



# Marietta College

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## **Department of Education Internship Handbook 2017-2018**

Information, Policies, and Procedures for  
Interns and Clinical Mentor Teachers

# Marietta College Education Department Contact Information

*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

## *Preparing Educators as Leaders for 21<sup>st</sup> Century Schools*

### **Marietta College 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 interns with the experiences that will enable them to become Educator Leaders who

1. Demonstrate effective pedagogy through the use of appropriate and fair 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 student diversity, and making accommodations 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 current issues in education, teaching performance, and student learning.



## Program Outcomes

Intern Outcome	Educator As Leader Conceptual Framework Component	Ohio Standards for the Teaching Profession
<i>Marietta College teacher education interns will be able to . . .</i>		
<b>Knowledge</b>		
1. Demonstrate thorough knowledge of content within their disciplines.	II	2
2. Articulate an understanding of the scope and sequence of knowledge as outlined in P-12 academic content standards.	I, II	4
3. Demonstrate knowledge of general concepts, theories, and research in effective teaching and knowledge of pedagogy within their content areas to promote student learning.	I	2
4. Demonstrate knowledge of cultural, racial, ethnic, socioeconomic, gender, and learning style diversity and its implications for professional practice.	I, III	1, 4
<b>Skills</b>		
5. Develop and communicate clear learning goals appropriate for all students.	I, II, III	4
6. Select and utilize effective methods, materials and instructional activities for differentiated instruction.	I, II, III	4
7. Use a variety of formative and summative assessments to monitor learning and inform instruction.	I, III	3
8. Create a classroom environment that promotes fairness and is safe and physically conducive to learning.	I	5
9. Integrate technology as a learning and teaching tool throughout the curriculum.	I, IV	4
10. Use reflection as a tool for self-assessment and continued learning.	VI	7
11. Use a variety of techniques for collaboration with families to support student learning.	V	6
12. Engage in professional collaboration and use school and community resources to support student learning.	V	6
13. Demonstrate knowledge of current issues in the field of education.	VI	7
<b>Dispositions</b>		
14. Demonstrate responsible and ethical professional behavior		7
15. Model professional dress, language, and demeanor in school settings.		7

16. Respect cultural diversity of students and their families and diversity in student backgrounds, experiences, and abilities.	I, III	1
17. Exhibit fairness in the treatment of all children and their families.	I, III	5
18. Exhibit a belief that all children can learn	III	1
19. Appreciate the role of families in facilitating student learning.	V	6
20. Exhibit a willingness to try new methods and technologies to enhance student learning.	IV	7
21. Demonstrate a willingness to seek ways to positively impact student learning, teaching, and school improvement.	IV	7
22. Demonstrate an interest in professional growth.	IV	7

## Marietta College Approved Licensure Programs

<b>Ohio Teaching License</b>	<b>Grade Levels</b>	<b>Subject Areas</b>	<b>Marietta College Major</b>
Early Childhood	Pre-K- 3	All	Early Childhood Education
Middle Childhood	Grades 4 – 9	(Two subject areas) Language Arts Mathematics Science Social Studies	Middle Childhood Education
Adolescent/Young Adult (AYA) Biology	Grades 7 – 12	Biology	Biology
Adolescent/Young Adult (AYA) Biology/Chemistry	Grades 7 – 12	Biology/Chemistry	Biochemistry
Adolescent/Young Adult (AYA) Language Arts	Grades 7 – 12	Language Arts	English
Adolescent/Young Adult (AYA) Mathematics	Grades 7 – 12	Mathematics	Mathematics
Adolescent/Young Adult (AYA) Physics	Grades 7 – 12	Physics	Applied Physics
Adolescent/Young Adult (AYA) Social Studies	Grades 7 – 12	Social Studies	History
Mild/Moderate	K-12	Special Education	Intervention Specialist
Early Childhood Generalist 4-5 Endorsement (added to the Early Childhood)	4-5	All	Early Childhood



# 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 1<sup>st</sup> for a fall internship and by December 1<sup>st</sup> for a spring internship. 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 Early Childhood, Middle Childhood, Intervention Specialist, 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 and 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. The Chair will do this online.

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 minimum cumulative GPA of 3.0
4. Receive acceptable scores in each area of the final intern evaluation rubric
5. Receive an acceptable score on the Teacher Performance Assessment
6. Successfully complete all examination(s) required for licensure by the Ohio Department of Education
7. Complete a BCI and FBI fingerprint and background check and submit it to the Ohio Department of Education
8. Complete the Ohio online licensure application

## 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

## A. 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.**

## B. 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.

## C. 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. See Attendance Policy for additional information.

## D. 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.

## E. Professional Day

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.

## **F. 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.

## **G. School Policy**

Each cooperating school 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 all policies of the cooperating schools

## **H. 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 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.

## **I. 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.

## **J. 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.

### **K. Internship Liability**

All interns have liability protection under the College insurance policy.

### **L. 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.

### **M. Transportation**

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

### **N. 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.

### **O. 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.

**P. 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.

**Q. 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).

**R. 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.

## 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, Livetext, 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 Livetext 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 listed under Marietta College templates in LiveText.

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

## **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 two hours 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.**

Interns will follow the school district's calendar during the internship semester. When this calendar differs from the Marietta College calendar, the intern will be required to participate in the internship experience on days the college may not be in session. Interns must make arrangements with both the Office of Student Life and Dining Services for accommodations, access to campus facilities, and eating arrangements during college breaks.

### **SCHOOL POLICY:**

The clinical mentor teacher should make available to the intern a copy of the faculty handbook and/or a school policy handbook. It is the responsibility of the intern to be familiar with, adhere to, and enforce all school policies and rules.

### **PROFESSIONAL CONDUCT:**

It is important that the intern establish and maintain a professional relationship with students. Personal or social relationships with students should be entered into with care. Dating or similar social engagements with students in the cooperating school is normally considered inappropriate conduct for the intern. Likewise, students should not visit interns on the Marietta College campus or at their residence.

Interns are expected to follow the Marietta College, Department of Education dress code for this Education Internship.

### **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.

# **Roles and Responsibilities**

## **I. 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.

## **II. 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.

### **III. 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 work station 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

### **Further 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.

## Co-Teaching Lesson Plan – Early Childhood/Elementary

**Intern Role:** \_\_\_\_\_ **Primary Teacher** \_\_\_\_\_ **Assistant Teacher**

Date \_\_\_\_\_ Grade Level \_\_\_\_\_ Time Block \_\_\_\_\_

Subject Area:

Topic / concept to be addressed:

---

### Standards:

(This section should be completed if intern is in the **Primary Teacher Role**)

Content Standard(s)	Objectives	Assessment	Indicate F for formative or S for summative

---

### Materials:

(This section should be completed if intern is in the **Primary Teacher Role**)

---

### Procedures:

(Entire section should be completed if intern is in the **Primary Teacher Role**. If the intern is in the **Assistant Teacher** role, list only procedures for the **Assistant Teacher**.)

	<b>Primary Teacher</b>	<b>Assistant Teacher</b>
Beginning/Introduction		
Middle		
End/Closure		

Extension/Homework:

Considerations - accommodations, modifications, or differentiation:

Specific Student or Group	Consideration	Rationale

Reflection of the Lesson:

Think about what made the lesson successful (or unsuccessful); what students learned and how you know they learned it; what you would do differently if you could teach the lesson again to the same students, etc. Resubmit the lesson plan with your reflections to your college supervisor via LiveText.



## Co-Teaching Lesson Plan – AYA/Middle Childhood

**Intern Role:** \_\_\_\_\_ **Primary Teacher** \_\_\_\_\_ **Assistant Teacher**

Date \_\_\_\_\_ Class \_\_\_\_\_ Grade Level \_\_\_\_\_ Period \_\_\_\_\_

Unit:

Topic / concept to be addressed:

---

### Standards:

(This section should be completed if intern is in the **Primary Teacher Role**)

Content Standard(s)	Objectives	Assessment	Indicate F for formative or S for summative

---

### Materials:

(This section should be completed if intern is in the **Primary Teacher Role**)

---

### Procedures:

(Entire section should be completed if intern is in the **Primary Teacher Role**. If the intern is in the **Assistant Teacher** role, list only the procedures for the **Assistant Teacher**.)

	<b>Primary Teacher</b>	<b>Assistant Teacher</b>
Beginning/Introduction		
Middle		
End/Closure		

Extension/Homework:

Considerations - accommodations, modifications, or differentiation:

Specific Student or Group	Consideration	Rationale

Reflection of the Lesson:

Think about what made the lesson successful (or unsuccessful); what students learned and how you know they learned it; what you would do differently if you could teach the lesson again to the same students, etc. Resubmit the lesson plan with your reflections to your college supervisor via LiveText.



## Intervention Specialist Co-Teaching Lesson Plan

**Co-Teaching Lesson Plan – To be used in conjunction with the general lesson plan form  
Regular Classroom with Intervention Specialist in the Classroom**

**Subject Area:**

**Grade Level (s):**

**Lesson Objective(s):**

**Essential Questions** (What do you hope to accomplish from this lesson?)

**Key Vocabulary:**

**Materials/ Accommodations/Modifications** (If using names, please only use initials or first names only to assure confidentiality)

**Assistive Technologies used:**

**Who?** (Who is planning?)

**Reflection of Previous Plan:** What went well? What did you feel needed improvement?

**General Statement about the overall classroom dynamics. Please include instructor roles and a description “snapshot” of the room itself.**

**Self-Reflection of the Lesson**

Type in what you felt about your lesson... Did it accomplish what you wanted it to accomplish?  
What would you do next time? Are you using academic language in this section?

**Standards CEC and State Content Standards**

**Photos - Video of the Lesson**

**Planning Page** - Planning with Co-Teacher

Lesson	Co-Teaching Approach May select more than one	Time	General Education Teacher	Intervention Specialist Provider	Considerations May include adaptations, differentiation accommodations student-specific needs
<b>Beginning</b> May include: •Opening •Warm-up •Review •Anticipatory Set	<input type="checkbox"/> One Teach <input type="checkbox"/> One Support <input type="checkbox"/> Parallel <input type="checkbox"/> Alternative <input type="checkbox"/> Station <input type="checkbox"/> Team				
<b>Middle</b> May include; •Instruction •Checking for Understanding •Independent or Group Practice	<input type="checkbox"/> One Teach <input type="checkbox"/> One Support <input type="checkbox"/> Parallel <input type="checkbox"/> Alternative <input type="checkbox"/> Station <input type="checkbox"/> Team				
<b>End</b> May include: •Closing •Assessments •Extensions	<input type="checkbox"/> One Teach <input type="checkbox"/> One Support <input type="checkbox"/> Parallel <input type="checkbox"/> Alternative <input type="checkbox"/> Station <input type="checkbox"/> Team				

## Intervention – Resource Room Lesson Plan

**This form is used in conjunction with the regular lesson plan form.**

Will be used when the classroom is a resource room, mainly for children who are in this room a part of the day for specific “pull-out” purposes. If a child is in the resource room for the whole day please pull individual information from the Self-Contained Planning Form.

**THERE IS AN EXPECTATION THAT SOME COLLABORATION WILL BE DONE WITH A REGULAR EDUCATION TEACHER ON CONTENT GOALS AND OBJECTIVES.**

**Subject Area:**

**Grade Level (s):**

**Lesson Objectives/Essential Questions:** What do you hope to accomplish from this lesson?

**Key Vocabulary:**

**Materials/Accommodations/Modifications:**

**Resource Room Planning Document**

- Individual
- Small Group
- Classroom

**In this box, give an overall description of the classroom. A written snapshot. Use appropriate academic language.**

<b>Lesson</b>	<b>Time</b>	<b>Considerations (IEP's, specific student needs, Adaptations, Accommodations, Modifications, Differentiated-Tiered Lesson</b>
<b>Beginning:</b> May include: <ul style="list-style-type: none"> <li>•Opening</li> <li>•Warm-up</li> <li>•Review</li> <li>•Anticipatory Set</li> </ul>		
<b>Middle</b> May include: <ul style="list-style-type: none"> <li>•Instruction</li> <li>•Checking for Understanding</li> <li>•Independent or Group Practice of the Lesson Objective.</li> </ul>		
<b>End</b> May include: <ul style="list-style-type: none"> <li>•Closing</li> <li>•Assessments</li> <li>•Extensions of the Lesson</li> </ul>		

**Resources**

**Teacher:**  
**Student:**

**Standards CEC and State**

**Reaction/Reflection of Previous Lesson Taught (Use Academic Language in this Section).**

## **Intervention - Adapted Lesson Plans - Used with Self-Contained Classrooms**

### **Context**

The document will prepare teacher education interns and interns for instructing students with disabilities in a self-contained environment. This document will be used mainly for Self-Contained classroom usage but not necessarily limited to that style of classroom. As mentioned below, you will find an overall daily classroom schedule with planning documents and a section of Individual planning documents for each child. Both must be thoroughly filled out. Be sure to include general education Objectives (may be obtained front the general classroom teacher) AND the CEC standards goals and objectives.

### **Description of Class and the Students.**

Across the program, various adapted lessons plans will be developed and assessed. The lesson plans will feature concepts related to designing curricular lessons plans for general populations and then modifying them for individual students with disabilities. These may be actual students that the interns will be working with or case studies whose descriptions will be provided by the instructor.

**In this box, give an overall description of the classroom (a snapshot). Use appropriate academic language.**

**Student:**

**In this section put Individual Planning Documents (Attach rubrics)**

Long Term Goals/Benchmarks	Learning Target (I will ....the student .....	Teacher Activities/ Procedures	Individual Student Activities  Include modifications List student names and their accommodations/modifications for each target	Materials Accommodations Adaptations Individual Modifications Assistive Technologies	Assessments Checklist IEP Goals Rubrics Informal Assessment etc Attach these	What do we need to know about the student (s) before the lesson is taught? Student Needs? One on One if so Who works with the child?.
1.	1. 2. 3.	1. 2. 3.	1. 2. 3.		1. 2. 3.	
2.	1. 2.	1. 2.	1. 2.		1. 2.	
3.						
4.						
5						

**Overall Schedule**

**This may or may not change throughout the year**

Subject and Period time	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					

**Individualized Planning for Students**

You may have to add additional cells for as many subjects or periods you have.

Name of Student	Subject/Period	Subject/Period	Subject/Period	Subject/Period
	Time	Time	Time	Time
	Teachers Role	Teacher Role	Teacher Role	Teacher Role
	Materials /Supplies	Materials/ Supplies	Materials /Supplies	Materials/Supplies
	What is being taught? Resources: Accommodations and/or Modifications			
	What is being taught? Resources: Accommodations and/or Modifications			

**Standards Include General and CEC Standards**

**Reflection/Reaction to previous lessons taught in this plan (s)**



## 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 ( <b><u>mandatory if teaching a math class</u></b> )
_____	_____	_____	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 \_\_\_\_\_

	<b>Observed</b>	<b>Not Observed</b>	<b>Comments</b>
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.**

	<b>Yes</b>	<b>Not yet</b>	<b>Comments</b>
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.**

<b>Teaching</b>	
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	

<b>Environment and Classroom Management</b>	
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	

<b>Differentiation</b>	
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	

<b>Assessment</b>	
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	

	<b>Teacher Professionalism</b>	
	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 5<sup>th</sup> Street, Marietta, OH 45750



**Marietta College  
Professional Disposition Assessment**

**Student:** \_\_\_\_\_ **Clinical mentor teacher** \_\_\_\_\_

**Semester:** \_\_\_\_\_ **Midterm** \_\_\_\_ **Final** \_\_\_\_ **School:** \_\_\_\_\_

	Unacceptable	Needs Improvement	Acceptable	NA	Comments
Demonstrates responsible and ethical behavior. (Attendance, Attitude, Confidentiality, Initiative)					
Models professional dress					
Models professional language and demeanor in a school setting. Shows respect for the rights of others					
Respects cultural diversity of students and their families					
Respects diversity in student backgrounds, experiences and abilities					
Exhibits fairness in the treatment of all children and their families					
Exhibits the belief that all children can learn					
Appreciates the role of families in facilitating student learning					
Exhibits the willingness to try new methods and strategies to enhance student learning					
Exhibits a willingness to try new technologies to enhance student learning					
Demonstrates a willingness to seek ways to positively impact student learning, teaching and school improvement					
Demonstrates an interest in professional growth. Solicits input and is open to suggestions for improvement.					



# Early Childhood Internship Evaluation

## Marietta College Internship Evaluation



Intern \_\_\_\_\_

Midterm Evaluation \_\_\_\_\_

Final Evaluation \_\_\_\_\_

Evaluated by: Clinical Mentor Teacher \_\_\_\_\_ College Supervisor \_\_\_\_\_

Evaluator (please print) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>1.A. Content: Knowledge of Academic Content (1.000, 5%) INTASC-2013.4 NAEYC-2011.5a OH-TS-06.2</b>	Demonstrates insufficient content knowledge and does not demonstrate use of appropriate resources to further knowledge in one or more early childhood curriculum areas.	Demonstrates some knowledge of content material in early childhood academic disciplines, although understanding or knowledge of resources for gaining understanding may need improvement in one or more areas of the curriculum.	Demonstrates an understanding of academic content and resources to further knowledge in all early childhood curriculum areas.	Demonstrates deep knowledge of all areas of early childhood content and makes connections between and among content areas.
<b>1.B. Content: Use of Standards and Developmental Appropriateness (1.000, 5%) INTASC-2013.5 INTASC-2013.7 NAEYC-2011.5c OH-TS-06.2</b>	Does not demonstrate the ability to plan learning activities that are developmentally appropriate and/or align with state college and career readiness standards.	Instructional plans are usually developmentally appropriate and attempts are made to connect to state college and career readiness standards.	Designs and implements developmentally appropriate lessons that are informed by early childhood learning standards and state college and career readiness standards and promote problem solving, critical thinking and collaboration between and among students.	In addition to the previous, consistently designs lessons that address standards for higher level learning and meet the developmental needs of all children.
<b>2.A Instructional Practice: Use of Effective Strategies (1.000, 5%) INTASC-2013.8 NAEYC-2011.4b OH-TS-06.4</b>	Effective strategies and/or tools are not used or are misused.	Attempts to use effective strategies for some lessons or uses a limited number of effective strategies.	Uses effective, developmentally appropriate instructional strategies and tools.	Uses a wide array of strategies and selects instructional tools in intentional ways to engage students in deep learning.
<b>2.B. Instructional Practice: Use of Assessments (1.000, 5%) INTASC-2013.3.a INTASC-2013.3.b INTASC-2013.6 NAEYC-2011.3d OH-TS-06.3</b>	Assessments are inappropriate for an early childhood classroom or are not used to inform teaching	Uses a limited number of assessment tools and attempts to use assessment results to inform teaching.	Uses observation, documentation and other forms of assessment to inform goals, curriculum and teaching strategies.	In addition to the previous, uses a wide variety of assessment tools designed to meet the needs of all children in the class

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>2.C. Instructional Practice: Assessment Partnerships (1.000, 5%) INTASC-2013.6 NAEYC-2011.3d OH-TS-06.3</b>	Does not attempt to engage with families or other professionals to share assessment results to improve learning	Communicates some assessment results to parents and attempts to collaborate with other professionals	Engages in assessment partnerships with families and other professionals to benefit learning	Routinely collaborates with families and other professionals in exchanges of information designed to benefit children's learning
<b>2.D. Instructional Practice: Reflection on Teaching and Learning (1.000, 5%) INTASC-2013.6 NAEYC-2011.4d OH-TS-06.3</b>	Does not demonstrate reflection about teaching and learning	Makes generalized comments about teaching performance and student learning	Reflects on teaching and learning to promote positive outcomes	In addition to the previous, is able to identify the impact of teaching on individual children and suggest effective strategies to enhance learning
<b>2.E Instructional Practice: Teacher Use of Technology INTASC 8 (1.000, 5%)</b>	Does not use available technology to plan and teach lessons or uses it inappropriately	Makes use of some electronic resources or equipment to plan and/or teach lessons.	Makes use of appropriate electronic resources and equipment for planning and teaching.	Utilizes a wide variety of electronic media and equipment to meet the needs of all learners.
<b>2.F Instructional Practice: Learner Use of Technology INTASC 8 (1.000, 5%)</b>	Makes no attempt to encourage student use of electronic media or equipment or allows inappropriate use.	Attempts to provide electronic media or equipment for student use.	Demonstrates the ability to use technology as a tool for differentiation in the classroom	Ensures that all students have access to appropriate technology and use technology for differentiation and student engagement
<b>3.A. The Learner and Learning: Learner Development (1.000, 5%) INTASC-2013.1 NAEYC-2011.1a OH-TS-06.1</b>	Does not demonstrate an accurate understanding of the characteristics and needs of young children	Demonstrates partial understanding of young children's characteristics and needs	Designs learning experiences using knowledge of learner development in at least two of the following: cognitive, linguistic, social, emotional and physical areas.	Uses knowledge of learner development in all areas to create challenging learning experiences.
<b>3.B. The Learner and Learning: Diversity (1.000, 5%) INTASC-2013.2 NAEYC-2011.1b OH-TS-06.1</b>	Demonstrates misunderstanding of factors influencing young children's developmental characteristics and needs and/or demonstrates stereotypical beliefs about how factors influence student development and learning	Demonstrates a recognition of some diversity in the classroom but is not fully aware of developmental differences and family and cultural factors.	Demonstrates an awareness of multiple influences on early development and learning, including developmental differences among students, and ways in which these and diverse cultures and communities influence learning.	In addition to the previous, focuses and builds on positive cultural and community attributes children bring to the classroom.
<b>3.C. The Learner and Learning: Learning Environment (1.000, 5%) INTASC-2013.3 NAEYC-2011.1c OH-TS-06.5</b>	Does not create a healthy, respectful, supportive and challenging environment in the classroom.	Attempts to create an effective learning environment for young children.	Creates a healthy, respectful, supportive and challenging environment in the classroom.	In addition to the previous, learning environment promotes strong cooperation and respect among children.
<b>4.A. Teacher Professionalism: Professional</b>	Makes no attempts or ineffective attempts to collaborate with other	Attempts to collaborate with the mentor	Regularly collaborates with the mentor	Regularly collaborates with other teachers and/or

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>Collaboration (1.000, 5%) INTASC-2013.10 NAEYC-2011.3d OH-TS-06.6</b>	teachers and/or staff members to inform practice	teacher to improve practice	teacher to improve practice	staff members to improve practice and enhance student learning.
<b>4.B. Teacher Professionalism: Home-School Collaboration (1.000, 5%) INTASC-2013.10 NAEYC-ECP-2016.2.B OH-TS-06.6</b>	Demonstrates limited knowledge of how to work with families to enhance student learning and development.	Attempts to establish beneficial communication with families	Works respectfully with families to share resources to enhance student learning and development and establishes reciprocal communication.	Demonstrates exceptional skill in reciprocal communication and collaboration with families, including the use of technology as a communication tool where appropriate.
<b>4.C. Teacher Professionalism: Use of Community Resources AMLE 5c OSTP 6 M-V (1.000, 5%) INTASC-2013.10</b>	Makes no attempt use local resources in students' learning and development	Attempts to collaborate with the community in student learning and development	Demonstrates the ability to make connections between lessons and units taught and resources within the community	In addition to the previous, uses community assets, people, places and/or materials, to build on topics of study in the classroom
<b>4.D. Teacher Professionalism: Positive Relationships (1.000, 5%) INTASC-2013.9 NAEYC-2011.4a OH-TS-06.7</b>	Does not demonstrate attempts to build positive relationships or interacts with children in a negative manner	Attempts to build positive relationships with children	Demonstrates positive relationships and supportive interactions with children	Consistently facilitates positive, supportive relationships with all children.
<b>4.E. Teacher Professionalism: Responsible and Ethical Behavior (1.000, 5%) INTASC-2013.9 NAEYC-2011.6b OH-TS-06.7</b>	Does not demonstrate responsible and ethical behavior in the school and/or classroom.	Demonstrates ethical behavior in the school and classroom	Demonstrates responsible and ethical behavior in the school and classroom; attends regularly and on time; completes paperwork in a timely manner	Demonstrates responsible and ethical behavior in all professional situations and makes a positive contribution to the school community
<b>4.F. Teacher Professionalism: Dress, Language, Demeanor (1.000, 5%) INTASC-2013.9 NAEYC-2011.6c OH-TS-06.7</b>	Lacks skill in using standard English or appropriate language for the situation and students, does not dress professionally, or lacks appropriate professional demeanor	Attempts to use standard English which is appropriate for the situation and models professional dress and demeanor	Demonstrates an understanding of standard English or appropriateness of language for the situation and students and models professional dress and demeanor.	Consistently models professional language, dress, and demeanor.
<b>4.G. Teacher Professionalism: Professional Growth (1.000, 5%) INTASC-2013.9 NAEYC-2011.6c OH-TS-06.7</b>	Refuses to change plans or adapt; is not receptive to recommendations from college supervisor or cooperating teacher	Accepts constructive recommendations and adapts to new situations	Engages in collaborative learning to improve teaching, including site-based professional development opportunities	In addition to the previous, willingly seeks constructive recommendations and tries new ideas
<b>4.H. Teacher Professionalism: Leadership and Advocacy (1.000, 5%) INTASC-2013.10 NAEYC-2011.6e OH-TS-06.6</b>	Is unwilling to advocate for children.	Shows interest in advocating for children	Willingly advocates for children in the classroom, school, and community	Demonstrates initiative and self-direction in assuming leadership roles in the school or classroom and advocating for children.

**Additional Comments:**

# Middle Childhood Internship Evaluation

## Marietta College Internship Evaluation



Intern \_\_\_\_\_

Midterm Evaluation \_\_\_\_ Final Evaluation \_\_\_\_

Evaluated by: Clinical Mentor Teacher \_\_\_\_\_ College Supervisor \_\_\_\_\_

Evaluator (please print) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>1.A. Content: Content Knowledge-Curriculum Areas</b> INTASC 4, AMLE: 2.a (1.000, 5%) AMLE-2012.2.A INTASC.4 OH-TS-06.2	Demonstrates insufficient knowledge in one or both concentration areas	Demonstrates limited knowledge, lacking depth or breadth, in one or both concentration areas	Demonstrates sufficient level of depth and breadth in content material in both concentration areas	Demonstrates exceptional knowledge of content material in both concentration areas
<b>1.B. Content: Academic Standards</b> INTASC 5, AMLE: 2.b (1.000, 5%) AMLE-2012.2.B INTASC.5 OH-TS-06.2	Does not demonstrate the ability to align lessons with state college and career readiness standards	Demonstrates a limited ability to align lessons and units with state college and career readiness standards	Lesson or unit plans are aligned with state college and career readiness standards and promote problem solving, critical thinking and collaboration between and among students.	In addition to the previous, routinely demonstrates the ability to use knowledge of standards to design meaningful and challenging
<b>2.A Instructional Practice: Engaging Learners</b> INTASC 7, AMLE: 2.b, c, 4.a,b (1.000, 5%) AMLE-2012.2.B AMLE-2012.2.C AMLE-2012.4.A AMLE-2012.4.B INTASC.7 OH-TS-06.4	Does not plan for the use of effective strategies to engage middle level learners	Attempts to plan lessons to utilize effective strategies to engage learners but does not do this consistently	Routinely plans lessons that employ effective strategies for middle level learners to encourage active engagement	In addition to the previous, consistently designs lessons that engage learners in making connections across subject areas
<b>2.B Instructional Practice: Instructional Strategies</b> INTASC 7,8, AMLE: 4.a,b (1.000, 5%) AMLE-2012.4.A AMLE-2012.4.B INTASC.7 INTASC.8 OH-TS-06.4	Does not demonstrate knowledge of evidence-based instructional strategies to address the needs of students	Shows some familiarity with evidence-based instructional strategies.	Supports development and learning by attempting a variety of evidence-based instructional strategies that are responsive to the needs of young adolescents	Demonstrates a high degree of competence in the use of a repertoire of evidence-based instructional strategies for young adolescents
<b>2.C Instructional Practice: Assessment</b> INTASC 6, AMLE: 4.c (1.000, 5%) AMLE-2012.4.C INTASC.6 OH-TS-06.3	Does not demonstrate the use of appropriate assessment methods to inform planning and teaching.	Makes limited use of assessments to inform planning and teaching	Plans and implements effective assessments before, during, and after instruction to inform planning and teaching	In addition to the previous, uses an array of formal and informal assessments to accommodate diversity of students

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
				and make informed decisions.
<b>2.D Instructional Practice: Reflection on Teaching and Learning INTASC 6, AMLE: 4.c (1.000, 5%) AMLE-2012.4.D INTASC.8 INTASC.9 OH-TS-06.4 OH-TS-06.7</b>	Does not demonstrate the ability to identify the impact of teaching on student learning	Makes generalized comments about teaching performance and student learning	Is able to interpret assessment data to inform decisions on teaching and learning.	In addition to the previous, is able to guide the performance of individual students through the use of assessment results and feedback.
<b>2.E Planning and Instruction Integration of Technology INTASC 8, AMLE: 4.d (1.000, 5%) AMLE-2012.4.D INTASC.8 OH-TS-06.4</b>	Makes no attempts to support learning or engage students through the use of technology, or technology is inappropriate for the developmental needs of young adolescents	Makes some limited use of media and technology to support learning	Makes successful attempts to support learning through the use of appropriate media and technology.	Effectively uses multiple types of developmentally appropriate instructional technology and contemporary media to enhance learning for all students.
<b>2.F Instructional Practice: Learner Use of Technology INTASC 8 (1.000, 5%)</b>	Makes no attempt to encourage student use of electronic media or equipment or allows inappropriate use.	Attempts to provide electronic media or equipment for student use.	Provides opportunities for students to use electronic media and equipment to enhance learning.	Ensures that all students have access to appropriate technology and uses that technology to assist in differentiating instruction.
<b>3.A The Learner and Learning: Classroom Management INTASC 3, AMLE 1.d (1.000, 5%) AMLE-2012.1.D INTASC.3 OH-TS-06.5</b>	Does not attempt or is not successful in managing classroom behavior of students	Makes some successful attempts to appropriately manage classroom behavior	Effectively manages classroom behavior	In addition to the previous, facilitates student responsibility for their own behavior
<b>3.B The Learner and Learning: Learning Environment INTASC 3, AMLE: 1.d, 4.d (1.000, 5%) AMLE-2012.1.D AMLE-2012.4.D INTASC.3 OH-TS-06.5</b>	Does not demonstrate the ability to establish a productive learning environment in the classroom and/or the environment is not developmentally responsive	Does not demonstrate the ability to establish a productive learning environment in the classroom and/or the environment is not developmentally responsive	Makes some successful attempts to establish an equitable, caring, and productive learning environment that is developmentally responsive.	Consistently enables an equitable, caring, and productive learning environment
<b>3.C The Learner and Learning: Student Differences INTASC 2, AMLE: 1.b (1.000, 5%) AMLE-2012.1.B INTASC.2 OH-TS-06.1</b>	Demonstrates limited or stereotypical knowledge of characteristics and impact of individual differences among learners.	Demonstrates knowledge of some characteristics of language/dialects, local culture, and family background	Demonstrates an awareness of implications of characteristics of language/dialects, local culture, and family background	Demonstrates an in-depth knowledge of the various types of diversity present in the classroom and ways in which these and other family and environmental factors influence learning.
<b>3.D The Learner and Learning: Differentiation INTASC 1, AMLE: 1.b, 4.b (1.000, 5%) AMLE-2012.1.B AMLE-</b>	Does not demonstrate the ability to make appropriate accommodations for student diversity.	Makes limited attempts to provide instruction that is responsive to diversity in the classroom	Attempts to provide instruction that is responsive to diversity in the classroom	Consistently provides instruction that is responsive and celebrates student diversity

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>2012.4.B INTASC.1 OH-TS-06.1</b>				
<b>4.A Teacher Professionalism: Professional Collaboration INTASC 10, AMLE:3.b 5.a (1.000, 5%) AMLE-2012.3.B AMLE-2012.5.A INTASC.10 OH-TS-06.6</b>	Makes no attempts to collaborate with other teachers and/or staff members to assess and enhance student learning.	Attempts to collaborate with the mentor teacher to improve practice	Functions well in the middle school setting and attempts to collaborate with team members and other professionals to enhance student learning.	In addition to the previous, regularly demonstrates the ability to collaborate with other professionals to enhance student learning.
<b>4.B Teacher Professionalism: Use of Community Resources INTASC 10, AMLE: 5.c (1.000, 5%) AMLE-2012.5.C INTASC.10 OH-TS-06.6</b>	Makes no attempt use local resources in students' learning and development	Attempts to collaborate with the community in student learning and development	Demonstrates the ability to make connections between lessons and units taught and resources within the community.	In addition to the previous, uses community assets, people, places and/or materials, to build on topics of study in the classroom.
<b>4.C Teacher Professionalism: Positive Relationships INTASC 9 (1.000, 5%) INTASC.9 OH-TS-06.7</b>	Does not demonstrate the ability to build positive relationships or interacts with students with children in an negative manner	Attempts to build positive relationships with students	Demonstrates positive relationships and supportive interactions with students	Consistently facilitates positive, supportive relationships and interactions with all students
<b>4.D Teacher Professionalism: Responsible and Ethical Behavior INTASC 9, AMLE: 5.d (1.000, 5%) AMLE-2012.5.D INTASC.9 OH-TS-06.7</b>	Does not demonstrate responsible and ethical behavior in the school and/or classroom.	Demonstrates ethical behavior in the school and classroom	Demonstrates responsible and ethical behavior in the school and classroom; attends regularly and on time; completes paperwork in a timely manner	Demonstrates responsible and ethical behavior in all professional situations and makes a positive contribution to the school community
<b>4.E. Teacher Professionalism: Dress, Language, Demeanor INTASC 9 (1.000, 5%) INTASC.9 OH-TS-06.7</b>	Lacks skill in using standard English or appropriate language for the situation and students, does not dress professionally, or lacks appropriate professional demeanor.	Attempts to use standard English and models professional dress and demeanor.	Demonstrates an understanding of standard English and appropriateness of language for the situation and students and models professional dress and demeanor.	Consistently models professional language, dress, and demeanor.
<b>4.F. Teacher Professionalism: Professional Growth INTASC 9, AMLE: 5.d (1.000, 5%) AMLE-2012.5.D INTASC.9 OH-TS-06.7</b>	Refuses to change plans or adapt; is not receptive to recommendations from college supervisor or cooperating teacher	Accepts constructive recommendations and adapts to new situations	Willingly seeks constructive recommendations and tries new ideas	In addition to the previous, engages in ongoing improvement of teaching, including participation in site-based professional development opportunities
<b>4.G. Teacher Professionalism: Leadership and Advocacy INTASC 10, AMLE: 5.b, OSTP 6, MC-V, CAEP 1.1, 3.3 (1.000, 5%) AMLE-2012.5.B INTASC.10 OH-TS-06.6</b>	Is unwilling to assume an advocacy role for students	Shows interest in advocating for students	Demonstrates support for all students in the classroom.	Supports all students and demonstrates initiative in making positive classroom and/or school changes to benefit students

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>4.H. Teacher Professionalism Belief in Students INTASC 9, AMLE: 5.d (1.000, 5%) AMLE- 2012.5.D INTASC.9 OH-TS-06.7</b>	Does not demonstrate the belief that all students can learn.	Expresses a positive attitude about student learning in some situations	Expresses a positive attitude about student learning and about student ability to think critically.	Consistently expresses a positive attitude about all students' ability to learn, think critically, and engage in cross-disciplinary knowledge and skills.

**Additional Comments:**

# AYA Language Arts Internship Evaluation

## Marietta College Internship Evaluation



Intern \_\_\_\_\_

Midterm Evaluation \_\_\_\_\_

Final Evaluation \_\_\_\_\_

Evaluated by: Clinical Mentor Teacher \_\_\_\_\_

College Supervisor \_\_\_\_\_

Evaluator (please print) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>1.A. Content: Content Knowledge-Curriculum Areas</b> INTASC 4, NCTE 3.1, 3.2 (1.000, 5%) INTASC.4 NCTE.3.1 NCTE.3.2 OH-TS-06.2	Demonstrates insufficient knowledge of content material in English language arts.	Demonstrates limited knowledge, lacking depth or breadth, in one or more major areas of English language arts content.	Demonstrates sufficient level of knowledge and skill in the use of English language arts content.	In addition to the previous, demonstrates above average knowledge of oral, written, and visual literacy.
<b>1.B. Content: Academic Content Standards</b> INTASC 5, NCTE 4.2, 4.3 (1.000, 5%) INTASC.5 NCTE.4.2 NCTE.4.3 OH-TS-06.2	Does not demonstrate knowledge of standards or does not demonstrate the ability to plan standards-based learning experiences.	Demonstrates a limited ability to align lessons and units with College and Career Readiness standards	Lesson or unit plans are aligned with College and Career Readiness standards for language arts and literacy.	In addition to the previous, routinely demonstrates the ability to use knowledge of standards to design lessons that engage all students in problem solving and critical thinking.
<b>2.A Instructional Practice: Instructional Strategies</b> INTASC 7, NCTE 4.5 (1.000, 5%) INTASC.7 NCTE.4.5 OH-TS-06.4	Does not demonstrate the ability to use best practices in the classroom to create instruction that engages students.	Attempts best practices in language arts instruction to promote meaningful discussion, evaluation, and personal response to oral, visual, and written media.	Successfully attempts best practices in language arts instruction to promote meaningful discussion, evaluation, and personal response to oral, visual, and written media.	Consistently uses a variety of best practices in language arts instruction to promote meaningful discussion, evaluation, and personal response to oral, visual, and written media.
<b>2.B Instructional Practice: Instructional Tools</b> INTASC 8, NCTE 4.1, 4.6, 4.9 (1.000, 5%) INTASC.8 NCTE.4.1 NCTE.4.6 NCTE.4.9 OH-TS-06.4	Does not demonstrate the ability to plan teaching/learning activities that utilize quality professional resources that reflect knowledge of effective language arts instruction.	Plans developmentally appropriate instruction using a limited number of resources.	Selects materials and resources for instruction that are appropriate for language arts instruction and plans lessons to engage students.	In addition to the previous, consistently designs activities and selects from a wide range of materials to encourage students to develop critical thinking and analysis skills.
<b>2.C Instructional Practice: Assessment</b> INTASC 6, NCTE 4.10 (1.000, 5%) INTASC.6	Does not demonstrate the use of appropriate assessment methods	Makes limited use of assessments to inform planning and teaching	Plans and implements effective assessments before, during, and after instruction to	In addition to the previous, uses an array of formal and informal

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>NCTE.4.10 OH-TS-06.3</b>	to inform planning and teaching.		inform planning and teaching	assessments to accommodate diversity of students and make informed decisions.
<b>2.D Instructional Practice: Use of Assessment Results INTASC 6, NCTE 4.10 (1.000, 5%) INTASC.6 NCTE.4.10 OH-TS-06.3</b>	Does not demonstrate the ability to identify the impact of teaching on student learning	Makes generalized comments about teaching performance and student learning	Is able to interpret assessment data to monitor student progress and inform decisions on teaching and learning.	In addition to the previous, is able to guide the performance of individual students through the use of assessment results and feedback.
<b>2.E Planning and Instruction Teacher Use of Technology INTASC 8, NCTE 3.6, 4.1, 4.6 (1.000, 5%) INTASC.8 NCTE.3.6 NCTE.4.1 NCTE.4.6 OH-TS-06.4</b>	Makes no attempts to model technology use or engage students in the use of technology, or technology is inappropriately used	Makes some limited use of technology to support learning	Makes successful attempts to build student understanding through modeling the use of appropriate digital media and tools and assisting students in their use.	Uses multiple applications of media and communication technology to enhance and support English language arts instruction.
<b>2.F Instructional Practice: (1.000, 5%) INTASC.8</b>	Makes no attempt to encourage student use of electronic media or equipment or allows inappropriate use.	Attempts to provide electronic media or equipment for student use.	Provides opportunities for students to use electronic media and equipment to enhance learning.	Ensures that all students have access to appropriate technology and uses that technology to assist in differentiating instruction.
<b>3.A The Learner and Learning: Classroom Management INTASC 3, NCTE 4.4 (1.000, 5%) INTASC.3 NCTE.4.4 OH-TS-06.5</b>	Does not attempt or is not successful in managing classroom behavior of students	Makes some successful attempts to appropriately manage classroom behavior	Effectively manages classroom behavior	In addition to the previous, facilitates student responsibility for their own behavior
<b>3.B The Learner and Learning: Environment for Student Engagement INTASC 3, NCTE 4.4 (1.000, 5%) INTASC.3 NCTE.4.4 OH-TS-06.5</b>	Does not demonstrate the ability to deliver engaging lessons	Demonstrates some knowledge on effective ways to engage students in learning	Delivers lessons that provide all students with the opportunity to discuss concepts and engage in learning	Demonstrates a high level of competence in implementing lessons that foster questioning, communication and hands-on learning
<b>3.C. The Learner and Learning: Learning Differences INTASC 2, NCTE 2.1 (1.000, 5%) INTASC.2 NCTE.2.1 OH-TS-06.1</b>	Demonstrates limited or stereotypical knowledge of characteristics and impact of individual differences among learners.	Demonstrates knowledge of some differences among students.	Demonstrates an understanding of individual differences and characteristics of language/dialects, local culture, and family background	Demonstrates an in-depth knowledge of the various types of diversity present in the classroom and ways in which individual differences, identities, and funds of knowledge can be used to enhance learning
<b>3.D. The Learner and Learning: Differentiation INTASC 1, NCTE 4.4 (1.000, 5%)</b>	Does not demonstrate the ability to differentiate instruction	Makes limited attempts to provide instruction that is responsive to	Attempts to provide developmentally appropriate and challenging experiences that	Consistently provides an inclusive learning environment through appropriate differentiation in

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>INTASC.10 NCTE.2.3 OH-TS-06.1</b>		diversity in the classroom	account for student diversity.	instruction for student diversity
<b>4.A Teacher Professionalism: Professional Collaboration INTASC 10, NCTE 2.3 (1.000, 5%) INTASC.10 NCTE.2.3 OH-TS-06.6</b>	Makes no attempts to collaborate with other teachers and/or staff members to assess and enhance student learning.	Attempts to collaborate with the mentor teacher to improve practice	Collaborates with other teachers to enhance student learning.	In addition to the previous, regularly demonstrates the ability to collaborate with other professionals to enhance student learning.
<b>4.B Teacher Professionalism: Home /Community Collaboration INTASC 10 (1.000, 5%) INTASC.10 OH-TS-06.6</b>	Demonstrates limited knowledge of how to work with families or utilize community resources	Attempts to collaborate with families or make use of community resources	Involves families and uses community resources to enhance student learning	Routinely communicates and collaborates with families and the community to enhance learning
<b>4.C Teacher Professionalism: Positive Relationships INTASC 9 (1.000, 5%) INTASC.9 OH-TS-06.7</b>	Does not demonstrate the ability to build positive relationships or interacts with students in a negative manner	Attempts to build positive relationships with students	Demonstrates positive relationships and supportive interactions with students	Consistently facilitates positive, supportive relationships and interactions with all students
<b>4.D Teacher Professionalism: Responsible and Ethical Behavior INTASC 9 (1.000, 5%) INTASC.9 OH-TS-06.7</b>	Does not demonstrate responsible and ethical behavior in the school and/or classroom.	Demonstrates ethical behavior in the school and classroom	Demonstrates responsible and ethical behavior in the school and classroom; attends regularly and on time; completes paperwork in a timely manner	Demonstrates responsible and ethical behavior in all professional situations and makes a positive contribution to the school community
<b>4.E. Teacher Professionalism: Dress, Language, Demeanor INTASC 9 (1.000, 5%) INTASC.9 OH-TS-06.7</b>	Lacks skill in using standard English or appropriate language for the situation and students, does not dress professionally, or lacks appropriate professional demeanor.	Attempts to use standard English and models professional dress and demeanor.	Demonstrates an understanding of standard English and appropriateness of language for the situation and students and models professional dress and demeanor.	Consistently models professional language, dress, and demeanor.
<b>4.F. Teacher Professionalism: Professional Growth INTASC 9 (1.000, 5%) INTASC.9 OH-TS-06.7</b>	Refuses to change plans or adapt; is not receptive to recommendations from college supervisor or cooperating teacher	Accepts constructive recommendations and adapts to new situations	Willingly seeks constructive recommendations and tries new ideas	In addition to the previous, engages in ongoing improvement of teaching, including participation in site-based professional development opportunities
<b>4.G. Teacher Professionalism: Leadership and Advocacy INTASC 10 (1.000, 5%) INTASC.10 OH-TS-06.6 OSTP-6 MC-V CAEP 1.1, 3.3 (1.000, 5%) INTASC.10 OH-TS-06.6</b>	Is unwilling to assume an advocacy role for students	Shows interest in advocating for students	Demonstrates support for all students in the classroom.	Supports all students and demonstrates initiative in making positive classroom and/or school changes to benefit students.

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>4.H. Teacher Professionalism Belief in Students INTASC 9 (1.000, 5%) INTASC.9 OH-TS-06.7</b>	Does not demonstrate the belief that all students can learn.	Expresses a positive attitude about student learning in some situations	Expresses a positive attitude about student learning	Consistently expresses a positive attitude about mathematics and about all students' ability to learn

**Additional Comments:**

# AYA Mathematics Internship Evaluation

## Marietta College Internship Evaluation



Intern \_\_\_\_\_

Midterm Evaluation \_\_\_\_\_

Final Evaluation \_\_\_\_\_

Evaluated by: Clinical Mentor Teacher \_\_\_\_\_

College Supervisor \_\_\_\_\_

Evaluator (please print) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

	Does Not Meet Expectations (0 pt)	Emerging (1 pt)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)
<b>1.A. Content: Content Knowledge- Mathematical Content Domains INTASC 4, NCTM 1 (1.000, 4%) INTASC.4 NCTM-CAEP-2012.SEC.1 OH-TS-06.2</b>	Demonstrates insufficient or lack of knowledge in one or more major concepts, algorithms, procedures, or applications	Demonstrates limited knowledge, lacking depth or breadth, in one or more major areas	Demonstrates sufficient levels of knowledge of major concepts, algorithms, procedures, applications, and connections within mathematical domains taught	Demonstrates exceptional knowledge of content and its applications within and across domains taught
<b>1.B. Content: Academic Content Standards INTASC 5, NCTM 3.a (1.000, 4%) INTASC.5 NCTM-CAEP-2012.SEC.3.a OH-TS-06.2</b>	Does not demonstrate knowledge of standards or does not demonstrate the ability to plan standards-based learning experiences.	Demonstrates a limited ability to align lessons and units with College and Career Readiness standards	Lesson or unit plans are aligned with College and Career Readiness standards for mathematics.	In addition to the previous, routinely demonstrates the ability to use knowledge of standards to design lessons that engage all students in problem solving and critical thinking.
<b>1.C Content: Mathematical Practices INTASC 4, NCTM 2a.-f. (1.000, 4%) INTASC.4 NCTM-CAEP-2012.SEC.2.a NCTM-CAEP-2012.SEC.2.b NCTM-CAEP-2012.SEC.2.c NCTM-CAEP-2012.SEC.2.d NCTM-CAEP-2012.SEC.2.e NCTM-CAEP-2012.SEC.2.f OH-TS-06.2</b>	Demonstrates insufficient knowledge of mathematical practices	Demonstrates limited knowledge in one or more areas of mathematical practices	Demonstrates sufficient level of knowledge of mathematical practices such as problem-solving, reasoning, mathematical representation, mathematical communication and connections	Demonstrates exceptional skill in mathematical practices and ability to model connections to real world practices
<b>2.A Instructional Practice: Instructional Strategies INTASC 7, NCTM 3.c (1.000, 4%) INTASC.7 NCTM-CAEP-2012.SEC.3.c OH-TS-06.4</b>	Does not demonstrate the ability to plan instruction that is developmentally appropriate and effective	Plans developmentally appropriate mathematics instruction using a limited number of strategies	Plans developmentally appropriate mathematics instruction and attempts a variety of instructional strategies	In addition to the previous, consistently designs lessons that use a variety of approaches that lead to deep student understanding
<b>2.B Instructional Practice: Instructional Tools INTASC 8, NCTM 4.e (1.000, 4%) INTASC.8</b>	Does not use or makes inappropriate use of instructional tools	Attempts to use at least one instructional tool to enhance learning	Attempts to use a variety of instructional tools such as manipulatives to enhance learning	Demonstrates a high degree of competence in selecting and using instructional tools,

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>NCTM-CAEP-2012.SEC.4.e OH-TS-06.4</b>				including manipulatives
<b>2.C Instructional Practice: Assessment INTASC 6, NCTM 3.f, g (1.000, 4%) INTASC.6 NCTM-CAEP-2012.SEC.3.f NCTM-CAEP-2012.SEC.3.g OH-TS-06.3</b>	Does not demonstrate the use of appropriate assessment methods to inform planning and teaching.	Makes limited use of assessments to inform planning and teaching	Plans and implements effective assessments before, during, and after instruction to inform planning and teaching	In addition to the previous, uses an array of formal and informal assessments to accommodate diversity of students and make informed decisions.
<b>2.D Instructional Practice: Use of Assessment Results INTASC 6, NCTM 5.c (1.000, 4%) INTASC.6 NCTM-CAEP-2012.SEC.5.c OH-TS-06.3</b>	Does not demonstrate the ability to identify the impact of teaching on student learning	Makes generalized comments about teaching performance and student learning	Is able to interpret assessment data to monitor student progress and inform decisions on teaching and learning.	In addition to the previous, is able to guide the performance of individual students through the use of assessment results and feedback.
<b>2.E Planning and Instruction Teacher Use of Technology INTASC 8, NCTM 3.c (1.000, 4%) INTASC.8 NCTM-CAEP-2012.SEC.3.c OH-TS-06.4</b>	Makes no attempts to model technology use or engage students in the use of technology, or technology is inappropriately used	Makes some limited use of technology to support learning	Makes successful attempts to build student understanding through the use of electronic media for planning and modeling the use of mathematical resources	Effectively uses multiple types of digital media and tools and mathematics specific technology to enhance and support instruction.
<b>2.F Instructional Practice: INTASC 8 NCTM 3.c OSTP: 6.4 MC: 1 CAEP 1.5 (1.000, 4%)</b>	Makes no attempt to encourage student use of electronic media or equipment or allows inappropriate use.	Attempts to provide electronic media or equipment for student use.	Provides opportunities for students to use electronic media and equipment to enhance learning.	Ensures that all students have access to appropriate mathematics specific technology and uses that technology to assist in differentiating instruction.
<b>3.A The Learner and Learning: Classroom Management INTASC 3, NCTM 4.d (1.000, 4%) INTASC.3 NCTM-CAEP-2012.SEC.4.d OH-TS-06.5</b>	Does not attempt or is not successful in managing classroom behavior of students	Makes some successful attempts to appropriately manage classroom behavior	Effectively manages classroom behavior	In addition to the previous, facilitates student responsibility for their own behavior
<b>3.B The Learner and Learning: Environment for Student Engagement INTASC 3, NCTM 3.d, e (1.000, 4%) INTASC.3 NCTM-CAEP-2012.SEC.3.d NCTM-CAEP-2012.SEC.3.e OH-TS-06.5</b>	Does not demonstrate the ability to deliver engaging lessons	Demonstrates some knowledge on effective ways to engage students in learning	Delivers lessons that provide all students with the opportunity to discuss mathematical concepts and engage in learning	Demonstrates a high level of competence in implementing lessons that foster questioning, communication and hands-on learning
<b>3.C. The Learner and Learning: Learning Differences INTASC 2, NCTM 4.c (1.000, 4%) INTASC.2 NCTM-CAEP-2012.SEC.4.c OH-TS-06.1</b>	Demonstrates limited or stereotypical knowledge of characteristics and impact of individual differences among learners.	Demonstrates knowledge of some differences among students.	Demonstrates an understanding of individual differences and characteristics of language/dialects, local culture, and family background	Demonstrates an in-depth knowledge of the various types of diversity present in the classroom and ways in which individual differences, identities, and funds of knowledge can be used to enhance learning
<b>3.D. The Learner and Learning: Differentiation INTASC 1, NCTM 3.c (1.000, 4%) INTASC.1</b>	Does not demonstrate the ability to differentiate instruction	Makes limited attempts to provide instruction that is responsive to	Attempts to provide developmentally appropriate and challenging experiences	Consistently provides an inclusive learning environment through appropriate

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>NCTM-CAEP-2012.SEC.3.c OH-TS-06.1</b>		diversity in the classroom	that account for student diversity.	differentiation in instruction for student diversity
<b>4.A Teacher Professionalism: Professional Collaboration INTASC 10 (1.000, 4%) INTASC.10 OH-TS-06.6</b>	Makes no attempts to collaborate with other teachers and/or staff members to assess and enhance student learning.	Attempts to collaborate with the mentor teacher to improve practice	Collaborates with other teachers to enhance student learning.	In addition to the previous, regularly demonstrates the ability to collaborate with other professionals to enhance student learning.
<b>4.B Teacher Professionalism: Home /Community Collaboration INTASC 10, NCTM 6.b (1.000, 4%) INTASC.10 NCTM-CAEP-2012.SEC.6.b OH-TS-06.6</b>	Demonstrates limited knowledge of how to work with families or utilize community resources	Attempts to collaborate with families or make use of community resources	Involves families and uses community resources to enhance student learning	Routinely communicates and collaborates with families and the community to enhance learning
<b>4.C Teacher Professionalism: Positive Relationships INTASC 9 (1.000, 4%) INTASC.9 OH-TS-06.7</b>	Does not demonstrate the ability to build positive relationships or interacts with students in a negative manner	Attempts to build positive relationships with students	Demonstrates positive relationships and supportive interactions with students	Consistently facilitates positive, supportive relationships and interactions with all students
<b>4.D Teacher Professionalism: Responsible and Ethical Behavior INTASC 9 (1.000, 4%) INTASC.9 OH-TS-06.7</b>	Does not demonstrate responsible and ethical behavior in the school and/or classroom.	Demonstrates ethical behavior in the school and classroom	Demonstrates responsible and ethical behavior in the school and classroom; attends regularly and on time; completes paperwork in a timely manner	Demonstrates responsible and ethical behavior in all professional situations and makes a positive contribution to the school community
<b>4.E. Teacher Professionalism: Dress, Language, Demeanor INTASC 9 (1.000, 4%) INTASC.9 OH-TS-06.7</b>	Lacks skill in using standard English or appropriate language for the situation and students, does not dress professionally, or lacks appropriate professional demeanor.	Attempts to use standard English and models professional dress and demeanor.	Demonstrates an understanding of standard English and appropriateness of language for the situation and students and models professional dress and demeanor.	Consistently models professional language, dress, and demeanor.
<b>4.F. Teacher Professionalism: Professional Growth INTASC 9, NCTM 6.a, b (1.000, 4%) INTASC.9 NCTM-CAEP-2012.SEC.6.a NCTM-CAEP-2012.SEC.6.b OH-TS-06.7</b>	Refuses to change plans or adapt; is not receptive to recommendations from college supervisor or cooperating teacher	Accepts constructive recommendations and adapts to new situations	Willingly seeks constructive recommendations and tries new ideas	In addition to the previous, engages in ongoing improvement of teaching, including participation in site-based professional development opportunities
<b>4.G. Teacher Professionalism: Leadership and Advocacy INTASC 10 (1.000, 5%) INTASC.10 OH-TS-06.6 OSTP-6 MC-V CAEP 1.1, 3.3 (1.000, 4%)</b>	Is unwilling to assume an advocacy role for students	Shows interest in advocating for students	Demonstrates support for all students in the classroom.	Supports all students and demonstrates initiative in making positive classroom and/or school changes to benefit students.
<b>4.H. Teacher Professionalism: Belief in Students INTASC 9, NCTM 4.a (1.000, 4%) INTASC.9 NCTM-CAEP-2012.SEC.4.a OH-TS-06.7</b>	Does not demonstrate the belief that all students can learn.	Expresses a positive attitude about student learning in some situations	Expresses a positive attitude about student learning	Consistently expresses a positive attitude about mathematics and about all students' ability to learn

**Additional Comments:**

# AYA Science Internship Evaluation

## Marietta College Internship Evaluation



Intern \_\_\_\_\_

Midterm Evaluation \_\_\_\_\_ Final Evaluation \_\_\_\_\_

Evaluated by: Clinical Mentor Teacher \_\_\_\_\_ College Supervisor \_\_\_\_\_

Evaluator (please print) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>1.A. Content: Content Knowledge-Curriculum Areas INTASC 4, NSTA 1.a (1.000, 4%) INTASC.4 NSTA.1.A OH-TS-06.2</b>	Demonstrates insufficient knowledge of science content that results in student misunderstandings.	Demonstrates limited knowledge, lacking depth or breadth, in the science content that is taught.	Demonstrates a sufficient level of knowledge of major concepts and interrelationships with other areas of science.	In addition to the previous, is able to utilize a broad knowledge of other areas of science to enhance student learning
<b>1.B. Content: Academic Content Standards INTASC 5, NSTA 6.a,b (1.000, 4%) INTASC.5 NSTA.6.A NSTA.6.B OH-TS-06.2</b>	Does not demonstrate knowledge of standards or does not demonstrate the ability to plan standards-based learning experiences.	Demonstrates a limited ability to align lessons and units with college and career readiness standards	Lesson or unit plans are aligned with college and career readiness state standards for science.	In addition to the previous, routinely demonstrates the ability to use knowledge of standards to design lessons that engage all students in problem solving and critical thinking.
<b>2.A Instructional Practice: Instructional Strategies INTASC 7, NSTA 3.a,b, 5.a, 5.c (1.000, 4%) INTASC.7 NSTA.3.A NSTA.3.B NSTA.5.A NSTA.5.C OH-TS-06.4</b>	Does not demonstrate the ability to use instructional strategies to promote scientific inquiry and/or active learning	Attempts best practices in science instruction.	Successfully attempts best practices in science instruction to engage students in scientific inquiry and active learning.	In addition to the previous, consistently varies teaching and learning activities, including collaboration, to develop students' in-depth understanding of scientific concepts principles.
<b>2.B Instructional Practice: Instructional Resources INTASC 8, NSTA 6.a (1.000, 4%) INTASC.8 NSTA.6.A OH-TS-06.4</b>	Does not demonstrate the ability to select appropriate or effective materials, activities, or resources.	Uses a limited number of resources and materials.	Selects materials, resources, or tools that reflect knowledge of best practices in science instruction.	Consistently selects materials resources, and tools to maximize student learning of science curriculum.
<b>2.C Instructional Practice: Assessment INTASC 6, NSTA 8.a,c (1.000,</b>	Does not demonstrate the use of appropriate assessment methods to	Makes limited use of assessments to inform planning and teaching	Plans and implements effective assessments before, during, and after	In addition to the previous, uses an array of formal and informal

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>4%) INTASC.6 NSTA.8.A NSTA.8.C OH-TS-06.3</b>	inform planning and teaching.		instruction to inform planning and teaching	assessments to accommodate diversity of students and make informed decisions.
<b>2.D Instructional Practice: Use of Assessment Results INTASC 6, NSTA 5.b (1.000, 4%) INTASC.6 NSTA.5.B OH-TS-06.3</b>	Does not demonstrate the ability to identify the impact of teaching on student learning	Makes generalized comments about teaching performance and student learning	Is able to interpret assessment data to monitor student progress and inform decisions on teaching and learning.	In addition to the previous, is able to guide the performance of individual students through the use of assessment results and feedback.
<b>2.E Instructional Practice: Teacher Use of Technology INTASC 8, NSTA 5.d (1.000, 5%) I (1.000, 4%) INTASC.8 NSTA.5.D OH-TS-06.4</b>	Makes no attempts to model technology use in teaching or technology is inappropriately used.	Makes some limited use of technology for planning and teaching	Makes successful attempts to build student understanding through the use of technology for planning and teaching	Models multiple applications of digital technology and technology tools
<b>2.F Instructional Practice: (1.000, 4%)</b>	Makes no attempts to encourage student use of technology or allows inappropriate use.	Allows limited use of appropriate technology to support scientific learning	Makes successful attempts to encourage and assist students in the use of digital resources and scientific technology tools.	Successfully enables technology use by all students.
<b>2.G Instructional Practice: Safety INTASC 3, NSTA 9.c (1.000, 4%) INTASC.3 NSTA.9.C OH-TS-06.5</b>	Does not demonstrate the ability to maintain a safe environment.	Attempts to maintain a safe classroom/lab environment and ensure that safety procedures are followed.	Maintains a safe classroom/lab environment and ensures that safety procedures are followed.	In addition to the previous, works with all students to develop understanding and appreciation of reason for lab and classroom safety.
<b>3.A The Learner and Learning: Classroom Management INTASC 3, NSTA 5.f (1.000, 4%) INTASC.3 OH-TS-06.5</b>	Does not attempt or is not successful in managing classroom behavior of students	Makes some successful attempts to appropriately manage classroom behavior	Effectively manages classroom behavior	In addition to the previous, facilitates student responsibility for their own behavior
<b>3.B The Learner and Learning: Environment for Student Engagement INTASC 3, NSTA 5.a,c (1.000, 4%)</b>	Does not demonstrate the ability to deliver engaging lessons	Demonstrates some knowledge on effective ways to engage students in learning	Delivers lessons that provide all students with the opportunity to discuss concepts and engage in learning	Demonstrates a high level of competence in implementing lessons that foster questioning, inquiry, and hands-on learning
<b>3.C. The Learner and Learning: Learning Differences INTASC 2, NSTA 5.e (1.000, 4%)</b>	Demonstrates limited or stereotypical knowledge of characteristics and impact of individual differences among learners.	Demonstrates knowledge of some differences among students.	Demonstrates an understanding of individual differences and characteristics of language/dialects, local culture, and family background	Demonstrates an in-depth knowledge of the various types of diversity present in the classroom and ways in which individual differences, identities, and funds of knowledge can be used to enhance learning

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>3.D. The Learner and Learning: Differentiation INTASC 1, NSTA 5.b (1.000, 4%)</b>	Does not demonstrate the ability to differentiation instruction	Makes limited attempts to provide instruction that is responsive to diversity in the classroom	Attempts to provide developmentally appropriate and challenging experiences that account for student diversity.	Consistently provides an inclusive learning environment through appropriate differentiation in instruction for student diversity
<b>4.A Teacher Professionalism: Professional Collaboration INTASC 10, NSTA 10.d (1.000, 4%)</b>	Makes no attempts to collaborate with other teachers and/or staff members to assess and enhance student learning.	Attempts to collaborate with the mentor teacher to improve practice	Collaborates with other teachers to enhance student learning.	In addition to the previous, regularly demonstrates the ability to collaborate with other professionals to enhance student learning.
<b>4.B Teacher Professionalism: Home /Community Collaboration INTASC 10, NSTA 7.b (1.000, 4%)</b>	Demonstrates limited knowledge of how to work with families or utilize community resources	Attempts to collaborate with families or make use of community resources	Involves families and uses community resources to enhance student learning	Routinely communicates and collaborates with families and the community to enhance learning
<b>4.C Teacher Professionalism: Positive Relationships INTASC 9 (1.000, 4%)</b>	Does not demonstrate the ability to build positive relationships or interacts with students in a negative manner	Attempts to build positive relationships with students	Demonstrates positive relationships and supportive interactions with students	Consistently facilitates positive, supportive relationships and interactions with all students
<b>4.D Teacher Professionalism: Responsible and Ethical Behavior INTASC 9, NSTA 9.a,b,d (1.000, 4%)</b>	Does not demonstrate an understanding of responsible and ethical behavior for science teachers or openly violates this responsibility.	Demonstrates a beginning level of responsibility for students and materials in the science classroom.	Understands and practices legal and ethical responsibilities of science teachers for the welfare of students, proper treatment of animals used in the classroom or found in the field, and maintenance and disposal of materials.	In addition to the previous, communicates these responsibilities to students.
<b>4.E. Teacher Professionalism: Dress, Language, Demeanor INTASC 9 (1.000, 4%)</b>	Lacks skill in using standard English or appropriate language for the situation and students, does not dress professionally, or lacks appropriate professional demeanor.	Attempts to use standard English and models professional dress and demeanor.	Demonstrates an understanding of standard English and appropriateness of language for the situation and students and models professional dress and demeanor.	Consistently models professional language, dress, and demeanor
<b>4.F. Teacher Professionalism: Professional Growth INTASC 9, NSTA 10.c (1.000, 4%)</b>	Refuses to change plans or adapt; is not receptive to recommendations from college supervisor or cooperating teacher	Accepts constructive recommendations and adapts to new situations	Willingly seeks constructive recommendations and tries new ideas	In addition to the previous, engages in ongoing improvement of teaching, including participation in site-based professional development opportunities
<b>4G. Teacher Professionalism: Leadership and Advocacy INTASC</b>	Is unwilling to assume an advocacy role for students	Shows interest in advocating for students	Demonstrates support for all students in the classroom.	Supports all students and demonstrates initiative in making

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>10, NSTA 10.a, OSTP-6, MC-V, CAEP-1.1, 3.3 (1.000, 5%) (1.000, 4%)</b>				positive classroom and/or school changes to benefit students.
<b>4.H. Teacher Professionalism Belief in Students INTASC 9 (1.000, 4%)</b>	Does not demonstrate the belief that all students can learn.	Expresses a positive attitude about student learning in some situations	Expresses a positive attitude about student learning	Consistently expresses a positive attitude about science and about all students' ability to learn

**Additional Comments:**

# AYA Social Studies Internship Evaluation

## Marietta College Internship Evaluation



Intern \_\_\_\_\_

Midterm Evaluation \_\_\_\_\_ Final Evaluation \_\_\_\_\_

Evaluated by: Clinical Mentor Teacher \_\_\_\_\_ College Supervisor \_\_\_\_\_

Evaluator (please print) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

	Does Not Meet Expectations (0 pt)	Emerging (1 pt)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)
<b>1.A. Content: Content Knowledge-Curriculum Areas</b> INTASC 4, NCSS 1-10 (1.000, 5%) INTASC.4 NCSS.1.1 NCSS.1.10. NCSS.1.2 NCSS.1.3 NCSS.1.4 NCSS.1.5 NCSS.1.6 NCSS.1.7 NCSS.1.8 NCSS.1.9 OH-TS-06.2	Demonstrates insufficient or lack of knowledge in one or more major areas	Demonstrates limited knowledge, lacking depth or breadth, in one or more major areas	Demonstrates sufficient levels of knowledge of major concepts in the fields of economics, geography, history, political science, and sociology	Demonstrates exceptional knowledge of content and its applications within and across social studies fields
<b>1.B. Content: Academic Content Standards</b> INTASC 5, NCSS 1-10 (1.000, 5%) INTASC.5 NCSS.1.1 NCSS.1.10. NCSS.1.2 NCSS.1.3 NCSS.1.4 NCSS.1.5 NCSS.1.6 NCSS.1.7 NCSS.1.8 NCSS.1.9 OH-TS-06.2	Does not demonstrate knowledge of standards or does not demonstrate the ability to plan standards-based learning experiences.	Demonstrates a limited ability to align lessons and units with College and Career Readiness standards	Lesson or unit plans are aligned with College and Career Readiness standards for the social studies.	In addition to the previous, routinely demonstrates the ability to use knowledge of standards to design lessons that engage all students in problem solving and critical thinking.
<b>2.A Instructional Practice: Instructional Strategies</b> INTASC 7, NCSS 1-10 (1.000, 5%) INTASC.7 NCSS.1.1 NCSS.1.10. NCSS.1.2 NCSS.1.3 NCSS.1.4 NCSS.1.5 NCSS.1.6 NCSS.1.7 NCSS.1.8 NCSS.1.9 OH-TS-06.4	Does not demonstrate the ability to plan instruction that is developmentally appropriate and effective	Plans developmentally appropriate social studies instruction using a limited number of strategies	Plans developmentally appropriate activities that reflect knowledge of best practices in social studies instruction and the ability to integrate key social science themes	In addition to the previous, consistently designs lessons that use a variety of approaches that lead to deep student understanding
<b>2.B Instructional Practice: Instructional Resources</b> INTASC 8, NCSS 1 - 10 (1.000, 5%) INTASC.8 NCSS.1.1 NCSS.1.10. NCSS.1.2 NCSS.1.3 NCSS.1.4 NCSS.1.5 NCSS.1.6 NCSS.1.7 NCSS.1.8 NCSS.1.9 OH-TS-06.4	Does not use or makes inappropriate use of outside resources	Attempts to use at least one outside resource to enhance learning	Attempts to use a variety of outside resources such as primary source documents to enhance learning	Demonstrates a high degree of competence in selecting and using primary documents and a variety of other outside resources to enhance learning

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>2.C Instructional Practice: Assessment</b> INTASC 6, NCSS 1- 10 (1.000, 5%) INTASC.6 NCSS.1.1 NCSS.1.10. NCSS.1.2 NCSS.1.3 NCSS.1.4 NCSS.1.5 NCSS.1.6 NCSS.1.7 NCSS.1.8 NCSS.1.9 OH-TS-06.3	Does not demonstrate the use of appropriate assessment methods to inform planning and teaching.	Makes limited use of assessments to inform planning and teaching	Plans and implements effective assessments before, during, and after instruction to inform planning and teaching	In addition to the previous, uses an array of formal and informal assessments to accommodate diversity of students and make informed decisions.
<b>2.D Instructional Practice: Use of Assessment Results</b> INTASC 6, NCSS 1 - 10 (1.000, 5%) INTASC.6 NCSS.1.1 NCSS.1.10. NCSS.1.2 NCSS.1.3 NCSS.1.4 NCSS.1.5 NCSS.1.6 NCSS.1.7 NCSS.1.8 NCSS.1.9 OH-TS-06.3	Does not demonstrate the ability to identify the impact of teaching on student learning	Makes generalized comments about teaching performance and student learning	Is able to interpret assessment data to monitor student progress and inform decisions on teaching and learning.	In addition to the previous, is able to guide the performance of individual students through the use of assessment results and feedback.
<b>2.E Planning and Instruction Teacher Use of Technology</b> INTASC 8, NCSS 1 - 10 (1.000, 5%) INTASC.8 NCSS.1.1 NCSS.1.10. NCSS.1.2 NCSS.1.3 NCSS.1.4 NCSS.1.5 NCSS.1.6 NCSS.1.7 NCSS.1.8 NCSS.1.9 OH-TS-06.4	Makes no attempts to use technology or it is inappropriately used	Makes some limited use of technology for planning and teaching	Makes successful attempts to build student understanding through the use of electronic media for planning and modeling the use of appropriate digital resources	Uses multiple applications of media and communication technology to enhance and support social studies instruction.
<b>2.F Instructional Practice: (1.000, 5%)</b>	Makes no attempt to encourage student use of electronic media or equipment or allows inappropriate use.	Attempts to provide electronic media or equipment for student use.	Provides opportunities for students to use electronic media and equipment to enhance learning.	Ensures that all students have access to appropriate technology and uses that technology to assist in differentiating instruction.
<b>3.A The Learner and Learning: Classroom Management</b> INTASC 3, NCSS 1 - 10 (1.000, 5%) INTASC.3 NCSS.1.1 NCSS.1.10. NCSS.1.2 NCSS.1.3 NCSS.1.4 NCSS.1.5 NCSS.1.6 NCSS.1.7 NCSS.1.8 NCSS.1.9 OH-TS-06.5	Does not attempt or is not successful in managing classroom behavior of students	Makes some successful attempts to appropriately manage classroom behavior	Effectively manages classroom behavior	In addition to the previous, facilitates student responsibility for their own behavior
<b>3.B The Learner and Learning: Environment for Student Engagement</b> INTASC 3, NCSS 1-10 (1.000, 5%) NCSS.1.1 NCSS.1.10. NCSS.1.2 NCSS.1.3 NCSS.1.4 NCSS.1.5 NCSS.1.6 NCSS.1.7	Does not demonstrate the ability to deliver engaging lessons	Demonstrates some knowledge on effective ways to engage students in learning	Delivers lessons that provide all students with the opportunity to discuss concepts and engage in learning	Demonstrates a high level of competence in implementing lessons that foster questioning, communication and collaboration

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>NCSS.1.8 NCSS.1.9 OH-TS-06.5</b>				
<b>3.C. The Learner and Learning: Learning Differences INTASC 2, NCSS 1 - 10 (1.000, 5%) INTASC.2 NCSS.1.1 NCSS.1.10. NCSS.1.2 NCSS.1.3 NCSS.1.4 NCSS.1.5 NCSS.1.6 NCSS.1.7 NCSS.1.8 NCSS.1.9 OH-TS-06.1</b>	Demonstrates limited or stereotypical knowledge of characteristics and impact of individual differences among learners.	Demonstrates knowledge of some differences among students.	Demonstrates an understanding of individual differences and characteristics of language/dialects, local culture, and family background	Demonstrates an in-depth knowledge of the various types of diversity present in the classroom and ways in which individual differences, identities, and funds of knowledge can be used to enhance learning
<b>3.D. The Learner and Learning: Differentiation INTASC 1, NCSS 1 -10 (1.000, 5%) NCSS.1.1 NCSS.1.10. NCSS.1.2 NCSS.1.3 NCSS.1.4 NCSS.1.5 NCSS.1.6 NCSS.1.7 NCSS.1.8 NCSS.1.9 OH-TS-06.1</b>	Does not demonstrate the ability to differentiation instruction	Makes limited attempts to provide instruction that is responsive to diversity in the classroom	Attempts to provide developmentally appropriate and challenging experiences that account for student diversity.	Consistently provides an inclusive learning environment through appropriate differentiation in instruction for student diversity
<b>4.A Teacher Professionalism: Professional Collaboration INTASC 10, NCSS 1-10 (1.000, 5%)</b>	Makes no attempts to collaborate with other teachers and/or staff members to assess and enhance student learning.	Attempts to collaborate with the mentor teacher to improve practice	Collaborates with other teachers to enhance student learning.	In addition to the previous, regularly demonstrates the ability to collaborate with other professionals to enhance student learning.
<b>4.B Teacher Professionalism: Home/Community Collaboration INTASC 10, NCSS 1-10 (1.000, 5%) NCSS.1.1 NCSS.1.10. NCSS.1.2 NCSS.1.3 NCSS.1.4 NCSS.1.5 NCSS.1.6 NCSS.1.7 NCSS.1.8 NCSS.1.9 OH-TS-06.6</b>	Demonstrates limited knowledge of how to work with families or utilize community resources	Attempts to collaborate with families or make use of community resources	Involves families and uses community resources to enhance student learning	Routinely communicates and collaborates with families and the community to enhance learning
<b>4.C Teacher Professionalism: Positive Relationships INTASC 9, NCSS 1-10 (1.000, 5%) NCSS.1.1 NCSS.1.10. NCSS.1.2 NCSS.1.3 NCSS.1.4 NCSS.1.5 NCSS.1.6 NCSS.1.7 NCSS.1.8 NCSS.1.9 OH-TS-06.7</b>	Does not demonstrate the ability to build positive relationships or interacts with students in a negative manner	Attempts to build positive relationships with students	Demonstrates positive relationships and supportive interactions with students	Consistently facilitates positive, supportive relationships and interactions with all students
<b>4.D Teacher Professionalism: Responsible and Ethical Behavior INTASC 9 (1.000, 5%) INTASC.9 OH-TS-06.7</b>	Does not demonstrate responsible and ethical behavior in the school and/or classroom.	Demonstrates ethical behavior in the school and classroom	Demonstrates responsible and ethical behavior in the school and classroom; attends regularly and on time; completes	Demonstrates responsible and ethical behavior in all professional situations and makes a positive

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
			paperwork in a timely manner	contribution to the school community
<b>4.E. Teacher Professionalism: Dress, Language, Demeanor INTASC 9 (1.000, 5%) INTASC.9 OH-TS-06.7</b>	Lacks skill in using standard English or appropriate language for the situation and students, does not dress professionally, or lacks appropriate professional demeanor.	Attempts to use standard English and models professional dress and demeanor.	Demonstrates an understanding of standard English and appropriateness of language for the situation and students and models professional dress and demeanor.	Consistently models professional language, dress, and demeanor.
<b>4.F. Teacher Professionalism: Professional Growth INTASC 9 (1.000, 5%) INTASC.9 OH-TS-06.7</b>	Refuses to change plans or adapt; is not receptive to recommendations from college supervisor or cooperating teacher	Accepts constructive recommendations and adapts to new situations	Willingly seeks constructive recommendations and tries new ideas	In addition to the previous, engages in ongoing improvement of teaching, including participation in site-based professional development opportunities
<b>4.G. Teacher Professionalism: Leadership and Advocacy INTASC 10 (1.000, 5%) INTASC.10 OH-TS-06.6-1.1, 3.3, OSTP-6, MC-V, CAEP (1.000, 5%)</b>	Is unwilling to assume an advocacy role for students	Shows interest in advocating for students	Demonstrates support for all students in the classroom.	Supports all students and demonstrates initiative in making positive classroom and/or school changes to benefit students.
<b>4.H. Teacher Professionalism Belief in Students INTASC 9 (1.000, 5%) INTASC.9 OH-TS-06.7</b>	Does not demonstrate the belief that all students can learn.	Expresses a positive attitude about student learning in some situations	Expresses a positive attitude about student learning	Consistently expresses a positive attitude about social studies and about all students' ability to learn

**Additional Comments:**

# Intervention Specialist Internship Evaluation

## Marietta College Internship Evaluation



Intern \_\_\_\_\_

Midterm Evaluation \_\_\_\_\_

Final Evaluation \_\_\_\_\_

Evaluated by: Clinical Mentor Teacher \_\_\_\_\_ College Supervisor \_\_\_\_\_

Evaluator (please print) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>1.A. Content: Content Knowledge in the Discipline INTASC 4, CEC 3.1 (1.000, 4%) CEC-INI-2012.3 CEC-INI-2012.3.1 INTASC.4 OH-TS-06.2</b>	Demonstrates insufficient content knowledge and does not demonstrate use of appropriate resources	Demonstrates some knowledge of content, although understanding or knowledge of resources may need improvement	Demonstrates an understanding of academic content in at least one area and resources to plan instruction	Demonstrates deep knowledge of content and makes connections between and among content areas.
<b>1.B. Content: Content Knowledge Across Disciplines INTASC 4, CEC 3.2 (1.000, 4%) CEC-INI-2012.3 CEC-INI-2012.3.2 INTASC.4 OH-TS-06.2</b>	Lacks sufficient content knowledge in more than one area	Demonstrates knowledge in most curriculum areas but may be lacking in knowledge in one or more areas	Demonstrates sufficient knowledge across curriculum areas	Demonstrates broad, comprehensive knowledge across curriculum areas to allow for successful individualized instruction
<b>1.C. Content: Academic Content Standards INTASC 5 (1.000, 4%) CEC-INI-2012.3 CEC-INI-2012.3.2 INTASC.5 OH-TS-06.2</b>	Does not demonstrate knowledge of standards or does not attempt to engage students in activities to promote problem solving, critical thinking and collaboration	Attempts to align lessons and units with college and career readiness standards and engage students in activities to promote problem solving, critical thinking and collaboration	Lessons or unit plans are aligned with college and career readiness standards and promote problem solving, critical thinking and collaboration between and among students.	In addition to the previous, provides opportunities for students with exceptionalities to engage in problem solving, critical thinking and collaboration.
<b>2.A Instructional Practice: Instructional Strategies INTASC 8, CEC (1.000, 4%) CEC-INI-2012.5 INTASC.8 OH-TS-06.4</b>	Does not attempt to make modifications or strategies used are inappropriate for students.	Attempts to plan and implement effective strategies for students with exceptionalities.	Makes appropriate use of strategies to make lessons accessible for students with exceptionalities.	Uses a wide range of strategies to make lessons accessible to all students.
<b>2.B Instructional Practice: Language Development and Communication INTASC 8, CEC 5.3, 5.4 (1.000, 4%) CEC-INI-2012.5.3 CEC-INI-2012.5.4 INTASC.8 OH-TS-06.4</b>	Does not attempt to address language development and communication or uses inappropriate strategies and/or technology	Attempts to use strategies and technology to develop language and communication skills.	Uses acceptable strategies and technologies, including the appropriate use of augmentative and alternative communication systems to develop and enhance student communication.	In addition to the previous uses a wide array of highly effective strategies in language development and communication skills.

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>2.C Instructional Practice: Assessment Selection and Use</b> INTASC 6, CEC 4.1 (1.000, 4%) CEC-INI-2012.4.1 INTASC.6 OH-TS-06.3	Does not demonstrate knowledge of how to select and/or use appropriate formal and informal assessments	Demonstrates a beginning awareness of selection and use of formal and informal assessments	Selects and uses technically sound formal and informal assessments	In addition to the previous, assessments are selected or developed with consideration for the individual needs of students
<b>2.D Instructional Practice: Assessment Analysis</b> INTASC 6, CEC 4.2 (1.000, 4%) CEC-INI-2012.4.2 INTASC.6 OH-TS-06.3	Does not demonstrate knowledge of how to use results from assessments or misuses results	Demonstrates a beginning or partial understanding of how to use assessment results to guide instruction	Accurately interprets assessment results and uses results to guide instruction and make educational decisions for students	Uses both summative and formative assessments to guide instruction on a regular basis and make appropriate decisions to enhance student learning
<b>2.E Instructional Practice: Assessment Feedback to Students</b> INTASC 6, CEC 4.4 (1.000, 4%) CEC-INI-2012.4.4 INTASC.6 OH-TS-06.3	Does not provide students with feedback or feedback is negative or unproductive	Uses limited forms of feedback with students	Demonstrates the ability to use assessments to provide appropriate feedback to guide student performance	Routinely uses assessments to provide individualized feedback to guide student performance and growth
<b>2.F Instructional Practice: Assessment Partnerships</b> INTASC 10, CEC 4.3 OSTP 6, MC-V (1.000, 4%) CEC-INI-2012.4.3 INTASC.10 OH-TS-06.6	Does not attempt to engage with families or other professionals to share assessment results to improve learning	Communicates some assessment results to families and attempts to collaborate with other professionals	Demonstrates the ability to accurately discuss assessment results with all stakeholders, including parents or guardians	In addition to the previous, uses assessment results to make suggestions for improving student learning
<b>2.G Instructional Practice: Planning and Instruction Consideration for Students</b> INTASC 7, CEC 5.1 (1.000, 4%) CEC-INI-2012.5.1 INTASC.7 OH-TS-06.4	Does not consider individual student abilities and characteristics when planning and teaching.	Makes some attempts to consider individual student abilities and characteristics when planning an teaching.	Considers individual abilities, student interests, learning environment, and cultural/linguistic factors when developing and teaching lessons.	Routinely uses student interests and characteristics to individualize planning and teaching.
<b>2.H Instructional Practice: Teaching for Mastery</b> INTASC 8, CEC 5.6 (1.000, 4%) CEC-INI-2012.5.6 INTASC.8 OH-TS-06.4	Does not make successful attempts to promote mastery of skills or generalization of learning	Attempts, in limited circumstances, to attend to mastery of skills or generalization of learning	Demonstrates the ability to teach to mastery and to promote generalization of learning	Routinely assumes responsibility for ensuring student mastery and promoting generalization of learning
<b>2.I Instructional Practice: Teacher Use of Technology</b> INTASC 8 (1.000, 4%) INTASC.8	Does not use available technology to plan and teach lessons or uses it inappropriately	Makes use of some electronic resources or equipment to plan and/or teach lessons	Makes use of appropriate electronic resources and equipment for planning and teaching.	Utilizes a wide variety of electronic media and equipment to meet the needs of all learners.
<b>2J. Instructional Practice: Learner Use of Technology</b> INTASC 8 (1.000, 4%) CEC-INI-2012.5.2 INTASC.8 OH-TS-06.4 CEC5.2, 5.3 OSTP 4 MC-I CAEP 1.5 (1.000, 4%)	Makes no attempt to encourage student use of electronic media or equipment or allows inappropriate use.	Attempts to provide electronic media or equipment for student use.	Demonstrates the ability to use technology as a tool for differentiation in the classroom	In addition to the previous, works to ensure that all students have access to appropriate technology for differentiation and student engagement

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>3.A The Learner and Learning: Knowledge of Student Background and Development</b> INTASC 2, CEC 1.1 (1.000, 4%) CEC-INI-2012.1.1 INTASC.2 OH-TS-06.1	Does not have an accurate understanding of language culture and background influences on student learning	Demonstrates a partial understanding of how language culture and background influence student learning	Demonstrates an understanding of how language culture and background influence student learning	In addition to the previous, is responsive to daily challenges faced by students
<b>3.B The Learner and Learning: Differentiation</b> INTASC 1, CEC 12 (1.000, 4%) CEC-INI-2012.1.2 INTASC.1 OH-TS-06.5	Does not attempt to respond to individual needs of students	Demonstrates an attempt to respond to individual differences in the classroom	Responds to needs of individual students based on understanding of individual differences	Regularly attends to individual needs of students throughout the instructional process
<b>3.C The Learner and Learning: Classroom Environment</b> INTASC 3, CEC 2.1 (1.000, 4%) CEC-INI-2012.2.1 INTASC.3 OH-TS-06.5	Does not maintain a safe , inclusive and culturally responsive learning environment in the classroom	Attempts to maintain a safe, inclusive and culturally responsive learning environment in the classroom	Creates and/or maintains a safe , inclusive and culturally responsive learning environment in the classroom	In addition to the previous, creates a safe, inclusive environment in areas outside the classroom
<b>3.D The Learner and Learning: Helping Students Adapt</b> INTASC 3, CEC 2.2 (1.000, 4%) CEC-INI-2012.2 INTASC.3 OH-TS-06.5	Does not demonstrate the ability to assist students in adapting	Attempts to encourage students to adapt to different environments.	Uses motivation and interventions to assist students in adapting to different environments.	Successfully uses a variety of strategies to assist students in adapting.
<b>4.A Teacher Professionalism Professional Collaboration</b> INTASC 10, CEC 7.2 (1.000, 4%) CEC-INI-2012.2.2 INTASC.10 OH-TS-06.5	Makes no attempts or ineffective attempts to collaborate with other teachers and/or staff members to inform practice	Attempts to collaborate with the mentor teacher to improve practice	Regularly collaborates with mentor teacher(s) to improve practice	Regularly collaborates with other teachers and/or staff members to improve practice and enhance student learning
<b>4.B Teacher Professionalism Home-School and Community Collaboration</b> INTASC 10, CEC 7.3 (1.000, 4%) CEC-INI-2012.7.3 INTASC.10 OH-TS-06.6	Demonstrates limited knowledge of how to work with families or involve the community to enhance student learning and development.	Attempts to establish beneficial communication with families and/or to use community resources to benefit student learning	Works with families and the community to share resources to enhance student learning and development	Demonstrates exceptional skill in collaboration with families and utilization of community resources to foster the learning and development of students with exceptionalities
<b>4.C. Teacher Professionalism Work with Paraprofessionals</b> INTASC 10, CEC 6.6 (1.000, 4%) CEC-INI-2012.6.6 INTASC.10 OH-TS-06.6	Does not demonstrate a willingness to work productively with paraprofessionals and volunteers	Demonstrates beginning attempts to work productively with paraprofessionals and volunteers	Works productively in the classroom with paraprofessionals and volunteers	Collaborates with paraprofessionals and volunteers by fostering communication and providing guidance
<b>4.D. Teacher Professionalism: Responsible and Ethical Behavior</b> INTASC 9, CEC 6.1 (1.000, 4%) CEC-INI-	Does not demonstrate responsible and ethical behavior in the school and/or classroom.	Demonstrates ethical behavior in the school and classroom	Demonstrates responsible and ethical behavior in the school and classroom; attends regularly and on time; completes	Demonstrates responsible and ethical behavior in all professional situations and makes a positive contribution

	<b>Does Not Meet Expectations (0 pt)</b>	<b>Emerging (1 pt)</b>	<b>Meets Expectations (2 pts)</b>	<b>Exceeds Expectations (3 pts)</b>
<b>2012.6.1 INTASC.9 OH-TS-06.7</b>			paperwork in a timely manner	to the school community
<b>4.E. Teacher Professionalism Dress, Language, Demeanor (1.000, 4%) INTASC.9 OH-TS-06.7</b>	Lacks skill in using standard English or appropriate language for the situation and students, does not dress professionally, or lacks appropriate professional demeanor	Attempts to use standard English which is appropriate for the situation and models professional dress and demeanor	Demonstrates an understanding of standard English or appropriateness of language for the situation and students and models professional dress and demeanor.	Consistently models professional language, dress, and demeanor.
<b>4.F. Teacher Professionalism Professional Growth INTASC 9, CEC 6.4 (1.000, 4%) CEC-INI-2012.6.4 INTASC.9 OH-TS-06.7</b>	Refuses to change plans or adapt, or is not receptive to recommendations from college supervisor or cooperating teacher	Accepts constructive recommendations, adapts to new situations and takes some advantage of school professional development opportunities	Engages in collaborative learning to improve teaching, including site-based professional development opportunities	In addition to the previous, willingly seeks ways to grow as a professional
<b>4.G. Teacher Professionalism Leadership and Advocacy INTASC 10, CEC 6 (1.000, 4%) CEC-INI-2012.6 INTASC.10 OH-TS-06.6</b>	Does not show interest in advocating for students with exceptionalities.	Shows interest in advocating for students with exceptionalities	Participates in opportunities to advocate for students with exceptionalities in the classroom, school, and community	Demonstrates initiative and self-direction in assuming leadership roles in the community, school, or classroom to advocate for students with exceptionalities
<b>4.H. Teacher Professionalism Knowledge of the Field INTASC 9, CEC 6.2 (1.000, 4%) CEC-INI-2012.6.2 INTASC.9 OH-TS-06.7</b>	Does not demonstrate sufficient foundational knowledge of special education or indicates lack of interest in current issues in the field	Demonstrates developing foundational knowledge and/or beginning awareness of current issues in the field	Demonstrates appreciation for foundational knowledge of special education and current issues in the field	In addition to the previous, uses knowledge of current issues to inform daily practice in the classroom

**Additional Comments:**