



Clinical Practice Syllabus/Handbook

EMBEDDED FIELD EXPERIENCES
AND INTERNSHIP

2018-2019

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TERMS USED THROUGHOUT HANDBOOK

ADE – Arkansas Department of Education – is responsible for issuing licenses for teaching

Candidate – a JBU student in the Teacher Education program

Cooperating teacher – a licensed teacher in a public school classroom who is participating in the development of JBU candidates

Embedded Field Experience – courses taught in the context of the public school classrooms that allow for immediate application of content with real students

Instructor – person on contract with JBU to teach an embedded field experience course

Internship – required full time teaching for 12+ weeks (420+ hours) in Arkansas public school classrooms, with Arkansas licensed teachers as cooperating teachers who have TESS training, and with JBU supervision by JBU approved and TESS trained supervisors.

Student – a learner in a preK-12th grade classroom

Supervisor – JBU approved and TESS trained person who oversees the internship responsibilities of a JBU intern

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Standards



Standards

ARKANSAS STANDARDS FOR THE TEACHING PROFESSION IN TASC

www.ccsso.org

- Standard #1: Learner Development
- Standard #2: Learning Differences
- Standard #3: Learning Environments
- Standard #4: Content Knowledge
- Standard #5: Application of Content
- Standard #6: Assessment
- Standard #7: Planning for Instruction
- Standard #8: Instructional Strategies
- Standard #9: Professional Learning and Ethical Practice
- Standard #10: Leadership and Collaboration

DANIELSON'S FRAMEWORK FOR EFFECTIVE TEACHING

<https://danielsongroup.org/framework>

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

ARKANSAS DEPARTMENT OF EDUCATOR EDUCATION COMPETENCIES

http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/TESS_competencies_7_15_2016.pdf

See specific subject/grade level

ARKANSAS DEPARTMENT OF EDUCATION TEACHER EXCELLENCE AND SUPPORT SYSTEM (TESS)

<http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system>

COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION

caepnet.org/standards/

- Standard 1: Content and Pedagogical Knowledge
- Standard 2: Clinical Partnerships and Practice
- Standard 3: Candidate Quality, Recruitment, and Selectivity
- Standard 4: Program Impact
- Standard 5: Provider Quality Assurance and Continuous Improvement

Code of Ethics for Arkansas Educators

The Code of Ethics for Arkansas Educators defines minimum standards of ethical conduct for all educators. The State Board of Education approved the standards on September 1, 2008. The ADE Rules Governing the Code of Ethics for Arkansas Educators further define these standards and provides a process for investigating alleged violations.

What is expected of Arkansas Educators?

Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Standard 2: An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. CoCoe

Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.

Standard 4: An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.

Standard 5: An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain.

Standard 6: An educator keeps in confidence secure standardized test materials and results, and maintains integrity regarding test administration procedures.

Standard 7: An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.

Standard 8: An educator refrains from using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco-related products while on school premises or at school-sponsored activities involving students.



Clinical Experience Protocols and Professionalism

Clinical Experience Protocols and Professionalism

As we develop teachers who are ready to teach DAY 1 we focus course work and experiences on 3 essential components: what our candidates KNOW, what our candidates can DO, and who our candidates BECOME. The clinical experiences (known as embedded field experience as well as internship) allow us to see our candidates in classrooms at JBU but more importantly as they interact, learn with/from and teach real students. Our candidates and interns are considered part of the instruction team focused on each student learning, thus we have high expectations for their content and student knowledge, teaching skills, and dispositions or qualities/personality/attitudes.

Throughout the program, candidates' course grades and continued progression through program will depend on the following components: evidence of a mastery of content, and evidence of dispositions conducive to the teaching profession. Mastery of content will be measured through assignments and assessments as determined by the professor of record for the course. Praxis scores will provide additional evidence of content mastery. Dispositions will be measured through a Critical Disposition Rubric as determined by professors and cooperating teachers during field experiences. Final internship evaluations completed by university supervisors and cooperating teachers, will serve as a summative assessment.

[Arkansas Rules Governing the Code of Ethics for AR Educators — View Form](#)

[Clinical Dress code \(including nametag\)](#)

[Candidate Critical Dispositions Scoring Guide](#)

[JBU Candidate Compliance Statements/Form](#)

SCHOOL-SITE EXPECTATIONS

We consider each visit to a school as if it were a job interview so we have specific expectations for our candidates being part of the instructional team focused on student learning.

Sign-in – Candidates must document each time they enter and leave the school building on the blue JBU sign -in clip board in the front office at each school building.

Clinical Dress code (including nametag)

Candidates should make sure that their clothing is not a distraction to students learning. For more specific dress code information [click here](#).

Nametag – Candidates must wear their provided JBU nametag each time they enter a school building and it must remain on during the experience. Candidates may be required to pay the replacement cost of the provided nametag if lost or misplaced. White nametags signify those students in transition 1 and 2. A gold nametag is issued to students admitted to the program, and a magnetic nametag is issued to interns.

Parking – Candidates are encouraged to carpool because of limited parking availability in some school parking lots. Candidates should be courteous when deciding where to park. Families or professionals may need quick access to the school office.

Cellphone –Candidates are encouraged to leave their cell phones in their vehicles or backpacks during their time in the schools unless using the timer feature during teaching. The focus must be on the students’ learning so please avoid any distractions.

Confidentiality – Please keep in mind in and out of school that any discussion of specific students or teachers, etc. could be overheard or may be considered inappropriate, gossip, unprofessional. Candidates are encouraged to let their speech be “seasoned with grace.”

Communication – When communicating with classroom teachers regarding: lesson plans, etc. candidates are encouraged to follow this example (note the tone of gratitude and focus, clear/specific/ details and brevity, and correct spelling):

Date: Friday, April 1, 2014 9:00 p.m.

Subject: Lesson Plan Tuesday April 5

Thank you, Mrs. Honey for allowing me to participate in the learning of your students. Attached is the lesson plan for Tuesday, April 15. I used the text, Joyful Noise, as you stated, and included more interactive grouping as we discussed. Please let me know if revisions are needed or other pertinent information. I look forward to meeting with you at 12 on Tuesday.

Thank you, Amy Jackson

Communication continued – Use of social media can be problematic. Please be careful to not post pictures of classroom students or information about students on any of the social media outlets.



Embedded Field Experiences



Embedded Field Experiences

Candidates progress from observations during their Freshman and Sophomore years to being fully engaged as a part of the instructional team focused on student learning during their upper level education courses. This progression utilizes embedded courses that allow candidates to immediately apply theory to practice with real students in real classrooms. The JBU courses meet at the various schools in Siloam Springs for class and for field experiences. These embedded field experiences are critical to teacher development and we are grateful for the PDS partnership with the Siloam Springs School District in preparing future teachers.

FORMAL ADMISSION

Prior to being formally admitted to the Teacher Education program, candidates must demonstrate competency in math, reading and writing through either ACT, SAT or Praxis Core scores, have a 2.7 GPA, a "C" in all major courses and teacher education courses, the Transition Point 2 interview must be passed, and formal approval must be granted from the PDS Advisory Council. Following admittance to the program, candidates will be allowed to take courses with embedded field experiences such as Block 1 and 2 for Elementary K-6 and the Pedagogy courses for the Secondary Education programs. Current cut scores for ACT, SAT, and Praxis Core tests can be found in the catalog.

ROLES

Classroom Teacher: meet with instructor to set and understand overall goals for embedded field experiences, determine which students the candidates will work with and other responsibilities of candidate, conference with the candidate regarding teaching plan and students, participate with instructor in evaluation of and goal setting for candidate.

Candidate: intentional and professional member of instructional team for students, construct lesson plans with instructor and input by cooperating teacher, teach as determined by instructor and cooperating teacher, reflect after each teaching experience as directed by instructor, and fulfill other course requirements.

REQUIREMENTS

Background Check - During ED 1111 Seminar in Education, candidates complete an initial background check to allow them to work in the schools during the program of study. If a candidate has not completed an initial background check, make an appointment with the Department of Teacher Education office administrative assistant (teachereducation@jbu.edu) to complete this requirement. This must be completed prior to working in classrooms.

Attendance - The classroom teacher and students expect a candidate to be in attendance. It is critical that candidates are present and prepared for each scheduled embedded field experience. If an emergency arises, please notify your instructor and the cooperating teacher as soon as possible. It is impossible to make up embedded field experiences so commitment to this responsibility is expected.

Lesson planning - Candidates will plan thoroughly with their instructor prior to each embedded field experience. All lessons must be approved by the instructor as well as the cooperating teacher prior to your teaching. Candidates are expected to follow the lesson plan template provided by their instructor. The instructor and cooperating teacher can suggest or even require revisions to the lesson plan so it is critical that lesson plans be completed in a timely way so that if necessary it can be revised based on instructive feedback.

Reflections

As modeled by Jesus and all good teachers, reflection is a vital part of teaching and learning...and life. Candidates will reflect after each embedded field experience following the stated expectations by their instructor.

Assessment (including log)

The evaluation of a candidate's performance for each embedded field experience will allow for recording of evidence and growth areas aligned to the Arkansas Teacher Excellence and Support System (TESS). Level 2 forms (see below) are used for the Framework for Teaching courses. Level 3 forms (see below) are used for the Block 1 and 2 and the Secondary Pedagogy courses. Weekly logs for each course that has embedded field experience will require keeping track of dates, responsibilities, times and is verified at the end of the semester by the classroom teacher initials. Candidate's Critical Dispositions form and process are included as part of the evaluation.

DOMAIN 1: Planning and Preparation**☐ 1a Demonstrating Knowledge of Content and Pedagogy**

- Content knowledge • Prerequisite relationships • Content pedagogy

☐ 1b Demonstrating Knowledge of Students

- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

☐ 1c Setting Instructional Outcomes

- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

☐ 1d Demonstrating Knowledge of Resources

- For classroom • To extend content knowledge • For students

☐ 1e Designing Coherent Instruction

- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

☐ 1f Designing Student Assessments

- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment**☐ 2a Creating an Environment of Respect and Rapport**

- Teacher interaction with students • Student interaction with students

☐ 2b Establishing a Culture for Learning

- Importance of content • Expectations for learning and achievement
- Student pride in work

☐ 2c Managing Classroom Procedures

- Instructional groups • Transitions
- Materials and supplies • Non-instructional duties
- Supervision of volunteers and paraprofessionals

☐ 2d Managing Student Behavior

- Expectations • Monitoring behavior • Response to misbehavior

☐ 2e Organizing Physical Space

- Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities**☐ 4a Reflecting on Teaching**

- Accuracy • Use in future teaching

☐ 4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning • Non-instructional records

☐ 4c Communicating with Families

- About instructional program • About individual students
- Engagement of families in instructional program

☐ 4d Participating in a Professional Community

- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

☐ 4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

☐ 4f Showing Professionalism

- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction**☐ 3a Communicating With Students**

- Expectations for learning • Directions and procedures
- Explanations of content • Use of oral and written language

☐ 3b Using Questioning and Discussion Techniques

- Quality of questions • Discussion techniques • Student participation

☐ 3c Engaging Students in Learning

- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

☐ 3d Using Assessment in Instruction

- Assessment criteria • Monitoring of student learning
- Feedback to students • Student self-assessment and monitoring

☐ 3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment • Response to students • Persistence

JOHN BROWN UNIVERSITY

FIELD EXPERIENCE

DEPARTMENT OF TEACHER EDUCATION

TIME/ACTIVITY LOG

The following form should be filled in after each field experience. The classroom teacher should initial the form. Turn in this form when you complete the field experience.

Name _____ School: _____

Classroom Teacher _____

Course: _____ Hours required: _____

Date	Time In - Out	Type of Experience	Teacher's Initial	Time Spent (hrs.)

Total Hours in Classroom: _____

Classroom Teacher's Signature

Candidate's Signature

Critical Disposition Form

Candidate's Name: _____	Cooperating Teacher: _____
Course: _____	School: _____
Date: _____	<i>A teacher's disposition in the classroom is as important to teaching and student learning as the teacher's understanding of the content. The following have been identified as critical teaching dispositions. The purpose of this document is to identify dispositional growth areas for teacher candidates.</i>
Professor: _____	
Professor's email: _____	

Directions: Candidate scores and gives evidence for each indicator and emails completed form to CT.
 CT scores and gives evidence for each indicator and emails completed form to the professor. NA can be used if indicator was not observed.

JBU Values:
Head, Heart & Hand

JBU Department of Education Value:
Teachers who are skilled professionals and reflective decision makers while exhibiting Christ-like characteristics.
In everything set them an example by doing what is good. In your teaching show integrity, seriousness and soundness of speech that cannot be condemned, so that those who oppose you may be ashamed because they have nothing bad to say about us. Titus 2:7-8

Disposition: Hard-working				Candidate's Assessment		Cooperating Teacher's Assessment	
Indicators	Proficient -3	Basic -2	Unsatisfactory -1	Score 1-3	Evidence	Score 1-3	Evidence
Is responsible, reliable, punctual, and fulfills requirements	100% on – time with assignments, fulfills requirements in a timely manner, and is reliable.	75% of the time assignments and requirements are on time.	50% of the time is late on assignments and requirements.				
Is a self-starter, generous with time, talents, and resources	100% of the time, demonstrates initiative and shows contribution to learning via talents, time, and resources.	75% of the time demonstrates initiative and occasionally contributes to learning via talents, time, and resources.	50% of the time needs encouragement to finish work, does not make contributions with talents/time/resources. Uses negative language.				
Maintains positive attitude	100% of the time, demonstrates enthusiasm through positive interactions with students and peers as well as when receiving constructive criticism.	75% of the time , operates with enthusiasm/positivity during interactions with students/peers as well as when receiving constructive criticism.	50% of the time lacks the ability to handle constructive criticism and is often negative about teaching experiences, students, or peers.				

Critical Disposition Form

Disposition: Principled				Candidate's Assessment		Cooperating Teacher's Assessment	
Indicators	Proficient -3	Basic -2	Unsatisfactory -1	Score 1-3	Evidence	Score 1-3	Evidence
Values and acts upon principles of: honesty	100% of the time, reflects honesty and integrity in and outside of the classroom.	75% of the time, actions reflect honesty inside/outside the classroom.	50% of the time lacks honesty inside/outside the classroom.				
Values and acts upon principles of: fairness and compassion	100% of the time, is fair and compassionate with all students taking into account those with diverse backgrounds and needs.	75% of the time, reactions are fair and compassionate concerning student diversity and needs.	50% of the time, shows no compassion or fairness towards students with diverse backgrounds or needs.				
Values and acts upon principles of: mutual respect	100% of the time, shows respect to peers as well as students in all interactions by listening, sharing and supporting.	75% of the time, respect is given to students and peers through listening, sharing or supporting.	50% of the time, lacks respectfulness in interactions by not actively listening, sharing, or supporting either students or peers.				
Disposition: Resourceful				Candidate's Assessment		Cooperating Teacher's Assessment	
Indicators	Proficient -3	Basic -2	Unsatisfactory -1	Score 1-3	Evidence	Score 1-3	Evidence
Demonstrates initiative in developing or collaborating on solutions to problems	100% of the time, consults with others as well as develops own solutions to problems.	75% of the time, consults with others or develops own solutions to problems.	50% of the time, has difficulty consulting or collaborating with others as well as developing own solutions to problems.				
Multi-tasks efficiently and effectively	100% of the time, handles multiple tasks and demands with efficiency, effectiveness, and control.	75% of the time, handles tasks and demands with efficiency, effectiveness, and control.	50% of the time, lacks ability to multi task often losing control/focus and efficiency.				
Demonstrates flexibility	100% of the time, shows flexibility and is willing and open to modifying beliefs and practices.	75% of the time, remains flexible, accepting, and open to trying new ideas.	50% of the time, has difficulty accepting and trying new ideas.				

Critical Disposition Form

Disposition: Collegial				Candidate's Assessment		Cooperating Teacher's Assessment	
Indicators	Proficient -3	Basic -2	Unsatisfactory -1	Score 1-3	Evidence	Score 1-3	Evidence
Is an effective colleague or team member	100% of the time, demonstrates necessary interpersonal skills including cooperation/collaboration, discussion participation and conflict resolution.	75% of the time, demonstrates interpersonal skills including cooperation/collaboration, discussion participation and conflict resolution.	50% of the time, has difficulty using interpersonal skills necessary to successful teaching like cooperation/collaboration, discussion participation a conflict resolution.				
Is eager to learn about others and is non-judgmental and welcomes diverse points of view	100% of the time, demonstrates eagerness to learn about others showing no judgment concerning diverse points of view and is respectful, open and willing, to discussions about diverse points of view.	75% of the time, demonstrates eagerness to learn about others showing no judgment of diverse points of view.	50% of the time lacks a willingness or eagerness to learn about others.				
Reflects on own actions and impact on others	100% of the time, shows intentional reflection on actions and demonstrated by analytical thinking and quality engagement in the school setting as well as course work.	75% of the time, shows a level of reflection on actions through analytical thinking and engagement in the school setting and course work.	50% of the time, disengages from conversations on diverse points of view.				

Critical Disposition Form

Disposition: Professional Component				Candidate's Assessment		Cooperating Teacher's Assessment	
Indicators	Proficient -3	Basic -2	Unsatisfactory -1	Score 1-3	Evidence	Score 1-3	Evidence
Pleasant demeanor	100% of the time, demonstrates pleasant demeanor.	75% of the time, demonstrates pleasant demeanor.	50% of the time, presents an unpleasant or negative demeanor.				
Appropriate use of language	100% of the time, demonstrates appropriate social skills and communicates in a manner appropriate to the learning environment through tone, volume, and language.	75% of the time, demonstrates social skills/communication in a manner appropriate to learning environment.	50% of the time, lacks use and knowledge of appropriate social skills/communication in/out of the learning environment.				
Professional Presentation of self	100% of the time, presents professional presentation of self in a manner equal to district and JBU expectations.	75% of the time, presentation is professional and equal to expectations	50% of the time, presentation of self is below the expectations of JBU and the district.				
Ethical practices	100% of the time, demonstrates ethical practices in and out of the classroom and learning environment.	75% of the time, demonstrates ethical practices.	50% of the time, has problems demonstrating ethics in/out of the learning environment.				

Required Minimum of 32
Total Scores

0

0

3rd Level EFE Progress Report (TESS)

Disciplinary Literacy
Secondary Content & Pedagogy:
Site:
Math Social Studies English

Candidate:
Date:
Semester: Block I Block II
Site:
Literacy Math/Science

<p>DOMAIN 1: Planning and Preparation</p> <p><input type="checkbox"/> 1a Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none">• Content knowledge • Prerequisite relationships • Content pedagogy <p><input type="checkbox"/> 1c Setting Instructional Outcomes</p> <ul style="list-style-type: none">• Value, sequence, and alignment • Clarity • Balance• Suitability for diverse learners <p><input type="checkbox"/> 1e Designing Coherent Instruction</p> <ul style="list-style-type: none">• Learning activities • Instructional materials and resources• Instructional groups • Lesson and unit structure	<p>DOMAIN 2: The Classroom Environment</p> <p><input type="checkbox"/> 2b Establishing a Culture for Learning</p> <ul style="list-style-type: none">• Importance of content • Expectations for learning and achievement• Student pride in work
<p>DOMAIN 4: Professional Responsibilities</p> <p><input type="checkbox"/> 4a Reflecting on Teaching</p> <ul style="list-style-type: none">• Accuracy • Use in future teaching <p><input type="checkbox"/> 4d Participating in a Professional Community</p> <ul style="list-style-type: none">• Relationships with colleagues • Participation in school projects• Involvement in culture of professional inquiry • Service to school	<p>DOMAIN 3: Instruction</p> <p><input type="checkbox"/> 3a Communicating With Students</p> <ul style="list-style-type: none">• Expectations for learning • Directions and procedures• Explanations of content • Use of oral and written language <p><input type="checkbox"/> 3b Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none">• Quality of questions • Discussion techniques • Student participation <p><input type="checkbox"/> 3c Engaging Students in Learning</p> <ul style="list-style-type: none">• Activities and assignments • Student groups• Instructional materials and resources • Structure and pacing <p><input type="checkbox"/> 3d Using Assessment in Instruction</p> <ul style="list-style-type: none">• Assessment criteria • Monitoring of student learning• Feedback to students • Student self-assessment and monitoring <p><input type="checkbox"/> 3e Demonstrating Flexibility and Responsiveness</p> <p>Lesson adjustment • Response to students • Persistence</p>

Critical Attributes of Planning	Unsatisfactory	Proficient	Self-Evidence	Evidence-Class Teacher Concerned/Not Concerned	Agree
1a)	<ul style="list-style-type: none"> • The candidate makes content errors. • The candidate does not consider prerequisite relationships when planning. • The candidate's plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> • The candidate can identify important concepts of the discipline and their relationships to one another. • The candidate provides clear explanations of the content • The candidate answers students' questions accurately and provides feedback that furthers their learning. • Instructional strategies in unit and lesson plans are entirely suitable to the content. 			
1b)	<ul style="list-style-type: none"> • The candidate does not understand child development characteristics and has unrealistic expectations for students. • The candidate does not try to ascertain varied ability levels among students in the class. • The candidate is not aware of students' interests or cultural heritages. • The candidate takes no responsibility to learn about students' medical or learning disabilities. 	<ul style="list-style-type: none"> • The candidate knows, for groups of students, their levels of cognitive development. • The candidate is aware of the different cultural groups in the class. • The candidate has a good idea of the range of interests of students in the class. • The candidate has identified "high," "medium," and "low" groups of students within the class. • The candidate is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. • The candidate is aware of the special needs represented by students in the class. 			
1c)	<ul style="list-style-type: none"> • Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> • Outcomes represent high expectations and rigor. • Outcomes are related to "big ideas" of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. • Outcomes, differentiated where necessary, are suitable to groups of students in the class. 			

1d)	<ul style="list-style-type: none"> • The candidate uses only district-provided materials, even when more variety would assist some students. • The candidate does not seek out resources available to expand his or her own skill. • Although the candidate is aware of some student needs, he does not inquire about possible resources. 	<ul style="list-style-type: none"> • Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • The candidate facilitates the use of Internet resources. • Resources are multidisciplinary. • The candidate expands her knowledge through professional learning groups and organizations. • The candidate pursues options offered by universities outside the classroom for students to draw on. 			
1e)	<ul style="list-style-type: none"> • Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • The candidate provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations. 			
1f)	<ul style="list-style-type: none"> • Assessments do not match instructional outcomes. • Assessments lack criteria. • No formative assessments have been designed. • Assessment results do not affect future plans. 	<ul style="list-style-type: none"> • All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments when they are necessary for some students. • Assessments criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plan indicate possible adjustments based on formative assessment data. 			

Critical Attributes of Environment	Unsatisfactory	Proficient	Candidate Evidence	Class Teacher Evidence Concerned/Not Concerned	Agree
2a)	<ul style="list-style-type: none"> • The candidate is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. • Student body language indicates feelings of hurts, discomfort, or insecurity. • The candidate displays no familiarity with, or caring about, individual students. • The candidate disregards disrespectful interactions among students. 	<ul style="list-style-type: none"> • Talk between candidate and students and among students is uniformly respectful. • The candidate successfully responds to disrespectful behavior among students. • Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. • The candidate makes general connections with individual students. • Students exhibit respect for the candidate. 			
2b)	<ul style="list-style-type: none"> • The candidate conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. • The candidate conveys to at least some students that the work is to challenging for them. • Students exhibit little or no pride in their work. • Students us language incorrectly; the candidate does not correct them. 	<ul style="list-style-type: none"> • The candidate communicates the importance of the content and the conviction that with hard work all students can master the material. • The candidate demonstrates a high regard for students' abilities. • The candidate conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality. • The candidate insists on precise use of language by students. 			
2c)	<ul style="list-style-type: none"> • Students not working with the candidate are not productively engaged. • Transitions are disorganized, with much loss of instructional time. • There do not appear to be any established procedures for distributing and collecting materials. • A considerable amount of time is spent off task because of unclear procedures. 	<ul style="list-style-type: none"> • Students are productively engaged during small-group or independent work. • Transitions between large-and small-group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly. 			
2d)	<ul style="list-style-type: none"> • The classroom environment is chaotic, with no standards of conduct evident. • The candidate does not monitor student behavior. • Some students disrupt the classroom, without apparent candidate awareness or with an ineffective response. 	<ul style="list-style-type: none"> • Standards of conduct appear to have been established and implemented successfully. • Overall, student behavior is generally appropriate. • The candidate frequently monitors student behavior. • The candidate's response to student misbehavior is effective. 			

2e)	<ul style="list-style-type: none">• There are physical hazards in the classroom, endangering student safety.• Many students can't see or hear the candidate or see the board.• Available technology is not being used even if it is available and its use would enhance the lesson.	<ul style="list-style-type: none">• The classroom is safe, and all students are able to see and hear the candidate or see the board.• The classroom is arranged to support the instructional goals and learning activities.• The candidate makes appropriate use of available technology.			
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Critical Attributes of Instruction	Unsatisfactory	Proficient	Self-Evidence	Evidence-Class Teacher Concerned/Not Concerned	Agree
3a)	<ul style="list-style-type: none"> • At no time during the lesson does the candidate convey to students what they will be learning. • Students indicate through body language or questions that they don't understand the content being presented. • The candidate makes a serious content error that will affect students' understanding of the lesson. • Students indicate through their questions that they are confused about the learning task. • The candidate's communications include errors of vocabulary or usage or imprecise use of academic language. • The candidate's vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> • The candidate states clearly, at some point during the lesson, what the students will be learning. • The candidate's explanation of content is clear and invites student participation and thinking. • The candidate makes no content errors. • The candidate describes specific strategies students might use, inviting students to interpret them in the context of what they are learning. • Students engage with the learning task, indicating that they understand what they are to do. • If appropriate, the candidate models the process to be followed in the task. • The candidate's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. • The candidate's vocabulary is appropriate to students' ages and levels of development. 			
3b)	<ul style="list-style-type: none"> • Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between the candidate and students; students are not invited to speak directly to one another. • The candidate does not ask students to explain their thinking. • Only a few students dominate the discussion. 	<ul style="list-style-type: none"> • The candidate uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The candidate makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by candidate. • The candidate calls on most students, even those who don't initially volunteer. • The candidate asks students to justify their reasoning, and most attempt to do so. 			
3c)	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • The lesson drags or is rushed. • Only one type of instructional group is used 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. 			

	(whole group, small groups) when variety would promote more student engagement.	<ul style="list-style-type: none"> • The pacing of the lesson provides students the time needed to be intellectually engaged. • The candidate uses groupings that are suitable to the lesson activities. 			
3d)	<ul style="list-style-type: none"> • The candidate gives indication of what high-quality work look like. • The candidate makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The candidate does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> • The candidate makes the standards of high-quality work clear to students • The candidate elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance, at least for groups of students. 			
3e)	<ul style="list-style-type: none"> • The candidate ignores indications of student boredom or lack of understanding. • The candidate brushed aside students' questions. • The candidate conveys to students that when they have difficulty learning it is their fault. • In reflecting on practice, the candidate does not indicate that it is important to reach all students. • The candidate makes no attempt to adjust the lesson in response to student confusion. 	<ul style="list-style-type: none"> • The candidate incorporates students' interests and questions into the heart of the lesson. • The candidate conveys to students that she has other approaches to try when the students experience difficulty. • In reflecting on practice, the candidate cites multiple approaches undertaken to reach students having difficulty. • When improvising becomes necessary, the candidate makes adjustments to the lesson. 			

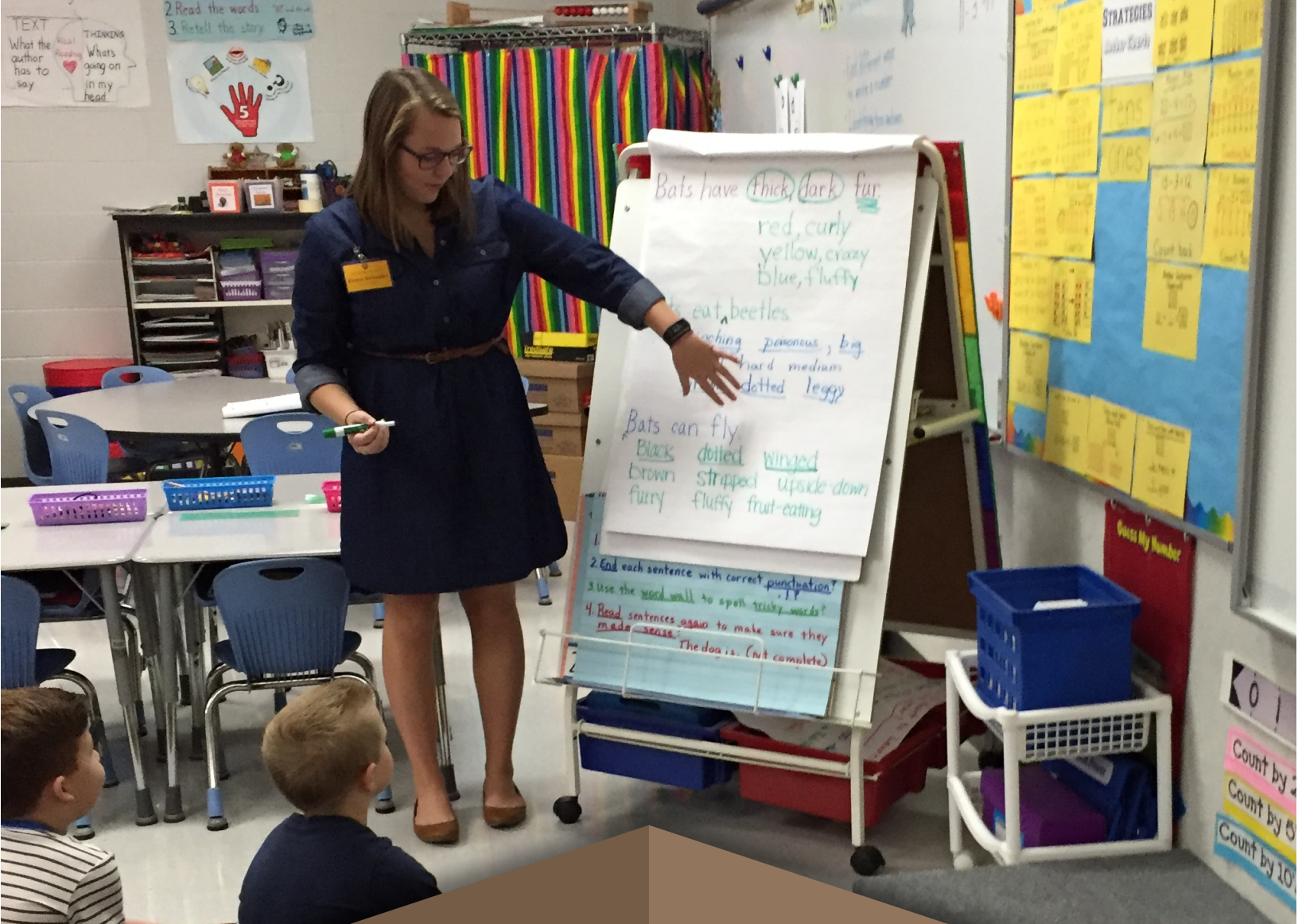
Critical Attributes of Professionalism	Unsatisfactory	Proficient	Self-Evidence	Evidence-Class Teacher Concerned/Not Concerned	Agree
4a)	<ul style="list-style-type: none"> • The candidate considers the lesson but draws incorrect conclusions about its effectiveness. • The candidate makes no suggestions for improvement. 	<ul style="list-style-type: none"> • The candidate accurately assesses the effectiveness of instructional activities used. • The candidate identifies specific ways in which a lesson might be improved. 			
4b)	<ul style="list-style-type: none"> • There is no system for wither instructional or noninstructional records. • Record-keeping systems are in disarray and provide incorrect or confusing information. 	<ul style="list-style-type: none"> • The candidate’s process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. • The candidate has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing. • The candidate’s process for recording noninstructional information is both efficient and effective 			
4c)	<ul style="list-style-type: none"> • Little or no information regarding the instructional program is available to parents. • Families are unaware of their children’s progress. • Family engagement activities are lacking. • There is some culturally inappropriate communication. 	<ul style="list-style-type: none"> • The candidate regularly makes information about the instructional program available. • The candidate regularly sends home information about student progress. • The candidate develops activities designed to engage families successfully and appropriately in the children’s learning. • Most of the candidate’s communications are appropriate to families’ cultural norms. 			
4d)	<ul style="list-style-type: none"> • The candidate’s relationships with colleagues are characterized by negativity or combativeness. • The candidate purposefully avoids contributing to activities promoting professional inquiry. • The candidate avoids involvement in school activities and district and community projects. 	<ul style="list-style-type: none"> • The candidate has supportive and collaborative relationships with colleagues. • The candidate regularly participates in activities related to professional inquiry. • The candidate frequently volunteers to participate in school events and school district and community projects. 			

4e)	<ul style="list-style-type: none"> • The candidate is not involved in any activity that might enhance knowledge or skill. • The candidate purposefully resists discussing performance with supervisors or colleagues. • The candidate ignores invitations to join professional organizations or attend conferences. 	<ul style="list-style-type: none"> • The candidate seeks regular opportunities for continued professional development. • The candidate welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. • The candidate actively participates in organizations designed to contribute to the profession. 			
4f)	<ul style="list-style-type: none"> • The candidate is dishonest. • The candidate does not notice the needs of students. • The candidate engages in practices that are self-serving. • The candidate willfully rejects district regulations. 	<ul style="list-style-type: none"> • The candidate is honest and known for having high standards of integrity. • The candidate actively addresses student needs. • The candidate actively works to provide opportunities for student success. • The candidate willingly participates in team and departmental decision making. • The candidate complies completely with district regulations. 			

PDS Team Signatures

JBU Faculty Signatures

Date



Internship

PROGRAMS FOR LICENSURE

Bachelor of Science In Education (B.S.E.) Degree With Major In Elementary Education

Bachelor of Music Education (B.Mus.Ed.) degree with major in Music, K-12 Certification

Bachelor of Science in Education (B.S.E.) degree with major in English Education

Bachelor of Science in Education (B.S.E.) degree with major in Mathematics Education

Bachelor of Science in Education (B.S.E.) degree with major in Social Studies Education

ROLES

ROLE OF THE INTERN

Internship is usually the most significant experience in the teaching candidate's education. To achieve maximum benefit, it is essential that the intern, cooperating teacher and university supervisor work as a team.

During this experience, the intern is both a college student and a teacher. She/He is a student in terms of the relationship with the university and in the ultimate purpose of internship. At the same time, she/he is considered a teacher by the cooperating teacher, the pupils, the principal, and other personnel of the assigned school. Although school personnel usually view the intern as a fellow professional, legally, the intern is a guest of the school.

Responsibilities as a University Intern:

Interns are obligated to follow the policies of the University and of the Department of Teacher Education. While every effort is made to keep the "on campus" requirements for interns to a minimum, certain obligations remain. They include (but are not necessarily limited to):

1. Completing specific forms (registrar's, state licensure, placement office, etc.).
2. Providing the university supervisor with required schedules and lesson plans.
3. Communicating regularly with the university supervisor regarding progress, problems, and visitation times.

Responsibilities as an Intern:

While on assignment in a local school, the intern has responsibilities to the school, the cooperating teacher, the students, the community, and to the profession.

1. Internship must be considered a full-time job, not just another class. The intern is assigned for the entire day, including out-of-class responsibilities normally required of a regular teacher such as PTO, faculty, and professional meetings, etc.
2. Interns should not be enrolled in other university or online courses (except the internship seminar). Part-time employment is strongly discouraged, since teaching requires a full-time commitment.
3. The intern is expected to support school policies and personnel and to follow all rules and regulations specified by the school district.
4. The intern should demonstrate the highest moral and ethical standards.

5. The intern should dress, speak, and act in accordance with the standards established for JBU interns and should present a professional image.
6. The intern should not take sides in internal school disputes or conflicts. Being quick to listen and learn, but slow to debate, will yield more positive results.
7. The intern must deal professionally with confidential information and with pupils.
8. The intern should respect each pupil and should have appropriate expectations, adjusting language and activities to the individual.
9. The intern must assume some responsibility for the quality of the internship experience. Opportunities for enhanced involvement, experience and responsibility should be explored. Questions about routine matters that are easy to overlook should be asked.
10. The intern should continually engage in self-evaluation, seek constructive criticism, participate in evaluation conferences, develop his/her portfolio, and actively pursue professional growth. The outstanding intern does not just do well on assigned tasks. It is important to display self-reliance, desire, enthusiasm, initiative, and other indicators of unique professional promise.
11. The intern should provide the cooperating teacher with lesson plans in advance. This gives the cooperating teacher, who is ultimately responsible for the quality of education in the classroom, an opportunity to provide help and constructive criticism.
12. In case of absence, the cooperating teacher or school and the university supervisor must be informed prior to the beginning of the school day. If the intern is responsible for some portion of the class(es), plans must be supplied to the cooperating teacher or to whomever is substituting.
13. The intern will attend all professional development meetings, regardless of presence of cooperating teacher.

ROLE OF THE COOPERATING TEACHER

Internship is the culminating activity of a candidate's preparation. It is not just an opportunity to demonstrate competence; nor is it just "practice" teaching. Rather, it is a clinical internship for growth and development of the competencies of a professional teacher. The cooperating teacher is central to the success of this experience.

While retaining the basic responsibility of providing teacher candidates with a quality education, the cooperating teacher is also called upon to advance the profession by working with an intern. Because of this critical function, it is important that the cooperating teacher calls upon his/her professional background and experience to assess, counsel, and supervise the growth of the intern in the following areas:

1. Structuring and using measurable objectives.
2. Organizing and planning procedures.
3. Applying learning theories.
4. Using appropriate techniques to produce desired outcomes.
5. Utilizing a variety of instructional methods.
6. Promoting active learning by students.
7. Utilizing individualized instruction.
8. Testing and evaluating learning of student.
9. Managing and controlling the classroom.

10. Managing instructional time.
11. Developing decision-making abilities.
12. Understanding the rationale for making a variety of decisions.
13. Developing a basic understanding of the profession.
14. Understanding school policy and administrative structure.
15. Reflecting on experiences.
16. Making suggestions for the portfolio development.
17. Being involved in school/community activities.

Informal feedback on a daily basis would make the Weekly Intern Progress Form a summary of the intern's progress and future goals. This may occur by providing evidence of effective/ineffective practices in the four Domains of the Weekly Intern Progress Form. This should provide immediate feedback rather than waiting until the end of the week.

The cooperating teacher will complete the Weekly Intern Progress Form and will conference with the intern to help the intern focus on his/her professional growth. These weekly evaluations are critical for the growth of the intern and will be turned in weekly to the university supervisor. The cooperating teacher is also responsible for submitting the Final Intern Evaluation form which will be available for reference letters, interviews, etc.

ROLE OF THE COOPERATING PRINCIPAL

As the educational leader of the school, the principal sets the tone, creates the environment, articulates the goals, establishes the policy, and facilitates the instructional process. S/he significantly influences the quality of the clinical experience of teachers in training.

Additional responsibilities related to internship include:

1. Working with university personnel to place interns with cooperating teachers and in classes which will provide them the best educational experience.
2. Articulating to the school and community the important role of the school in preparing the teachers of tomorrow and the benefits derived from participation in the education process.
3. Modeling an attitude of respect for interns as young professional colleagues.
4. Overseeing the progress of the interns and serving as a source of encouragement to interns and to cooperating teachers.
5. Assuring the quality of the instructional process.
6. Assuring that the intern is aware of school and personnel policies.
7. Informing the intern of faculty meetings and professional development opportunities.
8. Assuring that the intern is informed of school-wide legal policies and the role s/he has in implementing those policies.
9. Maintaining lines of communication with appropriate university personnel for the solution of specific problems and for the improvement of the education program.
10. Following the JBU Intern Substitute Policy for using interns as substitutes during the internship semester.

ROLE OF THE UNIVERSITY SUPERVISOR

The university supervisor serves as a liaison between the university and the school and is responsible for maintaining a good working relationship between the two. As a professional educator with significant successful teaching experience and a familiarity with the structure and goals of the education program, the university supervisor is in an excellent position to clarify the roles of the cooperating teacher and the intern. Ultimately, it is the university supervisor who is responsible for assuring that the internship assignment is a quality experience for the intern. Specifically, responsibilities include:

1. Working with cooperating teachers to plan a program to fit the unique needs of each intern.
2. Assuring that the intern is informed about the requirements, expectations, and purposes of the internship experience.
3. Making a minimum of 4 visits for the purpose of observation and then holding conferences with the intern and with the cooperating teacher to make constructive suggestions and to provide help.
4. Acting as a resource person for the intern and the cooperating teacher.
5. Being available to handle special problems that may arise.
6. Conferring with divisional and specialized university faculty and with appropriate school and university administrators, as needed, regarding unique problems.
7. Participating in planning and conducting the internship seminars.
8. Assuring a continuous three-part evaluation process which includes:
 - (a) self-evaluation by the intern;
 - (b) weekly conferences and progress reports developed by the cooperating teacher and the intern; and
 - (c) field reports from the university supervisor.
9. Formal Assessment: best if Cooperating Teacher is not present. Intern should not discuss the teaching of the lesson until the intern's reflections are shared with the University Supervisor.
10. Helping the intern with timelines and information about administrative tasks such as: the Praxis II examinations, graduation, licensure, placement, portfolios, etc.
10. Coordinating the final evaluation conferences and assuring that formal evaluation reports are submitted to the divisional office.
11. Approving interns as substitutes during the internship semester.

INTERNSHIP SEQUENCE

Because each intern, cooperating teacher, and classroom situation is different, rigid timelines or requirements are inappropriate. Normally, the intern begins with minimum responsibility which gradually increases until finally; the intern carries the full load of teaching for a significant period of time (see "Full Responsibility" p. 11). The sequence usually consists of the following phases: (1) Orientation; (2) Observation/Participation; (3) Phase-in; (4) Full Responsibility; (5) Phase-out; and (6) Final Evaluation.

ORIENTATION

The cooperating teacher will help make the intern feel as welcome and comfortable as possible. This process begins prior to the arrival of the intern and continues throughout the assignment. Special attention should be given to easing the initial nervousness and to helping the intern overcome self-consciousness. The following suggestions may assist in getting off to a good start and in providing the information and tools needed for a successful experience.

Prior to the intern's arrival, the cooperating teacher should:

1. Become acquainted with the intern's biographical sketch.
2. Meet with the intern, if possible.
3. Obtain copies of textbooks and curriculum guides for the intern as well as materials needed for orientation (i.e., class schedules, seating charts, procedures manuals, building layouts, faculty/staff rosters, fire drill instructions, etc.).
4. Prepare the pupils for this experience. Be sure they recognize and respect the intern as a professional. Having an intern can be a very positive experience for both the teacher and for the pupils.
5. Arrange, if possible, for a special work area for the intern similar to the teacher's desk.

At the beginning, the cooperating teacher should:

1. Familiarize the intern with the physical plant: location of buildings, rooms, facilities, equipment, offices, etc.
2. Introduce the intern to nearby teachers and school staff.
3. Introduce the intern to the class(es) in a positive manner that provides status and indicates a "teammate" relationship.
4. Discuss school policies dealing with fire drills, accidents, etc.
5. Familiarize the intern with policies and procedures regarding classroom management, both school-wide and those designed by the cooperating teacher.
6. Acquaint the intern with the textbook materials, curriculum guides and other materials needed to orient them to the building, and to the policies and procedures.
7. Outline the areas of instruction the intern will be responsible for during the semester.
8. Begin immediately to include the intern in the planning process.
9. Plan for a gradual increase in teaching responsibilities, with a *tentative* transitional schedule (including dates and full responsibility).
10. Give the intern access to as many teaching materials as possible and encourage the development of resource files which will be useful in future instructional units.

11. Preview the Final Intern Evaluation form with the intern to be sure that both the cooperating teacher and the intern understand the competencies to be evaluated.

OBSERVATION AND PARTICIPATION

It is important for the intern to become actively involved as quickly as possible. Anxiety often occurs prior to the experience, but involvement tends to lessen anxiety and to increase understanding of the teaching process.

The first week is normally spent finding materials, making seating charts, taking roll, learning names, grading and recording assignments, working with individuals or small groups, and learning the instructional routine of the classroom. The greatest value will be derived from this phase if it is approached with specific objectives, and if there is an opportunity to "process" (discuss with the intern) the classroom activities.

The intern may find the following lists helpful in analyzing the classroom activities. Notes should be taken and any questions discussed with the cooperating teacher.

Observing the Cooperating Teacher:

The intern should carefully observe and take notes on the following aspects of teaching and how they impact instruction and learning:

1. Image projected by the teacher – dress, mannerisms and general approach.
2. Movement around the room, change of pace, impact of movement on individual students.
3. Speech – volume, projection, fluctuation, grammar, vocabulary, quality of interest.
4. Teacher awareness of pupils, especially eye contact, and how this affects them and their actions.
5. Actions – how do they reflect purpose?
6. Planning – how was it reflected?
7. Management of classroom time.
8. Discipline – note efforts to avoid and to eliminate disturbances.
9. Classroom routines – beginning the class, handing out materials, dismissal procedures, etc.

Observing the Students:

The intern should carefully observe the following:

1. Behavior of the students, and how they impact the class.
2. Needs and interests suggested by the students' behaviors.
3. Who participates and who does not.
4. Students' help with decision-making and/or lesson development.
5. Individual/small group work after assignments are completed.
6. How does the use of praise and discipline affect the students?

Observing the Structure of the Lesson:

The intern should observe the following:

1. The introduction and execution of the lesson.
2. The integration of technology.

3. The division of the time period and the transition between activities. Is there enough flexibility to include special interests of students?
4. Homework – purpose (moving students up Bloom's, final grade calculations, etc.), amount/length, and frequency.
5. The relationship of the lesson to other courses, classes, or to current events.
6. The reasons why the lesson appears to be successful or unsuccessful.
7. Other possible teaching strategies or procedures.

PHASE-IN

During the third phase of the internship experience, the intern begins to plan and implement lessons. Normally, the "phase-in" will begin during the first week, with responsibilities **increasing over time** as the intern gains confidence and skill. Assuming full responsibility for teaching too soon may be damaging to all concerned.

The first teaching experience should be well planned and should be in an area in which the intern feels competent. Since the intern is in a learning situation, the teaching load during this phase-in period should be light enough to enable him/her to feel secure and successful, and to provide the intern opportunity to reflect upon and to refine teaching skills.

FULL RESPONSIBILITY

The intern's responsibility will increase until it eventually includes the full load of the teacher. This includes all planning, teaching, grading, and other duties assigned to the cooperating teacher.

There is no set answer regarding when an intern should begin to assume full responsibility. Some interns are confident, poised, and eager to begin. Others require more time. As the intern gains experience she/he should gradually assume greater responsibility. The following should be considered in determining when full responsibility should occur: intern's degree of readiness, first or second assignment, beginning or ending of new units, grading periods, etc.

At this point, the cooperating teacher will assume the role of consultant and supervisor. It is important for the cooperating teacher to carefully observe the performance of the intern and to provide consistent and constructive feedback. To do this, the teacher must be present in the classroom, even though this usually affects the classroom environment. While the cooperating teacher cannot relinquish ultimate responsibility for the education of the children, it is desirable for the intern to experience as much latitude and appearance of full control as possible. After the intern has gained skill, the cooperating teacher may leave the classroom within the limits of district policy and safety considerations. (See #8 of the following guidelines.) The cooperating teacher and the university supervisor will determine the length of full responsibility to include no less than two weeks.

Guidelines for the cooperating teacher as consultant/supervisor:

1. Postpone intervening (comments, suggestions, etc.) until after the lesson has been completed.
2. When the students ask questions, direct them to the intern for the answer.
3. Encourage the intern to design his/her own teaching materials and tests.
4. Require the intern to maintain a record of student grades.
5. Regularly examine lesson plans, discuss options/alternatives, and confer with the intern to assure that the plans are worthwhile and feasible.

6. Provide written feedback on a consistent basis, which is both helpful and encouraging.
7. Build the intern's confidence by complimenting good work.
8. The cooperating teacher should be absent from the classroom, at times, during this phase, so that the intern can assume a full measure of responsibility. This does not imply that the teacher should be gone during the majority of the time. The cooperating teacher should be available to appropriately evaluate the intern while she/he is under the pressure of full responsibility, as well as to provide guidance.

PHASE-OUT

As indicated above, the timeline for each phase of internship will vary according to the needs and the readiness of the intern, as well as the instructional program of the cooperating school. Near the end of the internship experience, plans should be made for the transfer of full responsibility back to the cooperating teacher. A gradual transition benefits the cooperating teacher, the intern, and the students. With fewer teaching responsibilities, the intern schedules observations in other classrooms and in special areas within the school. The intern should observe/participate at least once in a special needs classroom. Interns should have some significant responsibilities even through the last day of the placement. The schedule observations and significant responsibilities should all appear on the weekly schedule.

FINAL EVALUATION

The final evaluation results in detailed documents prepared by the cooperating teacher and by the university supervisor. These documents become a permanent part of the intern's placement file, and are often considered to be the most important components of the intern's credentials. They are the result of an in-depth evaluation of the intern's performance and include a projection of probable success as a teacher. The final documents should be prepared with great care to assure that they are frank, accurate, and fair. The style should be objective, and whenever possible, details should be cited to support conclusions. (NOTE: The importance of this evaluation is obvious. The only other evaluation of the internship experience appearing in the intern's permanent record is a Satisfactory or Unsatisfactory grade.) This form should not be viewed by the intern.

The final evaluation process *at the end of the semester* normally includes the following: (1) the intern; (2) the cooperating teacher; and (3) the university supervisor. The Final Intern Evaluation form is a detailed instrument and will provide a guide for the exit interview. The recommended procedure for completing this important task is:

1. The cooperating teacher and intern should *independently* complete the Final Intern Evaluation form before coming together for an exit interview.
2. An exit interview will be held to assure a common understanding of the basis for the evaluation for each placement.
3. After the exit interview is completed, the cooperating teacher will finalize, proof, and sign his/her individual reports and will submit them for the intern's placement file. The university supervisor has responsibility for facilitating the completion of this task and for issuing the final grade.

This process can be very helpful to the intern. It can serve as a summary of the progress the intern has made during the semester. It also provides an opportunity to reflect on areas for future professional growth and a time to celebrate a major milestone in a new professional career. Criteria included in the Final Intern Evaluation form are consistent with those used for the Weekly Intern Progress form. If appropriate conferences have occurred during the semester, it is highly unlikely that there will be any surprises during the exit interview.

**JOHN BROWN UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION**

**INTERNSHIP
APPLICATION – COVER**

DIRECTIONS

Please complete all three parts and submit them asap.

PART I

Application – requests basic information about your teaching goals and your internship preferences.

PART II

Biographical Sketch – will be used to introduce you to the principal(s) and your cooperating teacher(s) this is your opportunity to make a good first impression. (Remember – be neat! First impressions are important.)

- Carefully complete the form entitled “Biographical Sketch” (If you would like for me to e-mail this form to you so that you can complete it on the computer, please let me know.) and use it as a cover sheet for your personal statement (see below). This is in two parts: 1) personal data and 2) academic preparation.
- Prepare a brief (1-2 pages typed) personal statement introducing yourself. This should include your home and community background; major academic interests and abilities; your future goals and aspirations; and why you desire to enter the teaching profession. Please proofread and edit the statement before submitting it.
- Submit five (5) copies (stapled together) of the **Biographical Sketch**, and your **Personal Statement**.

PART III

Internship Recommendation - If you are majoring in **Secondary Education** or a **K-12 program (Music)**, please have the recommendation completed by your Teaching Field advisor. The advisor should then send the recommendation directly to Dr. Connie Matchell.

**JOHN BROWN UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION**

**INTERNSHIP
APPLICATION FORM**

Name _____ Date _____

Semester of Internship _____ JBU Box _____

Local Address _____

Permanent Address _____

Cell Phone _____ Other Phone _____

Licensure Level

_____ **Elementary K-6** _____ TESOL Endorsement _____ 3-4 year old Endorsement

_____ **Secondary** _____ Teaching Field _____ Teaching Field
_____ TESOL Endorsement

_____ **K-12 Music Education** _____ TESOL Endorsement

Other Information

Do you have transportation? _____ Yes _____ No

List Siloam Springs schools where you have done field experiences:

PDS Team Members you have worked with

Are you currently taking an online course? _____ Yes _____ No

Note: You should not plan to take any courses during internship.

Are you currently working? _____ Yes _____ No

Note: Internship is a full-time job!

Do you have any other obligations that may continue during Internship?

**JOHN BROWN UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION**

**INTERNSHIP
BIOGRAPHICAL SKETCH**

Name _____ Age _____ Sex _____

Licensure Level

_____ **Elementary K-6** _____ TESOL Endorsement _____ 3-4 year old Endorsement
_____ **Secondary** _____ Teaching Field _____ Teaching Field
_____ TESOL Endorsement
_____ **K-12 Music Education** _____ TESOL Endorsement

Campus Address _____ Phone _____
Permanent Address _____ Alternate Phone _____

Marital Status _____ Single _____ Married _____ Number of Children _____

Special abilities, hobbies, interests: _____

Elementary schools attended and location(s) : _____

Types of community in high school: _____ Rural _____ Suburban _____ Urban _____ International

Other colleges attended: _____

Activities, honors and awards in high school: _____

University activities, honors and awards: _____

Experiences with children: _____

Work experiences: _____

Travel experiences: _____

CONTENT ADVISOR (Secondary & K-12 Only)

Name of Student _____

Characteristics	Excellent	Good	Average	Poor	Not Observed
Appearance					
Voice					
Health					
Cooperation					
Attitude toward suggestions					
Dependability					
Knowledge of subject matter					
Mature in handling emergencies					
Preparation of assignments					
Sense of humor					
Enthusiasm					

Do you recommend this student for Directed Teaching? Yes No

Signature of Advisor

Date

(Confidential – Please return this form directly to the Education Office)

Internship Responsibilities Contract

Name: _____

Date: _____

Please initial each statement as an agreement to the statement.

CLASSES:

_____ I am aware that any changes to the prerequisites (given on the back) may result in not beginning/completing internship and/or not graduating.

_____ I will not work on any course during my internship semester. This includes on-line, off-campus, and/or JBU courses.

If you initialed both of the above statements, proceed to the "Work" section.

On or Off Campus Course(s):

_____ If any course is not completed by internship, I will stop working on the course(s) and turn my materials into the Head of the Department of Teacher Education and not work on the course(s) throughout internship.

JBU Course(s):

_____ I have an approved Education Department petition to take _____ during internship.

WORK:

_____ I will not be working during my internship semester.

_____ I will be working during my internship semester.

These are the days and hours: _____

This is the job description: _____

EXTRA RESPONSIBILITIES:

_____ I will not have any additional responsibilities during my internship semester.

_____ The following are my only additional responsibilities: _____

ATTENDANCE:

_____ I will follow all attendance policies and attend all required meetings in the school of my intern placements. Conflicts with personal plans will require canceling personal plans unless permission has been previously approved by the Education Department Head.
(Internship Request for Personal Absence)

Your internship is a very important part of your education. You need to give your full attention to this experience. Not only are you learning how to develop your teaching skills, but you are responsible for how well your students will learn. It is for these reasons that you need to limit your responsibilities.

If any of the above responsibilities need to change, submit a written request to the Department of Education Head. Do not make any changes until you have received written permission.

Breaking this contract may result in failing internship.

Signature of Intern

Date

Prerequisites for Internship/Graduation

COURSE WORK:

You have a verified Statement of Remaining Requirements.
 All courses will be completed by the end of _____ Semester.

If you have not initialed both of the above, initial what you will need to do before graduation:

Another semester
 CLEP for _____ Will take by: _____
 CLEP for _____ Will take by: _____
 CPR/First Aid
 Retaking a course

ONLINE COURSES:

None
Course _____ Completion _____
Course _____ Completion _____

PRAXIS II:

Passed all exams Taken all exams
 Registered for _____ Date _____
 Registered for _____ Date _____
 Will register for _____

TRANSPORTATION:

I have a car. I need to carpool _____ With Whom?

Additional Comments:

My signature below indicates that the above information is correct. If any of the above information changes, the Head of the Education Department will be notified in writing. Changes need new approval.

Signature of Intern

Date

**Department of Teacher Education
Permission for Release of Information**

I, _____, give the Department of Teacher Education permission to release the following information regarding my education at John Brown University. Please initial the blanks.

- _____ Information for field experience
- _____ Intervention Forms
- _____ Information for formal admission to Teacher Education
- _____ Internship documents
- _____ Placement file
- _____ References
- _____ Praxis Exam Reports and Detailed Information Reports
- _____ References after graduation

Signature

Date

By signing this form, I give the Department of Teacher Education permission to release the above information during my enrollment in the Education Program.

*To delete any permission, requests must be sent by e-mail to the ED Administrative Assistant who will acknowledge your request.

Name _____
Education Advisor _____

Items to be submitted:

- | | |
|---|---|
| _____ Internship Application | _____ Statement of Remaining Requirements (from Sarah Philpot |
| _____ Licensure Application | _____ Current Unofficial JBU Transcript |
| _____ Biographical Sketch and Personal Statement | |
| _____ Recommendation (Secondary from Content Advisor) | |

(Please mark when completed and include with returned packet)

1. Minimum Competency Scores:

_____ Reading score: _____ : _____ ACT _____ SAT _____ Praxis Core
_____ Writing score: _____ : _____ ACT _____ SAT _____ Praxis Core
_____ Math score: _____ : _____ ACT _____ SAT _____ Praxis Core

_____ 2. Praxis II Content Passing Score: Secondary Content: _____ Score: _____
Elementary: Math _____ Reading _____ Science _____ Social Studies _____

_____ 3. Required courses with a grade of "C: or better:

All Content Courses _____
All Education Courses _____

- _____ 4. Admitted to the Teacher Education Program
_____ 5. 2.7 cumulative GPA in all major (concentration courses with a minimum of "C" in each
_____ 6. 2.7 cumulative GPA in all prerequisite ED courses with a minimum of "C" in each
_____ 7. 2.7 cumulative GPA overall
_____ 8. Prerequisites completed
_____ 9. Growth Contracts? _____
_____ 10. Online courses? _____
_____ 11. CPR/First Aid _____

NOTES:

INTERN INFORMATION FORM

Name: _____
Current Address: _____

Permanent Address: _____

Phone # _____
Alternate Phone # _____
JBU Email _____
Other Email _____

I give the JBU Department of Teacher Education permission to use this information for _____ departmental purposes. (Please put your initials on the line.)

INTERNSHIP REQUIREMENTS

The internship experience is the culmination of the program that requires full time teaching for 420 hours (12 weeks)+ in a K-12 classroom in an Arkansas public school classroom, with an Arkansas certified teacher, who has had TESS training.

Requirements

CPR/First Aid – Candidates are responsible to complete CPR-First Aid training prior to internship. Verification documenting successful completion must be placed in file in Department of Teacher Education office prior to internship.

ADE required Background Check - Process for candidate's official background check required for licensure will be detailed in internship introductory meeting. Please be aware that this is valid for 1 year (12 months) and must cover internship dates through receipt of ADE license.

ADE required Professional Development training (Child Maltreatment, Suicide Prevention, Dyslexia, and Parental Involvement) – these are available online and details will be provided during Internship Seminar.

Minimum Requirements (see form)

Internship Responsibility Contract (see form)

Weekly Schedule (see form)

Lesson Plan (see form)

Reflections –Effective teachers always reflect on their teaching and students learning to make informed decisions re: instruction and classroom management. Candidates will determine with their supervisor the details (format, focus, submission) for the required daily reflections during internship. One suggestion is to reflect on one specific TESS criterion each week.

Remaining Requirements - must review list from Eaglenet Advising and Academic Planning with advisor prior to internship

OTHER REQUIREMENTS

AREAS OF COMPETENCE

Throughout the semester, the intern, cooperating teacher, and the university supervisor are urged to use the list of competencies included in the Final Intern Evaluation form as a guide for professional growth.

PROFESSIONAL ACTIVITIES

As previously mentioned, the intern is expected to seek opportunities to participate in the full responsibilities of a regular teacher. In addition to teaching classes, this may include:

professional conferences; professional development workshops; parent/teacher activities and conferences; faculty meetings; open houses; extracurricular activities; etc.

“Professional Leave” is time spent away from the classroom for professional growth (e.g., workshops/seminars designed to help teachers become more effective) and/or professional service (e.g., working on the development of a new curriculum). Interns are encouraged to participate in these types of activities and, as stated previously, are expected to attend any that are attended by the cooperating teacher.

ATTENDANCE AND VACATIONS

Daily attendance at school is required with the same arrival and departure times as the faculty. The intern will follow the calendar of the cooperating school rather than the university calendar, observing the same vacations, holidays, and in-service days as the faculty of the school. The University's "Internship Attendance Policy" allows limited absences due to verified illness and pre-approved personal absences. Interns will be required to make up absences in excess of those specified in the policy. Unexcused absences will not be tolerated. In case of illness, the cooperating teacher and the university supervisor must be notified before the school day begins. In addition, absences must be reported, in writing, to the university supervisor.

RELIABILITY, PROMPTNESS, AND GROOMING

Reliability and promptness are two important characteristics of a successful intern. Obviously, subject matter competence and professional knowledge are essential; but, unless the intern demonstrates the ability to follow through with commitments in a timely manner, recommendations for positions of responsibility cannot be expected. People depend upon interns; therefore, interns must be dependable.

Professional Presentation is also important; “every time you enter the building you are interviewing.” The intern is expected to comply with the requirements established for JBU interns. A professional appearance is important in gaining the respect of students and colleagues AS A VALUED PART OF THE INSTRUCTIONAL TEAM moving students forward to reach learning and life goals.

CONFIDENTIALITY

The intern will normally follow the school's policy governing confidential information. As interns become familiar with students, information concerning those students should be regarded as confidential. It must never be the subject of casual discussion in the faculty workroom, in the lounge, or anywhere outside the school.

INTERNSHIP SEMINARS

Between first and second placements Internship Seminar Week will be scheduled to allow for goal setting, vital information, resumes/applications, worship, reflection, rest and refreshing for new assignment and students. The Head of Department of Teacher Education will schedule the Internship Seminar Week. Requirements for grades will be determined prior to Intern Seminar Week and details explained with interns.

Assessments for Internship

Elementary K-6

Weekly Progress Forms

Pre and Post Tests Evaluation

Cooperating Teacher Evaluation

Supervisor Evaluation

Final Evaluation

Praxis Content Tests (test code 5001 multi subjects or each individual subject test 5002, 5003, 5004, 5005)

Praxis PLT (test code: 5622)

Students enrolling starting Fall 2017 will also take the Pearson Foundations of Reading Exam

All costs for Praxis testing are the responsibility of the candidate. Content tests must be passed to be officially admitted into the internship semester. Principles of Learning and Teaching (PLT) tests must be taken during internship and passed prior to graduation. Specific information for required Praxis tests can be found at ets.org by clicking on Praxis Tests and then State dropdown: Arkansas.

Secondary Education: Social Studies 7-12

Weekly Progress Forms

Pre-Post Tests Evaluation

Cooperating Teacher Evaluation

Supervisor Evaluation

Final Evaluation

Praxis Tests (test code 5086 and 5624)

All costs for Praxis testing are the responsibility of the candidate. Content tests must be passed to be officially admitted into the internship semester. Principles of Learning and Teaching (PLT) tests must be taken during internship and passed prior to graduation. Specific information for required Praxis tests can be found at ets.org by clicking on Praxis Tests and then State dropdown: Arkansas.

Secondary Education: English 7-12

Weekly Progress Forms

Pre-Post Tests Evaluation

Cooperating Teacher Evaluation

Supervisor Evaluation

Final Evaluation

Praxis Tests (test code 5039 and 5624)

All costs for Praxis testing are the responsibility of the candidate. Content tests must be passed to be officially admitted into the internship semester. Principles of Learning and Teaching (PLT) tests must be taken during internship and passed prior to graduation. Specific information for required Praxis tests can be found at ets.org by clicking on Praxis Tests and then State dropdown: Arkansas.

Secondary Education: Mathematics 7-12

- Weekly Progress Forms
- Pre-Post Tests Evaluation
- Cooperating Teacher Evaluation
- Supervisor Evaluation
- Final Evaluation
- Praxis Tests (test code 5161 and 5624)

All costs for Praxis testing are the responsibility of the candidate. Content tests must be passed to be officially admitted into the internship semester. Principles of Learning and Teaching (PLT) tests must be taken during internship and passed prior to graduation. Specific information for required Praxis tests can be found at ets.org by clicking on Praxis Tests and then State dropdown: Arkansas.

Music Education K-12

- Weekly Progress Forms
- Pre-Post - elementary
- Cooperating Teacher Evaluation
- Supervisor Evaluation
- Final Evaluation
- Praxis Tests (test code 5113 and 5624 or 5622)

All costs for Praxis testing are the responsibility of the candidate. Content tests must be passed to be officially admitted into the internship semester. Principles of Learning and Teaching (PLT) tests must be taken during internship and passed prior to graduation. Specific information for required Praxis tests can be found at ets.org by clicking on Praxis Tests and then State dropdown: Arkansas.

TESOL Endorsement

- Required courses
- Praxis Tests

Forms

- Report of Absence
- Professional or Personal Leave
- Substitute Request - statement re: paid substituting
- Request for out of Region 3rd Placements
- Notification and Plan - Need to Improve
- Removal from Internship or Failure to Successfully Complete Internship
- Supervisor Travel Form
- Internship Checklist for University Supervisor
- Permanent Address and Email
- Cooperating Teacher W-9 form for stipend
- Application for AR license

Minimum Requirements for Internship

TO BEGIN INTERNSHIP PROCESS

1. Before the internship can begin:

- Provide copy of CPR/First Aid card to administrative assistant for Department of Teacher Education
- Complete required background check for ADE licensure application
- Complete Internship Application Packet and return to administrative assistant for Department of Teacher Education
- Sign Internship Contract and return to administrative assistant for Department of Teacher Education

DURING INTERNSHIP

Demonstrate Professionalism

2. As an intern, you are expected to demonstrate your professionalism by dress, conduct, attendance, punctuality, daily preparation, commitment, attitude, and confidentiality. Please realize the classrooms and schools where you will intern will be places where your Christian character will shine in all you do and say.

Keep Organized Intern Notebook

3. Keep an organized notebook (loose-leaf at least 3 inches). This notebook should be organized according to the instructions provided by your supervisor. This notebook will include all detailed lesson plans, reflections, evidence of technology use, key assessments, copies of your weekly progress forms, etc.

Obtain Class/School Information

4. By the end of the first week of each placement:

- Conference with your cooperating teacher to establish your presence in the classroom. Where is your work area? Do you have a place to keep materials?
- Conference with your cooperating teacher to develop a plan for meeting re: your weekly progress report and schedule due each week to your supervisor
- Complete the Classroom Management Questionnaire. Please type the responses and place the information in your Intern notebook by the first Friday of each placement. The information is designed to increase your classroom management effectiveness.
- Share this information document to your university supervisor.

Complete Daily Reflections

5. Reflections: **Determine with supervisor format and content of reflection.** These should be **dated** and filed in the “reflections” section of your notebook. Your reflections should identify what you are doing well and/or what needs to be improved, along with evidence that supports your evaluation. Reflections should identify framework for teaching (Danielson/TESS). Connect what you are doing with what you’ve learned about the best practices in teaching. Your supervisor may ask you to reflect on particular topics. Please file these chronologically, in your notebook, **most recent first**.

Design and Display Evidence of Technology Use to Enhance Student Learning

6. Design a lesson that incorporates technology to enhance student learning.

Fill out the form entitled “Evidence of Technology Use to Enhance Student Learning”. This form should be completed and placed in your notebook for supervisor approval. This lesson will be uploaded to Taskstream.

Review Completed Cooperating Teacher Weekly Progress Report

7. Once a week, officially discuss with your cooperating teacher how you can improve your teaching, and what you have done effectively by reviewing the “Weekly Intern Progress Report,” which is completed by both you and your cooperating teacher. Interns should complete their part of the form by Thursday of each week. Informal discussions should occur on a regular basis. Being open to growth is evidence of your professionalism. Your supervisor will monitor your progress on the Weekly Internship Progress Report. Your final report will be uploaded to Taskstream.

Turn in Weekly Schedule

8. A copy of your next week’s schedule (include **your** responsibilities **only**) should be turned in to your university supervisor as determined by your supervisor. Please be sure this schedule is as accurate as possible, and notify your university supervisor of

any major changes that will change your teaching times (such as special events, schedule changes, field trips, testing, etc.). Please indicate/highlight those times when it would be most desirable for you to be observed (i.e. Will there be convenient times for consultation between your university supervisor and your cooperating teacher? Will there be any convenient times to conference with you? Is this a lesson you especially would like the supervisor to see?) The schedule should be dated and the times should be clearly marked. Turning these in on time and making them readable is evidence of professionalism.

Lesson Plans

9. Lesson Plans:

You are required to have detailed lesson plans for each class that you teach. These lesson plans should be made available upon request to your university supervisor. Lesson plans should be readily available in the notebook you keep in your classroom. Interns have the freedom to use any lesson plan format that addresses all parts of the JBU Lesson Design Rubric: standards, goals, an assessment plan, a plan for instruction, and a plan for diversity.

KEY ASSESSMENTS

10. **Pre/Post Test Assignment**

Pre/Post Test. During your first full time teaching placement, you will be planning and teaching a unit of study. The study should begin with a pretest, based on the results of the pretest, create and teach your lessons, then follow up with a posttest. Along with an analysis of the results, write a paper reflecting on the your success of improving student achievement.

Paperwork should include: your pretest and your posttest. Sample lesson plans, and your written analysis. You and your university supervisor will review this assignment during the internship seminar week to determine if the project will need to be repeated again during the second placement. The purpose of this assignment is to demonstrate that you are capable of increasing student achievement.

Video

11. All interns must record a video of a teaching episode and have it available during your internship.

I have read and will be responsible for the information on the “Minimum Requirements for Internship.”

Signature

Date

INTERN'S WEEKLY SCHEDULE

DEPARTMENT OF TEACHER EDUCATION

Intern _____ Week beginning on _____

Cooperating Teacher _____ School _____

Period	Times	Monday	Tuesday	Wednesday	Thursday	Friday

Internship K-6. SEC

JBU Intern Skill Development Progression

FFT/TESS

<i>Pre-students</i>	<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Weeks 4 – 6</i>
<p>4c. Communicating with Families</p> <p>4d. Participating in a Professional Community</p> <p>4f. Showing Professionalism</p>	<p>2a. Creating an Environment of Respect and Rapport</p> <p>2c. Managing Classroom Procedures</p> <p>2e. Organizing Physical Space</p> <p>4a. Reflecting on Teaching</p> <p>4e. Growing and Developing Professionally</p> <p>4f. Showing Professionalism</p>	<p>1b. Demonstrating Knowledge of Students</p> <p>2b. Establishing a Culture for Learning</p> <p>2d. Managing Student Behavior</p> <p>4e. Growing and Developing Professionally</p>	<p>1a. Demonstrating Knowledge of Content and Pedagogy</p> <p>1c. Setting Instructional Outcomes</p> <p>1e. Designing Coherent Instruction</p> <p>3a. Communicating With Students</p> <p>4a. Reflecting on Teaching</p> <p>4e. Growing and Developing Professionally</p>	<p>1d. Demonstrating Knowledge of Resources</p> <p>1f. Designing Student Assessments</p> <p>3b. Using Questioning and Discussion Techniques</p> <p>3c. Engaging Students in Learning</p> <p>3d. Using Assessment in Instruction</p> <p>3e. Demonstrating Flexibility and Responsiveness</p> <p>4a. Reflecting on Teaching</p> <p>4b. Maintaining Accurate Records</p> <p>4e. Growing and Developing Professionally</p>

As a Department of Teacher Education, our focus has recently changed from the idea of lesson planning to lesson designing. The difference is that we do not have one specific JBU lesson plan, but instead provide you with the essential elements of a good lesson plan and allow you to use the lesson plan format that best fits your content or style. To give you an opportunity to decide what types of lesson plan formats might work best for you, throughout your JBU courses you have been exposed to and required to use a variety of lesson plan formats that include the following lesson design elements.

Lesson Design Elements:

1. Standards (which also includes the lesson's goals/objectives that relate the standard)
2. Learning Goals/Objectives
3. Plan for Assessment
4. Plan Instruction
5. Plan for Diversity

The following is the lesson plan rubric we use as a department to assess lesson plans. Following the rubric is a sample lesson plan format (GANAG) that many schools use. Many of our interns have used and found the GANAG format to be helpful. During internship, your cooperating teacher might have a lesson plan format that he/she wants you to use, and sometimes the school requires a certain format. If your cooperating teacher or school requires a certain lesson plan format you are to use that format. Otherwise you are welcome to use the GANAG format or one of your choosing. Occasionally, cooperating teachers might say that they don't write lesson plans. Regardless of what you hear, you are required to have lesson plans for each lesson that you teach. Beginning teachers need more lesson structure. The old saying "*If you fail to plan you plan to fail.*" is very true. As an intern, you always need to be ready for teaching and have a plan to increase student achievement. Teaching is not just keeping students busy, it is moving students from where they are currently to a new level of knowledge and understanding, and this does not happen by accident.

John Brown University Lesson Plan Rubric

Criteria		Did not meet expectation	Developing	Proficient
Standards		Appropriate standards are not used.	Standards are stated and partially supported by the lesson. Standards are not content or age level appropriate.	Appropriate state content standards are stated including reference number and are supported by the lesson.
Learning Goals (Objectives)		Learning Goal(s) are not aligned to the standards.	Learning Goal(s) are aligned to the standards	Learning Goal(s) are aligned to the standards and Learning Goal(s) are performance based.
		Statement is not a learning goal.		
Plan for Assessment	Formative	Formative assessments are not aligned to the learning goal.	Formative assessments are aligned to the learning goal.	Formative assessments are described in detail and aligned to the learning goal. Results are used to inform further instruction.
	Summative	Summative assessments are not aligned to the learning goal.	Summative assessments are suggested in light of what the candidate might do if they were to continue teaching the class.	Summative assessments are used when appropriate/necessary. A detailed description is provided and students are aware of individual student performance
	Student Self-Assessment		Candidate provides an opportunity for students to self-assess when appropriate.	Candidate provides students with an opportunity for self-assessment as necessary. Criteria for the self-assessment is described in detail and students are given opportunity to set personal goals based on self-assessment
Plan for Instruction	Instructional Strategies	A single strategy is used that may not allow for independent construction or collective construction of knowledge.	One or two strategies are used with the potential to allow independent or collective construction of knowledge.	Multiple, active learning strategies are used to guide students to not only construction of knowledge but also higher levels of understanding.

John Brown University Lesson Plan Rubric

	Resources	List and use for resources (including but not limited to materials and technology) is limited or absent.	Resources are listed and age and content appropriate. How they will be utilized in the lesson is included.	A variety of resources are listed and the description of their utilization promotes students engagement.
	Lesson Sequence	The lesson is incomplete or disorganized with no connections made to prior learning and no clear start and closure.	The lesson has flow with a progression of content and connections between prior learning, learning strategies and new information.	The lesson has flow with a progression of content and connections between prior learning, learning strategies and new information. There is a clear start and opportunity for student reflection during closure.
		Timing either not listed or is not age/content appropriate.	Timing is listed and is age/content appropriate.	Timing is listed and is age/content appropriate. Also, a contingency plan exists.
	Engagement	Lesson does not have clear opportunities for student engagement.	Lesson has opportunities for students to be engaged in the learning.	Lesson has multiple opportunities for students to be engaged in the lesson beginning with a hook.
Plan for Diversity	Differentiation	Does not address the needs of a diverse learner.	Researched-based plan for differentiation is evident through any of the following: Content, Process, Product, and/or Learning Environment. These strategies are described to meet the needs of ALL learners.	In addition to the developing criteria, plan for instruction is made in at least two of the 4 areas. Flexible grouping is utilized and the researched-based strategies provide advanced achievement to challenge all learners.
	Modification	Modifications do not enhance student learning.	Some, purposeful, research-based modifications are made to enhance the learning for ANY diverse student in the classroom.	Multiple, detailed modifications are made for ALL diverse learners throughout the lesson and are thoughtful towards ANY anticipated problems that could occur and how you will solve them.
	Accommodation	Accommodations do not align with students IEP or 504.	Allowable Accommodations are made for students with an IEP or 504. The accommodations follow the IEP or 504 and are appropriate to the student and lesson.	Multiple, detailed modifications are made for ALL diverse learners throughout the lesson and are thoughtful towards ANY anticipated problems that could occur and how you will solve them.

Name: _____

Date: _____

Lesson Component	Plan
Beginning of Lesson	
G oal Setting for the Learners Setting Objectives (“I can” statements) Reinforcing Effort and Providing Feedback	
A ccess Prior Knowledge (APK) Non-linguistic Representations Academic Language/Vocabulary Cooperative Learning Cues, Questions, Advance Organizers	
Middle of Lesson	
N ew Information Declarative, Procedural or Both Summarizing and Note Taking Homework and Practice	
A pply Knowledge A thinking skill or practice Identifying similarities and differences Generating and testing hypotheses Cues, Questions, Advance Organizers Teaching Specific Types of Knowledge	
End of Lesson	
G eneralize the Goal Setting Objectives Reinforcing Effort and Providing Feedback	

To be completed after the lesson is taught:

To what extent did students learn what you intended? How do you know?
In what ways did your schema activation pique their interest? How do you know?
Choose one student or group who had difficulty. What might account for this and how could you help this student/group to better understand?
Comments, frustrations, wows?

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

□ 1a Demonstrating Knowledge of Content and Pedagogy

- Content knowledge • Prerequisite relationships • Content pedagogy

□ 1b Demonstrating Knowledge of Students

- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

□ 1c Setting Instructional Outcomes

- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

□ 1d Demonstrating Knowledge of Resources

- For classroom • To extend content knowledge • For students

□ 1e Designing Coherent Instruction

- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

□ 1f Designing Student Assessments

- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

□ 2a Creating an Environment of Respect and Rapport

- Teacher interaction with students • Student interaction with students

□ 2b Establishing a Culture for Learning

- Importance of content • Expectations for learning and achievement
- Student pride in work

□ 2c Managing Classroom Procedures

- Instructional groups • Transitions
- Materials and supplies • Non-instructional duties
- Supervision of volunteers and paraprofessionals

□ 2d Managing Student Behavior

- Expectations • Monitoring behavior • Response to misbehavior

□ 2e Organizing Physical Space

- Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

☐ 4a Reflecting on Teaching

- Accuracy • Use in future teaching

☐ 4b Maintaining Accurate Records

- Student completion of assignments
- Student progress in learning • Non-instructional records

☐ 4c Communicating with Families

- About instructional program • About individual students
- Engagement of families in instructional program

☐ 4d Participating in a Professional Community

- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

☐ 4e Growing and Developing Professionally

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

☐ 4f Showing Professionalism

- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

☐ 3a Communicating With Students

- Expectations for learning • Directions and procedures
- Explanations of content • Use of oral and written language

☐ 3b Using Questioning and Discussion Techniques

- Quality of questions • Discussion techniques • Student participation

☐ 3c Engaging Students in Learning

- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

☐ 3d Using Assessment in Instruction

- Assessment criteria • Monitoring of student learning
- Feedback to students • Student self-assessment and monitoring

☐ 3e Demonstrating Flexibility and Responsiveness

- Lesson adjustment • Response to students • Persistence

Weekly Intern Progress Report (TESS)

Intern:

Date:

Weekly Intern Progress Report

Intern: _____ Date: _____

Note: This form is done electronically through a Google spreadsheet shared with you by your university supervisor. This enclosed form is just for a reference to what the electronic form will look like. The purpose of this form is to promote communication between intern, CT and supervisor and to track intern progress.

Critical Attributes of Planning	Unsatisfactory	Proficient	Self-Evidence	Evidence-CT	On Target
1a)	<ul style="list-style-type: none"> • The candidate makes content errors. • The candidate does not consider prerequisite relationships when planning. • The candidate's plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> • The candidate can identify important concepts of the discipline and their relationships to one another. • The candidate provides clear explanations of the content • The candidate answers students' questions accurately and provides feedback that furthers their learning. • Instructional strategies in unit and lesson plans are entirely suitable to the content. 			
1b)	<ul style="list-style-type: none"> • The candidate does not understand child development characteristics and has unrealistic expectations for students. • The candidate does not try to ascertain varied ability levels among students in the class. • The candidate is not aware of students' interests or cultural heritages. • The candidate takes no responsibility to learn about students' medical or learning disabilities. 	<ul style="list-style-type: none"> • The candidate knows, for groups of students, their levels of cognitive development. • The candidate is aware of the different cultural groups in the class. • The candidate has a good idea of the range of interests of students in the class. • The candidate has identified "high," "medium," and "low" groups of students within the class. • The candidate is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. • The candidate is aware of the special needs represented by students in the class. 			
1c)	<ul style="list-style-type: none"> • Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> • Outcomes represent high expectations and rigor. • Outcomes are related to "big ideas" of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. • Outcomes, differentiated where necessary, are suitable to groups of students in the class. 			

1d)	<ul style="list-style-type: none"> • The candidate uses only district-provided materials, even when more variety would assist some students. • The candidate does not seek out resources available to expand his or her own skill. • Although the candidate is aware of some student needs, he does not inquire about possible resources. 	<ul style="list-style-type: none"> • Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • The candidate facilitates the use of Internet resources. • Resources are multidisciplinary. • The candidate expands her knowledge through professional learning groups and organizations. • The candidate pursues options offered by universities outside the classroom for students to draw on. 			
1e)	<ul style="list-style-type: none"> • Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • The candidate provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations. 			
1f)	<ul style="list-style-type: none"> • Assessments do not match instructional outcomes. • Assessments lack criteria. • No formative assessments have been designed. • Assessment results do not affect future plans. 	<ul style="list-style-type: none"> • All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments when they are necessary for some students. • Assessments criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plan indicate possible adjustments based on formative assessment data. 			

Critical Attributes of Environment	Unsatisfactory	Proficient	Intern Evidence	CT Evidence	On Target
2a)	<ul style="list-style-type: none"> The candidate is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. Student body language indicates feelings of hurts, discomfort, or insecurity. The candidate displays no familiarity with, or caring about, individual students. The candidate disregards disrespectful interactions among students. 	<ul style="list-style-type: none"> Talk between candidate and students and among students is uniformly respectful. The candidate successfully responds to disrespectful behavior among students. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. The candidate makes general connections with individual students. Students exhibit respect for the candidate. 			
2b)	<ul style="list-style-type: none"> The candidate conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The candidate conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Students use language incorrectly; the candidate does not correct them. 	<ul style="list-style-type: none"> The candidate communicates the importance of the content and the conviction that with hard work all students can master the material. The candidate demonstrates a high regard for students' abilities. The candidate conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality. The candidate insists on precise use of language by students. 			
2c)	<ul style="list-style-type: none"> Students not working with the candidate are not productively engaged. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off task because of unclear procedures. 	<ul style="list-style-type: none"> Students are productively engaged during small-group or independent work. Transitions between large-and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. 			
2d)	<ul style="list-style-type: none"> The classroom environment is chaotic, with no standards of conduct evident. The candidate does not monitor student behavior. Some students disrupt the classroom, without apparent candidate awareness or with an ineffective response. 	<ul style="list-style-type: none"> Standards of conduct appear to have been established and implemented successfully. Overall, student behavior is generally appropriate. The candidate frequently monitors student behavior. The candidate's response to student misbehavior is effective. 			

2e)	<ul style="list-style-type: none">• There are physical hazards in the classroom, endangering student safety.• Many students can't see or hear the candidate or see the board.• Available technology is not being used even if it is available and its use would enhance the lesson.	<ul style="list-style-type: none">• The classroom is safe, and all students are able to see and hear the candidate or see the board.• The classroom is arranged to support the instructional goals and learning activities.• The candidate makes appropriate use of available technology.			
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Critical Attributes of Instruction	Unsatisfactory	Proficient	Self-Evidence	Evidence-CT	On target
3a)	<ul style="list-style-type: none"> • At no time during the lesson does the candidate convey to students what they will be learning. • Students indicate through body language or questions that they don't understand the content being presented. • The candidate makes a serious content error that will affect students' understanding of the lesson. • Students indicate through their questions that they are confused about the learning task. • The candidate's communications include errors of vocabulary or usage or imprecise use of academic language. • The candidate's vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> • The candidate states clearly, at some point during the lesson, what the students will be learning. • The candidate's explanation of content is clear and invites student participation and thinking. • The candidate makes no content errors. • The candidate describes specific strategies students might use, inviting students to interpret them in the context of what they are learning. • Students engage with the learning task, indicating that they understand what they are to do. • If appropriate, the candidate models the process to be followed in the task. • The candidate's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. • The candidate's vocabulary is appropriate to students' ages and levels of development. 			
3b)	<ul style="list-style-type: none"> • Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between the candidate and students; students are not invited to speak directly to one another. • The candidate does not ask students to explain their thinking. • Only a few students dominate the discussion. 	<ul style="list-style-type: none"> • The candidate uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The candidate makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by candidate. • The candidate calls on most students, even those who don't initially volunteer. • The candidate asks students to justify their reasoning, and most attempt to do so. 			
3c)	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • The lesson drags or is rushed. • Only one type of instructional group is used (whole group, small groups) when variety 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. 			

	would promote more student engagement.	<ul style="list-style-type: none"> • The pacing of the lesson provides students the time needed to be intellectually engaged. • The candidate uses groupings that are suitable to the lesson activities. 			
3d)	<ul style="list-style-type: none"> • The candidate gives indication of what high-quality work look like. • The candidate makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The candidate does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> • The candidate makes the standards of high-quality work clear to students • The candidate elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance, at least for groups of students. 			
3e)	<ul style="list-style-type: none"> • The candidate ignores indications of student boredom or lack of understanding. • The candidate brushed aside students' questions. • The candidate conveys to students that when they have difficulty learning it is their fault. • In reflecting on practice, the candidate does not indicate that it is important to reach all students. • The candidate makes no attempt to adjust the lesson in response to student confusion. 	<ul style="list-style-type: none"> • The candidate incorporates students' interests and questions into the heart of the lesson. • The candidate conveys to students that she has other approaches to try when the students experience difficulty. • In reflecting on practice, the candidate cites multiple approaches undertaken to reach students having difficulty. • When improvising becomes necessary, the candidate makes adjustments to the lesson. 			

Critical Attributes of Professionalism	Unsatisfactory	Proficient	Self-Evidence	Evidence-CT	On Target
4a)	<ul style="list-style-type: none"> • The candidate considers the lesson but draws incorrect conclusions about its effectiveness. • The candidate makes no suggestions for improvement. 	<ul style="list-style-type: none"> • The candidate accurately assesses the effectiveness of instructional activities used. • The candidate identifies specific ways in which a lesson might be improved. 			
4b)	<ul style="list-style-type: none"> • There is no system for wither instructional or noninstructional records. • Record-keeping systems are in disarray and provide incorrect or confusing information. 	<ul style="list-style-type: none"> • The candidate’s process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. • The candidate has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing. • The candidate’s process for recording noninstructional information is both efficient and effective 			
4c)	<ul style="list-style-type: none"> • Little or no information regarding the instructional program is available to parents. • Families are unaware of their children’s progress. • Family engagement activities are lacking. • There is some culturally inappropriate communication. 	<ul style="list-style-type: none"> • The candidate regularly makes information about the instructional program available. • The candidate regularly sends home information about student progress. • The candidate develops activities designed to engage families successfully and appropriately in the children’s learning. • Most of the candidate’s communications are appropriate to families’ cultural norms. 			
4d)	<ul style="list-style-type: none"> • The candidate’s relationships with colleagues are characterized by negativity or combativeness. • The candidate purposefully avoids contributing to activities promoting professional inquiry. • The candidate avoids involvement in school activities and district and community projects. 	<ul style="list-style-type: none"> • The candidate has supportive and collaborative relationships with colleagues. • The candidate regularly participates in activities related to professional inquiry. • The candidate frequently volunteers to participate in school events and school district and community projects. 			

4e)	<ul style="list-style-type: none"> • The candidate is not involved in any activity that might enhance knowledge or skill. • The candidate purposefully resists discussing performance with supervisors or colleagues. • The candidate ignores invitations to join professional organizations or attend conferences. 	<ul style="list-style-type: none"> • The candidate seeks regular opportunities for continued professional development. • The candidate welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. • The candidate actively participates in organizations designed to contribute to the profession. 			
4f)	<ul style="list-style-type: none"> • The candidate is dishonest. • The candidate does not notice the needs of students. • The candidate engages in practices that are self-serving. • The candidate willfully rejects district regulations. 	<ul style="list-style-type: none"> • The candidate is honest and known for having high standards of integrity. • The candidate actively addresses student needs. • The candidate actively works to provide opportunities for student success. • The candidate willingly participates in team and departmental decision making. • The candidate complies completely with district regulations. 			

Intern Signature

Cooperating Teacher Signature

Notes/Goals:

Guidelines for Pre/Post Assessment assignment for Teacher Internship:

During the first internship placement, interns are required to administer a pre-test and then a post-test. After the pre-test there will be some analysis to determine how the results should be used to drive instruction. Following the instruction the post test will be administered and analyzed to determine how the instruction affected learning. Results are discussed during Seminar Week between the two internship placements and the final write-up is to be uploaded to Taskstream at the end of the week. University supervisors will use the following rubric to evaluate and score the assignment. If the expectation is not met then the intern will be expected to redo the assignment at their second placement. Interns can choose to update their assignments based on their feedback or choose to redo the assignment during their second placement.

The teacher education department has developed the following rubric in alignment with CAEP standard 3.5 and 4.1 and the InTASC standards which are also used as the Arkansas Teaching Standards.

	0=No	1=Somewhat	2=Yes
<p>Pre-test: shows what students already know about a curriculum area and where they need more instruction</p> <p>Arkansas Teaching Standards: 1a; 6b, 6c, 6g, 6h; 7g 7l</p>	<p>Intern displays minimal knowledge of curriculum needs and background knowledge of the students through the pre-test.</p> <p>—</p>	<p>Intern displays general knowledge of the curriculum needs and background knowledge of the students through the pre-test.</p> <p>—</p>	<p>Intern displays a comprehensive understanding of the curriculum needs and background knowledge of the students with the pre-test.</p> <p>—</p>
<p>Pre-test: developmentally appropriate for needs of all students in classroom.</p> <p>Arkansas Teaching Standards: 2a, 2m; 3n; 4l, 4r; 5k; 6e, 6g, 6v</p>	<p>Intern displays minimal, stereotypical, or irrelevant knowledge of student learning/differences (e.g. development, interests, culture, abilities/disabilities) by administering the same pre-test to all students.</p> <p>—</p>	<p>Intern displays general knowledge of student learning/differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning by administering developmentally appropriate pre-tests to all students.</p> <p>—</p>	<p>Intern displays general and specific understanding of student learning/differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning by specifically explaining the reasons certain students were given different pre-tests.</p> <p>—</p>
<p>Pre-test: Analysis</p> <p>Arkansas Teaching Standards: 6j, 6k, 6l, 6o,</p>	<p>Intern displays minimal analysis of pre-test scores: discusses only the actual scores (i.e. John scored 3 out of 12).</p> <p>—</p>	<p>Intern displays specific analysis of pre-test scores by discussing both the answers to each question and the overall achievement of each student as well as an item analysis.</p> <p>—</p>	<p>In addition to meeting expectations, intern presents graphs with each explanation for visual enhancement of scores.</p> <p>—</p>

	0=No	1=Somewhat	2=Yes
Pre-test: Student Learning Arkansas Teaching Standards: 2c; 4d, 4i; 7a, 7d,7l; 8a	Intern displays some knowledge of pre-test scores to design the learning objectives to meet curriculum needs.	Intern displays thorough knowledge of the pre-test scores and designs learning objectives based on analysis of the pre-test and aligned with curriculum needs	In addition to meeting expectations, intern discusses the reasoning for the learning objectives and how the pre-test was used as a guide.
Post-test: shows whether objectives were met Arkansas Teaching Standards: 6a, 6g, 6h, 6i; 8a	Intern displays a minimal understanding of the purpose of a post-test by using different criteria from the pre-test for the post-test.	Intern displays a general understanding of the purpose of a post-test by using the same criteria/questions as the pre-test for the post-test and discussing the effect of the instruction on learning.	In addition to meeting expectations, intern discusses the purpose of the post-test and how he/she can plan future learning goals from his/her findings
Post-test: Analysis Arkansas Teaching Standards: 6a, 6c, 6g	Intern displays minimal analysis of post-test scores: discusses only the actual scores of the students (i.e. John scored 3 out of 12)	Intern displays specific analysis of post-test scores by discussing both the answers to each question and the overall achievement as well as whether objectives were met.	In addition to meeting expectations, intern presents graphs with each explanation for visual enhancement of scores and shows the % of change for each student.
Pre/Post Test Comparison Arkansas Teaching Standards: 6a, 6c, 6g; 7c; 8a	Intern shows only the scores on the tests.	Intern displays a knowledge of the importance of pre/post tests by comparing the analyses of both and providing an explanation as to how they are alike and different.	In addition to meeting expectations, intern presents graphs showing the comparison of the pre/post tests and discusses future learning needs of his/her students.

11-14 points= Yes -You have met the criteria needed. You are not required to do another assignment at your second placement but may choose to do so as you now see the value of using assessment to drive instruction.

6-10 points= -Somewhat You have met the minimum criteria needed. You are not required to do another assignment at your second placement but are encouraged to do so.

0-5 points= No - You have not met the criteria needed. You will need to redo the assignment and submit another analysis.

Guidelines for Technology Enhanced Lesson for Teacher Internship

During your first internship placement, you are required to complete a lesson that includes technology to enhance student learning. The teacher education department has developed this rubric from the triple E framework and a technology rubric that is used by the University of Michigan's Teacher Education department. It also has the ISTE Standards attached to each area. The ISTE Standards, formerly known as the National Educational Technology Standards (NETS), are standards for the use of technology in teaching and learning.

We need you to follow this rubric as a guideline as you plan, then use it to score your implementation, and reflect on your lesson.

Here is how we expect it to be used:

1. Look over all the criteria in the rubric. As you plan your lesson, decide if all criteria will be met when you actually teach the lesson. Essentially, you are using this as a check sheet to check your lesson against before you deliver the lesson in the classroom.
2. You will video your lesson when it is delivered and send that video to your supervisor however they wish to receive it. You also need to let your supervisor know when this lesson is coming up in case they want to come and observe it live.
3. After your lesson, you will watch the video and score yourself on the rubric. As you score, you will write a narrative as to why you gave yourself that score in each criteria. This will be the reflection for the lesson. Your supervisor may have different directions as to how the reflection works for their purposes. Please make sure you ask them before you start writing your reflection.
4. Your supervisor will also score the lesson, and then return that information to you. If a follow-up meeting is needed, they will let you know.

This is the first semester to use this rubric and we realize it is student-centered, not teacher candidate centered. It is up to you to be watching how the students are working with the technology and reflect like a teacher. Having this student-centered will give you experience with the Distinguished category of TESS. Please contact your supervisor if you have any questions.

Rubric for Technology Lesson for Internship

Triple E Evaluation Rubric	Criteria	0 No	1 Somewhat	2 Yes
Engagement in the learning ISTE: Designer 5a, 5b, 5c	<ul style="list-style-type: none"> The technology allows students to focus on the goal and assignment with less distraction. (Time on Task) 			
	<ul style="list-style-type: none"> The technology motivates students to begin the learning processes. 			
	<ul style="list-style-type: none"> The technology causes a shift in the behavior of the students, where they move from passive to active social learners. 			
Enhancement of the learning goals ISTE: Facilitator 6, 6b, 6c, 6d	<ul style="list-style-type: none"> The technology tool aid students in developing or demonstrating a more sophisticated understanding of the learning goal or content (creates opportunities for creation/production over consumption and uses higher order thinking skills) 			
	<ul style="list-style-type: none"> The technology creates scaffolds to make it easier to understand concepts or ideas. (differentiate, personalize, or scaffolded learning) 			
	<ul style="list-style-type: none"> The technology create paths for students to demonstrate their understanding of the learning goals in a way that they could not do with traditional tools. 			
Extending the learning goals ISTE: Citizen 3a, 3b, 3c	<ul style="list-style-type: none"> The technology creates opportunities for students to learn outside of their typical school day. 			
	<ul style="list-style-type: none"> The technology creates a bridge between school learning and their everyday life experiences. 			
	<ul style="list-style-type: none"> The technology allows students to build authentic soft skills, which they can use in their everyday life. 			
Total:				

13-18 points=Yes!-Very strong connection between technology, instruction and learning goals. At this level, students are actively engaged in the learning through the technology.

7-12 points=Somewhat-You must do another lesson with technology to improve on areas that are not proficient yet. This usually happens when two of the three areas are met. You have another opportunity to improve in the weak areas.

0-6=No-You have not met the criteria needed. You will do another lesson and it will be cleared with your supervisor prior to teaching.

Created from: <http://www.tripleeframework.com/triple-e-evaluation-rubric-for-lesson-design.html>

Intern	Grade/Subject	School	City/District
Cooperating Teacher		Date	

Evidence of skill/characteristics

Domain 1: Organizing for Student Learning (Planning)	Level 3-Proficient 2-Basic 1-Unsatisfactory
1a. Demonstrating knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy	
1b: Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage	
1c: Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners	
1d: Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students	
1e: Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure	
1f: Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	
Domain Score	

Evidence of skill/characteristics

<p>Domain 2: The Classroom Environment</p>	<p><u>Level</u> 3-Proficient 2-Basic 1-Unsatisfactory</p>
<p>2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students</p>	
<p>2b Establishing a Culture for Learning • Importance of content • Expectations for learning and achievement • Student pride in work</p>	
<p>2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals</p>	
<p>2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior</p>	
<p>2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources</p>	
<p>Domain Score</p>	

Evidence of skill/characteristics

Domain 3: Instruction	<u>Level</u> 3-Proficient 2-Basic 1-Unsatisfactory
3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language	
3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation	
3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing	
3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring	
3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence	
Domain Score	

Evidence of skill/characteristics

Domain 4: Professional Responsibilities	<u>Level</u> 3-Proficient 2-Basic 1-Unsatisfactory
4a Reflecting on Teaching • Accuracy • Use in future teaching	
4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records	
4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program	
4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school	
4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession	
4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations	
Domain Score	

Please comment regarding progress:

Intern Signature

Date

Cooperating Teacher Signature

Date

Intern	Grade/Subject	School	City/District
Supervisor		Observation Date	Time

Evidence of skill/characteristics

Domain 1: Organizing for Student Learning (Planning)	Level 3-Proficient 2-Basic 1-Unsatisfactory
1a. Demonstrating knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy	
1b: Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage	
1c: Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners	
1d: Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students	
1e: Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure	
1f: Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning	
Domain Score	

Evidence of skill/characteristics

<p>Domain 2: The Classroom Environment</p>	<p><u>Level</u> 3-Proficient 2-Basic 1-Unsatisfactory</p>
<p>2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students</p>	
<p>2b Establishing a Culture for Learning • Importance of content • Expectations for learning and achievement • Student pride in work</p>	
<p>2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals</p>	
<p>2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior</p>	
<p>2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources</p>	
<p>Domain Score</p>	

Evidence of skill/characteristics

Domain 3: Instruction	<u>Level</u> 3-Proficient 2-Basic 1-Unsatisfactory
3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language	
3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation	
3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing	
3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring	
3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence	
Domain Score	

Evidence of skill/characteristics

Domain 4: Professional Responsibilities	<u>Level</u> 3-Proficient 2-Basic 1-Unsatisfactory
4a Reflecting on Teaching • Accuracy • Use in future teaching	
4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records	
4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program	
4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school	
4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession	
4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations	
Domain Score	

Please comment regarding the intern's progress:

Intern Signature

Date

University Supervisor Signature

Date

TESS Final Intern Evaluation

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Score/Level
<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>The candidate could describe (optional: show examples) plans and practice demonstrating knowledge of content, relationships, and appropriate teaching approaches. (At least 2 approaches.)</p>	<p>Candidate displays little understanding of prerequisite relationships important to student learning of the content. Candidate displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>Candidate is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Candidate's description of plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Candidate's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Candidate articulates knowledge of the important concepts in the discipline and how these relate to one another. Candidate described plans and practice reflecting understanding of prerequisite relationships among topics and concepts. description of plans and practice reflect familiarity with a range of effective pedagogical approaches in the discipline.</p>	
<p>Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>				
<p>1b: Demonstrating Knowledge of Students</p> <p>The candidate could articulate (optional: show</p>	<p>Candidate demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>Candidate indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>Candidate describes the active nature of student learning, and articulates a plan for attaining information about levels of development for groups of students. Candidate identifies knowledge from several sources of students' backgrounds, and how to use</p>	

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Score/Level
examples) student developmental characteristics and a plan for collecting and using knowledge of students. (At least 3 examples.)			this knowledge for groups of students.	
	<p>Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>			
<p>1c: Setting Instructional Outcomes</p> <p>The candidate could articulate (optional: show examples) a lesson plan showing understanding of instructional outcomes, differentiation, and assessments.</p>	<p>Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but Candidate has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.</p>	<p>Candidate articulates outcomes which represent important learning in the discipline. Candidate describes a lesson plan in which instructional outcomes are clear, written in the form of student learning, and plans assessment. Candidate describes outcomes which reflect different types of learning. Outcomes reflect differentiation</p>	
	<p>Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>			

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Score/Level
<p>1d: Demonstrating Knowledge of Resources</p> <p>The candidate could identify resources for instruction, student use, and professional development.</p>	<p>Candidate is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.</p>	<p>Candidate displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.</p>	<p>Candidate articulates awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.</p>	
<p>1e: Designing Coherent Instruction</p> <p>The candidate could articulate (optional: show examples) components of instruction that reveal understanding of the necessary intention in design, including: need</p>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Candidate coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.</p>	
	Standards			

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Score/Level
for differentiation, using time effectively, aligning appropriate outcomes with challenging content/range of students/varied resources.	<p>USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>			
<p>1f: Designing Student Assessments</p> <p>The candidate could articulate (optional: show examples) the need for alignment of assessment to outcome, that assessment drives instruction, and various methods of formative and summative assessment (at</p>	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Candidate has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Candidate intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Candidate's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Candidate has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Candidate intends to use assessment results to plan for future instruction for groups of students.</p>	
	<p>Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>			

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Score/Level
least 3 examples).				
<p>2a: Creating an environment of respect and rapport</p> <p>The candidate could articulate or give examples of evidence showing an overall classroom philosophy that is developmentally and culturally appropriate. The candidate could describe several scenarios that are common to the classroom, providing examples of appropriate responses at the proficient</p>	<p>Patterns of classroom interactions, both between the Candidate and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Candidate does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the Candidate and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Candidate attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.</p>	<p>Candidate-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the Candidate. Interactions among students are generally polite and respectful. Candidate responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal</p>	
<p>Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>				

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Score/Level
level, including dispositional-related commentary (polite, respectful, impersonal, and professional.)				
<p>2b: Establishing a culture for learning</p> <p>The candidate could articulate and/or give examples of evidence showing things such as but not limited to: a print-rich environment, stated learning expectations, behavioral and attitudinal expectations and consequences for not engaging in the learning.</p>	<p>The classroom culture is characterized by a lack of Candidate or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students</p>	<p>The classroom culture is characterized by little commitment to learning by Candidate or students. The Candidate appears to be only “going through the motions, and students indicate that they are interested in completion of a task, rather than quality.” The Candidate conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The Candidate conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p>	

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Score/Level
<p>2c: Managing classroom procedures</p> <p>The candidate could articulate and/or give examples of efficient planning and execution of instructional time (lesson plans), written plans for establishing group work and the arrangement of materials and supplies for specific learning experiences. The candidate could articulate examples of how students have responded well and when they have not responded well (and what the</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the Candidate managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures. The Candidate's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The Candidate's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Score/Level
candidate changed to get the desired result.)				
<p>2d: Managing Student Behavior</p> <p>The candidate could articulate and/or provide examples of: what the behavior management system is for their classroom; how the candidate taught students the system; and how students have responded to the system.</p>	<p>There appear to be no established standards of conduct, and little or no Candidate monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. Candidate tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. Candidate tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</p>	
<p>2e: Organizing physical space</p> <p>The candidate</p>	<p>The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer</p>	<p>The classroom is safe, and essential learning is accessible to most students, The Candidate's use of physical resources, including computer technology, is moderately</p>	<p>The classroom is safe, and learning is accessible to all students; candidate ensures that the physical arrangement is appropriate to the learning activities. Candidate makes</p>	

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Score/Level
could articulate (optional: show examples) how the learning space is conducive (in safety as well as developmentally and instructionally appropriate) to learning for all students, including the use of resources and technology.	technology, and the lesson activities.	effective. Candidate may attempt to modify the physical arrangement to suit learning activities, with partial success.	effective use of physical resources, including computer technology.	
3a: Communicating with students The candidate could articulate or give examples of evidence showing objective-based lesson plans, scaffolded and engaging lessons with	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Candidate's explanation of the content contains major errors. The Candidate's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Candidate's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Candidate's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Candidate's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Candidate's spoken language is	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Candidate's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the Candidate invites student intellectual engagement. Candidate's	

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Score/Level
<p>appropriate (visual and verbal) communication of the lessons to the students. (They should have written lesson plans by now, correct?)</p>		<p>correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests</p>	
<p>Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>				
<p>3b: Using questioning / prompts and discussion</p> <p>The candidate could articulate or give examples of evidence showing a variety of level of questioning along with engaging student-centered discussion.</p>	<p>Candidate's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between Candidate and students is predominantly recitation style, with the Candidate mediating all questions and answers. A few students dominate the discussion.</p>	<p>Candidate's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the Candidate attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Candidate attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p>	<p>While the Candidate may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Candidate creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Candidate successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	
<p>Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>				

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Score/Level
<p>3c: Engaging students in learning</p> <p>The candidate could articulate or give examples of evidence showing intellectually engaging lessons plans with appropriate timing. (They should have written lesson plans by now, correct?)</p>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p>	<p>The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with Candidate scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	
<p>Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>				
<p>3d: Using Assessment in Instruction</p> <p>The candidate could articulate</p>	<p>There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically to support instruction, through some monitoring of progress of learning by Candidate and/or students. Feedback to students is general, and students appear to be only partially aware of the</p>	<p>Assessment is regularly used during instruction, through monitoring of progress of learning by Candidate and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the</p>	

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Score/Level
<p>or give examples of evidence showing a variety of assessments throughout the lesson. The candidate could articulate or give examples of how a teacher conveys expectations of the assessments so the students are fully engaged in self-learning.</p>		<p>assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/ assessments are rarely used to diagnose evidence of learning.</p>	<p>assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning</p>	
<p>Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>				
<p>3e: Demonstrating flexibility and responsiveness</p> <p>The candidate could articulate the reason for and the ability to adjust lesson plans in order to accommodate</p>	<p>Candidate adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Candidate ignores student questions; when students experience difficulty, the Candidate blames the students or their home environment.</p>	<p>Candidate attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Candidate accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>Candidate promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The Candidate persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p>	

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Score/Level
all students. The candidate could articulate or give examples of different strategies that can be used to accommodate all students.	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.			
4a: Reflecting on Teaching Candidate makes an accurate assessment of how to determine a lesson's effectiveness. Candidate makes a few specific suggestions of what could be tried	Candidate does not know how to determine whether a lesson was effective or achieved its instructional outcomes. Candidate has no suggestions for how a lesson could be improved.	Candidate has a generally accurate impression of how to determine a lesson's effectiveness . Candidate makes general suggestions about how a lesson could be improved.	Candidate makes an accurate assessment of how to determine a lesson's effectiveness. Candidate makes a few specific suggestions of what could be tried.	
	Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.			
4b: Maintaining Accurate Records	Candidate's understanding of the importance of having a system for maintaining information on student	Candidate's understanding of the importance of having a system for maintaining information on student	Candidate's understanding of the importance of having a system for maintaining information on student	

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Score/Level
<p>Candidate's understanding of the importance of having a system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.</p>	<p>completion of assignments and student progress in learning is nonexistent or in disarray.</p>	<p>completion of assignments and student progress in learning is rudimentary and only partially effective.</p>	<p>completion of assignments, student progress in learning, and non-instructional records, is fully effective.</p>	
<p>4c: Communicating with Families</p> <p>Candidate's understanding of the importance of communication with families about the instructional program and about the</p>	<p>Candidate's understanding of the importance of communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate.</p>	<p>Candidate's understanding of the importance of communication with families about the instructional program and about the progress of individual students is rudimentary. The candidate can list a few ways to engage families in the instructional program.</p>	<p>Candidate's understanding of the importance of communication with families about the instructional program and about the progress of individual students is thorough. The candidate can list a several ways to engage families in the instructional program.</p>	
	<p>Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>			

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Score/Level
<p>progress of individual students is thorough. The candidate can list several ways to engage families in the instructional program.</p>				
<p>4d: Participating in a Professional Community</p> <p>Relationships with colleagues are characterized by mutual support and cooperation. Candidate actively participates in a culture of professional inquiry. Candidate volunteers to participate in school events and projects,</p>	<p>Candidate's relationships with colleagues are negative or self-serving. Candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Candidate avoids becoming involved in school events or projects.</p>	<p>Candidate maintains cordial relationships with colleagues to fulfill duties that the school requires. Candidate becomes involved in the school's culture of professional inquiry when invited to do so. Candidate participates in school events and school projects when specifically asked.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation; Candidate actively participates in a culture of professional inquiry. Candidate volunteers to participate in school events and projects, making a substantial contribution.</p>	
<p>Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>				

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Score/Level
making a substantial contribution.				
<p>4e: Growing and Developing Professionally</p> <p>The candidate could articulate (optional: show examples) how she has collaborated professionally with fellow candidates, classroom teachers, instructors, or other sources, and demonstrates humility and responsiveness to correction and feedback.</p>	<p>Candidate engages in no professional development activities to enhance knowledge or skill. Candidate resists feedback on teaching performance from either supervisors or more experienced colleagues. Candidate makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Candidate participates in professional activities to a limited extent when they are convenient. Candidate accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Candidate finds limited ways to contribute to the profession.</p>	<p>Candidate seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Candidate welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Candidate participates actively in assisting other educators.</p>	
	<p>Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>			
<p>4f: Showing Professionalism</p> <p>The candidate</p>	<p>Candidate displays dishonesty in interactions with colleagues, students, and the public. Candidate is not alert to students' needs and contributes</p>	<p>Candidate is honest in interactions with colleagues, students, and the public. Candidate's attempts to serve students are inconsistent, and</p>	<p>Candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and</p>	

	Unsatisfactory (1)	Basic (2)	Proficient (3)	Score/Level
could articulate (optional: show examples) how she has shown professionalism both in JBU classes and experiences, as well as in field experiences, and how she has been active in serving students (at least 2 examples.)	to school practices that result in some students being ill served by the school. Candidate makes decisions and recommendations based on self-serving interests. Candidate does not comply with school and district regulations	does not knowingly contribute to some students being ill served by the school. Candidate's decisions and recommendations are based on limited though genuinely professional considerations. Candidate complies minimally with school and district regulations, doing just enough to get by.	the public. Candidate is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Candidate maintains an open mind in team or departmental decision-making. Candidate complies fully with school and district regulations.	
Standards USA- InTASC Model Core Teaching Standards (2014) Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. Standard: Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.				

TESOL Endorsement

Required Courses

TESOL (Teaching English to Speakers of Other Languages) Endorsement for all licenses:

ED 3563 Second Language Acquisition for Teachers

ED 3583 Curriculum and Instruction: TESOL

EGL 3363 Advanced English Grammar

ICS 2113 Intercultural Communication

NOTE: In order to receive the TESOL Endorsement, candidate must maintain a grade of "C" (2.0) or better in the courses.

Praxis Tests for TESOL Endorsement - verify with ADE what is required

3-4 Year-Old Endorsement

Required Courses

3-4 Year-Old Endorsement Option is an endorsement for K-6 licensure candidates only:

ED 2213 Curriculum and Instruction: Early Childhood

ED 2221 Early Childhood Practicum

Note: In order to receive the 3-4 Year-Old Endorsement, candidate must maintain a grade of 'C/2.0' or better in the courses.

Praxis Tests for 3-4 Year-Old Endorsement - verify with ADE what is required



Forms



Forms

Report of Absence

Professional or Personal Leave

Substitute Request - statement re: paid substituting

Request for out of Region 3rd Placements

Notification and Plan - Need to Improve

Removal from Internship or Failure to Successfully

Complete Internship Supervisor Travel Form

Internship Checklist for University Supervisor

Permanent Address and Email

Cooperating Teacher W-9 form for stipend

Application for AR license

First Week Questionnaire

Compliance Statements

Dress Code

JOHN BROWN UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION **REPORT OF ABSENCE**

Name: _____ Date: _____

Internship Assignment:

School: _____ City: _____

Cooperating Teacher: _____

Reason for Absence: _____

Date(s) of Absence: _____

Notified Cooperating Teacher: _____

Date

Time

Notified University Supervisor: _____

Date

Time

*Please submit this form to your University Supervisor as soon as possible after absence.
(Within one week of returning to school)*

----- Office Use Only -----

University Supervisor Comments: _____

Date Received: _____ University Supervisor: _____

(Place completed form in intern's file.)

**JOHN BROWN UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION**

REQUEST FOR PROFESSIONAL LEAVE

Name: _____ Date of Request: _____

Internship Assignment:

School: _____ City: _____

Cooperating Teacher: _____ Attending: Yes No

Date of Requested Leave: _____
Day(s) Date(s)

Title/Name of Professional Activity: _____

Professional Benefit: _____

Itinerary/Description of Professional Activity (may attach copy of program): _____

----- *Office Use Only* -----

Response to Request:

The faculty of the Department of Teacher Education considered your request for professional leave of absence at a recent meeting.

Your request was: _____ approved _____ denied

Comments: _____

Signature of Head, Department of Teacher Education

Date

**JOHN BROWN UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION**

**REQUEST FOR
PERSONAL ABSENCE**

Date Requested: _____

Name: _____ JBU Box #: _____

Internship Assignment:
School: _____ City: _____

Cooperating Teacher: _____

Reason for Absence: _____

Planned Date of Absence: _____

Please submit this form to your University Supervisor as far in advance as possible.

----- *Office Use Only* -----

Response to Request:

The faculty of the Department of Teacher Education considered your request for personal absence at a recent meeting.

Your request was: _____ approved _____ denied

Comments: _____

Please see the attendance policy in the Internship Handbook regarding absences during internship.

Signature of Head, Department of Teacher Education

Date

JBU INTERN SUBSTITUTE POLICY

The School District assures the University that John Brown University interns are covered under the School District's liability insurance policy.

John Brown University interns may be assigned to the substitute role when they are ready. Readiness for this role will be determined by the interns' cooperating teacher and university supervisor, but no earlier than during the full time responsibility phase.

Guidelines for readiness:

- Evidence of maintaining appropriate classroom management skills
- Evidence of professionalism (timeliness, organized, responsible)
- Evidence of adequate lesson planning

Guidelines for interns being a substitute for their cooperating teacher during or after their full time responsibility phase for that placement:

- Be in classroom with phone or intercom
- May be used as a substitute, but not to exceed two **approved** days (not paid)
- Has started or completed full responsibility for that placement
- Is in the cooperating teacher's room
- Has had students' special behavioral problems addressed

Before the full time responsibility phase, interns will have a substitute/aide in the room even though the intern may be doing all the teaching.

Substituting for Pay:

Interns may substitute for pay during the final 2 weeks of internship semester depending on the recommendation by supervisor and cooperating teacher – this must be approved by Head of JBU Department of Teacher Education.

DEPARTMENT OF TEACHER EDUCATION

REQUEST FOR OUT-OF-REGION PLACEMENT FOR SECOND INTERNSHIP PLACEMENT OR THIRD DIVERSITY PLACEMENT

All out-of-region placements for the second or third placement are only possible if the Department of Teacher Education approves the placement. This approval requires two decisions. One approval is for the purpose and location. This approval is made before internship begins. The second approval is to determine whether the intern is ready for this out-of-region placement. This approval is made toward the end of the full-time teaching period of the intern's first placement.

All costs and arrangements for the out-of-region placement are the responsibility of the intern.

Date: _____ Name: _____ Major: _____

SCHOOL INFORMATION:

Location: _____

Name: _____

Grade/Subject: _____

Contact Person: _____

Phone/E-Mail: () _____

PURPOSE: _____

ADDITIONAL INFORMATION: *SPECIAL CONSIDERATIONS?*

Intern's Signature

Date

ED Advisor's Signature

Date

APPROVAL OF OUT-OF-REGION PLACEMENT

SCHOOL INFORMATION:

Principal

Cooperating Teacher

Supervisor

Name _____

Phone _____

E-Mail _____

INTERN'S RESPONSIBILITY: ATTACH THE FOLLOWING DOCUMENTS TO THIS APPROVAL FORM:

_____ Recommendation of JBU education advisor
_____ Approval of second placement supervisor.

_____ Approval of second placement principal

COMMENTS:

DEPARTMENT APPROVAL: _____ Yes _____ No

Department of Teacher Education Chair's Signature

Date

DEPARTMENT OF TEACHER EDUCATION

APPROVAL OF OUT-OF-REGION PLACEMENT LOCATION FOR SECOND INTERNSHIP PLACEMENT

Complete the following information. Turn this form in to the Education Office before the Placement Interview with the Department Chair.

Date: _____ Name: _____ Major: _____

SCHOOL INFORMATION

Name: _____

Address: _____

Phone: _____

PRINCIPAL

Name: _____

E-Mail: _____

Grade/Subject: _____

COOPERATING TEACHER

Name: _____

E-Mail: _____

SECOND PLACEMENT SUPERVISOR

Name: _____

E-Mail: _____

Phone: _____

COMMENTS

Department Approval _____ Yes _____ No

Signature – Head, Department of Teacher Education

Date

**John Brown University
Department of Teacher Education**

**Concerned Conference
Record**

Date of Conference: _____
 Initiator of Conference: _____
 Other Faculty Present _____

Student: _____
 Phone: _____

I. AREA(S) OF CONCERN

HARD WORKING	PRINCIPLED	RESOURCEFUL	COLLEGIAL	PROFESSIONAL
_____ Meets obligations	_____ Honest	_____ Problem Solver	_____ Team Player	_____ Pleasant
_____ Self-starter	_____ Fair / Compassionate	_____ Multi-Tasks	_____ Non-Judgmental	_____ Appropriate Language
_____ Positive Attitude	_____ Respectful	_____ Flexible	_____ Impact on Others	_____ Presents Professionally
_____ Other	_____ Other	_____ Other	_____ Other	_____ Ethical
				_____ Other

Explanation/Description of Concern:

II. PLANNING AND PROGRESS CHART

	Objective (including timeline for meeting objective)	Implementation Timeline
1		
2		
3		

Initials: Initiator: _____ Student: _____ Advisor: _____

III. DEPARTMENT POLICIES

- A. This record is confidential to the faculty and staff associated with the Department of Teacher Education and is distributed as listed above.
- B. The department head attends conferences upon request
- C. Continued concerns, or failure to meet objectives, may result in:
 - 1. Conference with Department of Teacher Education Head or Dean of College of Education and Human Services
 - 2. Course enrollment restrictions/exclusions
 - 3. Recommendation of dismissal from the Department of Teacher Education

A candidate may be removed from a placement if:

A candidate may receive a failing grade if:

- areas of concern are not corrected within the time span identified in the action plan, and/or
- the host school or University Supervisor requests in writing that the candidate be removed from his/her placement, or
- a Cooperating Teacher and University Supervisor identify a candidate who needs supplemental academic, professional, and/or personal assistance to meet with success in field experiences and as a credentialed teacher, or
- the candidate does not successfully complete the phase(s) of Internship.

If any of the above occur, the *Head, Department of Teacher Education* and the *University Supervisor* will meet to determine the next action. Based on the circumstances and the assessment of the candidate's potential for success, **one** of the following possibilities will occur:

(1) The candidate will receive a grade of *no credit* and the candidate is dismissed from the program. The candidate may appeal in writing to the Dean of College of Education and Human Services within 48 hours.

Process for Appeals If dismissal from the program becomes necessary, candidates may appeal once and one level higher than the body responsible for initial dismissal action; this appeal must be to the Dean of the College of Education and Human Services.

Timeline for Appeals In the event a candidate has reason to appeal the decision to dismiss, the appeal must be filed in writing and submitted to the Dean of College of Education and Human Services within 48 hours of notification of the dismissal.

Ombudsman Candidates may request an ombudsman to assist and advise them while he/she is involved in the appeals process as outlined.

If the appeal is granted, after successfully completing a specified remediation plan developed by the University Supervisor and Head, Department of Teacher Education, the candidate repeats the course in which the *no credit* grade was earned.

(2) The candidate will complete a remediation course developed by the University Supervisor and Head, Department of Teacher Education. Once the remediation plan is successfully completed, the candidate is given a different clinical practice placement assignment and repeats the course.

(3) The candidate will receive a grade of *I-incomplete*. In addition, the candidate continues in the program and has a specified period of time (minimum of seven weeks, maximum of two semesters) to complete a remediation plan. Once the remediation plan is successfully completed, the candidate receives credit for the incomplete internship.

Internship Checklist for University Supervisors

Intern Name: _____ Semester: ____ Fall ____ Spring Year: _____

Documents - 1st Placement:

Seating Chart _____ Date Rec'd _____ Master Schedule ____ Date Rec'd _____

Classroom Questionnaire _____ Date Rec'd _____

Documents - 2nd Placement:

Seating Chart _____ Date Rec'd _____ Master Schedule ____ Date Rec'd _____

Classroom Questionnaire _____ Date Rec'd _____

Visits (first and second placement - required 6 visits including at least 4 observations with feedback)

#1 _____ #2 _____ #3 _____

#4 _____ #5 _____ #6 _____

#7 _____ #8 _____ #9 _____

Weekly Intern Progress Report (first and second placement)

#1 _____ #2 _____ #3 _____

#4 _____ #5 _____ #6 _____

#7 _____ #8 _____ #9 _____

#10 _____ #12 _____ #13 _____

#14 _____ #15 _____

Evidence of Technology to Enhance Learning:

#1 _____ Comments: _____

#2 _____ Comments: _____

Classroom Absences:

<u>Rec'd Form</u>	<u>Date Missed</u>	<u>Reason</u>
_____	_____	ILLNESS or PERSONAL/PROFESSIONAL DAY
_____	_____	ILLNESS or PERSONAL/PROFESSIONAL DAY
_____	_____	ILLNESS or PERSONAL/PROFESSIONAL DAY

Additional Requirements:

HANDBOOK ACKNOWLEDGMENT

Please submit to the Department of Teacher Education

By my initialing below, I hereby state that I have read the:

_____ Internship Handbook

_____ Internship Attendance Policy

_____ Minimum Requirements for Internship

and understand and will abide by the contents thereof.

_____ I have completed and returned my application packet to Department of Teacher Education.

Student Signature

Date

INTERN INFORMATION FORM

Name: _____

Current Address: _____

Current Phone #: _____

Permanent Address: _____

Permanent Phone #: _____

E-Mail Addresses (JBU and other): _____

I give the JBU Department of Teacher Education permission to use this information for departmental purposes.

- Teachers Ed -

Request for Taxpayer Identification Number and Certification

Give form to the
requester. Do not
send to the IRS.

Print or type
See Specific Instructions on page 2.

Name (as shown on your income tax return)	
Business name, if different from above	
Check appropriate box: <input type="checkbox"/> Individual/Sole proprietor <input type="checkbox"/> Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Limited liability company. Enter the tax classification (D=disregarded entity, C=corporation, P=partnership) ▶ <input type="checkbox"/> Exempt payee <input type="checkbox"/> Other (see instructions) ▶	
Address (number, street, and apt. or suite no.)	Requester's name and address (optional)
City, state, and ZIP code	JOHN BROWN UNIVERSITY 2000 WEST UNIVERSITY STREET SILOAM SPRINGS, AR 72761-2121
List account number(s) here (optional)	

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on Line 1 to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Social security number
or
Employer identification number

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
- I am a U.S. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. See the instructions on page 4.

Sign Here	Signature of U.S. person ▶	Date ▶
------------------	----------------------------	--------

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

The person who gives Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States is in the following cases:

- The U.S. owner of a disregarded entity and not the entity,

PLAF

MAIL TO:
EDUCATOR LICENSURE
DEPARTMENT OF EDUCATION
ROOMS 106B & 107B
FOUR CAPITOL MALL
LITTLE ROCK, AR 72201-1071



APPLICATION FOR EDUCATOR'S LICENSE

Arkansas

DEPARTMENT OF EDUCATION
Educator Licensure

Telephone No: (501) 682-4342
Fax No: (501) 682-4898
Web Page: www.arkansased.org
NOTICE
Incomplete applications will be returned
without action, with omissions checked.

F A CR

PLEASE PRINT IN INK OR TYPE

Central Registry Check:
Non Criminal Background Check:
All coursework must be documented by providing original college transcripts:
Applicable Fees:

Date: Date of Birth: SSN:

Name: First Middle Last Maiden

Mail License To: Home Phone: Cellular Phone: Work Phone: Fax: Email:
Street and/or Route Number Apartment #
City State Zip Years of Licensed Teaching Experience

FOR STATISTICAL PURPOSES ONLY:
Gender: Ethnicity: Race:
PROCESSING FEE CHECK ONE (IF APPLICABLE)
PLEASE NOTE: NO PERSONAL CHECKS ACCEPTED:
Have you ever held an Arkansas teaching license?
Have you ever had a license revoked in any state?
Have you ever had a "true finding" with the Arkansas Department of Human Services Child Maltreatment Central Registry?
Have you ever pled guilty or pled nolo contendere (no contest) or been found guilty of a crime?
What was the date and crime for which you were convicted?
Is your license currently under disciplinary review in another state or country?
If licensed outside the state of Arkansas, has your license been in good standing for the previous two years?

Please be aware that the Arkansas Department of Education has access to and must consider any background check reflecting a conviction (pleading guilty or nolo contendere (no contest) or being found guilty by a jury or judge) for any offense listed in Ark. Code Ann. § 6-17-410 as well as any felony involving physical or sexual injury, mistreatment, or abuse against another, including records that have been expunged, sealed or subject to a pardon. For any questions about this, please call the ADE legal office @ (501) 682-4227.

Please indicate the application type.
Provisional Non-Traditional (APPEL) Converting Initial to Standard Duplicate
Standard Non-Traditional MAT/ MED/MTLL Converting Provisional to Standard Name Change
Renewal Teach for America Career & Technical Permit Correction
Lifetime License Teacher Corps Adding Degree Change of Address Only
Reciprocity Professional Teaching Permit Adding Area
Reciprocity- (out of Country) Provisional Professional Teaching License

Please indicate the degree level of your license.
Less than Bachelor's Bachelor's Master's Specialist Doctorate

To be completed by applicant only when adding an additional licensure area by testing.
Licensure Area(s) Grade Level

Signature of Applicant:

This portion is to be completed by Arkansas institutional officials only, *not by the applicant.*

PROGRAM OF STUDIES VERIFICATION FOR PROVISIONAL/STANDARD LICENSURE

This verifies that _____ has satisfactorily completed the requirements for

- Provisional NTL/TFA/Teacher Corps
- Provisional NTL/MAT/MED/MTLL licensure in _____
- Provisional (Missing AR. History or Testing) Area(s) and Level(s) of Licensure
- Standard
- Standard U-Teach
- Standard NTL-MAT/MED/MTLL

This applicant has completed the professional development required for initial licensure.

OR

PROGRAM OF STUDIES VERIFICATION FOR ADDING AREAS OF LICENSURE

This verifies that _____ has satisfactorily completed

- Program of study Degree requirements Required PRAXIS Assessment
- Internship Portfolio

for adding the additional area(s) of _____
Area(s) and Level(s) of Licensure

 Institution

 Date

 Institution Licensure Officer

COLLEGE SEAL

FOR DEPARTMENT USE ONLY

TYPE	LOWEST DEGREE	HIGHEST DEGREE
YEAR _____	_____ DEGREE CODE	_____ DEGREE CODE
TYPE _____	_____ STATE CODE	_____ STATE CODE
Effective Date _____	_____ ARKANSAS COLLEGE / UNIVERSITY CODE	_____ ARKANSAS COLLEGE / UNIVERSITY CODE
Expiration Date _____		
Area and/or Level of Licensure		
_____	_____	_____
_____	_____	_____

Answers to these questions are due the first Friday. (The purpose of this assignment is to help the intern think through some of the foundational classroom management issues.)

1. Does your cooperating teacher use seating charts for his/her classes?
2. If “No” to question #1, would he/she be willing to seat his/her students according to a seating chart to: 1) assist your learning their names during “Observation” prior to your “Phase In” and 2) help in your getting an early “handle” on classroom management when you “Phase In.”
3. If “Yes” to either #1 or #2, make copies of seating charts for each class to turn in the first Friday.
4. Is there a school-wide tardy policy? If so, what is it (include punishments for 1st, 2nd, 3rd,... tardies)?
5. Does your cooperating teacher have a tardy policy that is different than the school policy? If so, state that policy (include punishments for 1st, 2nd, 3rd.... tardies)?
6. What is your cooperating teacher’s definition of a “tardy?”
7. Does your cooperating teacher have specific policies about students talking without permission? If so, what are they?
8. Does your cooperating teacher have specific policies about when students can leave their seats? If so, what are they?
9. What are your cooperating teacher’s policies about students going to the restroom during classtime?
10. What is the procedure for dealing with absent students/
 - a. reporting absences?
 - b. admission back into class on the day they return after an absence?
 - c. making up work that was missed due to an absence:
 1. that was assigned prior to their absence and was due during their absence?
 2. that was assigned during the time of their absence?
 3. tests that they missed?
11. Are there any student dress code rules that are to be enforced? If so, what are they?
12. Are there policies about cursing, using vulgar language, and telling off-color jokes in the classroom? If so, what are they?
13. What are the procedures for dealing with willful disobedience or severe misbehavior (e.g., violence) in the classroom?
14. What other rules/policies/procedures are in force in your cooperating teacher’s classroom?
15. How are course grades calculated in the classes you will be teaching (include estimated number and/or frequency of tests, homework, etc.)?
16. Read faculty handbook.
17. What are the procedures for drills, students being sick in classroom, etc.

Compliance Statements

Teaching to the Curriculum

I understand that the curriculum I teach must be aligned to the current Arkansas Department of Education (ADE) and district expectations for my course(s). My lessons are correlated with the appropriate Arkansas frameworks as noted in my daily lesson plans. As standards, frameworks, learner expectations and curriculum are updated by the ADE, I know that it is my responsibility to update my lessons to meet the new expectations.

Intern's Signature

Date

Acceptable Use Policy

I have read and agree to abide by the district's Acceptable Use Policy concerning the use of district issued technology. I understand if I use a district issued computer for non-school purposes, except as permitted by the District's Acceptable Use policy, I shall be subject to discipline up to and including program dismissal.

Intern's Signature

Date

Teacher Handbook Personnel Policies

I have read the teacher handbook for my building and can access the district's personnel policies from the district's website. I agree to abide by the guidelines outlined in the teacher handbook and the personnel policies.

Intern's Signature

Date

Acknowledgment for non-disclosure for confidential student information

I understand that during the course of my internship, confidential student data including but not limited to test scores, student programing, poverty data and student health information may be disclosed to me or may be included on records or documents under my custody or control.

- a. Poverty data is defined as eligibility for free or reduced price meals.
- b. Poverty data may be used only for administration or data analysis of assessments by No Child Left Behind.
- c. Student health information is any information pertaining to the health or medical needs or conditions of students including but not limited to specialized transportation needs, foods, accommodations, screenings, treatments, etc.
- d. Disclosure of an individual student's poverty data or health information for any unauthorized purpose is prohibited and may result in program dismissal.
- e. The National School Lunch Act establishes a fine of not more than \$1,000, or imprisonment of not more than 1 year, or both, for publishing, divulging, disclosing, or making known in any manner or extent any eligibility information not authorized by Federal law.
- e. Student programing data include which students qualify for special education or other school services.

I have received, read and understand the consequences for misusing and sharing any confidential student information I will have access to during the course of my internship which includes but is not limited to test scores, programing needs, health information and poverty data. I will not share this information with anyone not directly involved with serving each individual student's academic needs. I will only use this confidential student information to meet the needs of students according to No Child Left Behind.

Intern's Signature

Date

JOHN BROWN UNIVERSITY
DEPARTMENT OF EDUCATION Dress Code
Guidelines for Teacher Candidates Involved in Internship
and Other Field Experiences

As representatives of John Brown University and the teaching profession, it is important to use good judgment in appearance and behavior. Research has shown that our appearance has a significant effect upon the way we are perceived and upon the impact we have on others. Your professional appearance is reflected in personal hygiene and grooming as well as in the clothing that you wear. As teacher candidates/interns, be sure your appearance communicates to others you believe school is an important place, students are important people, and school should be an orderly and productive place. Your dress will communicate to your students whether you see yourself as a teacher or a student. Styles that are extreme or that could be offensive to others should be avoided (ex. unnatural hair color, nose rings, visible tattoos, etc.) In addition to the following, you are to follow the dress code for the school to which you are assigned.

To help you transfer this statement to today's wardrobe, here are some guidelines to help you choose.

General Guidelines:

- Wear clothes that are professional (not trendy, extreme, or possibly offensive to others). Consider this your professional uniform -- clothes that will reflect the dignity and importance of your profession.
- Wear comfortable shoes (no gym shoes or flip flops).
- Wear attractive slacks (no blue jeans except for designated "Jeans Day", School Spirit Days, or Field Day and then only jeans with no holes).
- Wear clothes that have a traditional fit (not too tight or too sloppy).
- Wear clothes made of appropriate fabric (avoid sheer fabrics, etc.).
- Undergarments should not be visible.

Guidelines for females:

- Begin the semester with more formal attire.
- Blouses (no casual T shirts or midriffs). Blouses should either be tucked in or should extend well below the waistline.
- Skirts with appropriate lengths (no short-skirts).
- No cleavage should be visible.
- No shorts.

Guidelines for males:

- Begin the semester more formally with a tie.
- Shirts with collars.
- Comfortable slacks (no shorts).
- Socks with shoes.

DRESS PROFESSIONALLY

"Let your moderation be known unto all men..." Phil. 4:5.

JOHN BROWN UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION NEED FOR IMPROVEMENT ACTION PLAN

The following action plan is to be put into effect on _____. This plan will be reviewed by the University Supervisor, Cooperating Teacher, and candidate each week to determine the amount of progress being made toward identified goals. The date to review is determined and recorded below. Failure to make significant progress toward stated goals will result in modification or termination of the clinical practice assignment based upon the University Supervisor's and Cooperating Teacher's recommendations.

A. Areas of Concern:

-
-
-
-
-

B. Specific Goals for Improvement – To be reviewed on: _____

-
-
-
-
-

Signature of University Supervisor

Date

Signature of Cooperating Teacher

Date

Signature of Candidate

Date

A candidate may be removed from a placement or receive a failing grade if:

- areas of concerns are not corrected within the time span identified in the action plan, and/or
- the host school or University Supervisor requests in writing to the Head of the Department of Teacher Education that the candidate be removed from his/her placement,
- a Cooperating Teacher and University Supervisor identify a candidate who needs supplemental academic, professional, and/or personal assistance to meet with success in field experiences and as a credentialed teacher, or
- the candidate neglects or does not successfully complete internship requirements.

If any of the above occur, the Head of the Department of Teacher Education and the University Supervisor will meet to determine the next step of action. Based on the circumstances and the assessment of the candidate's potential for success, one of the following possibilities will occur:

1. **The candidate will received a grade of no credit and the candidate is dismissed from the program. The candidate may appeal in writing to the Dean of the College of Human Services writing within 48 hours of notification.**

Process for Appeals – If dismissal from the program becomes necessary, candidates may appeal once and only one level higher than the body responsible for initial dismissal action, this appeal must be to the Dean of the College of Human Services.

Timeline for Appeals – In the event that a candidate has reason to appeal the decision to dismiss, the appeal must be filed in writing and submitted to the Dean of the College of Human Services within 48 hours of the notification of dismissal.

Ombudsman – Candidates may request an ombudsman is assist and advise them while involved in the appeals process as outlined.

If the appeal is granted, after completing a specified remediation plan developed by the University Supervisor and the Head of the Department of Teacher Education, the candidate repeats the course in which the *no credit* was earned.

2. **The candidate will complete a remediation course developed by the University Supervisor and Head of the Department of Teacher Education.** Once the remediation plan is successfully completed, the candidate is given a different clinical practice placement assignment and repeats the course.
3. **The candidate will receive a grade of *I-incomplete*.** In addition, the candidate continues in the program and has a specified period of time (minimum of seven weeks, maximum of two semesters) to complete a remediation plan. Once the remediation plan is successfully completed, the candidate receives credit for the course.