

or



Marietta College

Department of Education

Teach • Lead • Succeed

STUDENT INTERN HANDBOOK

2019-2020

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*We welcome your comments and suggestions to help us improve our teacher education program.
Please contact us if you have questions or concerns.*

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Teacher Education at Marietta College

Teach, Lead, Succeed

Education Internship

The Education internship semester is the capstone experience in a carefully designed program of developmental field experiences for the pre-service teacher. The internship experience is the major component of the Education Semester. Through this experience, the intern assumes the role of classroom lead teacher and has the opportunity to demonstrate the knowledge, skills, and dispositions necessary for effective teaching. In addition to the internship program objectives, the intern builds upon prior field experiences to meet personal goals set at the beginning of the Education Semester.

Program Goals

Marietta College endeavors to provide teacher candidates with the experiences that will enable them to become Educator Leaders who

1. **Demonstrate effective pedagogy** through the use of evidence based instructional practices, varied assessment tools, and technology for teaching and learning.
2. **Demonstrate content knowledge** in their discipline areas.
3. **Demonstrate efficacy** by believing all students can learn, understanding and respecting cultural and academic diversity, and differentiating instruction to ensure that all students will learn.
4. **Act as change agents** who are willing to try new approaches to solve problems and who are willing to take risks to challenge the status quo.
5. **Develop professional relationships** that enable them to collaborate with colleagues, families, communities, and professional organizations for the purpose of facilitating student learning.
6. **Engage in reflective practice** including the ability to analyze teaching performance, student learning, and current issues in education.

Program Outcomes

As a Marietta College teacher education candidate, you will be expected to demonstrate knowledge, skills, and dispositions that focus on the learner and learning, content knowledge, instructional practice, and professional responsibility.

	INTASC Standard	MC
The Learner and Learning		
1. Learner Development: Understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences	1	III
2. Learning Differences: Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	2	III
3. Learning Environments: Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	3	III
Content		
4. Content Knowledge: Understand the central concepts, tools of inquiry, and structures of the discipline taught and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	4	II
5. Application of Content: Understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	5	II
Instructional Practice		
6. Assessment: Understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	6	I
7. Planning for Instruction: Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	7	I
8. Instructional Strategies: Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways	8	I
Professional Responsibility		
9. Professional Learning and Ethical Practice: Engage in ongoing professional learning and use evidence to continually evaluate practice, particularly the effects of choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner.	9	IV VI
10. Leadership and Collaboration: Take an active role on the instructional team and work with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.	10	V

Marietta College Approved Licensure Programs

Marietta College has approval from the State of Ohio Department of Education to offer the following undergraduate teacher licensure programs:

Ohio License	Marietta College Major
Early Childhood Education (Preschool – Grade 3; Age 3 – 8)	Special Education/Elementary Dual program (SEED)
Early Childhood Generalist Endorsement (Grades 4-5)	Special Education/Elementary Dual program (SEED)
Intervention Specialist, Mild to Moderate (PK-12)	Special Education/Elementary or Middle Childhood Dual program (SEED or MCSED)
Middle Childhood Education (Grades 4 – 9) <ul style="list-style-type: none"> • Language Arts • Math • Science • Social Studies 	Middle Childhood/Special Education Dual with 2 concentration areas (MCSED)
Adolescent Young Adult (Grades 7 – 12) Biology/Life Science	Biology or Biochemistry
Adolescent Young Adult (Grades 7-12) Chemistry	Chemistry or Biochemistry
Adolescent Young Adult (Grades 7-12) Physics	Applied Physics
Adolescent Young Adult (Grades 7 – 12) Integrated Language Arts	English
Adolescent Young Adult (Grades 7 – 12) Integrated Mathematics	Mathematics
Adolescent Young Adult (Grades 7 – 12) Integrated Social Studies	History

STATE TESTING AND APPLICATION FOR LICENSURE

Teacher candidates in the State of Ohio must receive passing scores on the Ohio Assessment for Educators test in the following areas:

- a) A test of professional knowledge (candidates are required to take only one)
- b) A test of curriculum content or specialization (Specialty Area Tests) in each area of the license
- c) Foundations of Reading – test of knowledge of teaching reading (required for SEED and middle childhood majors)

Teacher education candidates are eligible to take one or all of the examinations after they have completed at least 75 percent of their approved program. Exams must be taken and passed prior to the internship semester. Exams are offered via computer at multiple testing locations. Information is shared during the spring meeting for prospective student teachers and is also available in the Education Department office. Candidates should go to www.oh.nesinc.com to access information on test registration and to obtain additional information about the tests.

Upon successful completion of all the required test(s), as well as all other criteria listed in the “Recommendation for Licensure” section, the application for the Ohio Resident Educator license will be approved by the department chair or licensure designee.

Questions about registering for the license tests and completing the license application process should be addressed to the Director of Student Teaching and Field Experiences or the Chair of the Education Department.

Required Ohio Assessments for Educators tests for Ohio Teaching Licenses

Teaching License	Required OAE Tests
Early Childhood (PreK-3) *	<ul style="list-style-type: none"> • Assessment of Professional Knowledge: Early Childhood • Early Childhood Education • Foundations of Reading
Early Childhood Generalist Endorsement, (4-5)	<ul style="list-style-type: none"> • Elementary Education Subtest I • Elementary Education Subtest II
Middle Childhood – all areas (4-9) *	<ul style="list-style-type: none"> • Assessment of Professional Knowledge: Middle Childhood • Foundations of Reading
Middle Childhood Language Arts	<ul style="list-style-type: none"> • Middle Grades English Language Arts
Middle Childhood Mathematics	<ul style="list-style-type: none"> • Middle Grades Mathematics
Middle Childhood Science	<ul style="list-style-type: none"> • Middle Grades Science
Middle Childhood Social Studies	<ul style="list-style-type: none"> • Middle Grades Social Studies
Intervention Specialist, Mild/Moderate Needs (K-12) *	<ul style="list-style-type: none"> • Assessment of Professional Knowledge: Multi-Age • Special Education • Foundations of Reading
AYA – all areas (7-12)	<ul style="list-style-type: none"> • Assessment of Professional Knowledge: Adolescent to Young Adult
AYA Life Sciences (Biology)	<ul style="list-style-type: none"> • Biology
AYA Biology/Chemistry	<ul style="list-style-type: none"> • Biology • Chemistry
AYA Physical Sciences: Physics	<ul style="list-style-type: none"> • Physics
AYA Integrated Language Arts	<ul style="list-style-type: none"> • English Language Arts
AYA Mathematics	<ul style="list-style-type: none"> • Mathematics
AYA Integrated Social Studies	<ul style="list-style-type: none"> • Integrated Social Studies

General Information for Interns

Ohio Standards for the Teaching Profession

Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach.

- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
- Teachers expect that all students will achieve to their full potential.
- Teachers model respect for students' diverse cultures, language skills and experiences.
- Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

Standard 2: Teachers know and understand the content area for which they have instructional responsibility.

- Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- Teachers understand and use content-specific instructional strategies to efficiently teach the central concepts and skills of the discipline.
- Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- Teachers understand the relationship of knowledge within the discipline to other content areas.
- Teachers connect content to relevant life experiences and career opportunities.

Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate and communicate student progress with students, parents and colleagues.
- Teachers involve learner in self-assessment and goal setting to address gaps between performance and potential.

Standard 4: Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.

- Teacher use resources effectively, including technology, to enhance student learning.

Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students.

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

Standard 6: Teachers collaborate and communicate with students, parents other educators, administrator and the community to support student learning.

- Teachers communicate clearly and effectively.
- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- Teachers collaborate effectively with other teachers, administrators, and school and district staff.
- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

Standard 7: Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievements.

APPLICATION AND ADMISSION TO THE EDUCATION INTERNSHIP SEMESTER

With the successful completion of all other required education coursework, the intern is entitled to apply for admission to the internship semester. This application must be submitted during the spring semester of the academic year preceding the internship semester. Internship applications will not be reviewed until all scores from the required Ohio exams for licensure and required content area recommendations are received.

Requirements for Admission into the Internship Semester

1. Formal admission and good standing in the Professional Education Licensure Program
2. Satisfactory evaluations in all field work
3. Completion of all prerequisite courses in the intern's licensure field(s)
4. Minimum cumulative GPA of 3.0
5. Minimum GPA of 2.75 in core content courses as designated on the Core Content Checklist
6. Passage of the required Ohio tests for licensure
7. Grade of C or better in Math 113 and Math 114 (Early Childhood majors only)
8. Minimum GPA of 3.0 in education courses
9. Completed recommendation form from a faculty member in the intern's licensure area(s) for AYA, and Middle Childhood
10. Satisfactory assessment of professional dispositions

The Application for Admission to the Internship Semester must be submitted to the Department of Education by May 1st for the following academic year. All applications must be completed online. No paper applications will be accepted.

After the application is completed and submitted to the Education Department, the application will be reviewed by the department faculty to insure that all criteria for admission are met and that the intern's record indicates a disposition for success in the internship as evidenced by data in the student's permanent file.

Conditional admittance may be given if there is insufficient data supplied for any of the admission criteria. (eg. grades for required courses are not yet on file or grades of incomplete exist on the student's transcript) Conditional admittance may require the submission of additional evidence that the intern has met the criteria stated above. The intern will be notified in writing by the Education Department indicating full admittance, conditional admittance or denial to the Internship Semester. Full admission to the Education Internship is required prior to beginning the internship semester.

Denial of Admission to the Education Internship

Interns denied admission to the Education Internship may appeal this decision according to the criteria set forth in the *Marietta College Teacher Education Handbook* (Section III.B.5). A copy of this document is given to each student in Education 110; additional copies are available in the Education Department office and on the Education Department website. Interns are encouraged to meet with an advisor and take advantage of remediation opportunities. Interns should resubmit the Application to the Education Internship when criteria have been met.

Completion of the Middle Childhood or SEED Education Major without Licensure

While education majors are expected to meet a great number of performance expectations prior to admission to the Education Internship, occasionally there are problems that do not appear until the intern's final semesters of the education program. Sometimes the problem may involve an intern who does not meet final criteria for admission to the internship, an intern who fails to perform up to expectations during the actual internship semester or an intern who wishes to drop the internship because it is not what he or she anticipated. Occasionally, these problems cannot be successfully addressed to allow for a successful internship experience. In these cases, the intern will be able to graduate without completing the internship experience if the intern has completed the required number of credit hours for graduation and the minimum of 30 credit hours at the 300/400 level. **Students who graduate without successfully completing the Education Internship cannot be recommended for an Ohio teaching license.**

Completion of the Education Internship/Recommendation for Ohio Resident Educator License

The application for initial licensure can be downloaded from the Ohio Department of Education website. During a capstone seminar meeting, an Education Department representative will explain the application process. This application needs to be completed and submitted online to the Ohio Department of Education. Upon successful completion of the internship semester and completion of all other program requirements, the intern becomes eligible for recommendation for the four-year Ohio Resident Educator license. The intern's license application must be signed by the Chair of the Education Department to indicate that the intern has met all of the criteria listed below.

To be recommended for an Ohio teaching license interns must:

1. Complete all courses required for the licensure
2. Fulfill all requirements for graduation from Marietta College or hold a bachelor's degree from an accredited four-year institution.
3. Earn a grade of C or higher in Education 440, Capstone
4. Earn a minimum cumulative GPA of 3.0
5. Receive an overall rating of 2.0 on the Internship Evaluation rubric
6. Receive an acceptable score on the Teacher Performance Assessment

7. Successfully complete all examination(s) required for licensure by the Ohio Department of Education
8. Complete a BCI and FBI fingerprint and background check and submit it to the Ohio Department of Education
9. Establish a SAFE account and complete the Ohio online licensure application at <https://safe.ode.state.oh.us/portal>

Teaching Licenses

When all requirements for licensure are completed and the final grades are published by the registrar, the Education Department Chair will approve the online applications. The issued licenses are then returned to the Marietta College Education Department and sent via registered mail to interns. This process takes four to six weeks from the time grades are issued.

Interns are responsible for completing the online Application for Initial Ohio Teaching License. This application will be approved online by the Education Department Chair when the following conditions have been met:

- The intern has completed all course requirements for the license and has been granted the bachelor's degree
- The intern has submitted and passed the Teacher Performance Assessment
- The intern has submitted proof of a successful BCI and FBI check to the Education Department.
- The Education Department has received notification of the intern's passage of all required Ohio licensure exams.

Realizing that students are in search of teaching positions prior to receiving the official license document, the Education Department, upon request, provides students with a letter, stating that all requirements have been fulfilled and that licensure has been recommended. The issuance of licenses can in no way be hurried or altered and most school districts understand this process. When making application for employment, students should indicate that their teaching license is, "in process."

Ohio Licenses

The State of Ohio provides the following teaching licenses.

A. Resident Educator License (Valid for four calendar years)

- a. This is the initial Ohio teaching license and is issued to one who holds at least a Baccalaureate Degree and who has completed an approved teacher preparation program.
- b. Requires the license holder to participate in a K-12 residency program under the supervision of a mentor teacher.
- c. May be used for substituting

B. Professional Educator License (Valid for five years)

- a. Successful completion of the Ohio Residency Program

C. Senior Professional Educator License (Valid for five years)

- a. Requires the intern to hold at least a masters degree, to have previously held a professional educator license, and to meet criteria for the accomplished or distinguished level of performance as described in the Ohio Standards for the teaching Profession

D. Lead Professional Educator License (Valid for five years)

- a. Requires intern to hold at least a master's degree; to have previously held a Professional Educator License or Senior Professional Educator License; to meet the criteria for the Distinguished level of performance as described in the Ohio Standards for the Teaching Profession; to either hold National Board Certification or meet Master teacher criteria or other criteria for a Lead Teacher adopted by the Educator Standards Board.

LINK TO OHIO DEPARTMENT OF EDUCATION:

Educator Licensure

Process by which teachers and administrators obtain the necessary credentials to practice in Ohio

<http://www.education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicID=1222&TopicRelationID=1283>

The Education Internship Semester

Internship Fees and Costs for Licensure

During the Education Internship semester, the intern is assessed an internship fee. This fee is typically billed at the beginning of the semester along with the tuition and fee charges for the semester. The internship fee is used to help offset expenses for the internship including mileage reimbursement paid to supervisors, adjustment to faculty course loads to insure the 16 to 1 intern-supervisor ratio, and payment for clinical mentor teachers. Information about the amount of the internship fee may be obtained by contacting the college business office prior to the beginning of the academic year.

Interns need to plan for additional costs associated with obtaining a teaching license. These costs are as follows:

- **Fee for the BCI and FBI background check – All interns for teaching licenses need to undergo a background check. The current fee associated with this is available from the Director of Field and Clinical Experiences.**
- **Ohio License Application Fee – Applicants for an initial Ohio Resident Educator license must pay an application fee. The current fee associated with this is available online from the Ohio Department of Education.**
- **State-mandated Teacher Performance Assessment – As required by the state of Ohio, the intern will be responsible for the fee associated with a standardized performance assessment during the Education Internship.**

Weekly Plans

Copies of weekly lesson plans must be submitted to the college supervisor and the clinical mentor teacher during the internship experience. College supervisors will inform each intern of the required format for these lesson plans. Lesson plans for the upcoming week will be due by 10:00 pm on Friday. Failure to turn in lesson plans in a timely manner will be reflected in the intern's evaluation and could possibly result in removal from the internship if this an ongoing problem.

Absences

No unexcused absences will be permitted during the internship experience. In emergency situations, the intern is responsible for immediately notifying the clinical mentor teacher, the director of field and clinical experiences, and the college supervisor who, in consultation with the clinical mentor teacher, will determine whether or not an absence is excused.

Attendance Policy:

The Chair of the Education Department has the responsibility to guarantee to the state of Ohio that all standards for certification are met. Therefore, make-up time is required for instances of excessive absence, regardless of cause, and for all unexcused absences. Make-up days will be full teaching days for the intern.

No unexcused absences will be permitted during the internship experience. In emergency situations, the intern is responsible for immediately notifying the clinical mentor teacher, the director of field and clinical experiences, and the college supervisor who, in consultation with the clinical mentor teacher, will determine whether or not an absence is excused. Absences due to school cancellation for weather or other circumstances do not need to be made up.

Interns are required to attend all scheduled days and need to arrive and leave school at the times designated for teachers. Participation in parent conferences or school functions may require after school or evening attendance.

The following policy applies to approved absences:

- Excused absences will only be granted if the internship performance has been satisfactory as determined by the mentor teacher and college supervisor.
- Up to 3 days for approved co-curricular or athletic participation, professional development, professional conferences, job fairs, or job interviews are allowed during the internship semester. Leaving school for athletic practices does not constitute an approved absence.
- Leaving school in excess of one hour before the scheduled dismissal time constitutes a missed day.
- Absences for the aforementioned reasons need to be approved at least 3 full days in advance. The intern needs to have the absence approved by the clinical director, the mentor teacher and the college supervisor.
- Detailed lesson plans with all necessary materials must be submitted to the mentor teacher prior to the excused absence.
- All missed days, other than professional days, must be made up immediately following the end of the internship semester. This requirement will be waived if the intern is performing at a satisfactory level and the number of absences has not been excessive. The clinical director in conjunction with the college supervisor and clinical mentor teacher will determine if this requirement is waived.
- **Absences during the edTPA learning segment are not permitted.**

POLICY ON CO-CURRICULAR PARTICIPATION DURING THE INTERNSHIP

This policy applies only to education interns who are participating in athletic and other college sanctioned co-curricular events during the fulltime internship semester. The following rules apply to these interns:

- Participation on an athletic team or in a college sanctioned co-curricular activity needs to be declared at the time the teacher candidate submits the application for internship. Note: The education department cannot guarantee that the fulltime internship placement will be with the same mentor teacher or in a partnership school if the teacher or principal does not agree to allowing the intern to be excused for athletic/co-curricular participation.
- A schedule of athletic competitions or dates for co-curricular events needs to be provided to the director of field and clinical experiences, the college supervisor and the mentor teacher at the beginning of the semester. The mentor teacher and college supervisor need to be notified of make-up times for athletic competitions at least 24 hours in advance.
- When the intern needs to leave prior to the end of the school day for an athletic competition or co-curricular event, the intern is required to take an entire day off from the internship placement. This day must be made up following the conclusion of the scheduled internship experience.
- If the intern is planning to miss the week of the college's spring break to travel with an athletic team, the intern needs to return to campus a week early in January to begin the internship experience.
- The intern needs to be aware of the edTPA submission deadline and ensure that the edTPA teaching segment is completed if there are planned absences. The edTPA teaching segment cannot be interrupted by absences so the intern needs to plan accordingly.
- The grade for the internship will not be submitted until all make-up days are completed.
- Approval of the teaching license application cannot occur until the internship grade is submitted.

Make-up Time

The Chair of the Education Department has the responsibility to guarantee to the state that all standards for licensure are met. Therefore, make-up time shall be required for instances of excessive absence regardless of cause. Interns must be full participants in the classroom during make-up days.

Professional Days

Three excused absences for the purpose of approved co-curricular or athletic participation, professional conferences, job fairs, or job interviews are allowed during the internship semester. These absences must be cleared at least 3 week-days in advance with the clinical director, clinical mentor teacher and the college supervisor. Spring semester interns are excused for one day of those days to attend the spring job fair. See Attendance Policy for additional information.

Calendar

Interns are required to complete a minimum of 14 weeks teaching in the area(s) of licensure. At least 40 days of the 14 weeks must involve full-time responsibility as the lead teacher for planning and teaching. The 40 days is the minimum number of full-time teaching days and in no way implies that the intern should return responsibility of the classroom to the clinical mentor teacher at the end of those 40 days. The intern and clinical mentor teacher should not plan for the intern to transition out of full responsibility as lead teacher until the final week of the intern experience.

The intern will follow the calendar of the school district during the internship semester. When the school district calendar differs from the Marietta College calendar, the intern will be required to participate in the internship during any college vacation days. In such a case, the intern is responsible for securing his/her own lodging and meals. The office of residential life may be contacted for help in securing lodging during these periods.

School Policy

Each clinical school site has its own policy concerning rules and regulations. It is the responsibility of the intern to consult the faculty handbook and the clinical mentor teacher early in the semester concerning these policies. Interns are required to follow the policies of the cooperating schools.

Professional Dress and Conduct

Interns should dress professionally at all times and follow the established Department of Education dress code which is:

- No body piercings. Only one pair of earrings
- No jeans, shorts or capris
- No sandals or open-toe shoes
- No underwear showing
- No cleavage, midriffs, and/or bottoms showing
- No yoga pants or leggings worn with short tops. Leggings may be worn if the top length is mid-thigh.

It is important that interns establish and maintain a positive professional relationship with students. Therefore, a personal or social relationship with students and outside curricular and extra-curricular activities with students should be entered into with extreme care. For example, dating or similar social engagements with a student(s) in the cooperating school is considered inappropriate professional conduct. Online contact with students should only be done through the appropriate approved school or mentor teacher website. Interns should not interact with students on Facebook, Twitter, Snapchat, Instagram or any other forms of social media.

Interns who engage in inappropriate professional conduct will be removed from the internship placement.

The Intern as Substitute

Interns may not act as substitutes for their clinical mentor teachers. Interns cannot accept financial remuneration for activities that constitute the internship experience.

The Legal Status of the Intern

Legal precedent indicates that interns in the performance of their assignment assume the same legal status as the clinical mentor teacher

Internship Liability

All interns have liability protection under the College insurance policy.

Placement of Interns

To insure proper supervision, all interns are placed in an elementary, middle, or senior high school in the Washington/Wood County area. A trained college supervisor works with the clinical mentor teacher to ensure that the intern has a successful experience.

College supervisors observe and meet with the intern at least once a week. Clinical mentor teachers and college supervisors are trained in the use of assessment criteria in order to insure that intern performance is accurately and fairly evaluated and appropriate feedback is shared with the intern.

In order to insure a variety of experiences, the intern's prior field experience placements are considered when the internship placement is made. Interns are not permitted to intern in a building where they attended school as a P-12 student or intern out of the Washington/Wood County Area.

Transportation

Transportation for the Education Internship semester is the responsibility of the intern. Adjustments to internship placements will not be made for transportation issues.

Conferences

Conferences with the clinical mentor teacher and the college supervisor are an integral part of the internship experience. Informal conferences occur frequently between the intern and clinical mentor teacher.

The clinical mentor teacher's primary function is to encourage and guide the intern toward a successful experience. He/She will provide opportunities to experiment with different teaching techniques and will observe and evaluate growth in teaching.

The college supervisor's primary functions are to observe the intern on a weekly basis, to offer constructive suggestions for improvement through the weekly observation reports, and encourage the intern to perform to his/her fullest potential. Conferences between the college supervisor and the intern are also scheduled. These conferences take place at various intervals throughout the semester. A final conference is scheduled for the end of the semester.

Evaluation

At the midpoint of the Education Internship semester and at the conclusion of the internship period, both the clinical mentor teacher and the college supervisor will complete an evaluation rubric and professional disposition rubric that will become a part of the intern's permanent file. In all cases the college supervisor will consult with the clinical mentor teacher in determining the final grade for internship. College policy requires that the college supervisor be responsible for assigning the final grade in the Education

Internship. To be licensed, interns must receive a grade of “S” in their internship semester. This grade is based on acceptable ratings in all rubric areas.

If areas of the midterm evaluation are unacceptable, the college supervisor, clinical mentor teacher, and the clinical director should work with the intern to develop an improvement plan which should include target dates for meeting the goals of the improvement plan.

Extension of the Internship Experience

If the intern is having difficulty meeting the goals of the internship semester or any additional goals as outlined in an improvement plan or if any area of the final evaluation is unacceptable at the conclusion of the internship semester, the college supervisor and clinical director will meet with the education department chair and one of the following options will be implemented:

- The intern will be required to complete additional weeks of internship in order to work on unacceptable areas and demonstrate competence in these areas.
- The intern may be given the opportunity to repeat the internship semester in order to demonstrate acceptable performance.

Failure to achieve an acceptable rating in all rubric areas will result in a grade of unsatisfactory for the Education Internship course and the intern will not be eligible for a teaching license.

Removal from Internship

In cases where unacceptable performance or unprofessional conduct leads to a request from the school to remove the intern from the placement, the intern is required to withdraw from the Education Internship. The intern is not entitled to a new internship placement.

Interns who are denied licensure by the Education Department may appeal by using the steps described in the *Marietta College Teacher Education Handbook* (Section III.B.5).

Internship Supervision

All interns are supervised by a qualified member of the Marietta College faculty who has contemporary experience at the appropriate level. College supervisors visit the intern’s classroom a minimum of once a week and share feedback with the intern and the clinical mentor teacher. College supervisors must provide interns with a copy of the weekly observation report within 24 hours of the observation.

If the intern does not receive a copy of the observation report with 24 hours of the observation, the intern should contact the clinical director.

Legal Status

All interns have liability protection under the college’s insurance policy. Legal precedent indicates that interns, in the performance of their assignments, assume the same legal status as the clinical mentor teacher.

Interns are not permitted to act as a substitute for their clinical mentor teacher or for any other teachers in the building. Interns cannot accept financial remuneration for activities that constitute the internship experience.

Internship Requirements

1. By the end of the first week of internship experience, the intern should establish a takeover schedule with the clinical mentor teacher. The Department of Education at Marietta College requires the intern to act as the lead teacher with a full load of classes for 40 instructional days prior to the end of the internship experience. Extending the amount of time that the intern acts as the lead teacher past the required 40 days is encouraged provided the clinical mentor teacher approves. The intern needs to **submit a copy of the takeover schedule to the college supervisor at the second scheduled observation.** The clinical director should also receive a copy of the takeover schedule. See the Important Dates for Student Teaching handout for additional information.

2. For all lessons the intern must submit to the college supervisor and clinical mentor teacher lesson plans in the format agreed upon by the college supervisor and the clinical mentor teacher. These plans must be submitted to the college supervisor using the method preferred by the college supervisor. (email attachment, Via, Google Docs, etc). The format, the day, and the time of submission will be determined by the college supervisor in collaboration with the clinical mentor teacher.

Each week, one lesson that follows the Marietta College lesson plan format must be submitted in by 10:00 pm on Friday for the next week of classes. The selected lesson will be determined by the college supervisor in collaboration with the intern. The lesson selected will be the lesson that the college supervisor will observe that week. The lesson plan templates for the different licensure areas are found in this handbook. See the Table of Contents.

If the college supervisor and/or mentor teacher feel that the intern needs addition practice in developing lessons, additional detailed lesson plans may be required.

3. The college supervisor will observe the intern numerous times during the internship experience. The goal is at least one observation each week. While the department faculty and supervisors realize that the lessons the intern will plan and teach are, to some degree, developed in collaboration with the clinical mentor teacher, **the college supervisors will look for application of various teaching strategies and behaviors that the intern has learned at Marietta College.**

It is the responsibility of the intern to complete the Required Activity Checklist and to make the college supervisor aware of when those activities are completed.

General Information for Clinical Mentor Teachers

Criteria for the Selection of Clinical Mentor Teachers

The Clinical Director works with the building administrator or school district designee to ensure that clinical mentor teachers meet the following criteria:

1. Possess a valid teaching license in the area to be supervised
2. Possess a minimum of three years teaching experience in the area to be supervised
3. Demonstrate a willingness to attend the orientation session for clinical mentor teachers
4. Demonstrate a willingness to allow the intern to try methods, materials, and classroom techniques that might differ from those currently used in the classroom
5. Demonstrate a willingness to encourage reflection and supply the intern with constructive feedback
6. Demonstrate a willingness to share information with the college supervisor
7. Demonstrate a willingness to fairly assess the intern's performance using the performance rubric
8. Demonstrate a willingness to provide Marietta College with feedback about the teacher education program, including suggestions for program improvement.

Roles and Responsibilities of the Intern

The intern shall:

1. Provide the clinical mentor teacher with adequate background information.
2. Notify the clinical mentor teacher and college supervisor of any circumstances which might lead to absence from the internship assignment.
3. Abide by school and college policies and regulations.
4. Follow the calendar and schedule of the cooperating school district.
5. Prepare appropriate lesson plans in collaboration with the clinical mentor teacher and which shall be available to the clinical mentor teacher and/or college supervisor at all times. In certain cases, the school principal will also request a copy of the intern's lesson plans.
6. Manifest a willingness to participate in all activities of the school system.
7. Acquire and be aware of all pertinent information regarding students, ensuring this information is used for professional purposes only.
8. Participate in the ongoing process of evaluating personal progress.

Roles and Responsibilities of the Clinical Mentor Teacher

The clinical mentor teacher shall:

1. Become acquainted with all pertinent background information about the intern.
2. Prepare the class for the intern's arrival.
3. Attempt to create a pleasant and comfortable atmosphere for the intern as a professional colleague.
4. Acquaint the intern with school policies and procedures.
5. Acquaint the intern with all relevant instructional materials and resources in the school system.
6. Provide the intern with important background information about the students.
7. Collaborate in lesson planning with the intern to insure a successful learning experience for the students

8. Provide the intern with on-going assistance, advice, and feedback on his or her performance through conferences and in writing, e.g. interactive journaling.
9. Complete a formal interim and final evaluation of the intern's performance and participate with the intern and the college supervisor in the interim and final conference.

Roles and Responsibilities of the College Supervisor

The college supervisor shall:

1. Arrange a pre-teaching conference with the clinical mentor teacher to communicate program goals and expectations.
2. Ensure that both the intern and the clinical mentor teacher are acquainted with evaluation criteria and procedures.
3. Help determine a time table according to which the intern transitions into full-time responsibilities as lead teacher.
4. Visit the classroom and observe the intern's performance on a weekly basis throughout the semester and provide both verbal and written feedback to the intern.
5. Arrange for and be involved in periodic conferences with the intern and clinical mentor teacher in order to assess the intern's progress.
6. Complete a formal interim and final evaluation of the intern's performance and participate with the intern and clinical mentor teacher in the interim and final conference.

Preparing for the Intern

Before the intern arrives in the classroom, the following suggestions should be considered by the clinical mentor teacher:

1. Prepare the class for the intern's arrival.
 - Share some of your knowledge about the intern's background.
 - Describe the purposes of internship.
 - Discuss ways the students can help the intern (cooperation, interest, etc.).
 - Discuss ways the students might make the intern feel welcome in the classroom.
2. Prepare a workstation for the intern.
 - Arrange for the intern to have his or her own desk or table to use during internship.
 - If possible, secure extra copies of teacher's editions of textbooks.
 - Gather any other materials which might be necessary for the intern's activities.
3. Assist in the preparation of the intern.
 - Meet with the intern prior to the beginning of the internship experience.
 - Share pertinent information about the students in your classroom.
 - Share copies of the student and faculty handbooks, if available.
 - Discuss the daily schedule, required duties, and other professional responsibilities.
 - Plan for the intern's initial classroom responsibilities and begin to make a long-range timetable for transferring teaching duties to the intern.

Assuming Teaching Responsibility

Due to the differences among interns and among clinical mentor teachers and their classrooms, it is not practical to require the intern to assume teaching responsibilities according to a rigid timetable. It is strongly suggested, however, that the integration of the intern into the role of teacher progress gradually, with the clinical mentor teacher assuming less of a presence in the classroom as the semester progresses. A plan for integrating the intern into the role of teacher should be decided early in the experience and should be discussed with both the college supervisor and the student.

It may be helpful to the clinical mentor teacher to view this process in terms of the three phases explained below.

Phase I: Orientation

Interns should assume some sort of classroom responsibility immediately. Activities that enable interns to familiarize themselves with classroom procedures and students are particularly beneficial. It is important at this stage that students perceive the intern as an active participant rather than an observer. This phase should begin after the intern has visited the classroom for 2 or 3 days.

Phase II: Transition

As soon as interns have been adequately oriented to the classroom and school, they should begin to assume limited but definite instructional duties. In this phase the clinical mentor teacher is the lead teacher with the intern acting as the assistant teacher.

This phase should start sometime during the first official week of internship. As the intern progresses through this phase, responsibilities should be increased in preparation for taking over the responsibilities as the full-time lead teacher

Phase III: Full-Time Lead Teacher Responsibility

During the final phase, the intern assumes full responsibility as the lead teacher for the instructional planning and the management of the classroom. The intern should be encouraged and allowed, within reason, to develop his/her own unique teaching style.

The clinical mentor teacher's function now shifts from lead teacher to assistant teacher. In this new role, the clinical mentor teacher should allow the intern to take the lead in lesson planning, assist as needed with implementation of the lesson plans, observe and evaluate the intern's classroom work, and offer constructive critiques and moral support.

While the internship experience is 12-14 weeks, the full-time lead teacher phase should be at least **8 weeks or 40 days** of internship. This phase should last until the end of the internship semester. The clinical mentor teacher should begin to take over classes during the last three days of this internship phase.

Evaluation of the Intern

CONFERENCES

The clinical mentor teacher should attempt to provide both informal and formal written feedback during frequent conferences with the intern. Emphasis should be placed on giving positive reinforcement and constructive criticism based on observation of the intern's performance.

Likewise, conferences between the intern and the college supervisor and between the clinical mentor teacher and the college supervisor are an integral part of the internship experience. The clinical mentor teacher should discuss the intern's performance with the college supervisor on a regular basis and inform the college supervisor of any problems or weaknesses which have been identified.

If, **at any time during the internship term**, either the clinical mentor teacher or college supervisor is concerned by any aspect of the intern's performance or dispositions, a 3-way conference should be arranged immediately and the concern(s) shared and discussed with the intern. The intern is given the opportunity to remediate apparent deficiencies according to a timetable and benchmarks established at this conference. See II below for procedures for addressing problem areas. The intern, the clinical mentor teacher, the college supervisor, and the Director of Student Teaching will receive a written summary of the deficiencies, the timetable, and the benchmarks necessary to remediate the deficiencies addressed at the conference.

If the intern continues to perform in an unsatisfactory way, he or she may be required to extend the internship term or may be dismissed from internship and, thus, be ineligible for the provisional teaching license. In the case of dismissal, the intern would have to repeat internship and receive all Acceptable or Target scores before applying for his or her teaching license.

The following outline offers a guideline for conducting effective conferences with the intern:

- I. Beginning
 - A. Exchange of "need to know" information
 - B. Progress to date
 - C. Purpose of the conference
- II. Substance
 - A. Ask questions to elicit intern comments and self-appraisal
 - B. Discuss positive aspects
 - C. Isolate problem(s)
 - D. Discuss possible solutions
 - E. Agree on procedures to be followed to solve problem
 - F. Set goals
- III. Closing
 - A. Summarize the meeting
 - B. Reiterate goals
 - C. Provide positive feedback
- IV. Follow-Up
 - A. Monitor progress toward goals

Suggestions for a Positive Intern / Clinical Mentor Teacher Relationship:

- Establish a written dialogue between the two teachers, perhaps in the form of response journals, whereby the intern reflects on what he or she has observed, experienced, or questioned, and the clinical mentor teacher offers constructive feedback regarding the intern's performance in the class.
- Combine formal conferences with informal conversations regarding the intern's performance in your class; give positive comments along with those that indicate the need for improvement.
- Solicit from the intern areas of concentrated observation. For example, the intern may ask you to focus an observation on some aspect of classroom management that he or she finds challenging.
- Provide professional literature (journals, handbooks, etc.) that the intern might use to gain additional insight into the nature of teaching and learning.
- Allow the intern to try out various strategies he or she has studied in the methods courses at Marietta College.

Extension of Internship

The internship placement may be extended for additional weeks if the intern is struggling with meeting the goals of the internship. The extension will take place only if the clinical mentor teacher and the college supervisors agree that the extension would be beneficial to the intern and the clinical mentor teacher agrees to the extension. If the extension is denied, the intern will have to return during the next semester to complete an additional internship placement.

Removal from Internship

If it becomes necessary to remove an intern from an internship placement for any reason, the intern will **not** be given a new placement and will have to withdraw from the internship for the remainder of the semester.

Once an intern is removed from an internship placement, the intern will need to reapply to the Department of Education for acceptance into the internship program in order to be again considered for an internship placement.

Marietta College Lesson Plan Template:

Name:

Date(s):

Lesson Title:

Unit Title:

Co-Teaching Approach

Student Materials:

Teacher Materials:

<i>Standards (What they should know by the end of the year)</i>	<i>Content Objective (What they should know after the lesson) NOTE: Be sure to consider inclusion of academic language objectives as well.</i>	<i>Assessment (Summative and Formative; all objectives must be summatively assessed and that should be noted here, even if it may take place in a future lesson if it is associated with how you are teaching the objective. Formative assessment is ideal, but may not happen for every objective.)</i>
		Formative: Summative:
		Formative: Summative:
		Formative: Summative:

21st Century Skills

21st Century Skill Addressed (Critical Thinking, Collaboration, Communication, Creativity, Information/Media Literacy)	How is the 21st Century skill is addressed?	Rationale (Why is this 21st Century Skill appropriate for this lesson? What impact do you expect on student learning)?

Differentiation and/or Universal Design for Learning (UDL)

You are **REQUIRED** to include accommodations and modifications for any student who has an IEP or 504 plan and students who are English Language Learners (ELL). You should also include ways you might differentiate instruction (remember product, process, content, etc.) for other students who need varied levels of challenge or support to meet their full potential, or for groups of students based on things like learning style preferences or multiple intelligences. Please note these in the chart below. If you have opted to change the design of the overall lesson using UDL, please explain that below the chart.

Differentiation Category- (Why does this student need an accommodation/modification/differentiation?)	Accommodation/Modification/Differentiation	Rationale (Why is this accommodation/modification/differentiation appropriate)?

Universal Design for Learning (if applicable): Describe here ways in which you used UDL to approach the overall planning for this lesson so that it benefits all learners.

[Click here to enter text.](#)

Academic Language

Vocabulary-

List the essential vocabulary words used in the lesson

Academic Language Function-

List the thinking words, or language functions, that are used in this lesson

Language Supports-

Consider the supports, or pedagogical approaches that you will use to teach the vocabulary and academic.

Preflection Questions (Pre-Instruction):

- What misconceptions do you anticipate in the lesson, and how will you address it?
 -
- How will you determine that the students have prior knowledge needed to participate in this lesson? (pre-assessment)
 -

Lesson Procedures

Vocabulary Words or Language Functions Students Need to Know: (NOTE: You should consider including procedures for how students will learn these terms below)

Classroom Management Considerations: (Describe anything that you need to keep in mind in order to promote a positive classroom climate for your lesson)

Lesson Introduction: (AKA anticipatory set, warmup, bellwork...in other words, what will be done to review, preview, capture student interest, etc.)

1.

Lesson Procedures: (Provide a detailed list of steps that you will take to implement this lesson. Think about opportunities for guided practice, independent practice, modeling, checking for understanding, etc.)

Time/Pacing	Activity/Procedure	Related Objective(s)
	Primary Teacher:	
	Co-Teacher:	
	Primary Teacher:	
	Co-Teacher:	

	Primary Teacher:	
	Co-Teacher:	
	Primary Teacher:	
	Co-Teacher:	

Closure: *Advanced/professional submissions will also describe how this activity will be used to give formative feedback to students.*

1.

Homework/Extension Activities:

Connections to Research

Explain how **at least one** of your planning choices described above connects to educational research and/or theory. There are many different aspects of your planning that this might have applied to. Think about why you chose the materials you chose, the pedagogical approaches you used, the assessment practices, accommodations you have included, your knowledge of prior learning or student’s assets, etc.

NOTE: Be sure to articulate WHY you expect this approach to impact student learning in a positive way.

High Leverage Practices

Select **at least one** of the High Leverage Practices (HLPs) from the list below that will be used in the lesson. Provide a brief explanation about how this HLP is present in your lesson.

Collaboration

1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed services.

Assessment

4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Social/Emotional/Behavioral

7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide students' learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.

Instruction

11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward specific learning goal.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Teach cognitive and metacognitive strategies to support learning and independence.
15. Provide scaffolded supports.
16. Use explicit instruction.
17. Use flexible grouping.
18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.
20. Provide intensive instruction.
21. Teach students to maintain and generalize new learning across time and settings.
22. Provide positive and constructive feedback to guide students' learning and behavior.

Reflection Questions (Post-Instruction):

- Based on your assessment data and observations, if you could teach this lesson again to these same students, what would you do differently?
 -
- Based on your assessment data and observations, what are your next steps with this group of students based on the student's performance in this lesson?
 -

Required Activity Checklist

Name: _____

Please indicate one time when each of the following was completed. Include date, class/period, and clinical mentor teacher's initials. The completed form should be turned in to your Education 440 instructor.

Date	Class/ Period	Initials	
_____	_____	_____	Conduct a lesson in a direct instructional mode, e.g. lecture and recitation.
_____	_____	_____	Conduct a lesson in an indirect instructional mode, e.g. inquiry, problem solving, constructivist
_____	_____	_____	Conduct a lesson in which manipulatives of some kind are used (<u>mandatory if teaching a math class</u>)
_____	_____	_____	Involve the students in cooperative learning activities.
_____	_____	_____	Create a lesson that utilizes technology as a teaching and as a learning tool.
_____	_____	_____	Demonstrate questioning strategies that include different types of questions and questions at all levels of the cognitive taxonomy.
_____	_____	_____	Modify lessons to accommodate special needs students.
_____	_____	_____	Create and use a rubric as a form of assessment for an assignment.
_____	_____	_____	Create two different assessment tools such as a test, quiz, checklist, observation scale, etc.
_____	_____	_____	Utilize the power of non-instructional techniques such as interactive bulletin boards, word walls, journaling between students and teacher, etc.
_____	_____	_____	Document communication with parents or a conference with a student.
_____	_____	_____	Create a lesson that involves students in a creative presentation, e.g. debate, mime, play, project, PowerPoint presentation, etc.

Marietta College
Initial Observation Form for Teacher Intern

Initial observation form for: _____

Date of initial observation: _____ College supervisor _____

	Observed	Not Observed	Comments
Intern is using students' names			
Intern is using Ohio State Content Standards			
Intern has the Building Handbook and can use it as a reference to answer questions regarding school policies and procedures			
Intern and clinical mentor teacher have established a daily time for professional reflection and conversation			
Intern has a desk and a place to keep his/her materials throughout the school day			

Intern has discussed the following topics with his/her clinical mentor teacher. Discussions confirmed by clinical mentor teacher.

	Yes	Not yet	Comments
Philosophy of education			
Classroom policies & procedures			
Classroom management practices			
Grading policies			
Learning outcomes for the class(es)			
Expectations for the internship experience, including the handbook and packet contents			

**Marietta College
Intern Observation Form**

Intern:

Date of Observation:

Time of Observation:

Grade/Subject:

Lesson Title/Concept:

Observer/Evaluator:

The commentary is the most important part of this report. Please provide the intern with detailed feedback. A comment MUST be included for items scored 1 or 2.

Scale: 5=Excellent, 4=Good, 3=Acceptable/Showing Improvement, 2=Improvement Needed, 1=Unacceptable, Leave score blank or mark NA if not observed/evaluated.

	Teaching	
	Has the appropriate written plans available as reference when teaching the lesson	
	Has all materials and needed supplies available for the lesson beforehand	
	Communicates lesson goals, objectives, and procedures in a clear and precise manner.	
	Presents lesson content in a logical order to maximize student learning. – Contains introduction, presentation, and closure	
	Demonstrates knowledge of content material and the ability to present content material accurately	
	Asks quality questions that encourage critical thinking	
	Provides appropriate and accurate feedback in a timely manner	
	Regularly uses academic language in instruction	
	Utilizes appropriate content resources	
	Uses content appropriate technology	
	Activities engage students	
	Instruction aligns with plans	
	Uses instructional time effectively – appropriate pacing , transitions, etc	

	Environment and Classroom Management	
	Provides a physical environment that is safe for students	
	Students are willing to ask/answer questions and try multiple solutions to problems	
	Establishes and maintains a good rapport with students and faculty	
	Clearly communicates the learning and behavior expectations to students	
	Maintains consistent standards when dealing with students and student behavior	
	Manages misbehavior in an appropriate manner	
	Manages classroom procedures in an efficient and timely manner.	
	Circulates throughout the room and gives attention to individuals in all sections of the classroom	

	Differentiation	
	Demonstrates knowledge of the various types of diversity present in the classroom	
	Demonstrates knowledge of ways in which cultural diversity and other family and environmental factors influence learning	
	Plans appropriate modifications/accommodations for student diversity in expectations, materials, and activities	
	Provides appropriate modifications/accommodations for student diversity in expectations, materials, and activities	
	Monitors and adjusts plans and accommodations as necessary	

	Assessment	
	Uses formative assessment techniques that are aligned with lesson objectives and activities to evaluate student learning	
	Uses summative assessment tools that are aligned with lesson objectives and activities to evaluate student learning.	
	Uses an array of strategies for assessment to accommodate diversity of students	
	Is able to identify the extent to which objectives are met	
	Communicates progress with students, colleagues, and parents	

	Teacher Professionalism	
	Models professional dress and demeanor	
	Communicates effectively – uses proper English, models excellent spelling skills and legible handwriting	
	Expresses a positive attitude about all students’ ability to learn	
	Is an engaged participant in co-teaching experience	

Suggestions for Improvement:
Planned Date of Implementation

Additional Comments

Copy : ____ Student
____ Department Secretary
____ Director of Student Teaching

Marietta College
Department of Education
Points of Professional Concern

Name of Teacher Intern: _____

Date: _____

Clinical mentor teacher: _____

Phone: _____

This form should be completed to indicate that the teacher intern has a problem in the following area(s).

- Teacher Intern Dispositions
 - Appreciation for professional dress and demeanor in school settings
 - Responsible and ethical behavior
 - Attendance and submission of work in a timely manner
 - Appreciation of cultural diversity
 - Appreciation of diversity in student backgrounds, skills, and abilities
 - A belief that all students can learn
 - Collaboration with professional colleagues
 - Appreciation for the role of families in facilitating student learning
 - Willingness to attempt new approaches and technologies to enhance student learning
 - Positive attitude toward learning as an ongoing, life-enriching process
 - Willingness to assume leadership roles

Teacher Intern Knowledge:

Teacher Intern Skills

Explanation of area(s) of concern. Please include, as applicable, specific date(s), behavior(s) observed, or complete description of incident, any interactions you have had with the teacher intern concerning the area(s) of concern.

Signature of Clinical mentor teacher

Please return completed form to the intern's college supervisor or:
Elaine O'Rourke, Marietta College, Department of Education, 215 5th Street, Marietta, OH 45750

2019-2020 Pedagogy Evaluation

Student Teacher: _____
 Cooperating Teacher(s): _____

College Supervisor: _____
 Semester: _____ Date: _____

Valid and Reliable Instruments for Educator Preparation Programs (VARI-EPP) Candidate Preservice Assessment of Student Teaching (CPAST)

Rubric and assignments may not be shared without permission

Pedagogy	Alignment	Dispositions	Alignment
Planning for Instruction and Assessment		Professional Commitment and Behaviors	
A. Focus for Learning: Standards and Objectives/Targets	InTASC 7a	N. Participates in Professional Development	
B. Materials and Resources	InTASC 7b	O. Demonstrates Effective Communication with Parents or Legal Guardians	InTASC 10d
C. Assessment of P-12 Learning	InTASC 6b	P. Demonstrates Punctuality	InTASC 9o
D. Differentiated Methods	InTASC 2c	Q. Meets Deadlines and Obligations	InTASC 9o
		R. Preparation	InTASC 3d
Instructional Delivery		Professional Relationships	
E. Learning Target and Directions	InTASC 7c	S. Collaboration	InTASC 10b
F. Critical Thinking	InTASC 5d	T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	InTASC 10j
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	InTASC 8b	Critical Thinking and Reflective Practice	
H. Digital Tools and Resources	CAEP 1.5	U. Responds Positively to Constructive Criticism	InTASC 9n
I. Safe and Respectful Learning Environment	InTASC 3d		
Assessment			
J. Data-Guided Instruction	CAEP 2.3		
K. Feedback to Learners	InTASC 6d		
L. Assessment Techniques	InTASC 7d		
Analysis of Teaching			
M. Connections to Research and Theory	CAEP 1.2		

Pedagogy Evaluation

Student Teacher: _____

University Supervisor: _____

Cooperating Teacher/s: _____

Semester: _____ Date: _____

Directions – The form will be used **twice** during the course of the term and will be provided by the [Program Coordinator](#) to the [University Supervisor](#), [Cooperating Teacher](#), and [Student Teacher](#). Each member of the team (Cooperating Teacher, University Supervisor, and Student Teacher)

- 1) Completes the evaluation in week 5 or 6 (Mid-term) of the [student teaching](#) experience AND in week 13 or 14 (Final)
- 2) Brings the completed form to the mid-term and final 3-way conference

At the Mid-term 3-way conference

- 1) Goals are set for the remainder of the student teaching experience
- 2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 7

At the Final 3-way conference

- 1) Suggestions and comments are made to assist in the transition to teaching role
- 2) The University Supervisor records the consensus ratings and enters into the University data system by the end of week 14

Additional information about and support for using the form can be found in the VARI-EPP Student Teaching Form Training Modules, the "[Glossary](#)" and the "[Look Fors](#)" document.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
Planning for Instruction and Assessment					
A. Focus for Learning: Standards and Objectives/Targets	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/targets , and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area	Plans align to appropriate P-12 state learning standards AND Goals are measurable AND Standards, objectives/ targets , and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners	Plans align to appropriate P-12 state learning standards AND/OR Some goals are measurable AND/OR Standards, objectives/targets , and learning tasks, are loosely or are not consistently aligned with each other AND/OR Articulates some objectives/targets that are appropriate for learners	Plans do not align to the appropriate P-12 state learning standards AND/OR Goals are absent or not measurable AND/OR Standards, objectives/targets , and learning tasks are not aligned with each other AND/OR Does not articulate objectives/targets that are appropriate for learners	—
B. Materials and Resources	Uses a variety of materials and resources that 1. Align with all objectives/targets 2. Make content relevant to learners 3. Encourage individualization of learning	Uses a variety of materials and resources that 1. Align with all objectives/targets 2. Make content relevant to learners	Uses materials and resources that align with some of the objectives/targets	Materials and resources do not align with objectives/targets	—
C. Assessment	Plans a variety of assessments that	Plans a variety of assessments that	Planned assessments	Planned assessments 1. Are not included	—

<p>of P-12 Learning</p>	<p>1. Provide opportunities for learners of <i>varying abilities</i> to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. Are culturally relevant and draw from learners' funds of knowledge 4. <i>Promote learner growth</i></p>	<p>1. Provide opportunities for <i>learners</i> to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. <i>Are culturally relevant and draw from learners' funds of knowledge</i></p>	<p>1. <i>Provide opportunities for some learners to illustrate competence (whole class)</i> 2. <i>Align with the appropriate P-12 state learning standards</i></p>	<p>OR 2. <i>Do not align</i> with the appropriate P-12 state learning standards</p>	
<p>D. Differentiate d Methods</p>	<p>Lessons make meaningful and culturally relevant connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning 4. Other disciplines and real-world experiences AND Differentiation of instruction supports learner development AND Organizes instruction to ensure content is comprehensible, relevant, and challenging for learners</p>	<p>Lessons make clear and coherent connections to 1. Learners' prior knowledge 2. Previous lessons 3. Future learning AND Differentiation of instruction supports learner development AND Organizes instruction to ensure content is comprehensible and relevant for learners</p>	<p><i>Lessons make an attempt to build on, but are not completely successful at connecting to</i> 1. Learners' prior knowledge, 2. Previous lessons, OR future learning AND Differentiation of instruction is minimal AND <i>Organizes instruction to ensure content is comprehensible for learners</i></p>	<p>Lessons <i>do not build on</i> or connect to learners' prior knowledge AND/OR Explanations given <i>are illogical or inaccurate</i> as to how the content connects to previous and future learning AND/OR Differentiation of instruction is absent</p>	<p>_____</p>
Instructional Delivery					
<p>E. Learning Target and Directions</p>	<p>Articulates accurate and <i>coherent learning targets</i> AND Articulates accurate directions/explanations throughout the lesson AND Sequences learning experiences appropriately</p>	<p>Articulates an <i>accurate learning target</i> AND Articulates <i>accurate directions/ explanations</i> AND <i>Sequences learning experiences appropriately</i></p>	<p><i>Articulates an inaccurate learning target</i> AND/OR <i>Articulates inaccurate directions/explanations</i></p>	<p><i>Does not articulate the learning target</i> OR <i>Does not articulate directions/ explanations</i></p>	<p>_____</p>
<p>F. Critical Thinking</p>	<p><i>Engages learners in critical thinking in local and/or global contexts that</i> 1. Fosters problem solving 2. Encourages conceptual connections 3. <i>Challenges assumptions</i></p>	<p><i>Engages learners in critical thinking that</i> 1. Fosters problem solving 2. Encourages conceptual connections</p>	<p><i>Introduces AND/OR models critical thinking that</i> 1. Fosters problem solving 2. Encourages conceptual connections</p>	<p><i>Does not introduce AND/OR model critical thinking that</i> 1. Fosters problem solving 2. Encourages conceptual connections</p>	<p>_____</p>
<p>G. Checking for Understanding and Adjusting</p>	<p>Checks for understanding (whole class/group <i>AND individual learners</i>) during lessons using formative assessment AND</p>	<p>Checks for understanding (whole class/group) during lessons using formative assessment AND</p>	<p><i>Inconsistently checks for understanding</i> during lessons using formative assessment</p>	<p><i>Does not check for understanding</i> during lessons using formative assessment OR</p>	<p>_____</p>

Instruction through Formative Assessment	Differentiates through <i>planned and responsive adjustments</i> (whole class/group and <i>individual learners</i>)	Differentiates through adjustments to instruction (whole class/group)	AND Adjusts instruction accordingly, but adjustments may cause additional confusion	<i>Does not make any adjustments</i> based on learners' responses	
H. Digital Tools and Resources	Discusses AND uses <i>a variety of developmentally appropriate technologies (digital tools and resources)</i> that 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. <i>Extend learners' understanding of concepts</i>	Discusses AND uses developmentally appropriate technologies (digital tools and resources) that 1. Are relevant to learning objectives/ targets of the lesson 2. <i>Engage learners in the demonstration of knowledge or skills</i>	<i>Discusses developmentally appropriate technologies (digital tools and resources) relevant to learning objectives/ targets of the lesson</i> AND Technology is not available	One of the following: A. <i>Does not use technologies (digital tools and resources)</i> to engage learners AND Technology is available in the setting OR B. Use of technologies is <i>not relevant</i> to the learning objectives/ targets of the lesson OR C. <i>Does not discuss technologies</i> AND <i>Technology is not available</i> in the setting	—
I. Safe and Respectful Learning Environment	<i>Actively involves learners to create and manage a safe and respectful learning environment</i> through the use of routines and transitions AND Establishes and promotes constructive relationships to equitably engage learners AND Uses research-based strategies to maintain learners' attention (individual and whole group)	<i>Manages a safe and respectful learning environment</i> through the use of routines and transitions AND <i>Establishes and promotes constructive relationships to equitably engage learners</i> AND <i>Uses research-based strategies to maintain learners' attention (individual and whole group)</i>	<i>Attempts to manage a safe learning environment through the use of routines and transitions</i> AND/OR <i>Attempts to establish constructive relationships to engage learners</i> AND/OR <i>Attempts to use constructive strategies to maintain learners' attention (individual and whole group)</i>	<i>Does not manage a safe learning environment</i> OR <i>Does not establish constructive relationships to engage learners</i> OR <i>Does not use constructive strategies to maintain learners' attention (individual and whole group)</i>	—
Assessment					
J. Data-Guided Instruction	Uses data-informed decisions (<i>trends and patterns</i>) to set short and long term goals for future instruction and assessment AND Uses contemporary tools for learner data record-keeping and analysis	Uses data-informed decisions to design instruction and assessment AND <i>Uses contemporary tools for learner data record-keeping</i>	<i>Uses minimal data</i> to design instruction and assessment	<i>Does not use data</i> to design instruction and assessment	—
K. Feedback to Learners	Provides feedback that 1. Enables learners to recognize strengths AND areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is <i>individualized</i>	Provides feedback that 1. Enables learners to recognize strengths OR areas for improvement 2. Is <i>comprehensible</i> 3. Is <i>descriptive</i>	<i>Provides minimal feedback</i> that 1. <i>Enables</i> learners to recognize strengths OR areas for improvement OR	<i>Does not provide feedback</i> OR Feedback does not enable learners to recognize strengths OR areas for improvement OR	—

	AND Provides timely feedback , <i>guiding learners on how to use feedback to monitor their own progress</i>	AND Provides <i>timely feedback</i>	Feedback is provided in a <i>somewhat</i> timely fashion	Feedback is <i>not provided</i> in a timely fashion	
L. Assessment Techniques	Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative 3. Diagnostic 4. <i>Varied</i>	<i>Evaluates and supports learning through assessment techniques</i> that are 1. Developmentally appropriate 2. Formative AND summative	Assessment techniques are 1. Developmentally <i>appropriate</i> 2. <i>Formative OR summative</i>	Assessment techniques are 1. Developmentally <i>inappropriate</i> OR <i>Not used</i>	—

Analysis of Teaching					Row Score
M. Connections to Research and Theory	Discusses, provides evidence of, and <i>justifies</i> connections to educational research and/or theory AND <i>Uses research and/or theory to explain their P-12 learners' progress</i>	<i>Discusses and provides evidence of</i> connections to educational research and/or theory	<i>Mentions</i> connections to educational research and/or theory	<i>No connections OR inaccurate connections</i> to educational research and/or theory	—

Professional Dispositions Evaluation

What are dispositions? The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

What else should a teacher candidate know? It is the student teacher's responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors.

REMEMBER: Only those dispositions observed in student teaching can be measured, therefore it is up to the student teacher to demonstrate the dispositions.

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
Professional Commitment and Behaviors					
N. Participates in Professional Development (PD)	Participates in at least one professional development opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization) AND Provides evidence of an increased understanding of the teaching profession as a result of the PD AND <i>Reflects on own professional practice with evidence of application of the knowledge acquired from PD during student teaching</i>	Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference) AND <i>Provides evidence of an increased understanding of the teaching profession as a result of the PD</i>	<i>Participates in at least one professional development</i> opportunity (e.g. workshop, seminar, attending a professional conference)	<i>Does not participate</i> in any professional development opportunity (e.g. workshop, seminar, attending a professional conference)	—

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	Row Score
O. Demonstrates Effective Communication with Parents or Legal Guardians	<p>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</p> <p>AND</p> <p>Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress</p> <p>AND</p> <p><i>Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)</i></p>	<p>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</p> <p>AND</p> <p><i>Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress</i></p>	<p><i>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</i></p>	<p><i>Does not provide evidence of communication with parents or legal guardians</i></p>	<p>—</p>
P. Demonstrates Punctuality	<p>Reports on time <i>or early</i> for daily student teaching</p> <p>AND</p> <p>Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p><i>Reports on time</i> for daily student teaching</p> <p>AND</p> <p>Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p><i>Inconsistently reports</i> on time for daily student teaching</p> <p>AND/OR</p> <p>Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p><i>Does not report</i> on time for student teaching</p> <p>AND/OR</p> <p>Additional teacher engagements (e.g., IEPs, teacher committees)</p>	<p>—</p>
Q. Meets Deadlines and Obligations	<p>Meets deadlines and obligations established by the cooperating teacher and/or supervisor</p> <p>AND</p> <p>Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND</p> <p>Provides clear and complete directions and lessons for substitutes/cooperating teacher <i>without reminders</i></p>	<p><i>Meets deadlines and obligations</i> established by the cooperating teacher and/or supervisor</p> <p>AND</p> <p>Informs <i>all</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND</p> <p>Provides <i>clear and complete</i> directions and lessons for substitutes/cooperating teacher</p>	<p><i>Most of the time meets deadlines and obligations</i> established by the cooperating teacher and/or supervisor</p> <p>AND</p> <p><i>Informs some</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND</p> <p><i>Provides incomplete</i> directions and lessons for substitutes/cooperating teacher</p>	<p><i>Frequently misses deadlines or obligations</i> established by the cooperating teacher and/or supervisor</p> <p>AND/OR</p> <p><i>Does not inform</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND/OR</p> <p><i>Does not provide</i> directions and lessons for substitutes/cooperating teacher</p>	<p>—</p>

R. Preparation	<p>Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p> <p>AND</p> <p>Materials are easily accessible AND organized</p> <p>AND</p> <p><i>Prepared for the unexpected and flexible</i></p>	<p>Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p> <p>AND</p> <p>Materials are easily accessible AND organized</p>	<p><i>Not consistently prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p> <p>AND/OR</p> <p>Materials are easily accessible OR organized</p>	<p><i>Not prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p> <p>AND/OR</p> <p>Materials are <i>not</i> organized NOR easily accessible</p>	—
Professional Relationships					
S. Collaboration	<p>Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)</p> <p>AND</p> <p><i>Works with</i> and learns from colleagues in planning and implementing instruction <i>to meet diverse needs of learners</i></p>	<p>Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)</p> <p>AND</p> <p><i>Attempts to work with and learn from colleagues in planning and implementing instruction</i></p>	<p><i>Demonstrates collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)</p>	<p><i>Does not demonstrate collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)</p>	—
T. <u>Advocacy</u> to Meet the Needs of Learners or for the Teaching Profession	<p>Recognizes and articulates specific areas in need of advocacy, including the</p> <ol style="list-style-type: none"> Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) <p>OR</p> <ol style="list-style-type: none"> Needs of the teaching profession (e.g. technology integration, research-based practices) <p>AND</p> <p><i>Takes action(s) based upon identified needs, while following district protocols</i></p>	<p>Recognizes and <i>articulates specific</i> areas in need of advocacy, including the</p> <ol style="list-style-type: none"> Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) <p>OR</p> <ol style="list-style-type: none"> Needs of the teaching profession (e.g. technology integration, research-based practices) 	<p><i>Recognizes</i> areas in need of advocacy, <i>but cannot articulate</i> the</p> <ol style="list-style-type: none"> Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) <p>OR</p> <ol style="list-style-type: none"> Needs of the teaching profession (e.g. technology integration, research-based practices) 	<p><i>Does not recognize</i> areas in need of advocacy, including the</p> <ol style="list-style-type: none"> Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) <p>OR</p> <ol style="list-style-type: none"> Needs of the teaching profession (e.g. technology integration, research-based practices) 	—
Critical Thinking and Reflective Practice					
U. Responds Positively to Feedback and Constructive Criticism	<p>Is receptive to feedback, constructive criticism, supervision, and responds professionally</p> <p>AND</p> <p>Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice</p> <p>AND</p> <p><i>Proactively seeks opportunities for feedback from other professionals</i></p>	<p>Is receptive to feedback, constructive criticism, supervision, and <i>responds professionally</i></p> <p>AND</p> <p>Incorporates feedback (e.g., from cooperating teacher, university supervisor) <i>to improve practice</i></p>	<p>Is receptive to feedback, constructive criticism, and supervision</p> <p>AND/OR</p> <p><i>Incorporates feedback inconsistently</i></p>	<p><i>Is not</i> receptive to feedback, constructive criticism, and supervision</p> <p>AND/OR</p> <p><i>Does not incorporate feedback</i></p>	—
What went well? Areas of strength?					
Possible opportunities for growth					

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Goals for Improvement: Pedagogy and Dispositions

Following the Three-way Midterm Evaluation between the Student Teacher, University Supervisor, and Cooperating Teacher, the Student Teacher will identify **three** specific and measurable goals for improvement for the duration of the student teaching experience. The University Supervisor and Cooperating Teacher will then affirm and/or suggest goals for the Student Teacher.

As part of the final summary evaluation, goals for the Resident Educator Program should be identified.

Connection to 3-way form	Goal (must have a minimum of one goal) with Details
<i>L. Assessment: Feedback to Learners</i>	<i>I will focus on providing specific (not general) feedback to individuals and to groups – with a focus on task and process.</i>
	<i>I will focus on “quick and quiet” feedback. I will prepare feedback ahead of time using data</i>
	1.
	2.

Comments

Glossary of Terms

Advocacy: Any action within professional boundaries that speaks in favor of, recommends, argues for a cause, supports or defends, or pleads on behalf of others. This may be to advocate for the profession, an individual student, or other ideas.

Analysis: Careful and critical examination of data and/or processes to identify key components and potential outcomes.

Assessment: “Process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and relearning to ensure that learners reach high levels of Achievement.”¹

Contemporary Tools: Electronic/digital record-keeping tools such as an online gradebook and progress monitoring systems, spreadsheet software, etc.

Cooperating Teachers: (Also known as “mentor teachers”) Teachers in schools who mentor and supervise student teachers in their classrooms for the duration of a student teaching and/or field experience.

Critical Thinking: Refers to the “kind of thinking involved in problem solving” and includes an ability to “examine assumptions, discern hidden values, evaluate evidence, and assesses conclusions.”²

Culturally Relevant: Incorporating the tenets of culturally relevant/responsive teaching (i.e., “teachers create a bridge between students’ home and school lives, while still meeting the expectations of the district and state curricular requirements. Culturally relevant teaching utilizes the backgrounds, knowledge, and experiences of the students to inform the teacher’s lessons and methodology.”).³

Data-informed decisions: “Focuses on using student assessment data and relevant background information to inform decisions related to planning and implementing instructional strategies at the district, school, classroom, and individual student levels.”⁴

Developmental Theory (General): Theories that describe the stages of development of children/adolescents (e.g., Erikson’s Theory of Psychosocial Development, Kohlberg’s Theory of Moral Development, Piaget’s Cognitive Development Theory, Behavioral Theories, and Sociocultural Theories).

Developmental Theory (Content-Specific): Content-specific teaching that organizes activities and learning tasks to help learners move from one level to the next.⁵

Diagnostic Assessment: (Also known as “pre-assessment”) “Involves the gathering and careful evaluation of detailed data using students’ knowledge and skills in a given learning area.”⁶

Differentiation of Instruction: “To respond to variance among learners” (e.g., learners with exceptional needs, second language learners, gifted learners) by modifying “content, and/or process, and/or products, and/or the learning environment” according to learners’ “readiness, interest, or learning profile.”⁷

Digital Tools: Technologies that enable learners to engage with the teacher and/or content on an individual level. Examples: SMART Boards, learner response systems (i.e., clickers), and computers, tablets, etc.

Evidence: Artifacts that document and demonstrate how [the student teacher] planned and implemented instruction⁸

Feedback: “Information communicated to the learner that is intended to modify the learner’s thinking or behavior for the purpose of improving learning.”⁹

Formative Assessment: “Assessment used continuously throughout learning and teaching, allowing teachers to adjust instruction to improve learner achievement.”¹

Fosters: To promote the growth or development of, encourage.¹⁰

Funds of Knowledge: “Historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being.”¹¹

Goals: See definition for “Measurable Goals.”

Learner: Any P12 student in the student teacher’s classroom.

Learning Environment: Any setting where learning occurs. The term may refer to the physical environment (e.g., the classroom), as well as the classroom management procedures and activities that enable teaching and learning to take place.

“Look Fors” Document: A document accompanying this form containing a non-exhaustive list to describe examples of the qualities and behaviors a student teacher is expected to demonstrate for a given level of performance.

Measurable Goals: “Provides information for describing, assessing, and evaluating student achievement.”¹²

Mentor Teachers: See definition for “Cooperating Teachers.”

Objectives/Targets: P12 student (learner) learning outcomes to be achieved by the end of the lesson or learning segment.¹³

Problem solving: A mental process that involves discovering, analyzing and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution that best resolves the issue.

Program Coordinator: Faculty or staff member from a college or university who coordinates/manages the administrative components of a teacher educator licensure program.

¹ Arizona K12 Center. (2012). *Standards continuum guide for reflective teaching practice*. Northern Arizona University

² http://sites.harvard.edu/fs/docs/icb.topic265890.files/Critical_Thinking_File/06_CT_Extended_Definition.pdf

³ <http://www.learnnc.org/lp/pages/4474#note1>

⁴ <http://www.clrn.org/elar/dddm.cfm#A>

⁵ Stevens, S., Shin, N., & Krajcik, J. (2009, June). Towards a Model for the Development of an Empirically Tested Learning Progression. Paper presented at the Learning Progressions in Science (LeaPS) Conference, Iowa City, IA.

⁶ <http://www.education.nt.gov.au/parents-community/assessment-reporting/diagnostic-assessments/diagnostic-assessments>

⁷ Carol Ann Tomlinson <http://www.ericdigests.org/2001-2/elementary.html>

⁸ Stanford Center for Assessment, Learning and Equity (SCALE). (2015). *edTPA world language assessment handbook*. Board of Trustees of the Leland Stanford Junior University.

⁹ Shute, V.J. (2008). Focus on formative feedback. *Review of Educational Research*, 78(1), 153-189.

¹⁰ Merriam Webster Dictionary (<http://www.merriam-webster.com/dictionary/foster>)

¹¹ Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 132-141.

¹² <https://education.alberta.ca/media/525540/ipp7.pdf>

¹³ <https://www.csun.edu/science/courses/555/pact/glossary.html>

Research: “The use of rigorous, systematic, and objective methodologies to obtain reliable and valid knowledge.”¹⁴

Student Teacher: (Also known as “intern” or “candidate”) An individual participating in a full-time field experience in a P12 classroom in order to obtain professional education licensure/certification.

Student Teaching: (Also known as “clinical practice”) A full-time field experience in a P12 classroom that occurs in the final semester (culminating experience) of an educator preparation program and is required to obtain professional education licensure/certification.

Summative Assessment: “Assessment activities used at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met.”¹⁵

Targets: See definition for ‘Objectives/Targets.’

Technologies: See definition for ‘Digital Tools.’

University Supervisor (US): The university instructor assigned to the student teacher who regularly observes his/her performance to provide feedback on strengths and weaknesses. The US coordinates the student teacher’s evaluation, and is responsible for recording the consensus scores using this form.

Form developed by:

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¹⁴ <http://www.aera.net/AboutAERA/KeyPrograms/EducationResearchandResearchPolicy/AERAOffersDefinitionofScientificalllyBasedRes/tabid/10877/Default.aspx>

¹⁵ Melaville, A. & Blank, M.J. (1998). *Learning together: The developing field of school-community initiatives*. Flint, MI: Mott Foundation.