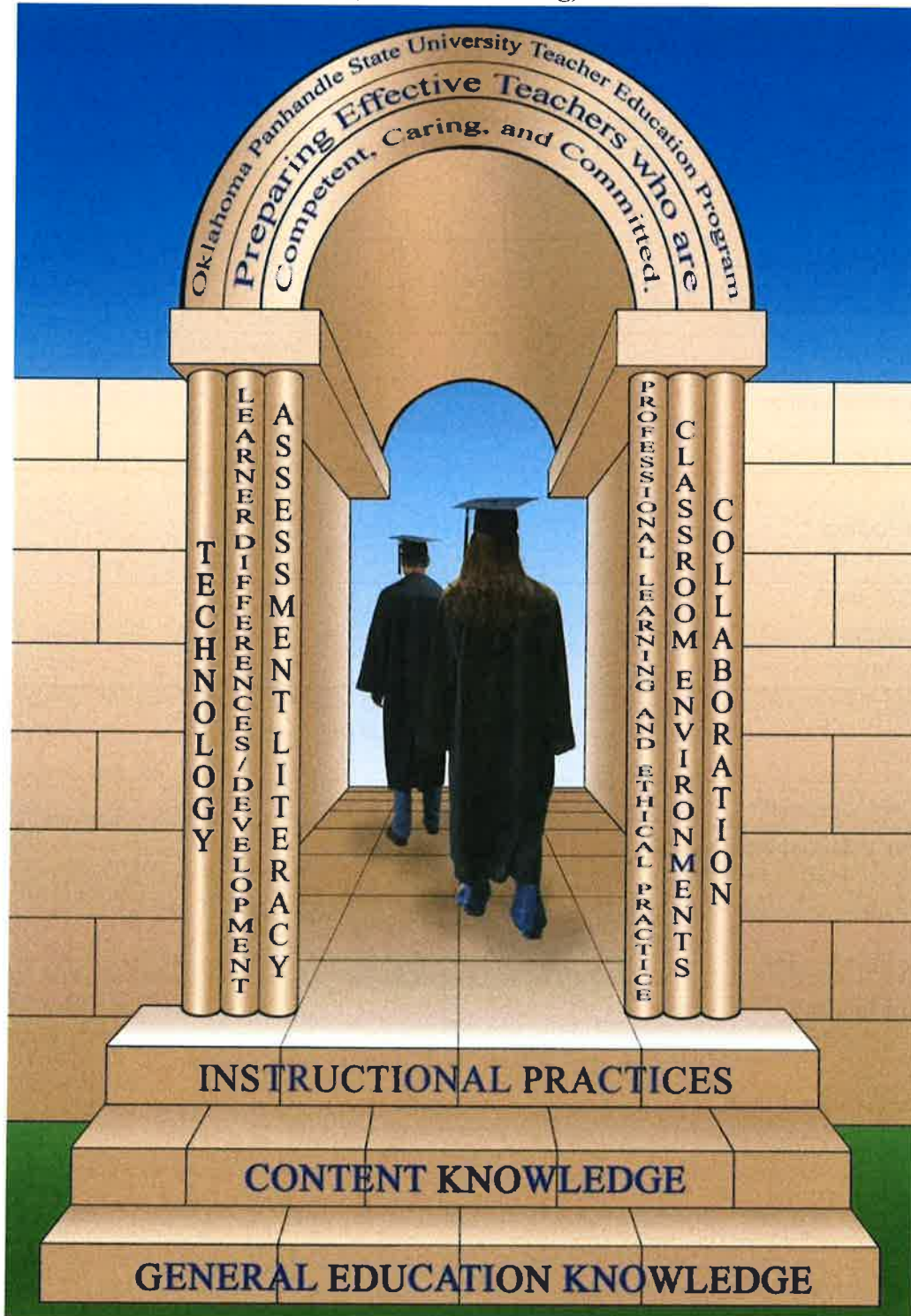# Intern Handbook

(Student Teaching)

Oklahoma Panhandle State University

Fall 2023/Spring 2024

(Revised 04/21/23)

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Note: Within this handbook, the term Educator Preparation Provider (EPP) and Teacher Education Program (TEP) are interchangeable.

The Intern and the Clinical educator should also consult the PPAT Handbook for additional requirements.

INTRODUCTION

The Intern experience is generally considered to be the highlight of the professional education program by teacher candidates at OPSU. Since the success of beginning teachers is so dependent upon a successful Intern assignment, it seems obvious that the clinical educator and school administrators are critical members of the teacher education team in providing quality laboratory teaching experiences.

This Intern handbook was prepared as a guide for both Interns and clinical educators who are directly involved in this phase of the OPSU Teacher Education Program (TEP). The university does not operate a laboratory school; therefore, the Intern experience must be completed in nearby public schools under the competent and professional supervision of classroom teachers.

The Internship is an opportunity for the teacher candidate to initiate his/her teaching experience with the benefit of counsel and direct supervision of a master teacher(s). This opportunity will bring into sharp focus information from a variety of areas of learning and will enable the Intern to coordinate them into meaningful application within the classroom. Ultimately, the classroom experience will allow the student to solidify a philosophy and practical theory of education.

The clinical educator will be rewarded many times as they observe the Intern develop and mature into a successful teacher under their guidance and supervision. The supervision of the Intern will provide the clinical educator access to current and new ideas in teaching; will partially fulfill a professional obligation in preparing prospective teachers for the field; and will enable the school district to establish a broader base for recruiting new classroom teachers. Each Intern will be coming to the clinical educator with similar apprehensions, fears, and uncertainties that were experienced at the beginning of the clinical educator's professional career. The clinical educator holds a key position to the student's successful entry into the teaching profession.

UNIVERSITY'S RECOGNITION OF PROFESSIONAL CONTRIBUTION

The education faculty of OPSU is cognizant of the fact that the clinical educator is the key professional mentor and supervisor in the Intern process. The faculty greatly appreciates the clinical educator's assistance and contribution in the professional development of beginning teachers.

Usually the superintendent and/or principal of the participating school district are in the best position to identify and suggest clinical educators. The clinical educator should be willing to assume the responsibility of this important assignment rather than it being a delegated duty. Other individuals who may actively participate in

the suggestion of clinical educators are the university professors who are responsible for the Intern program, the Interns themselves through specific requests, and the Field Placement Officer. The final decision concerning an Intern's placement rests with the Director of Teacher Education.

Generally, the clinical educator should possess a master's degree with three (3) or more years of successful teaching experience. Additional years of experience may be substituted for the master's degree; however, no Intern will be placed with a clinical educator having less than three (3) years actual classroom experience.

The university faculty is always eager to assist and be of service to the clinical educator throughout the Intern assignment. They are available to discuss teaching problems, curriculum development, and to explore avenues for improving and strengthening the cooperation between the university and the school district.

As recognition of the value placed on the importance of the clinical educator, all clinical educators will be hired by OPSU as adjunct teachers. A payment of $300 per Internship will be provided to cover expenses of required travel to the OPSU campus for the pre-service, mid-term, and other possible meetings. Clinical educators serving Interns with "split assignments" will have the payment divided equally among them.

The clinical educator(s) will be required to sign a contract with OPSU stating his/her understanding of the requirements of the Internship and the assurance of attending all required meetings on the OPSU campus. If the clinical educator(s) cannot fulfill this requirement, or breaks the contract, the adjunct payment will be revoked and the Intern may be placed in another location.

Information for Interns

The Internship is a full-semester assignment. The assignment will begin on the first day of the assigned school and will end on a date set by OPSU (this date may be prior to the end of the semester at the assigned school), with a minimum of three days that the Intern will be required to return to the OPSU campus for additional instruction.

During the Internship, the Intern is expected to devote full time to the classroom and professional responsibilities.

The following conditions comprise the professional semester requirements:

1. It is the belief of the OPSU TEP that practical experience is just as valuable as classroom learning. That is why there are so many field experiences built within our program. One of the most valuable experiences that a teacher candidate can have is that of "setting up the classroom for the first of the year." For this reason, the OPSU TEP has implemented the "August Experience." All teacher candidates who have been

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accepted into the professional semester will be given the location of their Internship and the name of their clinical educator by the first of May of the year prior to their Internship. <u>This will be for teacher candidates completing their Internship in the Fall or Spring semesters.</u>

To fulfill the requirements of the August Experience, a teacher candidate must contact both the building principal of their assigned school and their assigned clinical educator toward the end of the spring semester. This will allow the teacher candidate and clinical educator to meet and become familiar with each other. The teacher candidate will need to set up future dates prior to the beginning of the school year for the following activities:

a. One half-day minimum will be spent helping the clinical educator "set up" the classroom—creating bulletin boards, arranging desks, entering names in the grade book, etc.

b. One half-day minimum is required to attend a pre-school professional development activity with the clinical educator, other teachers at the school, and the administration.

c. The teacher candidate will be expected to attend his/her assigned school for the first day of class. Teacher candidates may miss the first day of their scheduled classes at OPSU if the first day of public school happens to be the same as OPSU's. If this happens, the teacher candidate will contact the Field Placement Officer by calling 580-349-1414, who will issue a memo to the OPSU professor explaining the absence.

d. The teacher candidate will be required to write a 3-5 page reflection paper about the August Experience. It is expected that this August Experience will be one of the most beneficial of all pre-service experiences that OPSU can provide the teacher candidate. Therefore, there will be no exceptions to this requirement.

<u>All teacher candidates will participate or they will not be allowed to fulfill their Internship.</u>

2. Teacher candidates must have completed all course work for certification in at least one area (Elementary, Secondary, P-12) prior to being admitted to their professional semester. This includes the completion of all correspondence courses (with grades recorded on transcript) and the finalization of "incomplete" grades.

3. A teacher candidate who completes a double major (or an additional endorsement area—if certification test is passed) will Intern in only one area unless the school district is willing to split the assignment into a primary and intermediate or a middle and senior high school level. A minimum of six (6) semester hours, the equivalency of eight (8) weeks of Internship, must be completed in each area where a credential is to be obtained.

4. Interns are required to return to the OPSU campus for two days plus the midterm seminar and final portfolio reviews. Dates for these meetings will be set by the Department of Teacher Education prior to the Internship with the exception of the final portfolio review date. This date will be set during the midterm seminar by the Intern and his/her portfolio chair.

5. OPSU will place Interns within the OPSU service area. The only exception to this may be for an Intern in the area of Agriculture Education, or with special permission.

6. The Intern is expected to attend and participate in all the school activities that the clinical educator is expected to attend.

7. Record keeping is very important. Interns must complete and submit a Weekly Teaching Log (WTL). The weekly logs should be submitted in the Canvas portal for EDUC 4450, EDUC 4720, or EDUC 4750 on the Wednesday prior. WTLs should also be emailed to the two supervising faculty members for ease of determining the best times for observations.

Responsibility of the Intern

The Intern will share in many of the school's responsibilities and must personally give attention to the following:

A. Employment during Internship

Students from the Department of Education at Oklahoma Panhandle State University who are involved in an Internship may not include substituting as part of their Internship experience until after the completion of the minimum requirement of the State Regents. This will be approximately 13-14 weeks after the Intern's starting date for the semester-not counting holidays. The Intern is assigned to his/her school from the first day of class [at the start of school or following the school's winter break] until the date set by OPSU as the last day of Internship.

B. Family Responsibility during Internship

Childcare or family responsibilities should not affect the Intern's arrival time at school, his/her responsibilities during the day, or his/her departure time.

C. Vacation Schedule

An Intern will observe the vacation periods of the particular school to which he or she has been assigned, not the university vacation schedule.

D. Absences during Internships

1. Interns are expected to be in the classroom every day.
2. All absences must be reported to the clinical educator and school principal, as well as the OPSU Field Placement Officer.
3. More than <u>five (5)</u> absences (the required return trips to the OPSU campus do not count as absence) may result in an extension of the Internship period. This extension may be at the same location or another and may consist of one day to a full semester depending upon the circumstances.

E. Classroom Responsibilities

Specific classroom responsibilities of the Intern vary from program to program and while all professional situations cannot be provided through a semester's Internship, the list below serves as a guide in assessing the completeness of the intern experience.

During Internship, the Intern should be expected to:

1. prepare a seating chart and learn the names of the pupils
2. study cumulative records to gain knowledge about the pupils
3. make a case study of a pupil
4. discuss his/her pupil's records with guidance personnel
5. discuss pupil behavior and progress with the clinical educator
6. work with individual pupils and with small groups
7. participate with the clinical educator in parent conferences
8. attend and participate in meetings, such as the PTA, where they meet the pupils' parents/guardians
9. attend community activities and social functions
10. share in routine teacher tasks
11. assume record-keeping duties
12. apply techniques of opening and dismissing classes in a systematic and effective manner
13. assist with discipline and classroom management issues
14. assist with extra-curricular activities, such as working at athletic contests, chaperoning social activities, and helping with various clubs
15. help supervise playground, cafeteria, corridors, and study hall
16. participate in pupil groups, such as homerooms and clubs
17. supervise classroom independent study/practice time
18. observe various teachers throughout the school
19. learn of the work of school specialists, such as librarian, school nurse and speech therapist
20. develop and use acceptable communication skills
21. prepare a bulletin board or other display
22. use different types of instructional technology
23. locate and use supplemental reference materials
24. learn to use the copier and other office machines
25. prepare, administer, and score classroom tests

F. Relationships

1. <u>Intern - Clinical Educator Relationship</u>

   The Intern should make every effort to form a professional relationship with the clinical educator. The clinical educator should be consulted about formal and informal school policies. As problems are encountered during the Intern experiences, the Intern should not hesitate to seek guidance from the clinical educator. Constructive criticism should be expected and graciously accepted.

   If the Intern is forced to miss school due to illness or other causes, the clinical educator should be informed in advance. The Intern is responsible for following the procedure of the school system in notifying the principal and clinical educator of any necessary absence. The OPSU Field Placement Officer, as well as local school officials, will approve and document absences.

   Clinical educators are encouraged to permit the Intern to assume a major role in the planning and execution of teaching procedures. However, the clinical educator is legally responsible to the local board of education for the instruction of pupils in the classes and consequently, should review and approve the Intern's plans for methods, materials, and content. It is expected that clinical educators will permit some Interns more freedom than others. The clinical educator is urged to provide the Intern with as many different professional activities as possible.

2. <u>Intern - Pupil Relationship</u>

   The pupil-teacher relationship is one of the most important factors in determining the success of the beginning teacher. Striking the right balance between friendliness and aloofness is largely a matter of judgment. An Intern needs to make some definite decisions concerning this relationship early in the Intern experience.

   The following suggestions are offered.

   a.   Get to know student names, abilities, and personal characteristics.

   b.   Observe students in various situations, such as the classroom, in the laboratory, or in extracurricular activities.

   c.   Avoid personal friendship with students. There is a fine line between friendliness and becoming "buddy-buddy." Students respect the teacher who is friendly, fair, and understanding; they often take advantage of the teacher who goes beyond these bounds, especially when the teacher is a beginner.

3. Intern - Other Teaching Staff Relationships

The Intern serves with the regular teachers and is temporarily a member of the professional group that comprises the staff of the cooperating school.

An Intern should anticipate some disagreement among any group of colleagues. Where personal disagreements between teachers exist or where there are factions within a school, the Intern should not become involved.

The Intern should not discuss controversial school matters with individuals outside of the school. It is highly unethical for an Intern, as a guest in the school, to speak critically of the school or of its staff to anyone.

4. Intern - Administration Relationship

Every teacher contributes to the administration of the school. Taking attendance, reporting tardiness, requisitioning supplies, serving on teacher committees, and supervising study halls are examples of these responsibilities. The following list suggests steps the Intern can take to gain an understanding of the administrative aspect of school operations:

    a.   Read the Teacher's Handbook. It sets forth the responsibilities of the teacher in the specific school, including arrival and departure times.

    b.   Read the Student Handbook. It often explains regulations that relate to students and lists the activities available to students.

    c.   Learn the school's administrative report mechanisms for functions such as attendance and tardiness, library permits, and report cards.

    d.   Study the administrative structure of the school. Become familiar with the departmental organization, the guidance and health services, the administrative assistants' responsibilities, and the principal's role.

An informed teacher understands the school, is familiar with the job requirements, and knows not only when and how to seek assistance; but from whom to seek the help. There are occasions when a pupil must see the guidance counselor, the librarian, or the nurse. Likewise, there are times when a teacher may need the principal's or vice principal's assistance in handling an unruly student.

An informed teacher is aware of how work with pupils relates to what other teachers are doing and to the school programs as a whole. A pupil or parent may question a teacher about school activities beyond the classroom. Oftentimes a superintendent, when interviewing a prospective teacher for a position, will seek to discover if the applicant understands the school's philosophy and total

program. Consequently, an informed Intern helps build positive school-community relationships and enhances the chance of being selected for a teaching position.

5. <u>Intern - Community Relationship</u>

While it takes time to get to know the community and the cultural heritage of the people who live in it, the Intern should make the effort to understand and appreciate the community and its inhabitants. Pupils are influenced by their local environment and their cultural background; an Intern's awareness of these influences will make it possible to utilize community resources in teaching and to recognize the impact of these influences in pupil responses and behavior.

Problem Interns

The majority of Interns enrolled at Oklahoma Panhandle State University will prove to be mature individuals capable of assuming adult responsibility in the classroom. However, in spite of the best programs of preparation, screening, and orientation to the Intern experience, some students will enter this experience unable to cope with the demands of teaching. If a problem arises, the clinical educator should immediately notify the OPSU Director of Education and Field Placement Officer so that a suitable solution is found.

Liability for Interns

While in the classroom and at all school functions, the Intern should be under the direction of the clinical educator and shall be subject to the rules and regulations of the school. The clinical educator and the Intern will be subject at all times to the authority of the principal of any school building involved and the administrative personnel of the school district.

The state does not provide insurance coverage for Interns. Teacher candidates from Oklahoma Panhandle State University are encouraged to become student members of NEA/OEA or other organizations (AAE, AFT, POE, etc.) so they can receive the liability coverage provided by the organizations.

Frequently Asked Questions

1. **How many hours of actual teaching are required of the Intern in any particular class?** Although College Accrediting Agencies recommend **435** college hours of teaching, exclusive of observation, be provided Interns before they are granted degrees with standard teaching certificates; most clinical educators agree that a particular number of clock hours cannot always be provided, nor can an arbitrary standard be set. Interns should be provided with as much actual teaching experience as their readiness for teaching and the welfare of classroom pupils will afford. OPSU does not require a set number of

actual teaching hours. The Internship covers approximately 16 weeks, and it is understood that the Intern will have ample time to experience an adequate amount of actual teaching experience.

2. **In addition to actually teaching the class, what are some of the ways in which an Intern can participate in the on-going class?**

    There are many activities in which an Intern may participate. At first he/she may only observe the class and learn each student's name. He/she may ask to take care of some of the routine activities such as checking the seating plan for absences, securing needed supplies, checking papers, and participating in the various group activities of the class.

    Other introductory activities may include:

    - Preparing materials for class use
    - Operating various modes of technology
    - Securing teaching and resource materials
    - Assisting individual students
    - Caring for bulletin boards
    - Arranging field trips
    - Observing other teachers
    - Recording grades or attendance
    - Grading papers of students
    - Giving short examinations
    - Making assignments
    - Studying clinical educator's lesson plans
    - Supervising extended learning activities
    - Making a list of community resources
    - Helping arrange furniture for various activities
    - Assisting the clinical educator in the maintenance of student portfolios

3. **What are some of the out-of-class activities in which Interns can participate?**

    The following list indicates some of the opportunities the Intern may have to learn about the wider responsibilities of a teacher as a member of a community. It is well to remember the role of a teacher in and out of the classroom. The list is not exhaustive, but will suggest types of activities in which the Intern should not only observe, but also take an active part in:

    - Student Council meetings
    - Assembly program or other public performance by pupils
    - Playground or lunchroom supervision
    - Dances and parties of pupils
    - Athletic games, interscholastic and intramurals
    - Field trip with students
    - Community youth organizations (Scouts, church youth groups, etc.)

- Conferences with parent and teacher concerning a pupil
- Faculty meetings
- Teacher's meeting (local, district, state)
- Parent-Teacher Association Meetings
- Visits in homes of pupils
- Political meetings and rallies
- Conferences with superintendents, principals, school librarians, school nurses, etc.

4.   How should an Intern dress during his Internship?

The old adage, "When in Rome, do as the Romans do," is good advice in this case. Careful observation of your clinical educator's dress and an understanding of school policy will assure you of the most appropriate dress. This rule is always sound: *use moderation and good taste in dress, cosmetics, and jewelry.* Wear clothing appropriate to the grade level, subject field, and the kind of activities scheduled. Interns may not have really fine clothes, but you can always be well-groomed, neat, and clean.

5.   What responsibilities does an Intern have to a class in case of absence?

Interns should undertake their teaching assignment with the same attitude as a regular teacher in matters of promptness, attendance, and duties. Reasons for being late or absent should be similar to those of an employed teacher; and should always have advance notice and acceptance by the clinical educator. The Intern should not engage in any outside activities that conflict with his/her Internship assignment. All absences will be reported to the OPSU Field Placement Officer, in addition to the clinical educator and principal of the school.

6.   What holidays will the Intern observe?

The Intern is expected to follow the schedule of the school in which he/she is teaching.

7.   If I am asked to do substitute teaching, will I be paid for this service?
NO substitute teaching should occur until after the completion of the minimum requirement. Each Intern will be notified of this date depending upon the starting day of classes at his/her assigned school. Substitute teaching should not take place during the first 13-14 weeks; however, if an Intern is used as a substitute teacher, it is recommended that the administration of each school system pay the Intern for this service. Building principals should use Interns for substitute teaching only as a "last resort" during the first 13-14 weeks. Interns will not be paid for substituting for their clinical educator.

8.   What planning requirements does the Intern meet?

Good teaching does not happen by accident; it is the result of sound planning by the teacher. The Intern should start planning to teach when he/she is acquainted with the students and has an understanding of their academic standing and attitude toward the subject(s) being taught.

The Intern is expected to be prepared to teach the class at any time. This necessitates daily lesson planning. These plans should be flexible and include the specific goals or objectives; the instructional materials needed; the procedures to be followed to reach these objectives; and the ways in which progress is evaluated.

Interns are urged to confer and collaborate with their clinical educator regarding planning. Lesson plans should be received and approved by the clinical educator before directing the class.

9. **What student records should be utilized by the Intern?**

Although cumulative and confidential records on students may be accessible to the Intern, their use should be guided by the clinical educator. Interns must remember that all student records are strictly confidential and will not be discussed with unauthorized individuals or agencies. As the Intern creates student product reports for his/her portfolio, a variety of student achievement indicators may be useful.

10. **How is the final grade of the Intern determined?**

The Director of Teacher Education will assign the final grade for the Intern after careful consideration of evaluation given by the clinical educator(s), and university supervisors. The following scale will be used:

➢ **20%** Evaluation(s) by Clinical educator(s)
➢ **20%** Evaluation(s) by University Supervisor(s)
➢ **10%** Attendance at required seminars
➢ **10%** Demonstrated responsibility in returning weekly teaching schedules and other required information to the Field Placement Officer
➢ **40%** Final Portfolio Review

11. **What about conferences with the clinical educator?**

The clinical educator should conduct frequent conferences with the Intern. The Intern should raise questions related to the teaching situation. It is especially important that the Intern ask questions concerning matters of classroom and building routine, problems of classroom control, materials of instruction, and teaching procedure.

12. **What procedure should the prospective teacher follow in applying for a job?**

1. We recommend that you register and create a credential file with the OPSU Placement Office, located in HMH 122. This should be done in the semester prior to student teaching. There is no charge for this service.

2. The Placement Office will give you reference/recommendation forms for your use with major professors, supervising teachers and other professionals who can verify your preparedness for a teaching position. These references, along with your academic standing, resume' and related documents will compile a confidential file that can be useful to potential employers.

3. You will also want to register on the Aggie Job Board (www.collegecentral.com/opsu). As an applicant for jobs, you can post your resume' and search for available positions registered through OPSU. This allows you to search for jobs at any time following graduation.

4. When school officials plan to be on campus for a recruiting visit, the Placement Office will schedule an interview time for you to meet with them. If you make an appointment, but are unable to hold it, you should notify the Placement Office as soon as possible. Recruiters often call before making the trip here to determine if there are interested candidates. For interviews, you would be expected to dress professionally and bring copies of relevant documents for the recruiters to take with them.

5. Suggestions regarding a **letter of inquiry** or **letter of application**:
   ✓ A letter of inquiry is used when you have an interest in a school district, but there is currently no openings [in your area] posted.
   ✓ A letter of application is used when there is a specific opening for which you are qualified and wish to apply.
   ✓ The letter should be no longer than one page in business-letter format.
   ✓ The first sentence should contain your reason for writing (your objective).
   ✓ The middle paragraph should market your qualifications as they relate to district needs (refer to the job posting for clues).
   ✓ The closing paragraph states that you have included your resume' for consideration; your placement file is being forwarded to them (if applicable); and you are willing to meet to discuss your qualifications and "fit" for this job.
   ✓ Be sure that the letter is typed, neat, and errorless!
   ✓ The letter should be directed to the Superintendent or Director of Personnel (see job posting for this name and title).
   ✓ Include all appropriate contact information, so they can find you. If you do not have a professional email address, create one: ex. firstnamelastname@mail.com.

✓ This is your chance to make a great first impression! Take time to ensure that all district information is accurate. Beware of using a "form" letter that you copy for different districts, as the use of incorrect details can cost you an interview.

✓ Please send an email to the OPSU Department of Teacher Education when you secure a teaching position, so we can update your file.

Information for Clinical educators

In a publication of the Association of Teacher Educators, L. O. Andrews suggested that the role of the clinical educator must move from "dispenser of knowledge" to a more indirect process in working with Interns. According to the new concept, the teacher educator in the schools should have the ability to:

1. accept a college student as an equal and a professional colleague;
2. accept and live comfortable with the usual mistakes of the beginner;
3. refrain from almost all prescriptive directions;
4. lead a relaxed, professional discussion on learning, teaching, and a wide variety of methodologies;
5. accept the student's evaluative observation and discussion of the teacher's own activities and effectiveness while teaching;
6. diagnose learners' interests, needs, and learning difficulties and assist learners in adapting to and using them; and
7. design individualized learning strategies.

These competencies all have implications for the necessity of working with an Intern in a more democratic manner. A periodic check of performance of these criteria may create some insights into the nature of the relationship between Intern and clinical educator.

Observation

The clinical educator's responsibility to the Intern includes observation and evaluation. Although Interns will be observed with different interests, depending upon their experience, interest, and orientation, they should be analyzed in light of some common elements of the classroom situation. A checklist may be an effective way of organizing items to consider. Consider adapting the following checklist to your particular needs.

1. **The Intern**
   a. What image did the Intern project? Did his/her dress, mannerisms, and general demeanor enhance their image?

b. Did the Intern move around the room, changing physical location when the class changed pace or switched activities? Did these movements reinforce the progress of the lesson, or were they distracting?

c. Note his/her speech in terms of volume, projection, fluctuation, grammar, vocabulary, and quality of interest. Were the characteristics appropriate to this class?

d. Did his/her actions accurately reflect the announced purpose of his or her sense of values? For example, was the Intern respectful?

e. Did the lesson give evidence of careful planning? Did it display a thoughtful and creative use of the resources available? Did it clearly fit into the current unity of study?

f. How did the Intern conduct the classroom? Was any time wasted by poor management?

2. The Structure of the Lesson

a. Did the lesson have a clear structure? Was its purpose announced at the beginning of the class? Did it follow a rationale? Was its purpose effectively carried out?

b. Was the class period divided into several activities? Were these activities well integrated? How did the Intern provide for transitions?

c. How did the class utilize homework or previous knowledge? Did the Intern give suggestions for further study and investigation? Was homework assigned as a natural outcome of the class?

d. Was the time used to best advantage? Was incidental learning encouraged? Did the lesson plan have enough flexibility to capitalize on the special interests of students?

e. Was the lesson successful as a whole? Why, or why not?

f. Did the lesson relate to other courses, current events, or the personal interests of the students?

g. How could the lesson be improved? What alternatives should be considered?

Upon observing an Intern's lessons, the clinical educator should provide feedback and guidance. Observations and evaluations are of little merit if suggestions for improvement are not provided. When evaluating the Intern's classroom performance, some of the suggestions below might be of assistance:

1. Suggestions for improvement should be positive whenever possible.
2. Ask questions of the Intern instead of merely listing good and weak points.
3. Use a variety of evaluative procedures and techniques.
4. Evaluation should be specific. Specific ideas can be implemented more readily than generalizations.
5. Evaluation should be individualized. No two Interns have the same needs or make progress at the same rate.

6. Offer suggestions for improvement or reinforcement of techniques as soon after the experience as possible.

7. Evaluation should focus on the activity instead of the person.

8. What actually happened?

9. Why did the class go well?

10. What was difficult about this lesson?

11. Why did the students become restless near the end of the period?

12. What was learned from the group discussion?

13. What caused the problem?

Evaluating Your Intern

The recent emphasis on Intern evaluation and its importance has prompted concern about the nature of the rights of the evaluator. Clinical educators have the obligations, authority, and ability to evaluate Interns. Their only concern is that due process is exercised. What does it mean to exercise due process in evaluation? The clinical educator will have followed due process if he/she completes the following steps:

1. Review the evaluative instruments and the keys
    a. Explain to the Intern what each of the factors on the evaluation form means to you.
    b. Indicate what you, the evaluator, expect from the Intern.
2. Observe the Intern. Indicate in the report the approximate amount of time or number of observations made.
3. Critique and analyze the Intern. Interns have a right to know that they are not doing well so they can attempt to improve.
4. Assess continuously.
5. Review the completed evaluation instrument with the Intern.

The following is a list of evaluative statements concerning supervisory techniques that were solicited from previous Interns. Although Interns react in terms of their own need or priorities, the statements reveal some of the most prominent concerns regarding techniques of evaluation by clinical educators:

- The teacher corrected me in front of the class. This was very devastating to me.
- The teacher never let me know that I had this problem until it was reported on the final evaluation form. I wish I had known sooner so that I could have worked on it.
- The teacher just doesn't say anything to me about how I am doing.

- The teacher said I was doing all right, but did not indicate when I was doing right or why I was doing all right.
- The teacher was very helpful in going over the lesson with me and telling me where I needed improvement.
- The teacher never seemed to threaten me in our discussions. He was careful to point out that all of us have areas where improvement is needed.
- I always knew where I stood.
- Criticism was always combined with praise.

ASSESSMENT

In the 2010/2011 Legislative session, SB 2033 was passed which requires a new evaluation system for Oklahoma teachers. The bill establishes a teacher evaluation/performance system which is based 35 percent on student test scores, 15 percent on other academic measures, and 50 percent on "qualitative assessments" such as organization and classroom management.

Tulsa Public Schools has developed an evaluation system that several other Oklahoma school districts have adopted. The Oklahoma Panhandle State University (OPSU) Teacher Education Program (TEP) has always strived to present assessments that are both beneficial to our Interns and our program. Therefore, we have adopted the Tulsa Model evaluation system. This handbook offers guidelines for the clinical educator, the university supervisor and the OPSU Intern.

1. INTRODUCTION

The OPSU TEP is embarking on a new TEACHER EFFECTIVENESS INITIATIVE (TEI) that will support the core of our conceptual framework and provide the best possible education for the students we serve. Research has demonstrated that the key to advancing student learning rests most prominently with the teacher. The OPSU Intern Evaluation System recognizes the complexity and importance of teaching in high performing school environments where continuous improvement and shared accountability for student achievement are stressed. Teaching practice can and will grow in school sites and systems that value constant feedback, analysis, and refinement of the quality of teaching.

The OPSU TEP system incorporates classroom observations and specific feedback through Domains, Dimensions and Indicators that will help the Intern to continuously improve his/her practice. The essential elements of the system and process are as follows:

a. Five (5) Domains for intern performance based on Charlotte Danielson's *Effective Teaching* model, with 37 performance Indicators for how the standards are to be met and descriptive examples (within each rubric cell) of observable teacher behaviors. The OPSU Intern Evaluation will use only TWO of these Domains. The remaining three are for "experienced" teachers.

b. Initial and ongoing training for evaluators and Interns will create a common understanding and language for the discussion of what good teaching is and is not. As part of the initial training, evaluators and clinical educators will receive individual copies of the Handbook with Rubrics, Personal Development Plans and Evaluation Forms.

c. Additional discussion sessions throughout the school term will target Domains, Dimensions and Indicators and will support the efforts of the Intern to improve his/her practice.

d. The evaluation process during Internship will provide qualitative feedback to the Intern about his/her performance and serve as the official formative assessment.

e. A Personal Development Plan for any ranking of 1 - Ineffective or 2- Needs Improvement is required.

A Personal Development Plan(s) may follow any classroom observation, be attached to any evaluation,
or presented as a stand-alone document with regard to an Internship-related incident or problem independent of an observation or evaluation. These Plans, using a standardized form, will utilize the SMART format of specific, measurable, attainable, results-based, and time bound.

f. The award of any evaluation ranking of 5 - Superior requires evaluator's specific supporting narrative to be written under the Comment Section of the Evaluation Form.

2. **DOMAINS, DIMENSIONS AND INDICATORS**

The Teacher Evaluation System is anchored in Domains, Dimensions, and Indicators that define effective teaching. The common language that defines quality teaching and learning will guide Interns to continually improve practice. The structure is based on components in Charlotte Danielson's Framework for Teaching. The structure that guides the assessment rubric is:

Domain 1: Classroom Management (weight by percentage: **40%**)
   a. Preparation (Dimension / 1 Indicator)
   b. Discipline (Dimension / 1 Indicator)
   c. Building-wide Climate (Dimension / 2 Indicators)
   d. Lesson Plans (Dimension / 1 Indicator)
   e. Assessment Patterns (Dimension / 1 Indicator)

Domain 2: Instructional Effectiveness (weight by percentage: **60%**)

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f. Involves All Learners (Dimension / 5 Indicators)

g. Explains Content (Dimension / 1 Indicator)

h. Explains Directions (Dimension / 1 Indicator)

i. Models (Dimension / 1 Indicator)

j. Monitors (Dimension / 3 Indicators)

k. Adjusts Based Upon Monitoring (Dimension / 7 Indicators)

l. Establishes Closure (Dimension / 2 Indicators)

m. Student Achievement (Dimension / 3 Indicators)

The following three Domains will not be used in the OPSU Intern Evaluation

~~**Domain 3: Professional Growth and Continuous Improvement**~~
~~(weight by percentage: 10%) (1 Indicator)~~
~~**Domain 4: Interpersonal Skills** (weight by percentage: 10%) (3 Indicators)~~
~~**Domain 5: Leadership** (weight by percentage: 5%) (4 Indicators)~~

The Domains / Dimensions are developed for classroom teachers include Indicators that guide instructional practice. Supervisors will use multiple measures to determine the overall performance of an Intern, but the cornerstone of the evaluation will be classroom observations that inform the overall evaluation process.

3.   THE INTERN EVALUATION PROCESS:

The OPSU EPP will provide periodic training for every university supervisor, clinical educator, and Intern in the TEI Evaluation Process, Rubric, and Documentation.

OBSERVATION:

Formal evaluations, by both the clinical educator and university supervisor, should occur prior to the scheduled Mid-Term Seminar and prior to the end of the Internship.

a) Ideally, the evaluator conducts observations with a tablet and/or laptop. The evaluation is accessible via the Foliotek site or link.

b) It is required that the evaluator conduct observations with a printed or electronic copy of the Intern evaluation in hand.

c) Evaluators will conduct a personal conference with Intern following every formal observation immediately following the observation. Daily or ongoing informal evaluations are excluded from the conferencing requirement. During the formal conference, the evaluator will apprise the teacher of any issue by specific Domain, Dimension, and Indicator that could lead to less than effective ratings of the Intern's performance. Less than effective performance is defined as 1 - Ineffective

or 2 - Needs Improvement and will result in the creation, discussion, and delivery of a written Plan of Improvement (POI) to the Intern during the conference.

EVALUATION:

a) No evaluation shall be completed and filed unless, and until the evaluator has observed the Intern at work and conferenced with the Intern regarding the observation.

b) Formal evaluations, by both the clinical educator and university supervisor, should occur once prior to the scheduled Mid-Term Seminar and once prior to the end of the Internship. During the evaluation conference, the evaluator will identify and discuss with the Intern any issue by specific Domain, Dimension, and Indicator, that has led to an Ineffective or Needs Improvement performance assessment. Identified areas must be re-evaluated for compliance by the review date set forth in the POI. If a POI is issued, the Intern will receive an evaluator-signed hardcopy of the POI and the Intern will sign in acknowledgement of receipt of same.

c) Once the POI is completed, the evaluator forwards a signed hardcopy of the POI to the OPSU School of Education office within one business day.

d) If the conference does not result in a POI, the Intern can assume that at the point of this relevant observation, his or her performance for all observed Rubric measures is at least at an effective or higher level.

e) The award of any ranking of 4 - Highly Effective or 5 - Superior requires evaluator's specific supporting comments to be written under the Comment Section of the Evaluation Form (which may include an attachment).

4. SPECIFIC DEFINITIONS

Evaluation Rankings:

Ratings are assigned by individual Dimension and/or Indicator and averaged by Domain and "weighted" by the Domain's influence / weight as part of the total evaluation instrument:

- **Classroom Management at 40%**
- **Instructional Effectiveness at 60%**

The following are not used in the OPSU Intern Evaluation
- ~~**Professional Growth and Continuous Improvement at 10%**~~
- ~~**Interpersonal Skills at 10%**~~

- ~~Leadership at 5%~~

The evaluation rankings are defined by the descriptive narratives provided within each individual rubric cell:

- **1 = Ineffective**
- **2 = Needs Improvement**
- **3 = Effective**
- **4 = Highly Effective**
- **5 = Superior**

A ranking of "N/O" can be assigned to any of the ratings if the evaluator makes the determination that the Dimension and/or specific Indicator does not apply to the individual teacher or was not observed during the formal evaluation.

Plan of Improvement:

A Plan of Improvement (POI) is written by the evaluator in collaboration with the Intern. The POI is designed to assist the Intern to become an effective teacher. The POI will be reviewed between the Intern and the evaluator. The Intern is expected to meet the POI in all respects within the time specified. Failure of the Intern to meet the POI in all respects within the time specified may result in the Intern's dismissal from the OPSU TEP.

A POI is required for any observation or evaluation ranking of 1- Ineffective or 2- Needs Improvement. The POI statements will utilize the SMART format of <u>s</u>pecific, <u>m</u>easurable, <u>a</u>ttainable, <u>r</u>esults based, and <u>t</u>ime bound (see definitions below). The POI will be reviewed for progress by the Intern and evaluator in a follow-up conference by the date set by the evaluator.

SMART Goals:

<u>S</u>pecific – Specific goals identify with sufficient detail the who and what the Intern needs to target. Specificity enables a focusing of resources and attention for the greatest benefit.

<u>M</u>easurable - A measurable goal is one that defines the starting point and the final value to be achieved.

<u>A</u>ttainable – Attainable goals are those that have a final value, a measure that is reachable within the given time frame with reasonable efforts by the evaluator to assist the Intern in correcting poor performance.

<u>R</u>esults-Based – Results-based goals are those that have built in benchmarks or progress monitoring checks to measure efforts.

<u>T</u>ime Bound – A time bound goal is one that has a specific time frame. Example of a Plan of Improvement:

The specific Dimension or Indicator for each POI must be referenced, e.g., 11c.

11c. The intern will provide appropriate, timely, and specific feedback to students on instructional assignments.

   1) Observe Ms. Jones's class to gain insight on the various feedback strategies that can be employed.

   2) Cite within Lesson Plans specific feedback strategies to be used.

   3) Implement on a regular / routine basis three (3) feedback strategies

5.   EVALUATION FORMS and RUBRICS

Copies of all forms and Rubrics are attached to this Handbook and available in the OPSU Department of Education Office as well as online: http://www.opsu.edu/Academics/Education/

The OPSU TEP will keep records of all evaluations and copies of all evaluations will be placed in the individual Intern's file.

OPSU INTERN CONFIDENTIAL EVALUATION

Name of Intern: Name of Evaluator:

Date(s) of observation: School:

Select a numeric ranking for each indicator/statement regarding the Intern's current level of performance.

CLASSROOM MANAGEMENT
The Intern:

	1 = Ineffective	2 = Needs Improvement	3 = Effective	4 = Highly Effective	5 = Superior	N/O Not Observed
1. Plans for delivery of the lesson relative to short term and long term objectives.						
2. Clearly defines expected student behavior.						
3a. Contributes to and enforces orderly behavior throughout the school.						
3b. Follows procedures to protect the health and safety of the students.						
4. Develops daily lesson plans designed to achieve the identified objectives.						
5. Utilizes assessment patterns that are fairly administered and based on identified criteria.						

Comments:

INSTRUCTIONAL EFFECTIVENESS / Involves All Learners

The Intern uses questioning techniques and/or guided practices to involve all students in active learning:

	1 = Ineffective	2 = Needs Improvement	3 = Effective	4 = Highly Effective	5 = Superior	N/O Not Observed
6a. Engages learners in active learning 80% or more of class time.						
6b. Uses cooperative learning activities, advance organizers, and teaching strategies that foster participation of students and activities that address a variety of learning styles/multiple intelligences to involve all learners.						
6c. Asks critical thinking questions throughout the lesson and uses questioning techniques to involve all learners.						
6d. Uses language that increases student awareness of learning.						
6e. Requires participation of all students.						

Comments:

INSTRUCTIONAL EFFECTIVENESS / Explains Content

The Intern:	1 = Ineffective	2 = Needs Improvement	3 = Effective	4 = Highly Effective	5 = Superior	N/O Not Observed
7. Teaches the objectives through a variety of methods.						

Comments:

INSTRUCTIONAL EFFECTIVENESS / Explains Directions

The Intern:	1 = Ineffective	2 = Needs Improvement	3 = Effective	4 = Highly Effective	5 = Superior	N/O Not Observed
8. Gives directions that are clearly stated and relate to the learning objectives.						

Comments:

INSTRUCTIONAL EFFECTIVENESS / Models

The Intern:	1 = Ineffective	2 = Needs Improvement	3 = Effective	4 = Highly Effective	5 = Superior	N/O Not Observed
9. Demonstrates the desired skill or process.						

Comments:

INSTRUCTIONAL EFFECTIVENESS / Monitors

The Intern checks to determine if students are progressing toward stated objectives.	1 = Ineffective	2 = Needs Improvement	3 = Effective	4 = Highly Effective	5 = Superior	N/O Not Observed
10a. Moves around the room while students are working on guided practice.						
10b. Uses different types of student response techniques, both individual and group.						
10c. Uses appropriate wait-time in questioning.						

Comments:

INSTRUCTIONAL EFFECTIVENESS / Adjusts Based Upon Monitoring

The Intern changes instruction based on the results of monitoring.	1 = Ineffective	2 = Needs Improvement	3 = Effective	4 = Highly Effective	5 = Superior	N/O Not Observed
11a. Reinforces the effort of students with positive feedback that is timely and specific.						
11b. Provides a method for students to track their own effort and accomplishments.						

11c. Provides appropriate, timely and specific feedback to students on instructional involvements.

11d. Responds to students' answers to questions appropriately.

11e. Responds to students' questions appropriately.

11f. Primarily provides feedback that is constructive.

11g. Re-teaches learning in different ways that is not mastered.

Comments:

INSTRUCTIONAL EFFECTIVENESS / Establishes Closure

The Intern summarizes and fits into context what has been taught.

12a. Summarizes or teaches students to summarize new learning in a variety of ways.

12b. Assesses mastery of the new learning to determine if independent practice is appropriate.

Comments:

1 = Ineffective	2 = Needs Improvement	3 = Effective	4 = Highly Effective	5 = Superior	N/O Not Observed

INSTRUCTIONAL EFFECTIVENESS / Student Achievement Indicators

The Intern uses common/varied assessments, tracks student progress, uses data from various assessments, recognizes student achievement, and appropriately modifies assessments.

13a. Uses data from various assessments to modify instruction and guide intervention strategies.

13b. Recognizes student progress and achievement regularly.

13c. Appropriately and consistently adheres to IEP's, and modifies assessments for special student populations if required in the IEP.

Comments:

1 = Ineffective	2 = Needs Improvement	3 = Effective	4 = Highly Effective	5 = Superior	N/O Not Observed

Evaluator's Signature: _____   Intern's Signature: _____

PLEASE NOTE: Any ranking of 1 and 2 on any component of this evaluation requires a Plan of Improvement (POI).

I acknowledge receipt of this document and the explanation of its content.

OKLAHOMA
PANHANDLE STATE
UNIVERSITY

INTERN EVALUATION RUBRIC

DOMAIN / Dimension: CLASSROOM MANAGEMENT / Preparation

INDICATOR 1: The Intern plans for delivery of the lesson relative to short term and long-term objectives.

1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
• Does not plan for instructional strategies that encourage the development of performance skills. • Does not include instructional opportunities for diverse learners in the plan. • Materials and equipment are not ready at the start of the lesson or instructional activity. • No technology is included in the planning process. • Does not give students directions for transitions and does not plan for transitions. • Students are disengaged and unclear about the expectations of the classroom.	• Occasionally plans for instructional strategies that encourage the development of performance skills. • Rarely includes instructional opportunities for diverse learners in the plan. • Materials and equipment are usually not ready at the start of the lesson or instructional activity. • A minimal amount of technology is included in the planning process. • Attempts to give students directions for transitions but does not plan for transitions. • Students are usually disengaged and unclear about the expectations of the classroom.	• Plans for instructional strategies that encourage the development of performance skills. • Includes instructional opportunities for diverse learners in the plan. • Most of the time materials and equipment are ready at the start of the lesson or instructional activity. • Technology is included in the planning process to support instruction. • Gives students directions for transitions and includes transitioning in the planning process. • Students are engaged and clear as to the expectations of the classroom with few reminders given.	• Plans for instructional strategies that encourage the development of critical thinking, problem solving, and performance skills. • Creates instructional opportunities that are adapted to diverse learners. • Materials and equipment are ready at the start of the lesson or instructional activity. • Plans to use technology to support and enhance instruction. • Gives clear directions for transitions between lessons and between instructional activities. • Students are engaged and clear about the expectations of the classroom with no need for reminders.	• Plans for instructional strategies that encourage the development of critical thinking, problem solving and performance skills and consistently implements. • Creates instructional opportunities that cause diverse learners to excel. • Materials and equipment are ready at the start of the lesson or instructional activity and learning environment is conducive to the activity. • Plans to use technology to support, enhance, extend and evaluate instruction. • Plans for smooth, structured transitions between lessons and instructional activities and gives clear, concise directions to accomplish same. • Students are engaged and are clear about the expectations of the classroom and are responsible for their own learning.

DOMAIN / Dimension: CLASSROOM MANAGEMENT / Discipline

INDICATOR 2: The Intern clearly defines expected student behavior.

1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
• Standards o⁻ conduct have not been established. • Students are unaware of behavioral expectations. • Does not monitor the behavior of students during whole class, small groups, seat work activities and transitions. • Usually ignores inappropriate behavior and uses an inappropriate voice level/ word choice when correction is attempted.	• Standards of conduct have been established with inconsistent implementation. • Students are somewhat aware of behavioral expectations. • Rarely monitors the behavior of students during whole class, small groups, seat work activities and transitions. • Most of the time ignores inappropriate behavior and / or uses an inappropriate voice level/word choice to attempt to bring correction.	• Standards of conduct have been established with consistent implementation. • Most students are aware of behavioral expectations. • Monitors the behavior of students during whole class, small group and seat work activities and during transitions between instructional activities • Stops inappropriate behavior promptly and consistently with an appropriate voice level/ word choice.	• Standards of conduct have been established with consistent peer-based implementation. • All students are aware of behavioral expectations. • Monitors the behavior of all students during whole-class, small group and seat work activities and during transitions between instructional activities, lunchtime, recess, assemblies, etc. • Stops inappropriate behavior promptly and consistently, with an appropriate voice level/ word choice, while maintaining the dignity of the student.	• Standards of conduct have been established with consistent peer monitoring. • All students are aware of behavioral expectations and they follow the procedures. • Monitors the behavior of all students at all times. Standards of conduct extend beyond the classroom. • Stops inappropriate behavior promptly and consistently, with an appropriate voice level/ word choice, maintaining the dignity of the student and encouraging students to self-discipline.

DOMAIN / Dimension: CLASSROOM MANAGEMENT / Building-wide Climate Responsibilities

INDICATOR 3: The Intern assures a contribution to building-wide positive climate responsibilities.

Sub-Indicators	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
3a. Contributes to and enforces orderly behavior throughout the school.	Is not involved in school projects and initiatives that contribute to promoting orderly behavior throughout the school.	Participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school when specifically requested and only for specified time.	Participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.	Participates actively in school projects and initiatives that promote orderly behavior throughout the school volunteering for extra assignments / time periods.	Makes substantial contribution to school projects and initiatives that promote orderly behavior throughout the school. Intern assumes a leadership role in these projects and initiatives inspiring others to participate.

| 3b. Follows procedures to protect the health and safety of the students. | Ignores the health and safety procedures outlined by the school, district, state and federal laws, procedures and guidelines. | Inconsistently follows the practice outlined by the school, district, state and federal laws, procedures and guidelines intended to keep students healthy and safe. | Follows the practice outlined by the school, district, State and federal laws, procedures and guidelines intended to keep students healthy and safe. | Follows the practice outlined by the school, district, State and federal laws, procedures and guidelines intended to keep students healthy and safe. Offers enhancements and suggestions to procedures and guidelines. | Always follows the practice outlined by the school, district, State and federal laws, enhancing procedures and guidelines intended to keep students healthy and safe. Is proactive in intervening on behalf of children and staff. |

DOMAIN / Dimension: CLASSROOM MANAGEMENT / Lesson Plans

INDICATOR 4: The Intern develops daily lesson plans designed to achieve the identified objectives.

1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
Only develops a brief outline of the daily schedule, which shows no alignment with state/common core standards and doesn't address student diversity and learning style. Plans are not completed. Never plans with other members of the grade level/school planning teams (when it is an expectation of the campus). Never provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	Develops instructional plans that are not in alignment with State / common core standards and does not address student's diversity and learning styles. Plans are rarely completed. Rarely plans with other members of the grade level/school planning teams (when it is an expectation of the campus). Rarely provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	Develops instructional plans that are in alignment with State / common core standards including a number of strategies that address student diversity and learning styles. Plans are developed consistently and on time based upon an analysis of data. Plans with other members of the grade level/school planning teams (when it is an expectation of the campus). Provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	Develops instructional plans that are in alignment with State / common core standards and addresses student diversity and learning styles through differentiated instruction. Plans are developed consistently and on time or in advance. Plans with other members of the grade level/school planning teams (when it is an expectation of the campus). Revises plans according to student data analysis and shares it with fellow staff members to the benefit of the grade level, curricular area or building. Provides in sequenced and organized fashion substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	Has long and short-term instructional plans that are aligned with State/ common core/district standards and address student diversity and learning styles through differentiated instruction and other research-based learning strategies. Plans are developed consistently and on time or in advance with inherent opportunity for continual revision and/or modification. Plans with other members of the grade level / school planning teams (when it is an expectation of the campus or based upon collegial decision-making). Revises plans according to student data and performance. Can serve as a grade level, curricular area and/or building-wide model for substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.

DOMAIN / Dimension: CLASSROOM MANAGEMENT / Assessment Patterns

INDICATOR 5: The Intern utilizes assessment patterns that are fairly administered and based on identified criteria.

1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
• Assessment is inconsistent and insufficient to determine student's overall progress and is not based on the district's grading policy. • Assessments provide delayed and inadequate feedback for students to assess themselves.	• Assessment is inconsistent and is not based on district's grading policy. • Assessments provide delayed and inadequate feedback for students to assess themselves.	• Formative and summative assessments are recorded consistently based on district's grading policy and are used to guide instruction. • Assessments provide adequate and timely feedback for students to assess themselves.	• Formative and summative assessments are recorded consistently based on district's grading policy and are used to develop and evaluate instruction. • Assessments provide useful and immediate feedback that assists students in assessing themselves in meeting their learning goals.	• Formative and summative assessments are recorded consistently based on district's grading policy and utilized to develop, refine and evaluate instruction. • Assessments provide useful and immediate feedback that assists students in assessing themselves to develop and evaluate their progress with their learning goals. • Learning goals are not only designed by the intern but the student has an opportunity to direct his/her own learning by contributing goals.

DOMAIN / Dimension: INSTRUCTIONAL EFFECTIVENESS / Involves All Learners
INDICATOR 6: The Intern uses questioning techniques and/or guided practices to involve all students in active learning.

Sub-Indicators	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
6a. Engages learners in active learning 80% or more of class time.	Students are not mentally engaged in active learning experiences.	A few students are minimally engaged in active learning experiences 50 percent of the class time.	Most students are engaged in active learning experiences 80 percent of the class time.	The significant majority of students are cognitively engaged and exploring content in active learning experiences 80 percent of the class time.	All students are cognitively engaged in active learning activities and assignments in exploration of content. Students initiate or adapt activities and projects to enhance their understanding.

6b. Uses cooperative learning activities, advance organizers, and teaching strategies that foster participation of students and activities that address a variety of learning styles / multiple intelligences to involve all learners.	• Does not use cooperative learning activities, advance organizers, teaching strategies that foster participation of students and activities that address a variety of learning styles/ multiple intelligences to involve any of the learners. • Displays no knowledge of students' interests and skills.	• Uses limited cooperative learning activities, advance organizers, teaching strategies that foster participation of students and activities that address a variety of learning styles/ multiple intelligences to involve all learners. • Displays little knowledge of students' interests and skills and rarely uses strategies.	• Uses cooperative learning activities, advance organizers, teaching strategies that foster participation of students and activities that address a variety of learning styles/ multiple intelligences to involve most of the learners. • Recognizes the value of understanding students' skills and interests.	• Utilizes the knowledge of student's skills and interests to decide which cooperative learning activities, advance organizers and teaching strategies that foster participation of students and activities that address a variety of learning styles/ multiple intelligences to use with each student to maximize his/her potential.	• Uses cooperative learning activities, advance organizers, teaching strategies that foster participation of students and activities that address a variety of learning styles/ multiple intelligences coupled with each student's unique skills and interests to increase their current learning and aid future learning.
6c. Asks critical thinking questions throughout the lesson and uses questioning techniques to involve all learners.	• Does not ask any type of questions or use questioning techniques during the lesson to check for student understanding or to involve all learners.	• All or most questions used are recall questions. • Typically calls on students who raise their hands first and responds to students who blurt out answers.	• Uses questioning strategies throughout the lesson that are primarily at a lower or mid-level of Bloom's taxonomy. Provides wait time for some student response and does random checking for understanding. • Intern solicits responses from nonparticipants and calls on students who raise their hands first.	• Uses questioning strategies which include high and low levels of complexity, providing adequate wait time for most students to respond. A variety of techniques are used to solicit responses from most students throughout the lesson to check for student understanding. • Uses varied questioning techniques that engage students in critical thinking	• Questions are of high quality with adequate time wait time for all students to respond. A variety of techniques are used to solicit responses from all students before, during and after the lesson to check for student understanding and to encourage critical thinking. • Students formulate many of their own questions. Uses full realm of Bloom's taxonomy. • Seizes opportunities to enhance learning, building on student interests or a spontaneous event.

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6d. Uses language that increases student awareness of learning.	Spoken language is inaudible or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague or used incorrectly causing students to be confused.	Spoken language is audible and written language is legible. Usage of both demonstrates many basis errors (mispronunciation, misspelled words, etc.). Vocabulary is correct, but limited, or is not appropriate to the students' ages or backgrounds.	Spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. Intern finds opportunities to extend students' vocabularies.	Spoken and written language is correct and conforms to standard English. It is also expressive with well-chosen vocabulary that enriches the lesson and extends students' vocabularies. Intern seizes opportunities to enhance learning by building vocabulary skills and experiences based on student interests or a spontaneous event.
6e. Requires participation of all students.	• Student participation is not monitored or the Intern response is inconsistent, overly repressive or does not respect the student's dignity. • Does not adjust instructional plan to meet the needs of students. Lesson pace is too fast or slow to accommodate for students' questions or interest. • When a student has difficulty learning, the Intern either gives up or blames the student or the student's home environment.	• Inconsistently monitors student involvement and makes some effort to adjust instructional plans to engage more students but lesson pace is ineffectual. • A few students dominate the lesson. • When a student has difficulty learning, the Intern makes an ineffectual effort and quickly gives up or blames the student or the student's home environment.	• Monitors student involvement and makes efforts to adjust instructional plan to engage most students. Lesson progresses at a pace that accommodates most student questions and interests. • Most students demonstrate active engagement during the lesson. • Accepts responsibility for the success of all students.	• Is aware of student participation and smoothly makes small adjustments to the lesson successfully accommodating student questions or interests. • Persists in seeking effective approaches for students who have difficulty learning drawing on a broad repertoire of strategies.	• Is always aware of student participation and successfully engages all students in the lesson. • Is able to successfully make adjustments to the lesson to accommodate student questions or interests. • Persists in seeking effective approaches for students who need help using an extensive repertoire of strategies and soliciting additional resources from the school and community. Maintains contact with the student to monitor and encourage participation even after the student has moved on (to another class).

DOMAIN / Dimension: INSTRUCTIONAL EFFECTIVENESS / Explains Content INDICATOR 7: Intern teaches the objectives through a variety of methods.

Sub-Indicator	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
Teaches the objectives through a variety of methods.	• Explanation of the content is unclear or confusing or uses inappropriate language. • Students are provided with activities from the textbook, specific to the content but are not differentiated for varied needs or learning styles. • No techniques used to make concepts clear. • Lessons do not reflect the stated objectives.	• Explanation of the content is sporadic with some portions difficult to follow. • Uses an occasional strategy that is research-based. There is evidence of attempts to differentiate instruction for diverse learners without success. • Some techniques used to make concepts clear. • Students are provided with activities from the textbook, specific to the content but are not varied.	• Explanation of content is appropriate and connects with students' knowledge and experience. • Provides differentiated tasks to meet the varied learning styles and needs of students. • An understanding of the concepts, tools of inquiry and structures of the discipline is evidenced through research-based strategies that support the standards and promote student engagement. • A variety of techniques are used to make content clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language).	• Explanation of content is imaginative, ongoing and connects with students' knowledge and experience. • Students contribute to explaining concepts to their peers. • Uses differentiated tasks including (modeling, visuals, hands-on activities, demonstrations, gestures, body language, and thematic instruction) to teach the objectives that are research based.	• Uses all of the characteristics of Level 4. Additionally, the Intern has an understanding of the concepts, tools of inquiry and structures of the discipline. This is evidenced through research-based strategies that support the standards and promote student engagement. • Continually seeks out new methods and strategies to better teach and willingly shares discoveries and successes with colleagues.

DOMAIN / Dimension: INSTRUCTIONAL EFFECTIVENESS / Explains Directions
INDICATOR 8: Intern gives directions that are clearly stated and relate to the learning objectives.

Sub-Indicator	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
Gives directions that are clearly stated and relate to the learning objectives.	Directions and procedures are confusing to students. Does not offer directions.	Directions are initially confusing to students and are not clarified.	Directions and procedures are clear to students.	Directions and procedures are clear to students. Anticipation of possible student misunderstanding is incorporated in the initial direction and clarified.	Facilitates students in constructing their own understanding of how the directions relate to the learning objectives.

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DOMAIN / Dimension: INSTRUCTIONAL EFFECTIVENESS / Models

INDICATOR 9: Intern demonstrates the desired skill or process.

Sub-Indicator	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
Demonstrates the desired skill or process.	Does not demonstrate the desired skill or process.	Demonstration of the desired skill or process is unclear to students.	Demonstration of the desired skill or process is clear to students.	Demonstrations are clear to students with anticipation of possible students' misunderstanding.	Demonstrations will match all characteristics of Level 4. Additionally, Intern's modeling will assist students in achieving the lesson's stated objective. Students will demonstrate the skill or process.

DOMAIN / Dimension: INSTRUCTIONAL EFFECTIVENESS / Monitors

INDICATOR 10: Intern checks to determine if students are progressing toward stated objectives.

Sub-Indicators	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
10a. Moves around the room while students are working on guided practice.	Never moves around the room while students are working on guided practice.	Seldom moves around the room while students are working on guided practice to promote and reinforce positive student behaviors. When movement happens it is to the same area of classroom.	Moves to all areas of the room while students are working on guided practice to promote and reinforce positive student behaviors.	Moves to all areas of the room with efficiency and effectiveness while students are working on guided practice to promote and reinforce positive student behaviors. Makes eye contact with all students often.	Moves throughout the room to assure optimal instructional impact while students are working on guided practice to promote and reinforce positive student behaviors. When a problem is observed reviews/reteaches it to the whole class.

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Sub-Indicators	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
10b. Uses different types of student response techniques, both individual / group.	Never uses student response techniques to increase active engagement. Never uses feedback concerning student's understanding.	Seldom uses student response techniques to increase active engagement. Seldom uses feedback concerning student's understanding.	Uses student response techniques to increase active engagement. Student's understanding is evaluated by feedback.	Routinely uses developmentally appropriate student response techniques to increase active engagement by the students. Uses immediate feedback concerning student's understanding.	Delivers upon all of Level 4 and varied response techniques are used to provide immediate feedback to reteach / review the concept(s) that was not learned or misinterpreted which actively engages all students.
10c. Uses appropriate wait-time in questioning.	Never uses wait time after voicing a question to the students.	Seldom uses wait time after voicing a question to the students.	Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question to the students to help students formulate more thoughtful response and allow time for the student to consider supporting evidence.	Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing the question to help students to the students formulate more thoughtful response or allow time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time.	Delivers upon all of Level 4 and is able to access when question/wait time is no longer effective and employs a different strategy/technique.

DOMAIN / Dimension: INSTRUCTIONAL EFFECTIVENESS / Adjusts Based Upon Monitoring INDICATOR 11: Intern changes instruction based on the results of monitoring.

Sub-Indicators	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5

	Never				Always
11a. Reinforces the effort of students with positive feedback that is timely and specific.	Never provides feedback that is accurate, substantive, constructive and specific.	Infrequently provides feedback that is accurate, substantive, constructive and specific.	Provides feedback that is accurate, substantive, constructive and specific.	Provides feedback that is accurate, substantive, constructive and specific at the appropriate time helping students with ongoing coaching to refine their skills.	Always provides feedback that is accurate, substantive, constructive and specific at the appropriate time helping students with ongoing coaching to refine their skills and ideas as they engage in meaningful work.
11b. Provides a method for students to track their own effort and accomplishments.	Never provides opportunities for students to assess their own and each other's work.	Provides ineffective opportunities for students to assess their own and each other's work.	Provides opportunities for students to assess their own and each other's work in an effective way to increase their receptiveness and willingness to revise their work.	Provides opportunities for students to assess their own and each other's work in an effective way to increase their receptiveness and willingness to revise their work and/or to realize no revision is needed.	Provides an educational climate where students are encouraged to individually create and utilize a system to track their work (chart, log, diary, and portfolio) as developmentally and curricular appropriate and monitored periodically. Results are utilized to plan future goals and evaluate current goals.
11c. Provides appropriate, timely and specific feedback to students on instructional involvements.	Never uses varied feedback strategies at appropriate times and never helps students appraise themselves.	Seldom uses varied feedback strategies at appropriate times and seldom helps students appraise themselves. Intern uses extrinsic rewards that recognize only a few students' individual efforts.	Uses varied feedback strategies at appropriate times while helping students appraise themselves. Uses extrinsic rewards.	Uses varied feedback strategies at appropriate times while helping students appraise themselves on a regular basis. Uses extrinsic rewards on a whole class basis and/or individually as appropriate.	Uses varied feedback strategies at appropriate times while helping students appraise themselves on a regular basis. Intern uses extrinsic rewards on a whole class basis and recognizes everyone's individual effort. There is evidence that students assisted in the design of rewards and when they should be given.

Criterion					
11d. Responds to students' answers to questions appropriately.	Does not respond to students' answers or does not acknowledge responses.	Seldom responds to students' answers or acknowledges correct responses.	Responds to students' answers acknowledging all responses.	Responds to students' answers with enthusiasm and consistently gives feedback that informs student learning.	Consistently responds to students' answers with enthusiasm and consistently gives feedback that informs student learning. Students are encouraged to formulate their own questions. Often the answer to a question is another question causing more thought.
11e. Responds to student's questions appropriately.	Never responds to student's questions or requests for assistance.	Sometimes (not regularly and routinely) responds to student's questions or requests for assistance causing the student to never know if help is available.	Responds to student's questions or requests for assistance by offering tutorials and suggesting alternative courses of action.	Responds to student's questions or requests for assistance by offering tutorials, suggesting alternative courses of action, and/or intersperse other activities with the present one and reflect on student learning.	Responds to student's questions or requests for assistance by offering tutorials, suggesting alternative courses of action, and/or intersperse other activities with the present one, reflect on student learning and chronicles ideas for future instruction.
11f. Primarily provides feedback that is constructive.	When students encounter failures or setbacks the Intern never provides constructive feedback.	When students encounter failures or setbacks, the Intern seldom provides constructive feedback to help students muster confidence to try again. Often times the feedback is negative.	When students encounter failures or setbacks, the Intern provides constructive feedback to help students muster confidence to try again and help students analyze and develop a plan to improve those skills that need work.	When students encounter failures or setbacks, the Intern helps the student formulate ways to redo or re-learn what failed using alternate strategies/ techniques while continually reinforcing that the student "can" and "will" do it.	Delivers upon all of Level 4 and after the student has "mastered" the previously failed concept aid him/her in developing ways to "practice"/reinforce this concept and extend it.

11g. Re-teaches learning in different ways that is not mastered.	Never provides activities to students who did not master the content objective.	Seldom provides varied activities to students who did not master the content objective.	Provides varied activities to students who did not master the content objective which include lessons incorporating various learning styles, multiple intelligences, games and manipulatives, as well as varied grouping structures and cooperative learning strategies.	As commonplace action reviews and analyzes test data and previous records/ profiles of students not mastering the content and evaluate what strategy/ method would best assist these students master the content objective.	Delivers upon all of Level 4 and utilizes varying strategies/methods to teach the problematic concept reinforcing the difficult concept in more than one way. Records best methods/strategies for students and shares successes with current and future Interns of the student(s).

DOMAIN / Dimension: INSTRUCTIONAL EFFECTIVENESS / Establishes Closure INDICATOR 12: Intern summarizes and fits into context what has been taught.

Sub-Indicators	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
12a. Summarizes or teaches students to summarize new learning in a variety of ways.	Does not teach students to summarize new learning in a variety of ways. There is no ending to the lesson. Students disengage at the end of the class with no Intern direction.	Students are asked to summarize new learning but are not taught why it's important or how to do it. The Intern ends the lesson without a summary of the main points of the segment of instruction or day's learning/activity and does not relate it to how the learning will be needed in the future.	Ends the day's learning/activity by summarizing the lesson and teaches students to summarize new learning.	Teaches students how to summarize the lesson by summarizing the main points. Students summarize and successfully reflect on their own learning.	Ends each segment of instruction (as completed), and the day's learning/activity by summarizing the main points, or students volunteer to summarize and explains or asks students to explain how they think the learning will be needed in the future. Linkages with real world situations are woven into every lesson.
12b. Assesses mastery of the new learning to determine if independent practice is appropriate.	Does not assess mastery of the new learning to determine if independent practice is appropriate.	Inconsistently assesses mastery of the new learning to determine if independent practice is appropriate without making adjustments as necessary.	Assesses mastery of the new learning to determine if independent practice is appropriate and makes adjustments to lessons.	Assesses mastery of the new learning using a variety of methods to determine if independent practice is appropriate and restructures lessons to address various learning styles.	Assesses mastery of the new learning using a variety of methods to determine if independent practice is appropriate. Restructuring and redesign of lessons are operationally commonplace.

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DOMAIN / Dimension: INSTRUCTIONAL EFFECTIVENESS / Student Achievement

INDICATOR 13: Use of common / varied assessments, tracking of student progress, use of data from various assessments, recognition of student achievement, appropriately modifying assessments.

Sub-Indicators	1 Ineffective 1	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
13a. Uses data from various assessments to modify instruction and guide intervention strategies.	There is no evidence that the Intern uses data from various assessments to modify instruction and guide intervention strategies.	There is little evidence that data is used from various assessments to modify instruction and guide intervention strategies.	Reviews data from assessments to modify instruction and guide intervention strategies.	Uses data from various assessments to modify instruction and to determine what additional interventions can be implemented to assist students.	Multiple classroom evaluations, assessments and formal State assessments provide ample and varied opportunity for all students to demonstrate their knowledge and skill set levels. Ongoing assessment is systematically used to modify instruction and guide intervention strategies.
13b. Recognizes student progress and achievement regularly.	There is no evidence that the Intern recognizes student progress or achievement.	There is some evidence that students are recognized for their progress and achievement; however, recognition is sporadic.	Recognizes student progress and achievement at significant intervals and encourages behaviors that would result in student success.	Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. Works with individual students to develop a mutually acceptable plan for "success."	Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. The Intern informs parents on a timely basis of their student's progress and achievement through systematic communication procedures.

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| 13c. Appropriately and consistently adheres to IEPs and modifies assessments for special student populations if required in the IEP. | There is no evidence that the Intern is knowledgeable of the IEP or that the Intern modifies instruction for all students on an IEP regardless of student's learning goals. | There is some evidence that the Intern is aware of the IEP; however, the IEP is not being used to guide instruction for the student. | Modifies assessments for special student populations in alignment with the IEP. Provides required feedback to student, roster Intern and/or parent. Assures that all students have access to standard/ common core/district curriculum. | Modifies assessments for special student populations as indicated in IEP and as needed. Provides frequent/timely feedback to student, Intern or parent. Assures that all students have access and modifications to standard /common core/ district curriculum. | Informs student, roster Intern and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications. The Intern consistently advocates for all special needs students to have direct access to standard /common core/district curriculum. |

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The following Domains are NOT used in the OPSU Intern Evaluation

DOMAIN: PROFESSIONAL GROWTH and CONTINUOUS IMPROVEMENT

INDICATOR 14: **Uses Professional Growth as a Continuous Improvement Strategy**

Sub-Indicators	1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Growing and developing professionally.	Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the Intern makes a substantial contribution to the profession through activities such as, coaching and mentoring new Interns, training Interns in professional practices, making presentations, conducting action research, working towards Master Intern Certification and/or writing articles for grade level, department level, internal / school-wide and/or external publication.

DOMAIN: INTERPERSONAL SKILLS

INDICATOR 15: **Effective Interactions and Communications with Stakeholders.**

Sub-Indicators	1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior

Criteria					
15a. Interacts with families in a positive and professional manner.	Provides minimal or no information to families and makes no attempt to engage them in the educational program.	Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.	Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.	Communicates frequently and sensitively with families and engages them in the educational program.	Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation.
15b. Uses effective communication skills with students.	Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension.	Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.	Oral, written, and nonverbal communication is considerate and positive and rarely requires further explanations to avoid confusion.	Oral, written, and nonverbal communication is clear, considerate, sensitive and positive. Further explanations to avoid confusion are not needed.	Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive. Communication is clearly understood by diverse stakeholders.
15c. Cooperates and collaborates with peers.	Makes decisions based on self-serving interests. Never consults other staff or team members.	Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.	Decisions are based on limited though genuinely professional considerations. Will collaborate with other staff members and/or team members when asked.	Maintains an open mind and participates in collaborative decision-making respecting and considering the thoughts of other peers.	Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.

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DOMAIN: LEADERSHIP

Sub-Indicators	2 Needs Improvement 2	3 Effective 3	4 Highly Effective 4	5 Superior 5
16a. Service to the School	Declines becoming involved in school events.	Participates in school events when asked.	Volunteers to participate in school events making a substantial contribution.	Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.
16b. Participation in School and District Projects	Avoids becoming involved in school and district projects.	Participates in school and district projects when asked.	Volunteers to participate in school and district projects making a substantial contribution.	Volunteers to participate in school/ district projects, making a substantial contribution / leadership role in a major school or district project.
16c. Service to the Profession	Makes no effort to share knowledge with others or to assume professional responsibilities.	Finds ways to contribute to the profession.	Participates actively in assisting other educators.	Initiates important activities to contribute to the profession, such as mentoring new Interns and/or writing articles for publication and/or making presentations.
16d. Student Advocacy	Contributes to school practices that result in some students being ill served by the school.	Does not knowingly contribute to some students being ill-served by the school.	Works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are respected in the school.

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OPSU INTERN LESSON PLAN

Name: _____   Date: _____
Grade Level: _____   Subject: _____

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Standards					
Objectives					
Activities					
Materials					
Vocabulary					
Homework					
Modifications					
Closure					
Extender					
Reflections					

SCHEDULE OF INTERN INVOLVEMENT
AND SUBMITTING EVALUATIONS

The following chart provides a <u>suggested</u> schedule for the Intern's classroom teaching experience.

WEEK	EVALUATION	ACTIVITY LEVEL
1 - First		Observation and support
2 - Second		Teach one subject/class
3 - Third		Teach one subject/class
4 - Fourth		Teach one subject/class
5 – Fifth		Teach one or more subject/class
6 – Sixth		Teach all subjects
7 – Seventh		Teach all subjects
8 – Eighth	**Evaluation #1 – Mid-Term due**	Teach all subjects
9 – Ninth		Teach all subjects
10 – Tenth		Teach all subjects
11 – Eleventh		Teach all subjects
12 – Twelfth		Teach all subjects
13 – Thirteenth		Clinical educator begins to take back class instruction
14 – Fourteenth		Intern has minimal teaching responsibilities/Observation in other school classes/programs
15 – Fifteenth (may be final week)		Intern has minimal teaching responsibilities/Observation in other school classes/programs
16 – Sixteenth (may be final week)	**Evaluation #2 – Final due**	Either complete school observations or return to campus

The Intern's PPAT should be "planned" during the first two-three weeks of the Internship and the lessons taught prior to the ETS schedule for submission dates of Task. Both Interns and Clinical educators need to review the ETS PPAT Handbooks and supporting information for details (located at the following link: https://www.ets.org/ppa/test-takers/teachers/build-submit/requirements/

STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS

Teachers are charged with the education of the youth of this State. In order to perform effectively, teachers must demonstrate a belief in the worth and dignity of each human being, recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles.

In recognition of the magnitude of the responsibility inherent in the teaching process and by virtue of the desire of the respect and confidence of their colleagues, students, parents, and the community, teachers are to be guided in their conduct by their commitment to their students and their profession.

PRINCIPLE I - COMMITMENT TO THE STUDENTS
Oklahoma Administrative Code (OAC) 210:20-29-3 – Effective June 25, 1993

The teacher must strive to help each student realize his or her potential as a worthy and effective member of society. The teacher must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the teacher:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning,
2. Shall not unreasonably deny the student access to varying points of view,
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress,
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety,
5. Shall not intentionally expose the student to embarrassment or disparagement,
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly
   a. Exclude any student from participation in any program;
   b. Deny benefits to any students; or
   c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage,
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose and is permitted by law or is required by law.

PRINCIPLE II - COMMITMENT TO THE PROFESSION

Oklahoma Administrative Code (OAC) 210:20-29-4 – Effective June 25, 1993

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In order to assure that the quality of the services of the teaching profession meets the expectations of the State and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate that encourages the exercise of professional judgment, achieve conditions which attract persons worthy of the trust to careers in education, and assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not, in an application for a professional position, deliberately make a false statement or fail to disclose a material fact related to competency and qualifications;
2. Shall not misrepresent his/her professional qualifications;
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute;
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position;
5. Shall not assist an unqualified person in the unauthorized practice of the profession;
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law; Shall not knowingly make false or malicious statements about a colleague; and
7. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

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