The Teacher Candidate’s Guide to Successful Internship Experiences is a tool to help support young educators during the capstone experience of the Teacher Education Program at Ohio University. Information in this guide has been designed to clarify expectations and answer various questions related to internship experiences and the P-12 classroom setting.
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## Ohio University Patton College of Education Teacher Candidate’s Guide to Successful Internship Experiences

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The Clinical Model for Experiences in Teacher Education

The Council for the Accreditation of Educator Preparation recommends that clinical experience is put at the center of teacher education. This is an affirmation of our belief that teaching is learned best through doing. The Patton College of Education is dedicated to working with our partners to continuously improve our teacher candidates’ clinical experiences. Today we support and offer an intensive clinical model for teacher preparation.

Educational Methodology and Pedagogical Development

**Early Clinical Experiences** (formerly titled Early Field Experiences)
Experiences that happen prior to the Internship experiences
EXPLORING Experiences expected in conjunction with assigned coursework.
Transition to ENGAGEMENT Experiences should be evidenced in extended settings.
Extended settings may include, but not limited to Partnership.

Internship Experiences
Placement takes place during the senior year (undergraduates).
Progression through the Developmental curriculum is evidenced with more time and focus spent in ENGAGING and EMERGING activities.

Early Childhood and Elementary Education (K-5)
Music Education (K-12)
e-Campus Masters in Special Education (Varied grade levels)

Adolescent to Young Adult Education
Family and consumer Science Education
Middle Childhood Education
Special Education
Modern Languages
Health/Physical Education
(One Full Internship Year-two semesters in the same setting)

Professional Internship

Professional Internship I

Professional Internship II
## Developmental Curriculum for Clinical Experiences in Teacher Education

### Standard 1 – Students

<table>
<thead>
<tr>
<th>Task</th>
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<tbody>
<tr>
<td>Talk with every student. Learn names of students.</td>
<td>Collect data on an individual student’s behavior.</td>
<td>Design developmentally appropriate instruction.</td>
<td>Plan adaptations for a unit of instruction.</td>
<td>Differentiate instruction according to all students' needs.</td>
</tr>
<tr>
<td>Help students make up work.</td>
<td>Collect data on student learning preferences.</td>
<td>Develop motivational strategies.</td>
<td>Adapt a lesson for a few students.</td>
<td>Develop a plan for building relationships during the first week of school.</td>
</tr>
<tr>
<td>Sit near a student with behavioral needs.</td>
<td>Examine and compare student work for individual differences.</td>
<td>Design and deliver differentiated instruction for an individual student.</td>
<td>Create individualized materials.</td>
<td>Create culturally relevant lessons and unit plans.</td>
</tr>
<tr>
<td>Deliver a predetermined behavioral support plan.</td>
<td>Provide an environment for small group learning.</td>
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<td>Create alternative assessments.</td>
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<td></td>
<td></td>
<td></td>
<td>Evaluate some students individually.</td>
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### Standard 2 – Content Knowledge

<table>
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<tr>
<th>Task</th>
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<tbody>
<tr>
<td>Find information to answer student questions.</td>
<td>Develop and use real life examples in teaching.</td>
<td>Use Ohio content standards.</td>
<td>Use a variety of content sources.</td>
<td>Students use a variety of sources.</td>
</tr>
<tr>
<td>Provide students with assistance in finding information.</td>
<td>Become familiar with the curriculum and instruction plan for the class.</td>
<td>Engage students in thinking about the content at the application level of Bloom's taxonomy.</td>
<td>Use Ohio content standards to develop unit plans.</td>
<td>Design activities that encourage students to integrate information from multiple content sources.</td>
</tr>
<tr>
<td>Answer individual questions.</td>
<td>Develop questions that lead students from their previous knowledge to new content.</td>
<td>Use content-specific instructional strategies.</td>
<td>Engage students in thinking about the content at the analysis and synthesis of Bloom's taxonomy</td>
<td>Engage students in thinking at all levels of Bloom's taxonomy.</td>
</tr>
<tr>
<td>Assist individual students with technology.</td>
<td></td>
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<tr>
<td>Assist students with finding resources.</td>
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### Standard 3 – Content Knowledge

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<tbody>
<tr>
<td>Check or grade papers with a key. Record grades.</td>
<td>Develop objective test questions. Develop essay questions.</td>
<td>Design, implement and evaluate a formative assessment</td>
<td>Develop unit instructional goals.</td>
<td>Use summative assessment data to adjust unit teaching strategies.</td>
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<td>Task</td>
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</tr>
<tr>
<td>Record and comment on student writing tasks.</td>
<td>Create a check list.</td>
<td>consistent with Ohio content standards.</td>
<td>Design new strategies based on formative assessment data.</td>
<td></td>
</tr>
<tr>
<td>Develop a student interview or survey.</td>
<td>Grade essays.</td>
<td>Develop a pre-assessment.</td>
<td>Design, collect, and analyze summative assessment data.</td>
<td></td>
</tr>
<tr>
<td>Make objective observations.</td>
<td>Develop a rubric.</td>
<td>Co-assess student work with the mentor teacher.</td>
<td>Develop, implement, and evaluate multiple formative assessments.</td>
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<tr>
<td>Record participation patterns.</td>
<td>Know school grading policies.</td>
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<td>Develop a nine-week grading plan.</td>
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<td></td>
<td>Facilitate small group discussions.</td>
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<td></td>
<td>Create and implement a lesson for a small group.</td>
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<td></td>
<td>Co-teach with mentor teacher.</td>
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<tr>
<td>Standard 4 – Instruction</td>
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<tr>
<td>Write notes on a chalkboard or whiteboard.</td>
<td>Create a new learning center.</td>
<td>Create and implement a single lesson plan.</td>
<td>Design new strategies based on formative-summative assessment.</td>
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</tr>
<tr>
<td>Operate technology.</td>
<td>Supervise students during group times.</td>
<td>Assume leadership of the class for short periods of time.</td>
<td>Design a unit with multiple instructional strategies (e.g., discussion, inquiry, project-based learning).</td>
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<tr>
<td>Create materials with teacher.</td>
<td>Review assignments with small groups.</td>
<td>Create and lead classroom activities.</td>
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<tr>
<td>Model appropriate language and share personal interest skills.</td>
<td>Facilitate small group discussions.</td>
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<tr>
<td>Teach a routine part of a lesson to a whole group.</td>
<td>Create and implement a lesson for a small group.</td>
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<tr>
<td></td>
<td>Co-teach with mentor teacher.</td>
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<tr>
<td>Standard 5 – Learning Environment</td>
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<tr>
<td>Collect lunch count.</td>
<td>Know the school discipline policies.</td>
<td>Use appropriate classroom management (e.g., proximity control)</td>
<td>Develop a plan for establishing routines/classroom procedures.</td>
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</tr>
<tr>
<td>Organize or file.</td>
<td>Give directions and explain procedures.</td>
<td>Explain a new classroom routine.</td>
<td>Develop proactive and reactive classroom management plans.</td>
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<tr>
<td>Pass out papers or assignments.</td>
<td>Explain the reason for a rule or policy.</td>
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<td>Create/construct a bulletin board.</td>
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## Standard 6 – Communications

<table>
<thead>
<tr>
<th>Speak clearly and project voice.</th>
<th>Attend faculty meetings.</th>
<th>Give clear instructions both verbal and written.</th>
<th>Interact with professional staff.</th>
<th>Communicate with parents and administrators about student performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give directions to individual students.</td>
<td>Attend in-service meetings.</td>
<td>Develop materials to support student learning at home.</td>
<td>Attend data assessment meetings.</td>
<td>Conduct home visits.</td>
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<tr>
<td>Collaborate with mentor teacher.</td>
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## Standard 7 – Professional Development

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<tr>
<td>Call in any/all absences.</td>
<td>Be respectful of mentor and colleagues.</td>
<td></td>
<td>Analyze teaching video.</td>
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</tbody>
</table>

Developed by The Southeast Ohio Teacher Development Collaborative: John Henning; Ohio University, Dottle Erb; Marietta College, Halle Randles; Muskingum University, Kathy Webb; Shawnee State University, Nanetta Fults, University of Rio Grande

Redesigned By Seth Owusu Afriyie, Ohio University
Policies and Procedures

Application for Professional Internship

- The Professional Internship Application should be submitted during the Advanced Standing application process, at the end of sophomore year or prior to beginning of junior year.
- If a teacher candidate does not meet the established requirements for the professional internship experience, the Professional Internship Coordinator reserves the right to move the application to another semester.
- A teacher candidate may choose to complete the professional internship experience through any of the Ohio University campuses, providing the opportunity is available. (Athens, Chillicothe, Eastern, Lancaster, Southern, or Zanesville). Teacher candidates interested in a regional campus internship must either notify academic advisor or the Professional Internship Coordinator.
- Professional interns will not be assigned to teach during a semester in which they are expected or required to take additional coursework. Because The Patton College believes that the best interest of the professional intern is served when the first professional role is based on individual performance, an intern will not be assigned to a school they have previously attended as student; will not be assigned to a school where there are students, teachers, or other school personnel who are relatives or close personal friends of the intern or intern’s family; or will not be assigned to school districts in which the intern is employed.

Special Requests for Professional Internships

- Any teacher candidate who plans to participate in a professional internship and wants to go out-of-area for the experience must submit a petition to The Patton College Credential Review and Candidate Progress Board (CRB). See the Patton College of Education website for the appropriate form.
- Out-of-Area approvals will be permitted for extenuating circumstances only with the final decision determined by the Credential Review and Candidate Progress Board (CRB).
- To be considered for an out-of-area assignment, teacher candidates must have an overall GPA of 3.0 and a GPA of 3.5 or higher in his or her major.
- Any teacher candidate who is interested in participating in an urban experience may apply to the Teach Cleveland and/or Teach Cincinnati program by contacting Marcy Keifer Kennedy, the Director of the OHIO Center for Clinical Practice in Education.
- Any teacher candidate completing their professional internship experience out-of-area will be charged an additional $300 fee to their account. This fee covers additional administrative processing.
- If a teacher candidate is approved for an out-of-area placement, the following parameters for supervision must be met:
  - The qualified mentor teacher must have a minimum of 3 years of classroom teaching experience under the standard Ohio licensure/certification.
  - The University Clinical Educator must hold a master's degree in education or related field, must be approved by the OHIO Center for Clinical Practice in Education, and be willing to comply with the charges set forth in the University Agreement of Services.

**Professional Internship Symposium**
- One semester prior to the beginning of the professional internship year, teacher candidates who have submitted their Professional Internship Application by the mandated due date will be required to attend the Professional Internship Symposium.
- Topics to be addressed at the symposium include the professional internship requirements, an overview of the required commitment to the professional internship experience, BCI/FBI mandates, fees associated with the professional internship experience, and dispositional expectations.
- Candidates will be instructed on procedures for starting the Professional Internship ePortfolio. The Professional Internship ePortfolio, a requirement for securing an intern’s placement in clinical setting, serves as the primary tool for introducing teacher candidates to potential mentor teachers.
- A teacher candidate’s request for internship placement is considered after assessing eligibility by reviewing the DARS. If a teacher candidate does not meet all requirements, they will receive an e-mail of the placement status and deficiencies per academic advisor's findings.

**Professional Internship Placement Process**
- The placement process commences once it has been determined that a teacher candidate has met all the requirements for a professional internship.
- Placements are made by mutual consent of Ohio University and the school districts/programs and based on available supervision. Teacher candidates are not permitted to secure their own placements.
- Teacher candidates will be notified via email of internship placements.

**Professional Internship Orientation Meeting**
- Professional interns are required to attend an orientation meeting at the beginning of the professional internship semester. The schedules and locations vary from campus to campus.
- The purpose of the orientation meeting is for the interns to learn about the policies and procedures pertinent to the professional internship experience, meet their university.

Clinical educators with whom they will be working during the semester, and to be introduced to the EDPL 4650/5650 syllabus via Blackboard.
**Housing and Transportation**
- All teacher candidates completing clinical experiences are responsible for their own housing and transportation to and from their placement schools.
- Professional interns (II) who drive more than 30-miles to reach their placement schools qualify for a one-time $50 travel award to ease the cost associated with travel. Professional interns (II) who drive more than 40 miles to reach their placement schools qualify for a one-time $150 travel award. The distance is calculated by MapQuest from Patton Hall to the placement school for Athens campus interns. For regional campus students, the distance is calculated by MapQuest from the intern’s home to the placement school.

**BCI/FBI Report Policy and School Identification**
- All teacher candidates and interns must secure Ohio BCI and FBI reports prior to starting any clinical experiences in any partnering schools. For those undergraduate students on the Athens campus, these can be obtained at the Bobcat Depot, located on the 1st floor of Baker Center. **BCI/FBI checks need to be mailed directly from the fingerprinting agency to “The Patton College of Education Student Affairs, Patton Hall, Suite 103, Attn: Debra Fanning”.** Graduate students should have their reports sent to **The Patton College of Education Student Affairs, Patton Hall, Suite 103, Attn: Ramona Mott.** Candidates will be notified of receipt of the reports, and then instructed to pick up their copies to keep for their own records. **Any candidate who does not have a current BCI/FBI report, or who has an expired report, will not be permitted to meet online with students or enter partnering schools to complete clinical experiences.**
- Interns must wear an Ohio University Student Identification badge whenever visiting or working in a placement school. The first identification badge is free. The price of replacement badges will vary from $5 to $12.

**Lesson Plan Procedure**
For professional internship experiences, daily lesson plans are required and must be submitted to the mentor teacher to review in a timely manner before being implemented in the classroom. Interns are expected to submit daily lesson plans via Blackboard assignment portal. Prior to the university clinical educator’s observations, the intern must present a detailed lesson plan. A lesson plan submitted after the observation is moot, with credit not given.

**Internship Experience Attendance Policy**

**Yearlong Professional Interns during Professional Internship (I)**
Professional intern one candidates are required to meet a minimum number of hours (150) face-to-face in their placement schools. It is the responsibility of the teacher candidate to set up a schedule with the mentor teacher and university clinical educator. In the event of an absence, the teacher candidate/professional intern (I) will consult with the mentor teacher and UCE about making up any/all hours missed.
**Professional Internship (II) Experiences**

Professional interns are expected to be in the school/program on time each day the placement school is in session, including professional development days, and are not permitted to leave the site for any reason unless prior approval is granted by the mentor teacher and the OHIO University Clinical Educator.

**Professional interns are allowed two excused absences, as defined by the OHIO University Undergraduate Catalogue.**

Excused absences include:

1. Illness
2. Death in the immediate family
3. Religious observance (planned with mentor teacher and University Clinical Educator at least two weeks in advance)
4. Jury duty
5. Involvement in university-sponsored activities (departmental trip, music or debate activity, ROTC function, or athletic competition)

**If a professional intern has more than two excused absences, they will be given the opportunity to make up for the time missed. If the time missed from the classroom is not made up, the intern’s grade for EDPL 4650/5650 will be affected with a 5-point a day penalty. (Unexcused absences cannot be made up and will automatically incur the 5-point a day penalty.**

**Professional Absences**

The Patton College of Education recognizes the value to a student’s professional development by participation in activities outside the structure of the classroom. Therefore, professional interns are also permitted two excused days for professional absence reasons. These absences must be planned at least two weeks in advance with the mentor teacher and University Clinical Educator. Professional absences include:

1. Presenting (by invitation) at an educational convention/event
2. Attending the Teacher Recruitment Consortium (Spring Semester)
3. Interviewing for professional employment that cannot be scheduled outside of the school day

*All professional absences require written verification of participation. Anytime missed that exceeds the “two excused” rule must be made up. Not completing the required time will be reflected in the intern’s final grade for EDPL 4650/5650.*

**Optional Starting Dates for Full-time Professional Interns**

The first mandated day of attendance for all full-time professional interns is the first day of OHIO’s semester. However, should interns decide to report to their placement sites prior to that mandated date, they may use those days as “banked” days. The banked days must be documented and initialed by the mentor teacher and the university clinical educator. The banked days are for emergencies only and can be used to make up excused absences only. Missing a day of full-time internship to take an OAE is an unexcused absence. Using “banked” days to take an OAE is not an option. Missing a day of internship to take an OAE will result in a 5-point a day penalty for each day missed.
edTPA Workday

All professional interns are permitted ONE WORKDAY to complete asks for the edTPA submission. This counts as an EXCUSED ABSENCE but is NOT factored in as one of the four excused absences. This day MUST be planned at least two weeks in advance with the mentor teacher AND University Clinical Educator and does not need to be made up in the classroom.

Procedures During Work Stoppages/Strikes in Public Schools

The state-assisted universities in Ohio have developed the following policy, believing that in no case should the complete neutrality of an intern be violated during school disruptions and that no intern be exploited or subject to possible physical harm during such periods:

“The Professional Intern in Teaching will not report for duty or be in or near the building of their assignment, nor any other school district facility, when strikes, study days, or work stoppages occur.”

Procedures During Inclement Weather

- If the school district/program is closed due to poor weather conditions, teacher candidates and interns should not report to the school sites.
- It is the responsibility of the teacher candidate/intern to check local broadcast stations/websites that regularly announce school closings and delays.

Change/Termination of Assignment Policy

Clinical experience assignments are created with thoughtful consideration and planning. On rare occasions, a particular placement may not be a successful fit for a teacher candidate, mentor teacher, intern, or P-12 students. In cases where there is sufficient evidence that the intern is not meeting the challenges of the experience, a disposition statement should be submitted for examination by the Credential Review and Candidate Progress Board. If all stakeholders are in agreement, the evidence is substantiated, and the presence of the intern is disruptive to the learning processes of the students, a change or termination of assignment may ensue.

- Change of Assignment

Though it is rare, an intern could be relocated once the semester begins. This can happen for a variety of reasons. A mentor teacher’s schedule may change, illness may occur, or placement may be deemed inappropriate. If it is determined by the OHIO Center for Clinical Practice in Education, in collaboration with the university clinical educator, the mentor teacher, and the school/program administrator that an intern should be relocated, it will be coordinated through the OHIO Center for Clinical Practice in Education. In cases where there is significant evidence that a different classroom situation might provide an improved performance by the intern, a change to another site may be made by the Professional Internship Coordinator.
Determination of Assessment
A professional internship assignment may be terminated at any time if it is determined jointly by the university clinical educator, mentor teacher, and or school/program administrator, along with the Professional Internship Coordinator and the CRB chair that, the continued presence of the intern is disruptive to the learning processes of the students or is, in fact, nonproductive for the intern. In cases where there is sufficient evidence that the intern is not meeting the challenges of the experience, a failing grade may be recorded for the semester. The intern will be notified in writing of this finding and will be expected to appear before the Credential Review and Candidate Progress Board. A plan for intervention and guidance may be instituted, should the intern decide to register for another full semester of professional internship in the future. Likewise, if an intern is charged with, or under investigation for the commission of a felony or a misdemeanor, that intern may be removed from their professional internship assignment until the charge is cleared.

Licensure
- Procedures and questions related to Ohio licensure will be explained in full detail during one of the four large group seminars planned for each semester.

Professional Internship Fees
- $300 fee upon registration for EDPL4650/5650 Professional Internship in Teaching Seminar. This fee is for the national scoring of the edTPA.
- Regional campus candidates pay Athens tuition and fees for all EDPL Professional Internship courses, except pre-primary internships
Mentor Teacher Expectations

For Early Clinical and Professional Internship (I) Experiences, the Mentor Teacher will:

- Become familiar with the teacher candidate’s experiences working with children/young adults.
- Orient the teacher candidates to the school, classroom, and needs of the students.
- Guide the teacher candidates in planning and implementing lessons relative to course requirements.
- Incorporate opportunities for the teacher candidates to engage in tasks as part of the Developmental Curriculum Model (page 4).
- Complete and submit the “Mentor Teacher Confirmation Form” via Qualtrics by the due date indicated.
- Model ethical and moral behaviors in decisions involving students and in communication with others.

For Professional Internship (II) Experiences, the Mentor Teacher will:

- Become familiar with the intern’s experiences working with children/young adults.
- Orient the intern to the school’s policies and procedures, specific information relative to the day-to-day functioning of the classroom, as well as the short-term and long-term needs of students.
- Communicate frequently with the intern providing advice, guidance, expectations, and constructive feedback.
- Communicate regularly with the university clinical educator.
- Access Qualtrics links, complete, and submit all required documents by due dates indicated in the Professional Internship Coordinator’s welcome letter to mentor teachers.
- Incorporate opportunities for the intern to repeatedly practice EXPLORING and ENGAGING tasks, while progressing towards mastery of EMERGING tasks.
- Provide an increasing number of opportunities for the intern to assume more responsibility for the work of the classroom.
- Model ethical and moral behaviors in decisions involving students and in communication with others.
Teacher Candidate and Intern Expectations

For Early Clinical and Professional Internship (I) Experiences, the Teacher Candidate will:

- Provide a current BCI/FBI report to the principal and/or the administrative offices of the school district to which they are assigned.
- Demonstrate professionalism, adhering to national, state, and local as well as the policies and procedures of the host school/district.
- Maintain confidentiality.
- Represent Ohio University in a positive manner by introducing yourself to key staff such as administrator, administrative assistants, custodians, and others.
- Learn the names of students in a timely manner.
- Familiarize yourself with academic and social curriculum implemented in the classroom.
- Complete lesson plans/assignments/responsibilities promptly using the guidelines set forth by faculty, the mentor teacher, and/or university clinical educator.
- Take initiative in asking questions or expressing concerns with the mentor teacher.
- Reflect on experiences and strive to effect appropriate improvements in teaching practices.
- Notify the mentor teacher, university clinical educator, and/or other appropriate individuals, if an emergency arises which forces one to be late or absent from school.
- Use the Developmental Curriculum Model (page 4) as a tool to seek opportunities for professional growth.

In addition to those expectations listed above, Professional Interns (II) will:

- Show readiness to assume increasing responsibility as the semester progresses (refer to the Developmental Curriculum Model on page four of this guidebook).
- Participate in all activities assigned to the mentor teacher, including those that extend beyond the regular school hours (i.e., staff meetings, professional development opportunities, athletic events, dramatic productions, parent conferences, PTO meetings, TBT meetings, etc.).
- Attend all eight seminars, including both large group and small group sessions.
- Complete a mid-term and final evaluation in conjunction with the mentor teacher and university clinical educator (Candidate Preservice Assessment of Student Teaching or CPAST).
- Finish the edTPA and required LiveText surveys by the deadlines posted in EDPL 4650 Blackboard course.
- Adhere to the policies and procedures set forth in this guide.
University Clinical Educator Expectations

The University Clinical Educator is an integral part of the supervision process of the professional internship experience at Ohio University. The Patton College of Education values the role of mentoring and guiding interns in positive and productive manners as beginning teaching professionals. The PCOE agrees to compensate the University Clinical Educator for each intern supervised. Mileage reimbursement will be compensated through concur, if applicable.

In accordance with the Memorandum of Understanding between the OHIO Center for Clinical Practice in Education and university clinical educators, persons working in this capacity agree to the following:

- Adhere to and honor The Patton College of Education’s Fundamental Dispositions, which requires faculty, staff, and teacher candidates to demonstrate the highest degree of professionalism and ethical conduct.
- Act as an ambassador of the Ohio University Internship in Teaching program, promoting an understanding of the principles of the internship experience to the mentor teacher(s), and the intern(s).
- Attend all university clinical educator meetings and orientations prior to each semester.
- Complete professional development that prepares UCE to supervise interns digitally, per PCOE adopted virtual platform. (CPAST training for new hires).
- Develop strategies to facilitate the appropriate development of each intern.
- Provide the OHIO Center for Clinical Practice in Education with a recent resume or vitae. Secure a LiveText account through The Patton College of Education.
- Contact the Professional Internship Coordinator immediately if there are any concerns regarding intern(s). Documentation of concerns is necessary and expected to be shared with the Professional Internship Coordinator.
- Ensure that interns are not being used as substitute teachers in any classroom other than the one to which they are assigned, and for no more than a period of three days. Exception: Given the requests from local school districts, the Clinical Practice Committee, with the approval of the PCOE Dean, has issued the following guidelines for those professional interns who are asked/approved to be paid substitutes during their internship.
✓ Professional interns stay in their own assigned classroom.
✓ Professional intern may only substitute two days a week for no more than 10 days total.
✓ Professional intern must have approval from supervising university clinical educator.

- District must cover the professional intern substitutes under their district liability insurance.

- Complete formal and informal observations/evaluations based on the type of internship experience.
- Make site visits to the intern(s) classroom(s) - A requirement of three visits for professional interns (I) and five visits for professional interns (II), two of which can be virtual.
- Conduct at least four small group seminars for professional interns.
- Collect all evaluations and documents in a timely manner and return them to the OHIO Center of Clinical Practice in Education, per the requested due dates/destinations.
- Communicate on a regular basis with the mentor teacher(s) and intern(s).
- Submit a syllabus for EDPL 4650/5650 on or before the first day of semester.

- Sign and follow the FERPA guidelines
Professional Internship

*Developmental Curriculum Model* and the Classroom Timeline

The Patton College of Education and the OHIO Center of Clinical Practice in Education recognizes that the needs of mentor teachers and their P-12 students vary greatly. We appreciate the expertise of our partners, and the abundant guidance and support shown to our teacher candidates.

For these reasons, we encourage mentor teachers to refer to the Developmental Curriculum Model when creating timelines for progression through the Professional Internship experience. With increased emphasis on the clinical model, the positive research supporting the benefits of co-teaching, and more opportunities for involvement in quantifiable experiences for our candidates, The Patton College of Education expects candidates to have a variety of competencies in order to become successful, effective educators.

The following pages include suggestions for a progression through the Developmental Curriculum in relation to the Ohio Standards for the Teaching Profession. These pages provide examples of tasks that can be considered when developing a timeline for professional internships. Descriptions and examples of co-teaching strategies are also provided. Each mentor teacher has the autonomy to scaffold activities to best meet the needs of the P-12 students and the professional intern.

The Ohio University clinical educators and the OHIO Center for Clinical Practice in Education uphold the mentor teachers’ right to create their own timelines for release of responsibility based on the needs of their own students.
Clinical/Professional Internship Experience

Ideas for Beginning Activities

**Individual**

Have the intern:

- Gather/organize supplies needed for an assignment or project.
- Assist a student in completing incomplete work for class.
- Sit near a student to deliver a predetermined behavior support plan.
- Listen to a student read aloud.
- Read aloud with a student, small group or large group.
- Read with a student to conduct reading fluency probes.
- Identify characteristics of students in the classroom before information is disclosed (siblings, IEPs, etc.)
- Interview students and dictate answers on a scientific experiment or an assignment in class.
- Be a partner for students in the class.
- Provide one-on-one help during classroom activities.
- Partner with a struggling student, participating as a fellow student.
- Conduct math fact fluency practice.

**Small Group**

Have the intern:

- Collect materials for a learning center.
- Set up a learning center from given materials.
- Work in small groups to facilitate activities.
- Escort students to and from places in the school (recess, nurse, guidance, rest room etc.)
- Use proximity of control as the mentor teacher explains directions or divides students into partners or small groups.
- Work with a small group to brainstorm strategies used in a game situation.
- Plan and facilitate a center activity.
- Play on a team or coach a team.
- Work in small groups to revise or proofread written assignments.
- Participate with students in team-building challenges.
Whole Class

The mentor teacher refers to the intern as another teacher in the room when giving directions or examples. (“As you work in small groups, Mr. Smith and I will walk around and give you feedback as you complete your projects. Feel free to ask either one of us a question during your project work time.”)

Have the intern:

- Give a spelling pretest to a class.
- Take attendance. Take roll or lunch count.
- Correct papers with clear right-wrong answers.
- Enter grades into records.
- File materials.
- Evaluate homework assignments.
- Design a cooperative game to practice or review subject content.
- Ask the question of the day. This could be content related or basic trivia.
- Run the technology during the lesson (PowerPoint, screens setting, write on the whiteboard chalkboard, computers).
- Sit on the carpet to listen to instructions by the mentor (teacher become part of the class to understand clarity in directions).
- Assist with assessments.
- Assist the mentor teacher in “the opening” part at the beginning of the day. Conduct review of content before the lesson.
- Sit or stand up in front of the class as opposed to sitting in the back of the room. Students in the classroom see the intern as another teacher in the room and the intern gains experience being in front of the class.
- Evaluate student work and provide immediate feedback to individuals.
- Record a lesson and watch the lesson. Discuss the lesson, instructional technique, behavior management.
- Take over morning routines before the lesson starts.
- Draw graphic organizers for the class.
- Greet students at the door and initiate conversations to learn more about each student.
- Observe a part of a lesson and teach that same mini lesson to another class.
Whole Class continued

- Assist with a cooking lab or experiment and ask questions related to the project.
- Design a game to enhance the learning of a skill. For example, if a student is struggling with colors or simple math problems the intern can design a matching game for the student to use to help with the recall of colors or math facts.
- Take over a routine part of class instruction such as calendar time, warm-up skills activities.
- Conduct a vocabulary review,
- Be a scorekeeper for a game.
- Record notes on a visual display as the mentor teacher instructs.
- Tally student participation.
- Convert teacher-created materials to new technology.
- Create a new learning center for the classroom.
- Create a survey or interview to collect information about students’ habits, interests, and understandings.
- Invite PreK-12 students to ask questions about the intern and their background and interests.

Additional Activities:

- Include the intern in classroom discussions by having them sit on the carpet area or sit at a table during small group activities.
- Have a discussion with the intern about resources available for planning lessons.
- Have a pre-planning conference with the intern to discuss lesson planning.
- Have discussion with the intern about individual goals during the experience. Have the intern evaluate how the experience is going and discuss ways to improve the rest of the experience.
- Discuss ideas for a bulletin board display. Have the intern be in charge of design and creating the display.
## Co-Teaching Strategies and Examples

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition/Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One Teach, One Observe</strong></td>
<td>One teacher has primary responsibility while the other gathers specific observational information on students or the instructing teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. <strong>EXAMPLE:</strong> One teacher observes students for their understanding of directions while the other leads.</td>
</tr>
<tr>
<td><strong>One Teach, One Assist</strong></td>
<td>An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. <strong>EXAMPLE:</strong> One teacher might lead a station where the students play a money math game, and the other teacher could have a mock store where the students purchase items and make change.</td>
</tr>
<tr>
<td><strong>Station Teaching</strong></td>
<td>The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations. <strong>EXAMPLE:</strong> One teacher might lead a station where the students play a money math game, and the other teacher could have a mock store where the students purchase items and make change.</td>
</tr>
<tr>
<td><strong>Parallel Teaching</strong></td>
<td>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of the student to teacher ratio. <strong>EXAMPLE:</strong> Both teachers are leading a question-and-answer discussion on specific current events and the impact they have on our economy.</td>
</tr>
<tr>
<td><strong>Supplemental Teaching</strong></td>
<td>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated. <strong>EXAMPLE:</strong> One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.</td>
</tr>
<tr>
<td><strong>Alternative (Differentiated)</strong></td>
<td>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the avenue for getting there is different. <strong>EXAMPLE:</strong> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.</td>
</tr>
<tr>
<td><strong>Team Teaching</strong></td>
<td>Well-planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. <strong>EXAMPLE:</strong> Both instructors can share the reading of a story or text so that the students are hearing two voices.</td>
</tr>
</tbody>
</table>
Professional Intern Observation Assessment Rubric (PIOAR) is used by the mentor teacher and university clinical educator during the 16-week professional internship to assess teaching performance, per formal observation.

Prior to said observation, the intern must provide a detailed lesson plan to the observer (assessor). Once observation has been completed, the assessor completes a post-conference to review the progress of the professional intern and submits the completed assessment via Qualtrics. This assessment must occur two times during the internship. The first must be scheduled during or prior to the fifth week of the semester. The second must occur during or prior to the end of the twelfth week of the semester.

Access to the rubric is available through the Qualtrics link below.

https://ohio.qualtrics.com/jfe/form/SV_37CcF3lrOYWEQzs
CPAST Mid-Term and Final Score Consensus Form
For Mentor Teachers and University Clinical Educators

Mid-Term & Final Consensus (Collaborative)

<table>
<thead>
<tr>
<th>Domain</th>
<th>Midterm Score</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning for Instruction and Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Focus for Learning: Standards and Objectives/Targets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Materials and Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Assessment of P-12 learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Differentiated Methods</td>
<td></td>
<td></td>
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<tr>
<td>Instructional Delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Learning21:met and Directions</td>
<td></td>
<td></td>
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<tr>
<td>F. Critical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Checking for Understanding and Adjusting Instruction through Formative Assessment</td>
<td></td>
<td></td>
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<tr>
<td>H. Digital Tools and Resources</td>
<td></td>
<td></td>
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<tr>
<td>I. Safe-and Respectful Learning Environment</td>
<td></td>
<td></td>
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<tr>
<td>Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Data-Guided Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K. Feedback to Learners</td>
<td></td>
<td></td>
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<tr>
<td>L. Assessment Techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. Connections to Research and Theory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Professional Dispositions form

<table>
<thead>
<tr>
<th>Professional Commitment &amp; Behaviors</th>
<th>Midterm Score</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Participates in Research and/or Evidence-based Professional Development (PD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Demonstrates Effective Communication with Parents or Legal Guardians</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Demonstrates Punctuality</td>
<td></td>
<td></td>
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<tr>
<td>D. Meets Deadlines and Obligations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Collaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Advocacy to Meet the Needs of learners or for the Teaching Profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking and Reflective Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. Responds Positively to Feedback and Constructive Criticism</td>
<td></td>
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</tr>
</tbody>
</table>

Goals of Student Teacher Continued Growth
Mid-Term Assessment
The following are mid-term goals for the Intern's professional growth for the remainder of the semester.
1. ..................................................................................................................................................................................
2. ..................................................................................................................................................................................

Professional Intern
Signature
Date

Mentor Teacher
Signature
Date

University Clinical Educator
Signature
Date

Final Assessment
The following are goals for the Intern's professional growth for the first year as a Resident Educator.
1. ..................................................................................................................................................................................
2. ..................................................................................................................................................................................

Professional Intern
Signature
Date

Mentor Teacher
Signature
Date

University Clinical Educator
Signature
Date
Professional Internship in Teaching  
EDPL 4650 / 5650 Final Evaluation

<table>
<thead>
<tr>
<th>Professional Intern</th>
<th>PID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Site</td>
<td>Mentor Teacher</td>
</tr>
<tr>
<td>Grade/Subject</td>
<td>University Clinical Educator</td>
</tr>
<tr>
<td>Semester/ Academic Year</td>
<td>Final Grade</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Internship in Teaching Evaluation Grade (3 credit hours) 150 points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>150-143 A</td>
</tr>
<tr>
<td>142-135 A</td>
</tr>
<tr>
<td>134-131 B+</td>
</tr>
</tbody>
</table>

Part One: Ohio Standards for the Teaching Profession (OSTP) – Professional Internship Artifacts of Evidence posted on E-Portfolio

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Standard 3</th>
<th>Standard 4</th>
<th>Standard 5</th>
<th>Standard 6</th>
<th>Standard 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 points possible</td>
<td>15 points possible</td>
<td>15 points possible</td>
<td>15 points possible</td>
<td>15 points possible</td>
<td>15 points possible</td>
<td>50 points possible</td>
</tr>
</tbody>
</table>

(140 points possible)________________________Total Points Earned OSTP Artifacts

Part Two: Required Surveys (10 points possible)________________________Total Points Earned

- Ohio Department of Higher Education Survey
- University Clinical Educator LiveText Survey

Part One________________________+ Part Two________________________=________________________Final Score

To be eligible for course credit, intern must complete and submit completed edTPA to Pearson. Failure to do so will result in zero credit hours for EDPL 4650/5650.
Professional Internship Artifacts of Evidence

Intern Name: ............................................................................................................................................................................
UCE Name: ...................................................................................................................................................................................

Standard 1: Students
What evidence shows that the teacher understands the students’ learning development and respects the diversity of those they teach? (15 points – must choose all three listed) (Each artifact 1-5 points)

☐ *edTPA Context for Learning
☐ *Modality questionnaires, learning profiles, funds of knowledge protocol
☐ *Differentiation of Learning
/15 Total Points Earned for Standard 1

Standard 2: Content
What evidence shows that the teacher knows and understands the content area for which they have instructional responsibility? (15 points – must choose the item with an asterisk (*) and AT LEAST 2 other varied artifacts of evidence) (Each artifact 1-5 points)

☐ *edTPA Instructional Materials (one file; labeled)
☐ Content standard/learning objective connection
☐ District pacing guides/calendars for grade level(s) or subject area(s)
☐ Prior/future knowledge connection
☐ Concept map
☐ Other (with prior instructor approval)
/15 Total Points Earned for Standard 2

Standard 3: Assessment
What evidence shows that the teacher understands and uses varied assessments to inform instruction, evaluate, and ensure student learning? (15 points – must choose the item with an asterisk (*) and AT LEAST 2 other varied artifacts of evidence) (Each artifact 1-5 points)
*At no time can evidence be used in multiple areas

☐ *Common assessment from Task 3 with Student Feedback and Evaluation Criteria
☐ Summative assessments sample
☐ Assessment analysis
☐ State/district mandated assessments
☐ Assessment-program analysis
☐ Pre/Post tests
☐ Feedback to students
☐ Other (with prior Instructor approval)
Standard 4: Instruction
What evidence shows that the teacher plans and delivers effective instruction that advances the learning of each student? (15 points – must choose the item with an asterisk (*) and AT LEAST 2 other varied artifacts of evidence) (Each artifact 1-5 points)

☐ EdTPA 3-5 Learning Segments/Lesson Plans (point deduction for each week late)
☐ Instructional video clip(s)
☐ Inquiry-based instruction
☐ Evidence-based teaching strategy
☐ Other (with prior Instructor approval)

/15 Total Points Earned for Standard 4

Standard 5: Learning Environment
What evidence shows that the teacher creates learning environments that promote high levels of learning and achievement for all students? (15 points – must choose AT LEAST 3 varied artifacts of evidence) (Each artifact 1-5 points)

☐ Classroom management plan
☐ Relationship building
☐ Recognition of student progress
☐ Procedure implementation
☐ School safety drills
☐ Other (with prior Instructor approval)

/15 Total Points Earned for Standard 5

Standard 6: Collaboration/Communication
What evidence shows that the teacher collaborates and communicates with students, parents, other educators, administrators, and the community to support student learning? (15 points – must choose AT LEAST 3 varied artifacts of evidence) (Each artifact 1-5 points)

☐ Communication with families/students
☐ TBT (Teacher Based Team) minutes.
☐ Staff meeting agendas
☐ Parent/guardian conferences/IEP meetings
☐ Professional collaboration
☐ Guest speakers
☐ Field trips to support content learning
☐ Extra-curricular involvement
☐ Other (with prior Instructor approval)

/15 Total Points Earned for Standard 6

Standard 7: Professionalism
What evidence shows that the teacher assumes responsibility for professional growth, performance, and involvement as a learning community member? (1-50 points—all are REQUIRED)
☐ *Lesson plans (13 points; points may be deducted at the University Clinical Educator’s discretion for late/missing lesson plans)

☐ *Reflections (7 points; points may be deducted at the University Clinical Educator’s discretion for late/missing reflections)

☐ *Attendance at all eight seminars (10 points; 5-point deduction for each absence—no points for this section if absent from two seminars)

☐ *Professional internship attendance log (signed by ALL parties) Remote/virtual Interns must use COVID adjusted attendance log (10 points possible. Simply including log does not guarantee full-point value)

☐ *CPAST final consensus form (signed by all parties) AND PIPAR final evaluation from BOTH mentor teacher and university clinical educator; 10 points)
(Standard 4 continued)

- Alternative modes of instruction including, but not limited to, the use of technology in the classroom
- Evidence of differentiation such as station-learning, project-based learning, etc.
- Other

/15 TOTAL POINTS EARNED FOR STANDARD 4

Standard 5: Learning Environments

What evidence shows that the teacher creates learning environments that promote high levels of learning and achievement for all students? (5 points - must choose at least 3 varied artifacts of evidence) (Each artifact = 5 points)

- Classroom roles/expectations/management plan (remove any classroom identification)
- Student and/or faculty handbooks
- Emergency procedures (fire/tornado/crisis)
- Seating chart or diagram of classroom setup (remove any classroom identification)
- Recognition of student progress (bulletin boards, certificates of improvement, etc.). Remove student names.
- Other

/15 TOTAL POINTS EARNED FOR STANDARD 5

Standard 6: Collaboration/Communication

What evidence shows that the teacher collaborates and communicates with students, parents, other educators, administrators, and the community to support student learning? (15 points - must choose at least 3 varied artifacts of evidence) (Each artifact = 5 points)

- Introduction/welcome letter to parents/guardians (remove any classroom identification)
- Class newsletters (remove any classroom identification)
- TBT (Teacher Based Team) minutes (remember that no student names should be used, only accommodations/modifications to meet the learning needs of students should be identified)
- Staff meeting agendas (with permission of the building administrator)
- Summary of parent/guardian conferences including IEP meetings (remember that no student names are to be used)
- Use/integration of guest speakers in the classroom
- Field trips to support content learning
- Extra-curricular involvement such as after-school events
- Other

/15 TOTAL POINTS EARNED FOR STANDARD 6

Standard 7: Professionalism

What evidence shows that the teacher assumes responsibility for professional growth, performance, and involvement as a learning community member? (1-50 points -- all are REQUIRED)

- *Lesson plans (13 points; points may be deducted at the University Clinical Educator's discretion for late/missing lesson plans)
- *Reflections (7 points; points may be deducted at the University Clinical Educator's discretion for late/missing reflections)
- *Attendance at all eight seminars (10 points; 5-point deduction for each absence — no points for this section if absent from two seminars)
- *Professional internship attendance log (signed by ALL parties) Remote/virtual Interns must use COVID adjusted attendance log (10 points possible. Simply including log does not guarantee full-point value for virtual PIs)
- *CPAST final consensus form (signed by all parties) AND PIOAR final evaluation from BOTH mentor teacher and university clinical educator; 10 points

/50 TOTAL POINTS EARNED FOR STANDARD 7

Artifacts of Evidence: /140 TOTAL POINTS EARNED
Glossary of Terms

**Alternative Experiences**: Optional opportunity during weeks 15 and 16 of full-time internship, collaboratively developed between the mentor teacher and the professional intern and approved by the university clinical educator, for all candidates who have successfully maintained classroom responsibility for 14 weeks.

**CPAST Assessment**: Candidate Preservice Assessment for Student Teaching - Valid and reliable instrument for assessing educator preparation programs.

**Early Clinical Experiences**: Clinical experiences that occur prior to the full-time internship (formally titled Early Field Experiences).

**edTPA**: A valid and reliable performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need.

**Intern**: A teacher candidate who completes the professional internship experience under the guidance of a licensed mentor teacher.

**Mentor Teacher**: A P-12 teacher who mentors teacher candidates and/or professional interns during their clinical experiences.

**PIOAR**: Professional Intern Observation Assessment Rubric, used by mentor teacher and university clinical educator during the 16-week professional internship to assess teaching performance, per formal observation.

**Professional Internship (I)**: The first semester of the yearlong internship experience for those majoring in AYA, Family and Consumer Science, MCE, Spec. Ed., HPE, and Modern Languages.

**Professional Internship (II)**: The 16-week capstone experience in the Teacher Education Program

**Professional internship**: The sixteen-week capstone clinical experience in Teacher Education Program for ECEE, Music Education, and e-Campus Masters in Special Education candidates.

**Teacher Candidate**: Student in The Patton College of Education Teacher Preparation program with teacher candidacy status and/or advanced standing.

**University Clinical Educator**: Faculty and/or contracted employee (adjunct) of OHIO who supervises and assesses interns during professional internship. Serves as instructor of record for EDPL 4650/5650.