

Handbook for the Teaching Internship Responsibilities, Policies, and Procedures



College of Education and Behavioral Science

Professional Education Programs Office

Audrey Bowser, Director
abowser@astate.edu

Cindy Hinson, Coordinator
chinson@astate.edu

P.O. Box 720
State University, AR 72467
Phone: (870) 972-2099
Fax: (870) 972-3422

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Requirements Completion Checklist

Requirements	Date to Complete	Completion Date
Complete the criminal background check and Child Maltreatment	Electronically or by paper and posted prior to first day of classes	
Contact clinical supervisor	Semester prior to the internship	
Register for Intent to Graduate & the applicable fee on Banner Self-Service	The intent to graduate form must be submitted by the first Friday of the beginning week of classes.	
Purchase a name tag for the internship	Two weeks prior to the orientation-Form posted on PEP website-take to the ASU Bookstore	
Attend the orientation session	Friday prior to the first day of classes	
Buy a parking decal if needed	Upon arrival on campus	
Register for Career Management Center	At or before the end of the internship semester	
Fitting for cap and gown	Use online electronic form	
Register for the Praxis II exams*	Register online, www.ets.org , prior to deadline listed on website	
Take the Praxis II exams*	See Registration Calendar at www.ets.org	
Sign the Summative Evaluation	See appropriate Teaching Internship Semester Calendar	
Return to campus for Exit Evaluation	See appropriate Teaching Internship Semester Calendar	
Complete the licensure application packet:		
<input type="checkbox"/> Signed application form <input type="checkbox"/> Request ASU official transcripts to be sent electronically to Arkansas Department of Education (912216) after degree has been posted <input type="checkbox"/> Provide one (1) copy of Praxis CORE & Praxis II Subject Assessments Score Report* (All pages) <input type="checkbox"/> Professional Development <ul style="list-style-type: none"> • Child Maltreatment (2 hrs. min.) • Youth Suicide Prevention (2 hrs. min.) • Parental Involvement (2 hrs. min.) • Dyslexia (1 hr.) <input type="checkbox"/> Provide documentation of current approved Central Registry and Criminal background checks <input type="checkbox"/> Pay licensure fee electronically through the ADE licensure system		

*See Appendix H, pages 37-39, for test codes and scores

PREFACE

Arkansas State University is committed to the preparation of teachers who have the knowledge and skills necessary to meet the learning needs of youth in our culturally diverse American schools. The Arkansas Department of Education 2011 Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC) have been adopted by Arkansas State University and is specifically designed to provide an integrated series of studies in general education, pre-professional studies and field experiences, academic specialization, and professional studies. All candidates who are committed to pursuing a career in teaching and who meet the teacher education program standards are welcome.

This *Handbook* is prepared for the information and assistance of teacher education candidates at Arkansas State University. The policies and practices presented herein supersede all previous revisions.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

Arkansas State University is an equal opportunity institution and will not discriminate on the basis of race, color, religion, sex, national origin, age, handicap, or other unlawful factors in employment practices or admission and treatment of students.

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Introduction

The teaching internship is an integral component of the teacher education program and crucial to the preparation of future teachers. This capstone experience provides classroom opportunities for candidates to develop and to demonstrate teacher education outcomes as outlined in the Interstate Teacher Assessment and Support Consortium (InTASC) state standards. The development of a professional teacher is a lifelong process with the capstone teaching internship being the culmination of formal study and the beginning of professional independence. The main purpose of the teaching internship is to help the candidate to become a successful teacher. The internship will require knowledge, dedication, enthusiasm, and stamina on the teacher intern's part. It requires encouragement, assistance, trust, and compassion from both the clinical supervisor and university supervisor.

Open professional communication among the teacher intern, clinical supervisor, clinical adjunct in partner schools, and university supervisor will enhance the field experience. This handbook is one way of communicating the policies, procedures, and roles/responsibilities of teacher interns, clinical supervisors, and university supervisors. The purpose of this handbook is to assist in strengthening the teaching internship experience for all stakeholders.

Roles/Responsibilities of the University Supervisor

The university supervisor is the representative from Arkansas State University who is responsible for monitoring and evaluating the progress of the teacher intern, responsible for information, support and assistance to the clinical supervisor in monitoring the progress of the teacher intern, and serves as a liaison between public schools and the university. The university supervisor works in close collaboration with the cooperating school and clinical supervisor to ensure that each teacher intern is provided with the opportunity for a meaningful and comprehensive teaching intern experience. The university supervisor will:

1. Jointly meet with the clinical supervisor and the teacher intern to carefully delineate the expectations for the field experience (Orientation Meeting).
2. Assist and support the clinical supervisor in the supervision of the teacher intern.
3. Thoroughly explain evaluation procedures to clinical supervisor and teacher intern.
4. Visit the classroom to evaluate the progress of the teacher intern on an informal and formal basis. (See evaluation pages 11-13 for specific numbers of evaluation visits)
5. Provide teacher interns with feedback concerning their progress.
6. Facilitate communication between the clinical supervisor and the teacher intern as well as with school administrators.
7. Complete required paperwork and submit to the Professional Education Programs office by the established deadlines.

Roles/Responsibilities of the Clinical Supervisor

The clinical supervisor serves as the mentor and role model for the teacher intern. The clinical supervisor must have the ability to mentor an adult and the capacity to have a positive impact on K-12 student learning. The clinical supervisor is the individual who works on a daily basis with the teacher intern and who serves as the full-time supervisor. Close collaboration between the teacher intern and the clinical supervisor is necessary as the teacher intern begins to function as a professional. Initially, the clinical supervisor will oversee the activities of the teacher intern carefully and extensively. As the proficiency of the teacher intern improves, the clinical supervisor will transfer increasing duties and responsibilities to the intern. Ultimately, the teacher intern should function in the total teaching role, maintaining and performing all tasks and activities generally performed by the clinical supervisor. It is recommended that the intern assume these activities for no less than 3 weeks for an 8-week placement

and no less than 4 weeks for a 16-week placement. Throughout the internship, the clinical supervisor is encouraged to develop and maintain a team effort approach with the intern. To help facilitate a successful experience, the clinical supervisor will:

1. Prepare for the arrival of the teacher intern and prepare classroom students for the arrival of the intern (see checklists on pages 17-18, Appendix A).
2. Provide a climate that allows the teacher intern to obtain competencies required for the teaching internship. Accept the teacher intern as a professional beginner and provide a warm, supportive atmosphere in the classroom and school environment.
3. Discuss teaching techniques and philosophy with the teacher intern. Share your ideas and solicit the teacher intern's ideas. Whenever possible, allow your teacher intern to use his/her own ideas and techniques. We want our candidates to learn from experience, and it is better to do this in the teaching internship where they can reflect and problem solve with a clinical supervisor and university supervisor.
4. Allow the teacher intern to engage in many types of opportunities for learning, such as observing for a short period of time, small group and large group teaching, parent conferences, staff development sessions, professional meetings, and extracurricular activities.
5. Acquaint your teacher intern with the following:
 - *physical facilities (provide a map)
 - *school policies and regulations (provide a copy)
 - *school personnel
 - *curriculum guides and instructional materials
 - *relevant pupil records
 - *personnel handbook (provide a copy)
 - *duties and responsibilities
6. Help the teacher intern prepare to teach by reviewing lesson plans before they teach. **It is required that the teacher intern submits written plans to the clinical supervisor at least 48 hours in advance.** The clinical supervisor and teacher intern should discuss the plans and make modifications before the intern teaches the lesson.
7. Guide the teacher intern in selecting and using appropriate evaluation procedures, and learning activities appropriate for the grade and discipline area.
8. Observe the teacher intern during teaching and provide immediate oral and written feedback to the teacher intern. Discuss strengths and areas for growth; discuss with the teacher intern ways to improve each area for growth; and help the intern set goals for improvement.
9. Establish a specific time each day for communication, to determine goals to be accomplished, to plan together, to discuss materials and the relationship between educational theory and classroom practice, to evaluate teacher intern growth, and to help the intern understand the importance of professional behavior.
10. Confer regularly with the teacher intern to establish positive and constructive approaches to classroom management, discipline, and teaching techniques.
11. Assist the teacher intern in planning a schedule of activities leading from observation to full-time teaching of no less than 3 weeks for each 8 week placement and 4 weeks for each 16 week placement (see pages 4-5).
12. Enhance teacher intern's progress by providing constructive criticism and informative feedback on a daily basis.
13. Record evaluations/assessments required by the university (see pages 27-30).
14. Assume, when necessary, the role of counselor in anticipating needs, addressing apprehension, and supporting expectations of the teacher intern.

15. Demonstrate exemplary teaching techniques and professional responsibility.
16. Take advantage of the presence of two professionals in the classroom to enhance K-12 student learning.

Roles/Responsibilities of the Teacher Intern

As a teacher intern, the candidates have consented to assume an enormous responsibility and commitment. The intern must be a responsible and conscientious individual who has initiative. To a large extent, the benefits to be derived from the internship will depend on the intern and the relationship developed with the K-12 students, clinical supervisor, and university supervisor. The responsibilities for the intern include, but are not limited to the following:

1. Become familiar with and adhere to the regulations set forth by your school district.
Ask for a student, school, and personnel handbook.
2. Get acquainted with your clinical supervisor, your students, and other faculty and administrative personnel (learn your students' names as quickly as possible).
3. Be prompt, courteous, dependable, and demonstrate commitment to the internship experience.
4. Report any reason for absence to the school and the university supervisor no later than 8:00 a.m. on the day of the absence. Also, fill out the absentee form (see form on page 20, Appendix B).
5. Be neat, clean, and appropriately dressed.
6. Study the records and reports your clinical supervisor must originate and maintain; assist in making these records and reports.
7. Be prepared! Be prepared! Be prepared!
8. Develop detailed lesson plans 48 hours in advance to submit to the clinical supervisor for review.
9. Submit electronic portfolio assessments via <https://www.livetext.com> for review by university supervisor (All candidates are required to have a LiveText account.).
10. Assume full responsibility for teaching the period of time required by the program.
11. Assess K-12 student performance and report to others when appropriate.
12. Analyze the K-12 student assessment data to make professional decisions about instruction.
13. Participate in seminars and professional development activities.
14. Demonstrate active rather than passive behavior in the classroom by volunteering to assume responsibilities, preparing lesson plans that go beyond textbook suggestions, and asking questions concerning objectives and overall plans.

In addition to teaching, you are expected to share duties with your clinical supervisor. Such duties may include participating in the school's extracurricular programs, faculty meetings, professional organizations, routine administrative and clerical tasks, parent-teacher conferences, PTA meetings, community activities, and other activities expected of teachers.

Full-Time Internship

The university recognizes that the teaching internship is a full-time responsibility and students should work diligently to develop behaviors that will contribute to excellence in their professional performance. Other than the internship courses, interns are not permitted to enroll in other university/college courses, including correspondence, online, distance learning, or courses at other universities or colleges. Interns are not allowed to work full-time at outside jobs. Part-time employment is not recommended either.

Internship Teaching Schedule

The recommended schedule for teacher interns varies according to the progress the teacher intern makes and the needs of the students in the classroom as determined by the clinical supervisor. **Usually, it is best to assign some actual teaching responsibility within the first few days and gradually increase responsibilities.** Clinical supervisors and university supervisors will need to oversee the recommended schedule and collaboratively decide if adjustments need to be made. Professional judgment should always determine the pace and decisions regarding the teacher intern's ability to assume complete, full-time responsibilities. In order for the teacher intern to have the opportunity to develop excellence, adherence to the following recommended schedule is important for teacher interns.

Recommended 8 Week Capstone Internship Schedule

- Week One:** The teacher intern should observe the classroom. During this time, the intern should familiarize himself/herself with the school, find all the areas and classrooms, accompany children to special areas, recess, lunch, etc., and get to know the names of all K-12 students and the schedule of K-12 students.
- Week Two:** Assist teacher with lunch money, roll, calendar, supervising lunch and recess. Teach one or two subject areas daily.
- Week Three:** Assume teaching responsibilities for one-half day (assume either morning or afternoon responsibilities after discussing with the clinical supervisor which is more appropriate in the beginning).
- Week Four:** Assume teaching responsibilities for one-half day (assume the opposite of what was completed in week three).
- Weeks Five-Seven:** Assume full-time teacher responsibilities for each entire day.
- Week Eight:** Transition back to clinical supervisor. Teacher intern assumes half-time responsibility and should visit/teach in other classes and all school programs.

Recommended 16 Week Capstone Internship Schedule

Week One:	The teacher intern should observe the classroom. During this time the intern should familiarize himself/herself with the school, find all the areas and classrooms, complete seating charts to learn the names of all K-12 students, observe the teacher's classroom management techniques, and learn the schedule for the day and semester. Assist teacher with roll, record grades, grade homework and tests, lead small or large group discussions, help K-12 students with in-class assignments, and assist the teacher with any supervision outside the classroom.
Weeks Two-Four:	Teach at least one period of instruction. Continue all supporting activities assumed.
Weeks Five-Seven:	Add either another subject area to the teacher intern's teaching responsibilities or several periods of one subject area. Continue all supporting activities.
Weeks Eight-Eleven:	Responsibility for at least four periods in a seven period day. Continue all supporting activities.
Weeks Twelve-Fifteen:	Assume full-time teacher responsibilities for each entire day.
Week Sixteen:	Transition back to clinical supervisor. Teacher intern assumes half-time responsibility and should visit/teach in other classes.

Policies and Procedures

Attendance

The teacher intern is expected to be present in the cooperating school every day and should assume the same school day as the clinical supervisor. Ordinarily, this means being present thirty minutes before school begins and thirty minutes after school. **The duties of the day and preparation for the next day, however, will determine if additional time is necessary.** The teacher intern will adhere to the holiday schedule set forth by the public school and not that of Arkansas State University.

Illness or emergencies may occur to cause an intern to be absent. The teacher intern is to call the clinical supervisor and the university supervisor to inform of the absence. If absent, tardy, or leaving early, the intern should fill out the Teacher Intern Attendance form (see form on page 20, Appendix B). **After the third absence, an intern will be required to make up subsequent days of absence.** All absences must be made up during regularly scheduled school days. It is the intern's responsibility to document make-up days (see form on page 21, Appendix B) and to submit the Teacher Intern Make-Up Days Form to the Professional Education Programs office, ED 213. Should the teaching internship experience extend beyond the end of the semester, **an incomplete grade** will be assigned until the completion of the internship experience. This form initiates the removal of an "I" to a grade for the internship.

Request for Incomplete (I) Grade *(Approval prior to end of semester required.)*

Candidates taking an “I” are required to sign and submit a Request for Incomplete (I) Grade form to the Registrar’s Office and also submit a copy of the completed form to the PEP Office ED 213. Click this [link](#) to retrieve the [Request for Incomplete](#) form. As referenced in the ASU Bulletin, "A grade of 'I' is appropriate on the final grade roster when a candidate fails to meet the entire course requirements for reasons beyond his/her control, i.e., illness of the candidate or serious illness or death in the family. Procrastination, pressure of work in other courses, or work not connected with the candidate's academic load are not satisfactory reasons for an 'I' grade. All “I” grades must have the prior approval of the chair of the department where the course is offered. “

NOTE: All work must be completed and the instructor must submit an "Official Grade Change Form" to the Registrar's Office by the end of the next regular semester. If not, the "I" will become an "F". Interns receiving **SCHOLARSHIP** and/or **FINANCIAL AID** should check with the Financial Aid Office to see how the "I" grade will affect their aid eligibility for the following semester.

Substitute Teaching/Employment by the School District

Teacher interns are not to be used as substitute teachers. If the clinical supervisor is absent for more than one-half day, a substitute must be hired to supervise the K-12 students and the teacher intern. **Teacher interns at the undergraduate level may not be, in any capacity, paid employees in the cooperating school during the teaching internship.** The purpose of the internship is to provide the intern with supervised experience in teaching; therefore, it is essential that a clinical supervisor be available for assistance. The clinical supervisor does not have to be in the classroom at all times; however, reasonable care must be taken to insure that the assistance of the clinical supervisor is available to the teacher intern if it is needed.

A teacher intern should not be taken from a regularly assigned class to serve as a substitute in another class even for one-half day. If an emergency situation occurs for a period of one-half day or less, it would be permissible to use the clinical supervisor in another class as a substitute teacher while the teacher intern continues with the regularly assigned classes, provided provisions are made for supervision of the teacher intern by a school administrator or some other qualified person. If the university supervisor documents the use of the teacher intern being used as a substitute for a period longer than one-half day at a time, the teacher intern may be withdrawn from the school and reassigned.

Professionalism

Attention by the teacher intern to daily duties, as assigned by the clinical supervisor, is a matter of professional responsibility as well as of academic expectancy. The teaching internship semester is a full-time responsibility and must take precedence over other commitments. Each teacher intern reports to and departs from the school on the same schedule required of the clinical supervisor. Because of the value to professional growth, teacher interns are expected to attend parent-teacher conferences, professional development programs, faculty meetings, and other school-based activities.

A teacher intern is expected to be professional at all times. Conversation, dress, manner and relationships with administrators, teachers, staff, university personnel, and K-12 students in the school must be maintained on a professional level.

The College of Education and Behavioral Science requires that each teacher intern maintains the highest level of ethical conduct by adhering to the principles defined in the Arkansas State University Professional Code of Ethics (see form on page 23, Appendix C) and the Arkansas Educators Code of Ethics located at the following link: <http://www.arkansas.edu.org>.

Resolving Conflicts

On occasion, differences or disagreements can occur during the teaching internship. When minor concerns occur, try the following:

1. Discuss your concern with the individual and give him/her a couple of days to respond.
2. If you are not satisfied with the response, contact the university supervisor who will immediately make an appointment for a three-way conference with the intern and the clinical supervisor. An improvement plan for the intern, a timeline for the experience, a method of evaluation for progress, etc. may need to be done at this meeting.
3. If the situation does not improve or it worsens, contact the Coordinator of Teaching Internship and Field Experiences who will immediately make an appointment for a conference with all involved.

When difficult situations occur, the individual may seek assistance by using the following guidelines:

1. If there is a concern with the teacher intern or clinical supervisor, discuss the matter with the university supervisor.
2. If the concern is with the university supervisor, discuss the matter with the Coordinator of Teaching Internship and Field Experiences.
3. If the concern is with the Coordinator, discuss the matter with the Professional Education Programs Director.
4. If the problem is with the Professional Education Programs Director, discuss the matter with the Associate Dean of the College of Education and Behavioral Sciences.
5. If the problem is with the Associate Dean, discuss the matter with the Dean of the College of Education and Behavioral Science.

Behaviors That Should Be Documented

If conflicts occur, pertinent information is necessary. Supervisors are recommended to document the following behaviors and any other areas of concern, share these concerns with the intern, and obtain the intern's signature to confirm the intern's awareness.

1. Late arrival, early departure, and absences (see Teacher Intern Attendance form on page 20, Appendix B)
2. Not planning for assigned responsibilities
3. Not meeting performance outcomes of the conceptual framework
4. Not following school regulations
5. Poor communication, including not communicating enough or communicating too much or inappropriately
6. Lack of initiative and/or cooperation
7. Inappropriate behaviors
8. Inappropriate dress
9. Inappropriate use of mobile devices (phones, tablets, iPads, etc.)
For Example: Texting K-12 students for any reason, giving K-12 students your personal phone number, befriending K-12 students on any social media including Facebook, and sending K-12 students improper materials, videos, or messages are all inappropriate uses.

Cancellation of Placement Agreement

Teacher intern placements are "agreements" between the university and school districts. As with any contract, both parties are expected to honor their obligations. **The school should not accept the teacher intern unless a willing qualified clinical supervisor agrees to the assignment.**

Occasionally, cancellations for the teaching internship placement are necessary. A candidate may become ineligible or personal situations may arise to cause a delay in the teaching internship. In such cases, written notification will be sent to the school principal and clinical supervisor(s). At the public school, a cancellation may be forced by the resignation, transfer, or promotion of a clinical supervisor. In such cases, notification as early as possible is an expected courtesy.

Withdrawal from a Teaching Internship Placement

Teacher interns withdrawing from the capstone internship after the start of the teaching internship semester due to illness, financial or personal reasons must contact the university supervisor to discuss the withdrawal procedure. To withdraw after the start of the teaching internship semester, the intern must complete the Withdrawal from Teaching Internship form (see form on page 25, Appendix D). This form must be filed with the Coordinator of Teaching Internship for placement in the intern's file in the Professional Education Programs office. The teacher intern may apply for readmission with the Director's approval. To apply for readmission, a new Intent for Teaching Internship application must be filed within the time requirements of the requested semester. Before proceeding with the next placement, the teacher intern may be asked to demonstrate resolution of the situation so that it will not interfere with the reassigned internship placement. If it is necessary to withdraw from the capstone internship a second time then the intern must go through the Appeals Procedure (see page 10) to appeal for readmission into the teaching internship.

Teacher interns withdrawing from the capstone internship due to unsuccessful performance must contact the university supervisor and Coordinator to discuss the areas of concern. A teacher intern must complete the Withdrawal from Teaching Internship form (see form on page 25, Appendix D). This form must be filed with the Coordinator of Teaching Internship for placement in the intern's file in the Professional Education Programs office. If the teacher intern willingly withdraws from the capstone internship, while placed on an improvement plan, the intern will be required to remediate based on the designated improvement plan goal(s) prior to readmission into the teaching internship semester. The intern will be required to submit sufficient documentation and evidence to the Internship Appeals Committee indicating the goals of the remediation plan have been met. The Appeals Committee will review the provided documentation and make a decision to either allow the intern readmission into the internship or deny and therefore, make further suggestions for remediation.

A teacher intern who has withdrawn from the teaching internship will not be placed again in another internship experience in the semester in which he/she withdraws. If a teacher intern withdraws from the teaching internship semester for any reason, it is his/her responsibility to do the following: (1) complete the Withdrawal from Teaching Internship form and (2) follow ASU policy to officially withdraw from the University.

Termination of a Placement Agreement

Teaching Performance Termination. Although rare, sometimes a teacher intern's lack of progress in assuming classroom responsibilities may cause school officials and/or university officials to seek termination of the teacher intern. If a clinical supervisor or principal believes a teacher intern is not performing appropriately in the assignment, the clinical supervisor and/or principal must discuss the problems with the university supervisor and the intern. If the university supervisor believes an intern is not performing appropriately in the assignment, the university supervisor must discuss the situation with the clinical supervisor, principal, and intern. After the discussion (regardless of whether the public school personnel or the university personnel initiated the concern for lack of performance), the university supervisor and the clinical supervisor will collaboratively write an improvement plan for the teacher

intern. The improvement plan will be shared with the intern and signed by the intern to confirm agreement to work toward meeting the goals of the improvement plan. Upon completion of all signatures on the improvement plan, the plan will be submitted to the Professional Education Programs office for review and placement in the intern's file. If the intern shows continuous improvement, the intern will proceed with the experience at the assigned site with careful supervision. Though the teacher intern appears to be progressing at a rate that will result in successful completion of the internship experience, continued assistance may be needed. In a few situations the intern's performance at a later date may not result in continuous improvement. **If the improvement plan does not result in continuous improved performance, the teacher intern will be removed or given a failing grade for the internship experience.**

If the clinical supervisor, principal, or university supervisor continues to see no improvement in the teacher intern's performance within five (5) school days of the date of the intern's signature on the improvement plan, a decision for dismissal may be made. The clinical supervisor, principal, and university supervisor will conference with the Coordinator of Teaching Internship and Field Experiences and the Professional Education Programs (PEP) Director at the intern's assigned placement site. The intern will be called into the conference to hear progress or lack thereof. The candidate will leave the conference for school and university supervisors to discuss termination or no termination. At the end of the meeting the intern will be apprised of the decision. If a school requests termination, a letter of dismissal must be sent to the Coordinator within three (3) school days of the conference with the Coordinator and Director. The letter of dismissal shall include the date of termination and goals of the improvement plan that were not met. If a dismissal is a collaboration between the PEP office and the school, a dismissal letter will be sent to the intern within three (3) schools days of the conference. The intern must withdraw from the internship course(s). If the teacher intern is terminated from the teaching internship experience, the intern will not be placed again that semester and must appeal for readmission to the teaching internship.

Other Reasons for Termination. Removal of a teacher intern from a school site for reasons other than lacking in performance may be required in rare or emergency situations. Removal of an intern from a school site will be considered when any of the following situations occur:

1. unprofessional or unethical behavior has been exhibited by the teacher intern in the school setting **(For Example: Sharing personal private information or any comments that pertain to inexplicit sexual topics with K-12 students.**
2. any evidence of a lack of sensitivity to multicultural situations by the teacher intern,
3. excessive absenteeism, tardiness, and/or failure by the teacher intern to comply with established rules and policies,
4. two incidents of no lesson plans for the university and/or clinical supervisor; the first visit in which there are no plans is a warning; the second time lesson plans are not available there is cause for removal,
5. inappropriate interpersonal skills with K-12 students, staff, faculty, and administrators,
6. inappropriate attitude or hostility,
7. inappropriate use of technology in or out of the school setting (mobile devices, social media forums, photos, etc. **(For Example: Texting K-12 students for any reason, giving K-12 students your personal phone number, befriending K-12 students on any social media including Facebook, and sending K-12 students improper materials, videos, or messages are all inappropriate uses. Remember, iPads, phones, laptops, tablets, etc. should only be used for legitimate educational purposes.)**), and
8. breach of confidentiality concerning a K-12 student.

Within three (3) school days of receiving a complaint supported by appropriate documentation, the Professional Education Programs Director will convene a committee consisting of the Coordinator of

Teaching Internship and Field Experiences, the Professional Education Programs Director, the university supervisor, and the clinical supervisor to review the documentation of evidence and a decision for termination or no termination will be made. The letter for decision of termination or no termination will be sent to the intern within three (3) school days of the committee meeting. If the decision is termination, the intern must withdraw from the internship course(s). **Those who do not withdraw before designated drop date will receive a grade of “F” as a letter grade.**

Immediate Termination. A placement **may** be terminated immediately **if** the safety of either public school students or a teacher intern is compromised by continuing the placement. Decisions for immediate termination should represent a consensus among the school principal or superintendent, the university supervisor, the clinical supervisor, and the Coordinator of Teaching Internship and Field Experiences or the Professional Education Programs (PEP) Director. A decision for immediate termination **cannot** be made unilaterally.

Interns who feel unsafe should contact either the university supervisor or the Coordinator or PEP Director to communicate their concerns. School personnel who believe their K-12 students are unsafe if the placement continues should contact either the university supervisor or the Coordinator or the PEP Director. A university supervisor who believes either the intern or the K-12 students are unsafe should contact the Coordinator or PEP Director. The Coordinator of Teaching Internship and Field Experiences or the Professional Education Programs Director will schedule a meeting as quickly as possible with all persons involved for the purpose of discussing appropriate solutions.

Decisions for immediate termination should not be made lightly. These decisions should be made **only** after other alternatives have been considered. These alternatives should include opportunities for the intern to learn ways of handling difficult or controversial situations that often arise in school settings.

Note: If an intern is withdrawn from the internship, successful remediation must occur prior to another school placement. The Appeals Procedure outlines the process to follow.

Appeals Procedure for the Teacher Intern

Action by the Teacher Intern. A teacher intern appealing for readmission into the teaching internship will submit a typed letter to the Coordinator requesting a meeting with the Appeals Committee. In the written letter the teacher intern will justify his/her request and steps that have been taken to rectify the situation. Reasons for appeal may include, but are not limited to, the following internship situation:

Readmission into the Teaching Internship - include in the document why he/she should be allowed to re-enroll and provide information about additional experiences that have been undertaken to help him/her remediate problems identified during the first teaching internship.

The letter will be forwarded to the Director, who will then convene the Appeals Committee. The Director contacts the intern indicating the time and place of the meeting requesting that the intern be prepared to explain the goals of the improvement plan, provide documentation to verify the remediation related to the improvement plan, and to answer questions by the committee members.

The Appeals Committee will consist of the Professional Education Programs Director, Associate Dean, Coordinator, Academic Chair, and two faculty members. Others to be included, when appropriate, in the appeals process as a non-voting member may include: intern's university supervisor from the first experience, intern's advisor, or any other person deemed appropriate.

Action of the Appeals Committee. The Appeals Committee can either accept or deny the teacher intern's appeal request. The intern will be notified within five (5) school days of the appeals committee's decision.

Confidentiality

Confidentiality of information pertaining to students is imperative. Information concerning public school students or school matters must not be discussed outside of the professional setting.

Evaluation

The teacher intern's work will be evaluated by the university supervisor, the clinical supervisor, and by the teacher intern. For all eight week internship assignments, a **minimum** of one (1) announced [formal] and one (1) unannounced [informal] *formative evaluations* (see Formative Evaluation of the Teaching Performance for Teacher Intern form on pages 27-28) will be made by each clinical supervisor and the university supervisor. For all sixteen week assignments, a **minimum** of two (2) announced [formal] and two (2) unannounced [informal] *formative evaluations* (see Formative Evaluation of the Teaching Performance for Teacher Intern form on pages 27-28) will be made by each clinical supervisor and university supervisor. University supervisors may complete at least one Facetime formal evaluation using their iPad for each 8 week period of assignments. An announced formative evaluation is scheduled at least 24 hours in advance of the observation and consists of a pre-conference, the observation of a lesson, and a post-conference. An unannounced evaluation consists of an observation and a post-conference. All conferences must be held in a private location. The teachers' lounge is not considered private.

The evaluation of the capstone teaching internship will be based on the intern performance as set forth in the "Evaluation for Teaching Performance of Teacher Intern." The Arkansas State University teacher internship competencies are based on the Arkansas Teaching Excellence Support System (TESS) which is also aligned with InTASC.

Formative Evaluations. A major purpose of the formative evaluation is to facilitate the communication of areas of strength and growth for the teacher interns; therefore, formative evaluations should be done periodically rather than (all evaluations) during the last few weeks of the placement period. For each eight week placement, at least one formative evaluation should be completed during the first four weeks and another evaluation during the last four weeks. For each sixteen week placement, the first required formative evaluation should be completed during the first four weeks and the second required evaluation during weeks 5-8, and the last two required evaluations during the last four weeks. **The formative evaluations should be discussed with the intern within forty-eight hours of the observation.**

If the intern is below basic in the skills necessary for teaching (earns a 1 on any indicator), the university supervisor and the clinical supervisor must discuss the concern(s) and collaboratively present an improvement plan delineating minimum performance outcomes within a specific timeline. If the intern shows improvement specified by the plan, the intern will proceed with the experience at the assigned site with careful supervision.

Summative Evaluation. Near the end of the internship experience and after the completion of all required formative evaluations, the clinical supervisor and university supervisor will meet to complete the summative evaluation (see Summative Evaluation Performance for Teacher Intern form on pages 29-30). Collaboratively, the university supervisor and the clinical supervisor will conference with the teacher intern to discuss the summative evaluation form. **The university supervisor will collect all forms and turn them in to the PEP office.**

Four performance standards on the Summative Evaluation are evaluated using the following criteria:

Exceeds	3.51-4.00	Exceeded performance standards expected for beginning teachers, 9.5 – 10.0
Proficient	2.51-3.50	Exceeded performance standards occasionally but consistently met performance standards expected for beginning teachers, 8.5 – 9.49
Basic	1.51-2.50	Met performance standards expected for beginning teachers, 7.0 – 8.49
Unsatisfactory	1.00-1.50	Needed daily assistance and extensive practice as specified on the improvement plan and demonstrated occasionally, but not consistently, minimum performance standards expected for beginning teachers, 6.99 and lower

Section 1 Evaluation

Minimum standards must be met for each of the four performance standards before a passing grade can be earned. The teacher intern must earn a 7.0 or higher on each of the performance standards to have an opportunity to earn a passing grade. If a teacher intern earns a 6.99 or below on any of the four performance standards, the teacher intern will earn a grade of an F. **Interns should be placed on an improvement plan prior to receiving a score of 6.99 or below on any performance standard.**

- A grade of A is earned if the teacher intern earns a total score of 72-80 on the four performance indicators and receives a 7.0 or above on all four standards.
- A grade B is earned if the teacher intern earns a total score of 64-71 on the four performance indicators and receives a 7.0 or above on all four standards.
- A grade C is earned if the teacher intern earns a total score of 56-63 on the four performance indicators and receives a 7.0 or above on all four standards.
- A grade D is earned if the teacher intern earns a total score of 48-55 on the four performance indicators and receives a 7.0 or above on all four standards.
- A grade F is earned if the teacher interns earns a total score of 47 or lower on the four performance indicators.

Section 2 Evaluation

The Unit Internship Portfolio and possibly other program requirements will be evaluated by the university supervisor and the maximum score that could be earned is 20 points. The Unit Internship Portfolio is assessed using the Arkansas Teacher Excellence and Support System (TESS) Internship Evaluation Rubric, based on the Framework for Teaching (FFT) Rubric by Charlotte Danielson. Click this [link](#) for a copy of the [Intern Evaluation Rubric \(TESS\)](#). All capstone teacher interns must submit their electronic portfolio to their University Supervisor(s) via their College LiveText account.

Final Grade

The final grade will be computed by the university supervisor with the classroom performance evaluation (section 1) counting 80% of the overall grade and portfolio and/or additional program requirements (section 2) counting for 20% of the overall grade. **Failure to submit your Unit Internship Portfolio to the University Supervisor and to College LiveText will result in a grade 'F'.**

Grading Scale

100% - 90%	=	A
89% - 80%	=	B
79% - 70%	=	C
69% - 60%	=	D
59% and below	=	F

Self-Evaluation by Teacher Intern

Reflective thought is an essential part of the teaching process. Thoughtful and critically questioning beginners will develop expertise in teaching ability through reflective practice. At the end of the fourth week of each placement, the intern will complete the intern reflective assessment using the form in Appendix F, pages 32-33. Share this with the clinical supervisor.

At the end of each formative assessment, each intern should complete the Post Observation Reflection in Appendix G, page 35. The intern will share this with the university supervisor and clinical supervisor during their scheduled post conference meeting.

Resolving Disagreement Concerning a Teacher Intern's Grade

Effective communication among the teacher intern, the clinical supervisor, and university supervisor throughout the teaching internship experience will strengthen the prevention of disagreements concerning grades. The clinical supervisor and the university supervisor should discuss the grade with the teacher intern. If the teacher intern disagrees with the grade, the intern should discuss the concerns with the clinical supervisor and the university supervisor. The intern may write a disagreement stance with justification within five (5) days of the evaluation conference to have placed with the teacher intern evaluation form. The teacher intern may file a grievance using the student grievance procedure outlined in the *Arkansas State University Student Handbook*. Strict adherence must be followed to guarantee fair due process for all parties involved.

Information for Interns

Licensure

During the capstone internship, the intern should follow several steps to become a licensed teacher and to find a teaching position. The Office of Educator Preparation at the Arkansas Department of Education (ADE) is responsible for the licensure of all Arkansas educators. The Professional Licensure Officer will assist you with this process. You are urged to apply for your teaching license upon completion of your teacher education program. Since licensure requirements change periodically, a delay in your application could cause you to meet additional requirements.

Applying for Teacher Licensure

You may obtain an application for an Arkansas teaching license in the Professional Education Programs office. Each application must be accompanied by official transcripts from all attended institutions, a copy of the ADE approved basic skills (Praxis CORE/ACT/SAT) scores, a copy of your Praxis II scores, certificates of specific professional development hours, clearance of all required background checks (Arkansas State Police, FBI, and Child Maltreatment Central Registry).

Transcripts. You may submit your official transcripts electronically to the Arkansas Department of Education (External College Code **912216**).

Praxis II. Candidates seeking Arkansas licensure must pass the Praxis II assessments: 1). Principles of Learning and Teaching 2). Specific subject area test(s). Consult with your advisor to confirm appropriate exams. Registration is available on the ETS website, www.ets.org. Registration cutoff dates do exist and candidates are urged to register for the Praxis II assessments early during the semester of their last enrollment period (see Arkansas State University Praxis II Information Chart on pages 37-39, Appendix H). You **must access test scores via your Praxis account**. This service is free of charge. You will be able to view, print and download your scores. Online scores are downloadable for one calendar year from the score reporting date. After one year, your score report will no longer be available and you will need to request additional score reports for a \$50 fee (per request).

All teacher education candidates, (BSA, BME, BFA, and BSE) must take the appropriate Praxis II assessments required for licensure in Arkansas.

Professional Development. As of September 1, 2014, candidates must document the completion of professional development. ArkansasIDEAS provides online training and connects K-12 educators with quality ADE-approved professional development and educational opportunities. You must print certificates of completion of all required pre-service professional development as listed below:

- Two (2) hours of child maltreatment training; and
- Two (2) hours of teen suicide awareness and prevention; and
- Two (2) hours of parental involvement; and
- One (1) hour of dyslexia awareness.

Arkansas State Police, FBI, and Child Maltreatment Background Checks. All first time applicants for teacher licensure and each applicant for his/her first license renewal, shall be required to request a child maltreatment central registry check to be conducted by the Arkansas Department of Human Services as required by Act 1143 of 2011 and complete the electronic Arkansas State Police and FBI criminal fingerprint background check as required by Act 1089 of 2015. The Child Maltreatment Central Registry background check is handled separately from the criminal history check, using the Child Maltreatment Central Registry Background Check Form on page 41, Appendix I. The applicant shall sign a release of information to the Department of Education and shall be responsible for the payment of a \$10

fee for a child maltreatment background check. The documented maltreatment check and fingerprint background check must be posted on the Arkansas Department of Education's website prior to candidates receiving confirmation of their assigned internship school placements.

All paperwork for the required fingerprint background checks may be secured through the Professional Education Programs Office Licensure Department at Arkansas State University. Applicants should follow the instructions given on the Online Payments (\$37.00) for ASP and FBI document and print a receipt with the transaction code. Applicants will bring the receipt from the online payment and a Government-issued photo ID to the Live Scan Site. Live Scan sites for the electronic fingerprinting are located at all education service cooperatives, at the Arkansas Department of Education, and at over 85 law enforcement locations. The applicant must complete and sign the ADE Background Check Consent/Fingerprinting Request Form prior to applying to the Identification Bureau of the Arkansas State Police for a state and nationwide criminal records check, to be conducted by the Federal Bureau of Investigation. The background check shall conform to the applicable federal standards and shall include the taking of fingerprints.

If electronic fingerprinting is not used or the fingerprints cannot be obtained electronically, the applicant must complete an application and obtain a fingerprint card from the Professional Education Programs Office licensure department.

For licensure purposes none of the background checks may be older than one year at the time of processing. An applicant will not be eligible to receive or hold a license issued by the State Board of Education if that person has pleaded guilty, nolo contendere, or been found guilty of a felony or crimes listed on page 27-28 of the Teacher Education Handbook and the applicant's Central Registry is lacking approval.

Act 1089 of 2015 provides a way for a candidate who may be denied entrance into a teacher preparation program or denied licensure after completion of a teacher preparation program to seek a waiver from the disqualifying offense by submitting to the Department of Education (a) a written request for a hearing before the State Board of Education (b) proof of acceptance or enrollment in a teacher preparation program approved by the Department and (c) written recommendation from the teacher preparation program. For details contact the Arkansas Department of Education.

To monitor the status of your Arkansas State Police, FBI, and Child Maltreatment background checks, you should check the Arkansas Educator Licensure System (AELS) at <https://adeaels.arkansas.gov>. Click on AELS Public Site, enter the last 4 digits of your social security number and your last name, and then click search. Once you have confirmed that the name listed is yours, click select. Here, you may verify that your background checks have cleared. For licensure, candidates must be listed as approved in AELS. Professional licensure status will be pending until the state department receives your licensure application and processes it. It will change to approved after the process has been completed.

If you are applying for licensure in another state, you should request an application by writing to the State Department of Education in the particular state in which you want to be certified. For access to licensure information from each state, go to the [Professional Education Programs web site](#), click on the Licensure button located on the left of the screen, click on State Departments of Education, and then click on the beginning letter of the state. You may then click on the state's respective state department from which you want specific licensure information. The Director of Professional Education Programs can provide assistance when needed.

Appendix

A

PREPARING FOR THE FIRST FEW DAYS OF
THE CAPSTONE TEACHING INTERNSHIP

- ___ 1. Prepare for the special needs of the teacher intern in adjusting to a different environment.
- ___ 2. Introduce the teacher intern to a class in such a way that status is given.
- ___ 3. Establish a partnership arrangement.
- ___ 4. Introduce the teacher intern to other faculty members, administrative staff, and parents.
- ___ 5. Acquaint the teacher intern with the classroom routine and management techniques.
- ___ 6. Apprise the teacher intern of the class work which is currently under way.
- ___ 7. Involve the teacher intern in the activities of the classroom.
- ___ 8. Provide the teacher intern with necessary teaching resources, a place to work, and area to keep personal belongings.
- ___ 9. Orient the teacher intern to the school building and its facilities.
- ___ 10. Discuss school policies and regulations with the teacher intern.
- ___ 11. Assist the teacher intern in learning pupil names.
- ___ 12. Delegate responsibility and authority to the teacher intern.
- ___ 13. Plan for the teacher intern's gradual assumption of teaching responsibilities and non-teaching duties.
- ___ 14. Orient the teacher intern to the community.
- ___ 15. Help the teacher intern acquire background information about the students.

Adapted from:

Henry, M.A., and Weber, A. (2010). Supervising Student Teachers the Professional Way (7th Ed.). Lanham, MD: Rowman & Littlefield Publishers, Inc.

CHECKLIST FOR A CAPSTONE TEACHER INTERN'S ARRIVAL

1. Prepare the K-12 students for a teacher intern's arrival.
 - Inform students of the impending arrival
 - Tell something about the teacher intern
 - Create a feeling of anticipation for his/her arrival
2. Learn about the teacher intern's background.
 - Subject knowledge
 - Pre-teaching internship field experiences
 - Special interests or skills
3. Read the teacher intern handbook.
 - Understand basic responsibilities
 - Review requirements and expectations for clinical supervisors
4. Become aware of the legal status of teacher interns.
 - Responsibility of clinical supervisor when a teacher intern covers a class
 - Rights and responsibilities of the teacher intern
5. Become familiar with school and university policy concerning teacher intern's responsibility.
 - Reporting to school
 - Absences
 - Attendance at faculty meetings
 - Supervisory activities
 - Parent teacher conferences and after school programs
6. Make a pre-teacher internship contact with the teacher intern.
 - Letter of introduction
 - Student introduction
 - Encourage pre-internship visit
7. Secure copies of materials to be used in orienting the teacher intern.
 - School handbook/school map
 - Daily schedule & procedures
 - Seating charts
 - Community resources & other pertinent information
8. Make necessary arrangements for the teacher intern to be comfortable in the classroom.
 - Arrange for a desk or table
 - Have necessary supplies
 - Prepare a file of necessary and informative materials
9. Secure copies of teaching resources for the teacher intern.
 - Textbooks
 - Curriculum guides
 - Books and technology resources

Adapted from:

Henry, M.A., and Weber, A. (2010). Supervising Student Teachers the Professional Way (7th Ed.). Lanham, MD: Rowman & Littlefield Publishers, Inc.

Appendix B

Teacher Intern Make-up Days Form

DATE									
TIME IN									
TIME OUT									

DATE									
TIME IN									
TIME OUT									

 Clinical Supervisor's Signature Date

 Teacher Intern's Signature Date

The teacher intern will document time for make-up, secure signatures after time is made up, and when the make-up has been completed return this form to the Professional Education Programs Office, College of Education, Room 213.

Note: This form may be copied or additional forms may be obtained from the Professional Education Programs Office website <http://www.astate.edu/a/prof-ed-programs-office/index.dot>

Appendix C

Professional Code of Ethics

Arkansas State University

The pre-service educator believes in the worth and dignity of each human being and in the right of equal educational opportunities for all. The educator recognizes the magnitude of the responsibility associated with the teaching process. The highest level of ethical conduct will be maintained by adhering to the principles of this code of ethics. The educator accepts the responsibility to adhere to the code and violation of the code of ethics may be grounds for withdrawal from the assigned public school, the university class, and/or the teacher education program.

Principle 1

Commitment to the Profession

1. Shall exemplify behaviors that maintain the integrity of the profession (including appropriate attire, attitude, attendance, appropriate interpersonal relations)
2. Shall exhibit just and equitable treatment to all members of the profession
3. Shall keep in confidence information acquired about colleagues (public school administrators, teachers, and staff or university personnel) while conducting field experience activities in the school
4. Shall not make false or malicious statements about colleagues
5. Shall not use coercive means or give special treatment in order to influence professional decisions

Principle 2

Commitment to the Student

1. Shall respect the rights of all students
2. Shall provide students with educational services in a nondiscriminatory manner and in agreement with accepted best practices
3. Shall make reasonable effort to protect the students from conditions harmful to learning or to health, safety, and emotional well-being
4. Shall not use professional relationships or authority with students for personal advantage
5. Shall not disclose information about students obtained while conducting field experiences activities in the school, unless disclosure serves a compelling professional purpose or is required by law
6. Shall not make false or malicious statements about students
7. Shall not intentionally expose the student to embarrassment or belittlement
8. Shall not engage in any unprofessional behavior with a student with or without consent, but shall maintain a professional demeanor with students

I understand that if I violate the Professional Code of Ethics, I will be withdrawn from the assigned public school, the university class, and/or the teacher education program.

- Please log on to <http://www.arkansased.org> to retrieve, read, and comprehend The Arkansas Educators Code of Ethics.

Appendix D

WITHDRAWAL FROM TEACHING INTERNSHIP

This form must be completed by a teacher intern withdrawing from the capstone internship and filed with the Coordinator of Teaching Internship for placement in the intern's file in the Professional Education Programs office. A teacher intern who withdraws from the teaching internship will not be placed in another internship experience in the semester in which he/she withdraws.

Date: _____ Capstone Teaching Internship Semester: _____

Applicant's Name _____ ID# _____

Address at time of withdrawal _____

Applicant's Signature _____

Reason for withdrawal:

- Illness
- Financial
- Personal
- Unsuccessful Performance
(must check if you are on an Improvement Plan)

NOTE: To apply for readmission, a new Intent for Teaching Internship application must be filed with the PEP office within the time requirements of the requested semester.

Yes No It is my intent to apply for readmission. If yes, when? _____

University Supervisor Signature _____ Date _____

Coordinator of Internship Signature _____ Date _____

PEP Director Signature _____ Date _____

Return this form to the PEP Office

Date received: _____

Teaching Internship Assignment: _____
School _____ Name of Clinical Supervisor _____

Appendix E

FORMATIVE EVALUATION OF TEACHING PERFORMANCE FOR TEACHER INTERN
Arkansas State University

Teacher Intern: _____ ID # _____ Fall Spring
 School: _____ Major: _____ 1st 8-weeks 201____
 City: _____ Announced 2nd 8-weeks 201____
 Subject or Grade Level: _____ Unannounced 16-weeks 201____
 Campus: ANC Beebe EACC Jonesboro Mid-South Mountain Home
 Newport PCC Date: _____

Insert the names of both supervisors. Check the box **only** if you are the evaluator.

Clinical Supervisor: _____ University Supervisor: _____

DIRECTIONS: For each item below, please circle the rating on the continuum that best describes the intern's skill level and/or disposition. Use the following descriptors to indicate your evaluation of the teacher intern. See rubric for specifics.

- 1 The intern is below basic in the skills necessary
 - 2 The intern is demonstrating basic skills and needs practice and/or assistance
 - 3 The intern is demonstrating proficiency in the area of teaching
 - 4 The intern is exceeding expectations of working independently as a teacher beginning a professional career
- N/A not applicable

Domain 1: Planning and Preparation
The teacher intern

1a.	Demonstrates knowledge of content and pedagogy	1	2	3	4	NA
1b.	Demonstrates knowledge of students**	1	2	3	4	NA
1c.	Sets instructional outcomes	1	2	3	4	NA
1d.	Demonstrates knowledge of resources	1	2	3	4	NA
1e.	Designs coherent instruction	1	2	3	4	NA
1f.	Designs student assessments	1	2	3	4	NA
	Major specific requirement: _____	1	2	3	4	NA
	Domain 1 Total Score _____ ÷ Number of Scored Indicators _____	Average/Rating _____				
	Comments:					

Domain 2: Classroom Environment
The teacher intern

2a.	Creates an environment of respect and rapport	1	2	3	4	NA
2b.	Establishes a culture for learning	1	2	3	4	NA
2c.	Manages classroom procedures	1	2	3	4	NA
2d.	Manages student behavior	1	2	3	4	NA
2e.	Organizes physical space	1	2	3	4	NA
	Major specific requirement: _____	1	2	3	4	NA
	Domain 2 Total Score _____ ÷ Number of Scored Indicators _____	Average/Rating _____				
	Comments:					

Domain 3: Instruction

The teacher intern

3a.	Communicates effectively with students	1	2	3	4	NA
3b.	Uses questioning and discussion techniques	1	2	3	4	NA
3c.	Engages students in learning	1	2	3	4	NA
3d.	Uses assessment in instruction	1	2	3	4	NA
3e.	Demonstrates flexibility and responsiveness	1	2	3	4	NA
	Major specific requirement: _____	1	2	3	4	NA
Domain 3 Total Score _____ ÷ Number of Scored Indicators _____		Average/Rating _____				
Comments:						

Domain 4: Professional Responsibilities

The teacher intern

4a.	Reflects on teaching	1	2	3	4	NA
4b.	Maintains accurate records**	1	2	3	4	NA
4c.	Communicates with families**	1	2	3	4	NA
4d.	Participates in a professional learning community**	1	2	3	4	NA
4e.	Grows and develops professionally**	1	2	3	4	NA
4f.	Shows and demonstrates professionalism	1	2	3	4	NA
	Major specific requirement: _____	1	2	3	4	NA
Domain 4 Total Score _____ ÷ Number of Scored Indicators _____		Average/Rating _____				
Comments:						

**Artifact required for performance level 3 or 4

Overall Score (Total Points of Domains 1-4 _____ ÷ Number of Scored Indicators _____)		Average/Rating _____
---	--	-----------------------------

Use the Post-Conference form for strengths, areas of growth, and comments and attach to the formative evaluation form.

Intern's Signature

Supervisor's Signature

Date

Date

SUMMATIVE EVALUATION OF TEACHING PERFORMANCE FOR TEACHER INTERN

Arkansas State University

Teacher Intern: _____ ID#: _____ Fall Spring

School: _____ Major: _____ 1st 8-weeks 2nd 8-weeks 20__

City: _____ Subject/Grade Level: _____ 16-weeks 20__

Campus: ANC Beebe Jonesboro Mid-South Mountain Home Newport Date: _____

Clinical Supervisor: _____ University Supervisor: _____

SECTION 1. Teaching Performance: To be completed collaboratively by the clinical supervisor and university supervisor.

DIRECTIONS: For each domain below, please rate the performance of the intern between 4-1 (using the formative evaluation forms from both the clinical supervisor and university supervisor) and place the numerical value on the first line beside each domain. Using the conversion range **10-1 (in bold)** beside each 4-1 description below convert to the **10-1** point scale and place on the second line beside each domain. Use the formative evaluations to help determine scores on the summative. Use the following descriptors to indicate your evaluation of the teacher intern.

Exceeds	3.51-4.00	Exceeded performance standards expected for beginning teachers, 9.5 – 10.0
Proficient	2.51-3.50	Exceeded performance standards occasionally but consistently met performance standards expected for beginning teachers, 8.5 – 9.49
Basic	1.51-2.50	Met performance standards expected for beginning teachers, 7.0 – 8.49
Unsatisfactory	1.00-1.50	Needed daily assistance and extensive practice as specified on the improvement plan and demonstrated occasionally, but not consistently, minimum performance standards expected for beginning teachers, 6.99 and lower

	4-1 Scale	10-1 Scale
Domain 1: Planning and Preparation	_____	_____
Domain 2: Classroom Environment	_____	_____
Domain 3: Instruction	_____	_____
Domain 4: Professional Responsibilities	_____	_____

Total Teaching Performance Score (add 2nd column numbers [10-1 scale] from Domains 1-4) _____

Section 1: Multiply total teaching performance by 2. _____

Section 2: Portfolio and/or other assignments (20 pts. possible) _____

Total points (Section 1 + Section 2): _____

Final Grade: _____

Appendix F

Intern Reflective Assessment

Teacher Intern: _____

Date: _____

Directions: Using the following rating scale, evaluate the extent to which you demonstrated the qualities and skills listed below.

(This is an overall teaching performance assessment, not an individual lesson reflection.)

- 5 = Outstanding
- 4 = Above Average
- 3 = Average
- 2 = Needs assistance/practice
- 1 = Needs growth

1. Professional Attributes/Leadership

a.	Maintains a professional appearance	5	4	3	2	1
b.	Maintains appropriate school hours	5	4	3	2	1
c.	Demonstrates a genuine interest in working with students	5	4	3	2	1
d.	Treats all people, regardless of position and personal characteristics, with dignity and respect	5	4	3	2	1
e.	Assumes responsibility for own actions	5	4	3	2	1
f.	Seeks and accepts constructive criticism	5	4	3	2	1
g.	Demonstrates initiative	5	4	3	2	1
h.	Demonstrates ethical behavior	5	4	3	2	1
i.	Assesses professional and individual strengths and growth areas to work in a community of learners	5	4	3	2	1

2. Instructional Planning

a.	Establishes instructional goals and objectives	5	4	3	2	1
b.	Develops sufficiently detailed written plans to meet the objectives	5	4	3	2	1
c.	Locates, organizes and prepares instructional materials and activities	5	4	3	2	1
d.	Selects materials and content appropriate for student development levels	5	4	3	2	1
e.	Provides copies of lesson plans 48 hours in advance to the clinical supervisor for review	5	4	3	2	1
f.	Matches instructional strategies with lesson content	5	4	3	2	1

3. Communication

a.	Uses appropriate oral and written communication	5	4	3	2	1
b.	Communicates at students' level of understanding	5	4	3	2	1
c.	Communicates in a manner that fosters positive interaction with students, colleagues, administrators, and parents	5	4	3	2	1
d.	Understands and uses appropriate nonverbal communication skills effectively	5	4	3	2	1

4. Instructional Delivery

a.	Presents accurate and current subject matter at students' level of understanding	5	4	3	2	1
b.	Uses appropriate introductory and culminating techniques	5	4	3	2	1
c.	Provides practice and review for learners	5	4	3	2	1
d.	Uses instructional time effectively and efficiently	5	4	3	2	1
e.	Motivates students by adapting instruction to students' learning pace and interest lessons	5	4	3	2	1
f.	Uses a variety of instructional materials	5	4	3	2	1
g.	Incorporates problem solving and critical thinking into teaching	5	4	3	2	1
h.	Actively involves students into the lesson	5	4	3	2	1
i.	Uses appropriate questioning techniques	5	4	3	2	1
j.	Uses class activities that are sensitive to gender and cultural diversity	5	4	3	2	1

5. Classroom Management

a.	Attends to routine tasks promptly and efficiently	5	4	3	2	1
b.	Handles classroom distractions quickly and effectively	5	4	3	2	1
c.	Provides constructive feedback to students about their behavior	5	4	3	2	1
d.	Cues students to pay attention when directions and explanations are given	5	4	3	2	1
e.	Monitors students to maintain on-task behavior	5	4	3	2	1
f.	Arranges instructional equipment and materials to facilitate a well organized lesson	5	4	3	2	1
g.	Enforces established consequences	5	4	3	2	1

Choose two of your lowest ranked items and discuss how you plan to improve.

Item# _____

Ideas for improvement:

Item # _____

Ideas for improvement:

Appendix G

Post-Observation Reflection
Adapted from AR Teacher Excellence Support System (TESS)

1. How would you describe today's lesson?
2. What evidence is there that students did or did not learn the goals of the lesson? (TESS 4a)
3. What do samples of student work show about students' levels of engagement and understanding during the lesson? (TESS 4a)
4. If you had the opportunity to work with the same students on this lesson again, what would you do the same? What would you do differently? (TESS 4a)
5. If this was your classroom, how would you record student assessment results? (TESS 4b)
6. If this was your classroom, describe the system you would establish to maintain your records of formative and summative assessments. (TESS 4b)
7. How would you provide feedback on assessments for students and/or families? (TESS 4b/4c)
8. What role do your students have in maintaining their own records of learning? How do your students determine their learning status from records and communicate this to their families? (TESS 4b)
9. How would you communicate with parents/guardians? (TESS 4c)
10. How did you work with colleagues (clinical supervisor) on this lesson? Please describe some successes and areas for improvement for that collaboration. (TESS 4d)

Appendix H

**ARKANSAS STATE UNIVERSITY
PRAXIS II SCORES**

All candidates for initial licensure must take *The Praxis II: Principles of Learning and Teaching* (pedagogical exam) plus the appropriate *Praxis II: Subject Assessment (s)*.

Teacher Education Majors and Endorsements	Areas of Licensure	Principles of Learning and Teaching (PLT)	Code	Required Score
Elementary K-6 Majors	All K-6 Teaching Areas	Principles of Learning and Teaching (PLT)	5622	160 (effective 9/1/13)
Middle Level 4-8 Majors	All 4-8 Teaching Areas		5623	160 (effective 9/1/11)
Secondary 7-12 Majors	All 7-12 Teaching Areas		5624	157 (effective 9/1/11)
K-12 Majors	All K-12 Teaching Areas Exemptions to PLT: World Languages, Special Education K-12		choose 1 of the following PLT: 5622, 5623, or 5624	

Teacher Education Majors and Endorsements	Areas of Licensure	Subject Assessments	Code	Required Score
Agriculture Education (BSA, MSE)	Agriculture Science & Tech	Agriculture	5701	147
Art Education (BSE)	Art	Art: Content Knowledge	5134	158 (effective 9/1/2017)
Business Technology	Business Technology	Business Education	5101	154 (effective 9/1/10)
Coaching (Endorsement)	Coaching	Physical Education: Content and Design	5095	169 (effective 9/1/11)
Computer Science (4-12)	Computer Science	Computer Science	5651	159 (effective 8/12/15)
Earth Science (Endorsement)	Earth Science	Earth Space Sciences: Content Knowledge	5571	145
Elementary (K-6)	Elementary (effective 9/1/15)	Multiple Subjects	5001	
		Mathematics	5003	157
		Reading and Language Arts	5002	157
		Social Studies	5004	155
		Science	5005	159
		Pearson Foundations of Reading	SA090	(effective 9/1/17)
English (BSE, MSE)	English	English, Language Arts: Content Knowledge	5039	168 (effective 9/1/14)
General Sci-Biology (BSE, MSE)	Life Science	Biology: Content Knowledge	5235	142

**ARKANSAS STATE UNIVERSITY
PRAXIS II SCORES**

All candidates for initial licensure must take *The Praxis II: Principles of Learning and Teaching* (pedagogical exam) plus the appropriate *Praxis II: Subject Assessment* (s).

Teacher Education Majors and Endorsements	Areas of Licensure	Principles of Learning and Teaching (PLT)	Code	Required Score
Elementary K-6 Majors	All K-6 Teaching Areas	Principles of Learning and Teaching (PLT)	5622	160 (effective 9/1/13)
Middle Level 4-8 Majors	All 4-8 Teaching Areas		5623	160 (effective 9/1/11)
Secondary 7-12 Majors	All 7-12 Teaching Areas		5624	157 (effective 9/1/11)
K-12 Majors	All K-12 Teaching Areas Exemptions to PLT: World Languages, Special Education K-12		choose 1 of the following PLT: 5622, 5623, or 5624	

Teacher Education Majors and Endorsements	Areas of Licensure	Subject Assessments	Code	Required Score
Gen. Sci.-Chem. (BSE, MSE) and Gen. Sci.-Physics (BSE)	Physical Science	Chemistry Content Knowledge or Physical Science: Content Knowledge	5245 5265	150 (effective 9/1/15) 135
Gifted and Talented	Gifted and Talented	Gifted Education	5358	155
Guidance/Counseling	Guidance & Counseling	Professional School Counselor	5421	156
Journalism	Journalism	Journalism	5223	155
Mathematics (BSE, MSE)	Mathematics, Secondary	Mathematics: Content Knowledge	5161	160 (effective 9/1/14)
Middle Level Education (Grades 4-8)	Middle Childhood	English Language Arts	5047	164 (effective 9/1/13)
		Mathematics	5169	165 (effective 9/1/13)
		Science	5440	150 (effective 9/1/14)
		Social Studies	5089	149 (effective 9/1/13)
Music-Instr. & Vocal (BME, MME)	Music	Music: Content Knowledge	5113	157 (effective 4/1/14)

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Teacher Education Majors and Endorsements	Areas of Licensure	Principles of Learning and Teaching (PLT)	Code	Required Score
Elementary K-6 Majors	All K-6 Teaching Areas	Principles of Learning and Teaching (PLT)	5622	160 (effective 9/1/13)
Middle Level 4-8 Majors	All 4-8 Teaching Areas		5623	160 (effective 9/1/11)
Secondary 7-12 Majors	All 7-12 Teaching Areas		5624	157 (effective 9/1/11)
K-12 Majors	All K-12 Teaching Areas Exemptions to PLT: World Languages, Special Education K-12		choose 1 of the following PLT: 5622, 5623, or 5624	

Teacher Education Majors and Endorsements	Areas of Licensure	Subject Assessments	Code	Required Score
Physical Education (BME, MSE)	Physical Education & Health	Health & Physical Education: Content Knowledge	5857	155 (effective 9/1/14)
Reading (MSE)	Reading Specialist	Reading Specialist	5301	164
Social Science (BSE, MSE)	Social Studies	Social Studies: Content & Interpretation	5086	153 (effective 9/1/11)
Spanish (BSE)	Foreign Language (Spanish)	Spanish: World Languages	5195	168 (effective 9/1/10)
		World Languages Pedagogy	5841	158 (effective 9/1/10)
Special Education	Special Education K-12	Sp. Ed.: Core Knowledge and Applications	5354	151 (effective 1/1/11)
		Fundamental Subjects: Content Knowledge	5511	148 (effective 9/1/17)
		Pearson Foundations of Reading	SA090	(effective 9/1/17)

All school personnel seeking initial licensure in Arkansas must take the *Praxis Series Principles of Learning and Teaching* and appropriate subject assessment(s). Persons who have allowed licenses to expire must take the subject assessment(s) if one exists; if there is no subject assessment(s), the *Praxis Series Principles of Learning and Teaching* assessment must be taken. School personnel, who hold valid licenses and are adding licensure in an additional area, must complete the appropriate subject assessment(s); if there is none, the *Praxis Series Principles of Learning and Teaching* assessment is required. Scores must be sent directly from Educational Testing Service to Arkansas State University.

Additional information for the Praxis assessments can be obtained by visiting the ETS web site: <http://ets.org/praxis/>

Appendix I

