have been further elaborated upon with indicators per level or year of study. The indicators may be used to determine what activities are appropriate for a student within a certain year of study. The learning outcomes and indicators form the basis for the self-analysis which students should complete at the beginning of a Professional Development A-module; plus the Internship Evaluation Forms which are completed at the end of each module by the student and mentor. The mentor uses them to provide formative developmental advice (at the end of the A-modules) and the summative evaluation advice (at the end of the B-modules).

In the final Teacher Qualification Assessment (at the end of the degree), the student is evaluated using the revised competency requirements (see <https://husite.nl/teacher-education/teacher-qualification-assessment/>).

Completion and evaluation

Each year of study is split into two modules: Professional Development A and Professional Development B.

In order to complete a module, a student has to carry out the following tasks:

1. Have the checklist '**Conditions for Evaluation of Professional Development**' filled in and signed by the internship mentor and the internship supervisor. Through this checklist, it is confirmed that student has met all requirements. As an internship mentor, you will indicate among other things if the student has completed the required number of days, taught the minimum number of lessons required and whether or not they upheld their agreements with the school.
2. Have the evaluation form '**Internship Evaluation Form**' filled in by the internship mentor. The student also fills this form in themselves. This evaluation looks at the competence level of the student as an aspiring teacher. The student and mentor should discuss the similarities and differences in the evaluation. Considering each phase of the studies comes with a different level

of competency (displayed in level indicators per year of study), this form is different for each year of study.

3. Creating their own **Internship Learning Presentation or Report** and handing it in to the internship supervisor for evaluation. This portfolio consists of the student's learning plan, a report in which the student describes how they have developed as a teacher in the preceding period, accompanied by the relevant evidence that they have gathered during this period. For completion of the Professional Development 1B module, the student will present a (video) presentation. In consultation with their supervisors, students may also elect to complete their A-modules either in a presentation format with an evidence folder, or as a written report. In every instance of a (video) presentation, the mentor should play a role in the final evaluation.

Completing the B-modules from year two onwards requires an additional action:

4. A **lesson observation with development-oriented evaluation** by the internship mentor and the internship supervisor. The student is responsible for organising this lesson visit themselves. For students at a school outside the surroundings of Utrecht, a lesson visit is not always possible, and the student will have to either make a video recording of a lesson or stream a live lesson. The lesson is observed and evaluated with the help of the Observation Tool Archimedes (OTA), which the internship mentor and the internship supervisor fill in together if possible. The observers will determine whether the lesson was 'Not yet at the required level / At the required level / Above the required level'. The requirements to pass are described in the OTA manual and reiterated in the digital form: <https://husite.nl/teacher-education/internship-professional-development/lesson-observation/>.

All these parts can be found in the **evaluation form** for each year and module (please check that the evaluation form is for the correct academic year). Since the requirements and the competency level the student must meet increases with each year of study, each Professional Development module has its own version of the evaluation form. The component parts the form consists of, however, are always the same. The evaluation forms are available here: <https://husite.nl/teacher-education/internship-professional-development/evaluation-forms/>.

If all the conditions for evaluation (see part 1: checklist) have been met, evaluation of the development portfolio may begin.

For the **A-module** (usually halfway through the school year), only the internship learning presentation or report (part 3) is taken into consideration for the final evaluation. The evaluation form for performance at the internship (part 2) is then part of the formative developmental advice for the student, so they know where they are regarding their competence level and what they should focus on developing.

For the **B-modules in years 1, 2 and 3** (usually at the end of the school year), the grade for the internship learning report (or (video) presentation for PD1B) determines the final grade for the module. However, the student's performance at the internship and their lesson observation (part 2 for PD1B; parts 2 and 4 from year 2 onwards) must both be assessed as 'At the required level' or 'Above the required' for the student to complete the module.

For modules completed with a (video) presentation, namely Professional Development 1B and potentially A-modules from year 2 onwards, the final assessment should take place at the internship school with the mentor present, if possible.

Assessment of Professional Development 4B:

From academic year 2022-2023, Professional Development 4B is no longer concluded with an Internship Learning Report. The regular learning cycle is followed, but the evidence from PD4B, showing the student's knowledge and skills, are presented in the final Teacher Qualification Assessment.

The student concludes Professional Development 4B with:

- An assessment of a lesson observation which must be 'at' or 'above the level required' for year 4
- A sufficient ('at' or 'above the required level') assessment of the student's performance during their internship.

TQA – Teacher Qualification Assessment

After concluding Professional Development 4B, the student can enroll for the final assessment procedure. The student compiles their assessment portfolio and concludes their teacher training with the Teacher Qualification Assessment. For detailed information, dates and entry requirements see: <https://husite.nl/teacher-education/teacher-qualification-assessment/>.

Completion of Professional Development modules overview:

PD Module	Products evaluated	Weighting	Assessed by
1A (resit only)	Presentation + evidence folder	Grade 100%	PD coach
1B (resit only)	Internship evaluation PD1B	'At or above required level' criteria to pass	Mentor
	Internship learning presentation + evidence folder	Grade 100%	Mentor & supervisor
2A	Internship evaluation PD2A	Formative development advice	Mentor
	Internship learning presentation + evidence folder <i>OR</i> report	Grade 100%	Supervisor (& mentor for presentations)
2B	Lesson observation	'At or above required level' criteria to pass	Mentor & supervisor
	Internship evaluation PD2B	'At or above required level' criteria to pass	Mentor
	Internship learning report	Grade 100%	Supervisor
3A	Internship evaluation PD3A	Formative development advice	Mentor
	Internship learning presentation + evidence folder <i>OR</i> report	Grade 100%	Supervisor (& mentor for presentations)
3B	Lesson observation	'At or above required level' criteria to pass	Mentor & supervisor
	Internship evaluation PD3B	'At or above required level' criteria to pass	Mentor
	Internship learning report	Grade 100%	Supervisor
4A	Internship evaluation PD4A	Formative development advice	Mentor
	Internship learning presentation + evidence folder <i>OR</i> report	Grade 100%	Supervisor (& mentor for presentations)
4B	Lesson observation	'At or above required level' criteria to pass	Mentor & supervisor
	Internship evaluation PD4B	'At or above required level' criteria to pass	Mentor

Contact between supervisors

For effective supervision and evaluation of the internship to take place, there should be consultation between the internship supervisor at the Institute Archimedes and the mentor(s) and/or supervisor(s) at the internship. At schools where there is close cooperation with the Institute Archimedes, the internship supervisor should be present at the school on a regular basis, so there will be plenty of opportunity for consultation. In schools without a set HU Internship Supervisor, there will be less contact between

supervisors, especially in schools outside of the Utrecht region.

At the start of an internship period, the student's internship supervisor may introduce themselves by e-mail or phone to the internship mentor. Following this, consultation should take place upon completion of a module and during a lesson observation as a minimum. In principle, internship supervisors will conduct a lesson visit once a year from year 2 onwards. Allocated school internship supervisors are sometimes able to visit more often. In year 1, there will be not be a lesson visit by the internship supervisor.

Internship mentors who are faced with questions or problems during the student's internship can independently contact the internship supervisor and/or the internship coordinator. If the internship mentor is not able to contact the internship supervisor, they may contact:

werkpleklerin.archimedes@hu.nl

Literature

In Professional Development, the student is expected to make use of literature when developing their teaching competencies and vision on teaching. To this end, the student has a high degree of personal responsibility and freedom of choice. However, the student is expected to have the following titles at their disposal:

- Buck, J. & Wightwick, C. (2013). *Teaching and Learning Languages: A practical guide to learning by doing*. Oxon: Routledge.
- Geerts, W. & Kralingen, R. van (2018). *The Teacher's Handbook*. Bussum: Coutinho.
- Lemov, D. (2021). *Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College*. John Wiley & Sons.
- Onderwijs Maak Je Samen & De Brink Foundation. (2017). *The Dutch Way in Education*. Helmond: Uitgeverij Onderwijs Maak Je Samen.
- Pachler, N. & Redondo, A. (2014). *A Practical Guide to Teaching Foreign Languages in the Secondary School* (2nd Ed). Oxon: Routledge.
- Ur, Penny (2012). *A course in language teaching, 3rd edition*. Bussum: Coutinho.
- Wilson, E. [Ed.]. (2017). *School-based Research: A guide for education students (3rd ed.)*. Sage Publications Ltd.

APPENDIX 1: Possible activities at the internship

Assisting a teacher	<p>Supervise learners individually</p> <ul style="list-style-type: none"> • Helping in the library • Helping with homework • Talking to learners about their problems • Supervising learners with extra educational needs • Supervising independent study • Sending sick students homework
	<p>Observing classroom/lessons</p> <ul style="list-style-type: none"> • Following a class in case of bullying • Following a teacher for a day to learn how to lend a hand • Observing individual learners to discover potential learning difficulties • Observing groups with regards to planning out the learning material and cooperative assignments • Observing learners during independent study • Supervising homework • Assisting in IT classes • Assisting in practical exercises
	<p>Making educational products</p> <ul style="list-style-type: none"> • Making study guides • Making tests on the computer • Checking tests • Documenting test results • Preparing/arranging/buying materials • Building a website for the department • Creating exercises • Checking exercises • Writing out instructions • Creating dossiers for a course • Researching the literature • Assisting during independent study
	<p>Preparing and processing tests</p> <ul style="list-style-type: none"> • Making multiple choice tests • Correcting based on a model • Oral examination • Developing tests • Taking resits • Creating error analyses
	<p>Writing a report and reflecting</p> <ul style="list-style-type: none"> • Making minutes at meetings • Writing articles for the school newspaper about activities at school or lessons • Attending seminars

Assisting a teacher (continued)	<p>Preparing and helping carry out extra-curricular activities</p> <ul style="list-style-type: none"> • Assisting during work week • Organising field trips • Chaperoning school parties/events • Setting up musicals • Assisting at open day • Assisting at sports day
	<p>Helping organise and supervise field trips</p> <ul style="list-style-type: none"> • Preparing for field trips • Writing letters • Organising financing
	<p>Teaching</p> <ul style="list-style-type: none"> • Exploiting hobbies • Taking part in mentorship • Creating playful working methods • Being of service to the department (group) • Supervising assignments and their execution
Assisting a mentor	<ul style="list-style-type: none"> • Getting acquainted with external care providers • Preparing projects on societal issues • Observing learners for the mentorship • Creating a sociogram • Mentorship survey/questionnaires • Supervising group e.g. after illness • Conflict mediation
Assisting a department	<ul style="list-style-type: none"> • Making minutes at meetings • Overseeing agenda • Creating test databank • Screening methods • Making resits
IT-tasks	<ul style="list-style-type: none"> • Creating learning material rich in IT • Assignments about simulations • Assisting in IT lessons • Assisting in the open learning centre • Assisting learners in writing papers • Developing website for team • Assisting IT coordinator • Structuring e-learning environment • Digital personnel portfolio • Assisting in the use of subject-specific software

Tasks for the school organisation

- Observe other levels within the profession
- Attending meetings
- Assisting in the open learning centre
- Keeping track of student administration
- Assisting in practical lessons
- Assisting in lessons concerning multiple intelligence
- Orientation regarding organisation of the department/unit (interviews, etc.)
- Keeping documentation
- Attending workgroups/commissions
- Recruiting placements
- Keeping records
- Supervising tests
- Setting up the classroom
- Supervising during breaks
- Conducting research in the neighbourhood
- Supporting the school newspaper
- Website assistance
- Parent meeting assistance

APPENDIX 2: Example internship meeting schedule at the placement school

Points of consultation between internship supervisor and internship coordinator

- Educating Together Plan (SOP)
 - Important dates (for example consultation meetings between mentors and coordinators, intervision meetings, professionalisation days, certification audits)

Points for (starting) consultation internship coordinator, internship mentors and internship supervisor

- State of affairs regarding interns, registration, data and communication
- Changes in Placement Learning / Professional Development compared to last year. For academic year 2022-2023 those are:
 - Placement of first year students (after September deadline) in duos, cross-curricular, Teacher Education students paired with 'Leraar Opleiding' students. Development of first year programme.
 - Completion of Professional Development 4B (no written report)
 - Evaluation of classroom visit by internship supervisors and internship supervisor using the Observation Tool Archimedes (OTA)
 - Changing role of the internship supervisor
 - Giving 'Narrative Feedback'
- Schools-specific interpretation of joint education and on-the-job training of students
- Professionalisation, for example:
 - Basic training for development-oriented coaching
 - OTA training
 - Coordinator/school educator professionalisation
 - Supervisor professionalisation in the school context
 - Mentor / WB training
 - Giving 'Narrative Feedback'
- Points of attention when supervising students, such as:
 - Content of guides and regulations
 - Time investment of students
 - Contact between internship coordinator and internship supervisor
 - Research projects
 - Content of intervision coaching and thematic meetings
 - Working arrangements
 - Year programme Professional Development
- Exchange meetings (Uitwisselbijeekkomsten) at the HU
- Internship market

APPENDIX 3: Connection card

Starting from a practical experience, event or incident	
1	Gather concrete experiences Describe the concrete experience you wish to use as the subject of this conversation. What were you doing during class? What were learners doing during class? What did you want? What did learners want? What happened? What did you see? What did you feel?
2	Reflect on your experiences Did you plan/expect/prepare for this experience? What did you hope to achieve with your actions? Did you achieve that goal or not? In which way did you or did you not? Why was that?
3	Put into a theoretical framework and draw conclusions a) Which competency is involved? Which theory you learned about can provide a solution? What subject do you want to explore further in theory? b) Which conclusions can you draw regarding your own actions, based on theory? What can you apply? What have you applied already? What improvements did you choose? Why?
4	Turn conclusions into learning goals and a plan of action a) How will you act in a new or similar situation? b) What is the learning objective for next time? Which area(s) of competency are you naming? Which theory will you use? Which choice do you make? What do you hope to achieve? Which concrete activity will you plan?

Starting from a predetermined learning objective	
1	Return phase What agreements did you reach during the last conversation with regards to learning objectives? Which theory did you use? Why? How did you turn the theory into a concrete activity? Which competency are you developing?
2	Clarification phase How did the practical situation go? What did you do? What did the learners do? What went according to your expectations? What didn't? Why didn't it? Which experience was positive? Did you apply the theory as described?
3	Points of interest phase Which learning objectives did you achieve? Which learning objectives deserve (more) attention? Which points of improvement are there? Which points of development are there?
4	Alternatives phase Which theory supports the improvement or further development of your points of attention? How can you apply that theory? Which alternative for you actions did you find with the use of theory? Which choice will you make? Why
5	Agreements phase a. How will you incorporate the achieved learning objective into your portfolio? Which theory will you reference and how? b. What is your plan for the future? Does that match the learning objectives and competencies of your PDP? How will you link learning objectives and accompanying theory to an activity?

APPENDIX 4: Completion of Professional Development 1B (resits only)

Completion of Professional Development 1B differs from other modules. Where possible, the final evaluation takes place at your placement school. The internship mentor and internship supervisor will assess student development in two areas:

1. The student's ability to provide evidence of their learning process and show they have sufficient learning ability.
2. The student's ability to critically reflect on the teaching profession, their suitability as a future teacher, and their ability to perform at the year 1 level.

Student shows this development using:

1. A video presentation
2. A folder with written evidence
3. The assessment of your internship mentor about your development at the internship

Ad 1. The student makes a **video presentation** wherein they explain their views on being a teacher, the learning process and themselves as future teacher. The video presentation lasts between 10 and 15 minutes. The oral and written use of language in your video presentation should meet the requirements of the B2 frame of reference for language.

The student is required to record video fragments (5 minutes max.) of activities they undertook with learners, e.g. (part of) a lesson or other teaching activity.

If the student wishes to provide evidence additional to the video presentation then they may hand in a folder with evidence such as reflections, written feedback, lesson preparations, observations. The written use of language in your folder should meet level B2 of the framework for language.

Ad 2. The internship mentor fills in an evaluation form at the end of module 1B, about student's learning at the internship. This document is part of the final evaluation (see <https://husite.nl/teacher-education/internship-professional-development/evaluation-forms/>).

The content of the video presentation and optional supporting documents

1. How the student worked on the (at least three) learning questions. With this, the student provides systematic insight into how they have developed during their internship, with relevant examples and evidence. This component counts for 70% of the final mark (see evaluation form).
2. The student's image of the teaching profession. They should address the aspects of and differences between vocational and general secondary education with reference to specific examples from their orientation assignment and/or experience. The student should also explain where they think they will fit best: in general secondary education or vocational education.
3. What the student has done to form this professional image. For example: reading theory, observing colleagues, experiencing teaching, trying out assignments or interventions, consulting peers,

collecting and applying feedback, reflecting, etc.

4. What the student finds important for the teaching profession and why.
5. Why the student would like to become a teacher of this subject in particular.
6. What the most important development points are for the student.

The course of the final assessment

In week 5 of the period in which the final assessment takes place, the student should hand in their video presentation and folder of written evidence. The assessment takes place according to the formats and criteria detailed in the evaluation forms (see <https://samenopleiden.hu.nl/professional-development/>). In that same week, student makes an appointment with their internship mentor and internship supervisor for the final assessment, which will generally take place at the end of the period, for instance during test week.

The final assessment consists of:

1. Video presentation (with optional supplementary written evidence folder)
2. Criteria-focused interview
3. Assessment interview

1. Video presentation with optional supplementary written documents

Student shows the video presentation to the internship mentor and internship supervisor. If the student would like to provide supplementary written evidence they should provide a digital copy at least 2 weeks in advance of the assessment.

2. Criteria-focused interview (CBI)

The criteria-centred interview is intended to provide additional and more in-depth information on the student. This interview will consist of questions about aspects of the assessment criteria that the video presentation and accompanying folder did provide sufficient information on. The STARR method is used for this (Situation, Task, Action, Result and Reflection).

3. Assessment interview

The internship mentor and internship supervisor come to an assessment and determine development advice together. The assessment of the internship mentor on the learning process at the internship is taken into account. The assessment is documented in the evaluation form for Professional Development 1B.

The complete assessment process should take around 45 minutes in total. The table below shows an example programme:

Time in minutes	Internship mentor and internship supervisor activity
15	Watching video presentation

5	Perusing evidence folder
10	Criteria-focused interview CBI
10	Filling in assessment form Preparing assessment interview
5	Assessment conversation

APPENDIX 5: Continuous Learning Process Overview

	Year 1	Year 2	Year 3	Year 4
Study planning	Make personal work planning for standard training programme and eliminate deficiencies	Adjust planning based on results and experiences year 1, the main phase assessment, taking into account personal strengths and weaknesses	Make choices based on personal development, e.g. minor and professional products	Independent planning of complex activities in Professional Development, including graduation work
Internship plan: Learning questions and activities	Suitable for personal starting situation and indicators at level year 1 and school options	Suitable for personal development of competencies and indicators for level year 2 and school options	Suitable for personal development of competencies and indicators for level year 3 and school needs	Suitable for personal development of competencies and indicators for level year 4 and school needs
Feedback and colleague consultation	Keep to feedback rules	Ask for specific feedback from learners (e.g. Leary's Rose) and supervisors + peer-to-peer coaching to improve personal learning	360° feedback (incl.) + peer-to-peer coaching to improve personal competence development	Make use of various forms of colleague consultation to also attune personal development to school development
Use of knowledge and literature	Make use of knowledge and literature provided	Independently look for literature for learning questions and/or activities, make connections to knowledge gained previously	Make use of various sources and view them critically	Systematically justify personal views and actions based on the literature
Preparation and evaluation of teaching activities	Thoroughly prepare lessons and discuss them afterwards with internship supervisor	Lesson preparation with attention paid to lesson organisation, instruction, working methods and interaction; use feedback from learners and internship supervisor in evaluation	Lesson preparation as in year 2 + make connections to the previous and upcoming lessons	Completely independent planning, preparation and evaluation of series of lessons and/or project(s)
Reflection	According to simple format reflection cycle (e.g. ABCD)	Use of various reflection models (e.g. Korthagen, STARR)	At various levels (practical reflection, methods reflection and self-reflection) make links to knowledge and literature (e.g. personal and professional case)	Depending on the situation and/or the purpose of reflection, make personal choice for suitable method
Vision development	Chart personal starting position and research various views on education	Formulate personal view on profession and school subject	Adjust personal view on profession and subject based on personal experience, others' experience and literature	Relate personal vision on profession and subject to school vision
Internship report: Learning gains and competence development	Describe views on competency requirements, experiences and observations: connect knowledge, insight and skills to competence	Describe learning gains in activities carried out: link knowledge, insights and skills to competencies, make connection to other parts of your education	Steer systematic development and describe it based on competencies	Keep developing competencies independently
Evidence	Evidence refers to concrete examples where competencies are recognised and mentioned	Evidence suits the competencies and are authentic, current and relevant	Evidence supports competency description and is authentic, current and relevant and are derived from a variety of contexts	Evidence meets evidence matrix: (authentic, current, relevant, quantity, variation in contexts)

APPENDIX 6: Year Schedule for Professional Development 2022-2023

Hogeschool Utrecht – Archimedes Institute

*Full-time students are encouraged to do Intervision at the internship school if possible. If their level of Dutch is still too low, they may follow intervision at HU with their Professional Development group. This is supervised by their PD coach and is in English to ensure they can fully participate in intervision. But they may also follow both to get in touch with other trainees and to get to know the supervisor/IO.

Part-time students are expressly invited to participate in the intervision meetings. If this is not possible (due to scheduling or other conflicts), they follow the intervision meetings at the HU. In all cases, they will discuss this with their PD coach.

PD YEAR PLAN 2022-2023

CALENDER WEEK	DATE	WEEK	DESCRIPTION	NOTES / COMMENTS
36	05/09/2022	A1	lesson week 1	Start of academic year 2022-2023 Start PD module A PD @HU
37	12/09/2022	A2	lesson week 2	FT* Intervision: Register in OnStage Internship Fair 14/09/2022
38	19/09/2022	A3	lesson week 3	PD @HU
39	26/09/2022	A4	lesson week 4	FT* Intervision Hand in Internship Learning Plan PD module A in OnStage Uitwisselbijeekomst: 29/09/2022
40	03/10/2022	A5	lesson week 5	PD @HU
41	10/10/2022	A6	lesson week 6	FT* Intervision/thematic meeting
42	17/10/2022	A7	lesson week 7	PD @HU
43	24/10/2022	A8	Autumn Holiday	
44	31/10/2022	A9	study week	
45	07/11/2022	A10	test week A	
46	14/11/2022	B1	lesson week 1	FT* Intervision
47	21/11/2022	B2	lesson week 2	PD @HU
48	28/11/2022	B3	lesson week 3	FT* Intervision/thematic meeting
49	05/12/2022	B4	Study week	
50	12/12/2022	B5	lesson week 4	PD @HU
51	19/12/2022	B6	lesson week 5	FT* Intervision/thematic meeting
52	26/12/2022	B7	Winter Holiday	
1	02/01/2023	B8	Winter Holiday	
2	09/01/2023	B9	lesson week 6	PD @HU
3	16/01/2023	B10	lesson week 7	FT* Intervision Internship assessment: student & mentor Uitwisselbijeekomst online: 19/01/2023
4	23/01/2023	B11	test week B	Completion of Professional Development module A: hand in Internship Learning Report or Evidence folder in OnStage

5	30/01/2023	B12	resit week A	
6	06/02/2023	C1	lesson week 1	Start PD module B PD @HU
7	13/02/2023	C2	lesson week 2	FT* Intervision
8	20/02/2023	C3	lesson week 3	Hand in Internship Learning Plan PD module B in OnStage PD @HU
9	27/02/2023	C4	Spring Holiday	
10	06/03/2023	C5	lesson week 4	FT* Intervision/thematic meeting
11	13/03/2023	C6	lesson week 5	PD @HU
12	20/03/2023	C7	lesson week 6	FT* Intervision/thematic meeting
13	27/03/2023	C8	lesson week 7	PD @HU Internship Fair for all years: 29/03/2023
14	03/04/2023	C9	test week C	
15	10/04/2023	C10	resit week B	Resit of Professional Development module A: hand in Internship Learning Report or Evidence folder in OnStage Uitwisselbijeekomst: 13/04/2023
16	17/04/2023	D1	lesson week 1	FT* Intervision
17	24/04/2023	D2	lesson week 2	PD @HU
18	01/05/2023	D3	May Holiday	
19	08/05/2023	D4	lesson week 4	FT* Intervision/thematic meeting
20	15/05/2023	D5	lesson week 4	PD @HU
21	22/05/2023	D6	lesson week 5	FT* Intervision/thematic meeting
22	29/05/2023	D7	lesson week 6	PD @HU
23	05/06/2023	D8	lesson week 7	FT* Intervision/thematic meeting Internship assessment: student & mentor
24	12/06/2023	D9	lesson week 8 (catch up week)	PD @HU (if catch up session is necessary)
25	19/06/2023	D10	test week D	Completion of Professional Development module B: hand in Internship Learning Report in OnStage
26	26/06/2023	D11	resit week C	
27	03/07/2023	E1	resit week D_P	
28	10/07/2023	E2	Summer holiday	
29	17/07/2023	E3	Summer holiday	
30	24/07/2023	E4	Summer holiday	
31	31/07/2023	E5	Summer holiday	
32	07/08/2023	E6	Summer holiday	
33	14/08/2023	E7	Summer holiday	
34	21/08/2023	E8	resit week D_H	
35	28/08/2023	E9	introduction week	
36	04/09/2023	A1	lesson week 1	Start of academic year 2023-2024 PD @HU

APPENDIX 7: Internship Learning Plan

Name:		Date:		
Degree Subject:		I will go abroad (to study) this year: <input type="checkbox"/> yes / <input type="checkbox"/> no		
Professional Development module: <input type="checkbox"/> 1A & 1B / <input type="checkbox"/> 2A / <input type="checkbox"/> 2B / <input type="checkbox"/> 3A / <input type="checkbox"/> 3B / <input type="checkbox"/> 4A / <input type="checkbox"/> 4B.		Internship days:		
Starting date:		Lesson / supervision hours:		
Completion date:		Assessment: in test week <input type="checkbox"/> A / <input type="checkbox"/> B / <input type="checkbox"/> C / <input type="checkbox"/> D		
Learning questions/objectives <i>PLUS</i> Learning Outcome(s) or Teaching Competencies ¹	Motivation	Exploration in theory (I) and practice (II)		Possible evidence material
		I Theoretical Research	II Research in Practice	
<p>Ensure you formulate SMART LQs. State the Learning Outcome(s) / Teaching Competencies which you want to develop with your LQ.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What do I wish to learn? • What do I wish to become better at? • In what ways do I wish to improve the quality of my teaching? • What effect can I achieve by applying this theory? • What do I wish to learn from this activity / objective? • Which learning outcome/competencies do I wish to develop further? (<i>Tip: use the self-analysis for this.</i>) <p>Examples:</p> <p>→ How can I... in order to ...?</p> <p>→ How can I ensure that... so that...?</p> <p>→ I would like to learn to... so that... <i>Etc.</i></p>	<p>Explain the reason for your LQ.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What feedback and/or reflection is this based on? • Why is this learning question relevant to me/my current stage of development? • Why is this question relevant to my internship school? <p>Examples:</p> <p>→ self-analysis</p> <p>→ self-reflection</p> <p>→ feedback received</p> <p>→ further development of competencies and/or Learning Outcomes</p> <p>→ implementation of educational innovation</p> <p>→ interests of the school, <i>Etc.</i></p>	<p>Find sources related to the topic(s) of your LQ which can inspire & justify your interventions.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What key words / search terms relate to my LQ? • Which information from courses (i.e. Methodology / Education) relate to my LQ topic? • What (pages / chapters of) books and/or articles can I read about this topic? (Provide the title and author(s) according to APA guidelines) • What other <i>reliable</i> sources can I use, i.e. videos / websites? (Provide the reference according to APA guidelines) <p>Examples:</p> <p>→ key words: i.e. 'target language use'</p> <p>→ TEDtalks</p> <p>→ articles from periodicals (via HUGO)</p>	<p>Identify activities which you will carry out at your internship school to frame the context of your LQ and find possible answers to your LQ.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • Which colleagues can I interview about this topic? • Can I survey students on this topic? • What lessons / other school activities can I observe? • How can I structure my observations? <p>Examples:</p> <p>→ Observe ... during 5 different lessons</p> <p>→ Observe '5 roles of the teacher' for 5 different teachers</p> <p>→ observe a parent-teacher evening</p> <p>→ participate in a report meeting</p> <p>→ interview mentor about ...</p> <p>→ survey students about ... <i>Etc.</i></p>	<p>List possible materials which you can gather and use to illustrate your learning process and what you have achieved.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • What will I do in order to improve and what materials will this generate to prove this? • How can I show that I have developed this skill / learning outcome? • How will I evaluate my progress? • What feedback can I get from who? • What reflection forms will help me identify ways to improve further? <p>Examples:</p> <p>→ lesson plans & materials</p> <p>→ Feedback from your mentor / supervisor / peer / colleague, etc</p> <p>→ Tips and tops from students</p> <p>→ video of you teaching</p> <p>→ peer intervision</p> <p>→ ABCD / STARR / Korthagen reflection, Etc.</p>

¹ First and second year students work with Learning Outcomes. Third and fourth year students work with the SBL-teaching competencies. If you are accelerating or have entered at a higher level, you may need to switch between formats.

Learning questions/objectives <i>PLUS</i> relevant Learning Outcome(s)	Motivation	Exploration in theory (I) and practice (II)		Possible evidence material
		I Theoretical Research	II Research in Practice	
Learning Question/Objective 1: Learning Outcome(s):				
Learning Question/Objective 2: Learning Outcome(s):				
Learning Question/Objective 3: Learning Outcome(s):				
Learning Question/Objective 4: Learning Outcome(s):				

Timetable

TIP: You may struggle to focus on all questions at once, so consider focusing on 1 per week in a cycle; for example, LQ 1 in weeks, 1-4-7-10; LQ 2 in weeks 2-5-8-10, etc.

Learning question	I will work on my learning question in the weeks	Completion in week
1		
2		
3		
4		

Research Project (*Beroepsproduct*) (only from year 2)

This year I am working on Research Project 1 / 2 / 3

Subject of my research is: _____

Client at school: _____

I will work on my research from _____ to _____

Agreements on the supervision of the student by the internship mentor (*werkplekbegeleider / WB*):

At the internship workplace the student is supervised by the internship mentor (IM). The student and the internship mentor have agreed that the internship mentor:

- will ensure the student knows his way around the school, and is available as a contact person;
- goes through and evaluates this internship learning plan with the student before commencement;
- will hold a weekly supervision discussion with the student, in which the preparation, the performance and evaluation of your activities will be dealt with (half an hour's supervision time per working day of the student);
- will attend the lessons (partly) and make written lesson observations. In year 2 this will be necessary for all lessons, in year 3 this will reduce and, subject to consultation, in year 4 lessons are given independently and 4 lesson observations per half-year are desired;
- will be present for the debriefing of the lesson visit by the coach from Archimedes Institute. (This does not yet apply to Professional Development full-time 1B, because there is not yet a lesson visit then);
- will be present for any evaluation discussion at the internship school;
- will evaluate what the learning yield from this period has been upon completion of a Professional Development module, and gives a written evaluation in accordance with the format;
- helps the student during his work on professional products, in order to develop a suitable assignment within the school, and to put the student in contact with the people who are necessary for this.

Approval by the Internship Mentor (*werkplekbegeleider* / WB).

I agree to the above agreements relating to:

1. The learning questions/activities that the student will work on.
2. My supervision of the student, as the internship mentor (IM), see agreements under point 4 above.

Name IM: _____

Signature IM: _____ Date: _____

Observations / comments from the internship mentor:

Approval by the HU Internship Supervisor (IO) (or Professional Development Coach if the school has no supervisor).

I agree to the above agreements relating to:

1. The learning questions/activities that the student will work on.
2. My supervision of the student, as the internship supervisor (IS).

Name IS: _____

Signature IS: _____ Date: _____

Observations / comments from the internship supervisor:

APPENDIX 8: Placement Learning Timeline – Professional Development Year 2 FT

August/September	September - January	Late January	February - June	Late June
<p><i>Student starts their internship at the school and commence PD 2A.</i></p>	<p><i>Student works on goals from their internship learning plan, attends at least 20 days of internship and teaches at least 10 lessons</i></p>	<p><i>Assessment of PD 2A: Learning Report OR Presentation & Evidence Folder. Student commences PD 2B.</i></p>	<p><i>Student works on goals from their internship learning plan, attends at least 20 days of internship and teaches at least 10 lessons</i></p>	<p><i>Assessment of PD 2B: Internship Evaluation, Lesson Observation & Learning Report. Student applies for new placement.</i></p>
<p>START MODULE 2A ALIGN & DETERMINE DEVELOPMENT POINTS</p>	<p>MONITORING PROGRESS</p>	<p>2A INTERNSHIP EVALUATION + START MODULE 2B</p>	<p>MONITORING PROGRESS</p>	<p>2B INTERNSHIP EVALUATION</p>
<ul style="list-style-type: none"> • Introductory interview with internship mentor (and coordinator). • Student makes contact with internship supervisor. • Student has Learning Agreement signed by internship coordinator. • Student agrees with mentor which activities can be undertaken. • Placement day(s) depends on subject & programme (see overview of placement days). • Student prepares PD 2A Internship Learning Plan and discusses it with mentor, coordinator and supervisor within 3 weeks. Mentor and supervisor both sign for agreement. 	<ul style="list-style-type: none"> • Worked-out lesson plans are delivered prior to lessons. • Lesson visit(s) by mentor/coordinator. • Mentor & coordinator coaches progress with learning questions & provides feedback • In case of development concerns: signal to supervisor 	<ul style="list-style-type: none"> • Mentor completes PD 2A Internship Evaluation and gives developmental advice. Conduct progress interview with student. • Evaluation of Internship Learning Report or Presentation by supervisor (and mentor in case of presentation). • Student prepares PD 2B Internship Learning Plan discusses it with mentor and supervisor within 3 weeks. Mentor and supervisor both sign for agreement. • Student coordinates (follow-up) activities with mentor and coordinator. <p>Note: Modern Foreign Language students going abroad, make clear arrangements for extra placement days and completion of PD 2B.</p>	<ul style="list-style-type: none"> • Lesson visit(s) by mentor and coordinator • Mentor & coordinator coaches progress with learning questions & provides feedback • In case of development concerns: signal to supervisor • Student plans a joint lesson visit with mentor and supervisor. The lesson is observed and assessed using OTA. 	<ul style="list-style-type: none"> • Mentor completes PD 2B Internship Evaluation and gives final assessment advice. Conduct evaluation interview with student. • Student submits Internship Learning Report to supervisor. Supervisor assesses the report. • The final assessment for module PD 2B takes assessment of the lesson visit, the internship and the student's learning report into account.

Professional Development Year 3 FT

August/September	September - January	Late January	February - June	Late June
<p><i>Student starts their internship at the school and commence PD 3A.</i></p>	<p><i>Student works on goals from their internship learning plan, attends at least 40 days (± 2 days per week) of internship and teaches at least 40 lessons</i></p>	<p><i>Assessment of PD 3A: Learning Report OR Presentation & Evidence Folder. Student commences PD 3B.</i></p>	<p><i>Student works on goals from their internship learning plan, attends at least 40 days (± 2 days per week) of internship and teaches at least 40 lessons</i></p>	<p><i>Assessment of PD 3B: Internship Evaluation, Lesson Observation & Learning Report. Student applies for new placement.</i></p>
<p>START MODULE 3A ALIGN & DETERMINE DEVELOPMENT POINTS</p>	<p>MONITORING PROGRESS</p>	<p>3A INTERNSHIP EVALUATION + START MODULE 3B</p>	<p>MONITORING PROGRESS</p>	<p>3B INTERNSHIP EVALUATION</p>
<ul style="list-style-type: none"> • Introductory interview with internship mentor (and coordinator). • Student makes contact with internship supervisor. • Student has Learning Agreement signed by internship coordinator. • Student agrees with mentor which activities can be undertaken. • Placement day(s) depends on subject & programme (see overview of placement days). • Student prepares PD 3A Internship Learning Plan and discusses it with mentor, coordinator and supervisor within 3 weeks. Mentor and supervisor both sign for agreement. 	<ul style="list-style-type: none"> • Worked-out lesson plans are delivered prior to lessons. • Lesson visit(s) by mentor/coordinator. • Mentor & coordinator coaches progress with learning questions & provides feedback (at least once per week) • In case of development concerns: signal to supervisor 	<ul style="list-style-type: none"> • Mentor completes PD 3A Internship Evaluation and gives developmental advice. Conduct progress interview with student. • Evaluation of Internship Learning Report or Presentation by supervisor (and mentor in case of presentation). • Student prepares PD 3B Internship Learning Plan discusses it with mentor and supervisor within 3 weeks. Mentor and supervisor both sign for agreement. • Student coordinates (follow-up) activities with mentor and coordinator. 	<ul style="list-style-type: none"> • Lesson visit(s) by mentor and coordinator • Mentor & coordinator coaches progress with learning questions & provides feedback (at least once per week) • In case of development concerns: signal to supervisor • Student plans a joint lesson visit with mentor and supervisor. The lesson is observed and assessed using OTA. 	<ul style="list-style-type: none"> • Mentor completes PD 3B Internship Evaluation and gives final assessment advice. Conduct evaluation interview with student. • Student submits Internship Learning Report to supervisor. Supervisor assesses the report. • The final assessment for module PD 3B takes assessment of the lesson visit, the internship and the student's learning report into account.

Professional Development Year 4 full-time (Block format)

August/September	September - November	November	November - January	Late January
<i>OR: January</i>	<i>January - April</i>	<i>April</i>	<i>April - June</i>	<i>Late June</i>
<p>Student starts their internship at the school and commence PD 4A.</p> <p>Note: students can also start their internship half way through the year.</p>	<p>Student works on goals from their internship learning plan, attends at least 40 days (4 days per week) of internship and independently teaches 10-12 lessons per week</p>	<p>Assessment of PD 4A: Learning Report OR Presentation & Evidence Folder.</p> <p>Student commences PD 4B.</p>	<p>Student works on goals from their internship learning plan, attends at least 40 days (4 days per week) of internship and independently teaches 10-12 lessons per week</p>	<p>Assessment of PD 4B: Internship Evaluation, Lesson Observation.</p>
START MODULE 4A ALIGN & DETERMINE DEVELOPMENT POINTS	MONITORING PROGRESS	4A INTERNSHIP EVALUATION + START MODULE 4B	MONITORING PROGRESS	4B INTERNSHIP EVALUATION
<ul style="list-style-type: none"> • Introductory interview with internship mentor (and coordinator). • Student makes contact with internship supervisor. • Student has Learning Agreement signed by internship coordinator. • Student coordinates teaching hours and activities with mentor and coordinator. • Placement day(s) depends on subject & programme (see overview of placement days). • Student prepares PD 4A Internship Learning Plan and discusses it with mentor, coordinator and supervisor within 3 weeks. Mentor and supervisor both sign for agreement. 	<ul style="list-style-type: none"> • Worked-out lesson plans are delivered prior to lessons. • Lesson visit(s) by mentor/coordinator. • Mentor & coordinator coaches progress with learning questions & provides feedback (at least once per week) • In case of development concerns: signal to supervisor 	<ul style="list-style-type: none"> • Mentor completes PD 4A Internship Evaluation and gives developmental advice. Conduct progress interview with student. • Evaluation of Internship Learning Report or Presentation by supervisor (and mentor in case of presentation). • Student prepares PD 4B Internship Learning Plan discusses it with mentor and supervisor within 3 weeks. Mentor and supervisor both sign for agreement. • Student coordinates (follow-up) activities with mentor and coordinator. 	<ul style="list-style-type: none"> • Lesson visit(s) by mentor and coordinator • Mentor & coordinator coaches progress with learning questions & provides feedback (at least once per week) • In case of development concerns: signal to supervisor • Student plans a joint lesson visit with mentor and supervisor. The lesson is observed and assessed using OTA. 	<ul style="list-style-type: none"> • Mentor completes PD 4B Internship Evaluation and gives final assessment advice. Conduct evaluation interview with student. • Supervisor confirms completion of PD 4B.

Professional Development Year 4 full-time (Year format)

August/September	September - January	Late January	February - June	Late June
<p><i>Student starts their internship at the school and commence PD 4A.</i></p>	<p><i>Student works on goals from their internship learning plan, attends at least 50 days (2.5 days per week) of internship and independently teaches 6-8 lessons per week</i></p>	<p><i>Assessment of PD 4A: Learning Report OR Presentation & Evidence Folder. Student commences PD 4B.</i></p>	<p><i>Student works on goals from their internship learning plan, attends at least 50 days (2.5 days per week) of internship and independently teaches 6-8 lessons per week</i></p>	<p><i>Assessment of PD 4B: Internship Evaluation, Lesson Observation.</i></p>
<p>START MODULE 4A ALIGN & DETERMINE DEVELOPMENT POINTS</p>	<p>MONITORING PROGRESS</p>	<p>4A INTERNSHIP EVALUATION + START MODULE 4B</p>	<p>MONITORING PROGRESS</p>	<p>4B INTERNSHIP EVALUATION</p>
<ul style="list-style-type: none"> • Introductory interview with internship mentor (and coordinator). • Student makes contact with internship supervisor. • Student has Learning Agreement signed by internship coordinator. • Student coordinates teaching hours and activities with mentor and coordinator. • Placement day(s) depends on subject & programme (see overview of placement days). • Student prepares PD 4A Internship Learning Plan and discusses it with mentor, coordinator and supervisor within 3 weeks. Mentor and supervisor both sign for agreement. 	<ul style="list-style-type: none"> • Worked-out lesson plans are delivered prior to lessons. • Lesson visit(s) by mentor/coordinator. • Mentor & coordinator coaches progress with learning questions & provides feedback (at least once per week) • In case of development concerns: signal to supervisor 	<ul style="list-style-type: none"> • Mentor completes PD 4A Internship Evaluation and gives developmental advice. Conduct progress interview with student. • Evaluation of Internship Learning Report or Presentation by supervisor (and mentor in case of presentation). • Student prepares PD 4B Internship Learning Plan discusses it with mentor and supervisor within 3 weeks. Mentor and supervisor both sign for agreement. • Student coordinates (follow-up) activities with mentor and coordinator. 	<ul style="list-style-type: none"> • Lesson visit(s) by mentor and coordinator • Mentor & coordinator coaches progress with learning questions & provides feedback (at least once per week) • In case of development concerns: signal to supervisor • Student plans a joint lesson visit with mentor and supervisor. The lesson is observed and assessed using OTA. 	<ul style="list-style-type: none"> • Mentor completes PD 4B Internship Evaluation and gives final assessment advice. Conduct evaluation interview with student. • Supervisor confirms completion of PD 4B.

APPENDIX 9: Overview of internship days for Teacher Education Students

FULL TIME - ENGLISH

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 2	Internship	HU	Internship	HU	HU
Year 3	Internship	Internship	Internship	HU	HU
Year 4	Internship	Internship	Internship	HU	Internship

FULL TIME - GERMAN, SPANISH, FRENCH

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 2	Internship	HU	Internship	HU	HU
Year 3	Internship	Internship	Internship	HU	HU
Year 4	Internship	Internship	Internship	HU	Internship

PART TIME - ENGLISH, GERMAN, SPANISH, FRENCH

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 2	Internship	Internship	Internship	HU	Internship
Year 3	Internship	Internship	Internship	HU	Internship
Year 4	Internship	Internship	Internship	HU	Internship

APPENDIX 10: Language protocol/guidelines for coaching teacher education students

All students registered for the Teacher Education programme should be assessed using the English language assessment forms. Dutch versions are also available and can be used to aid understanding while filling the form in. Teacher Education students' summative assignments should also be completed entirely in English.

The Teacher Education programme has a variety of different students with a range of language backgrounds. The following are guidelines for language use with different students, but a conversation with the students is always recommended:

Students who speak Dutch as a first language

For students who speak Dutch as a first language, feedback and reflection can be given and discussed in either Dutch or English.

Students who speak Dutch as a second language at minimum B2 level

For students who speak Dutch as a second language at a high-intermediate level, feedback and reflection can be given and discussed in either Dutch or English; however, time should be taken to ensure feedback in Dutch is completely understood by the student since this is vital to their development and misunderstanding could cause confusion.

Students who do not speak B2 level Dutch

Students who do not speak B2 level Dutch (NT2) should only be given feedback in English, otherwise, the translation process can lead to misunderstanding, a sense of exclusion and/or isolation and not being supported.

At the HU we appreciate that schools want students to be able to communicate in Dutch; however, for students who have only just arrived in the Netherlands to commence their studies, this is a long-term goal and cannot be achieved before starting the internship process. Consequently, first year students who do not speak Dutch are required to follow a basic introductory Dutch language course in their first year. The internship can be a valuable learning experience in this respect. As of this academic year, the HU also offers a *Dutch Language and Culture for International Students* minor, which students are encouraged to follow if they do not speak Dutch. We hope that these investments will assist the students in their goal to function effectively in Dutch schools.