



**THE UNIVERSITY CLINICAL  
EDUCATOR'S GUIDE TO  
SUCCESSFUL INTERNSHIP  
EXPERIENCES**



**OHIO**  
UNIVERSITY

*The University Clinical Educator's Guide to Successful Internship Experiences* is a tool to help support our faculty mentors as they lead our interns through 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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## University Clinical Educator Expectations

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

In accordance with the Memorandum of Understanding between the OHIO Center of 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 UCE meetings and internship orientations prior to each semester.
- Complete professional development that prepares UCE to supervise interns digitally, per PCOE adopted virtual platform.
- Develop strategies to facilitate the appropriate development of each intern.
- Provide the OHIO Center of 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 the intern(s). *Documentation of concerns are 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.
- 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). (See Appendix A for virtual supervision expectations.)*
- 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 by the requested due dates.
- Communicate on a regular basis with the mentor teacher(s) and intern(s).
- Submit a syllabus for EDPL 4650/5650.
- Sign and follow the FERPA guidelines.
- Submit final grades for EDPL 4650/5650 by the due date for professional interns.



## The University Clinical Educator and Professional Internship (I) Supervision

### What IS the Professional Internship (I) Experience?

The professional internship experience (I) is part of the yearlong internship experience for those teacher candidates in the following programs/majors:

- ✓ Adolescent to Young Adult Education –content specific (AYA)
- ✓ Family and Consumer Science Education
- ✓ Middle Childhood Education – dual content specific
- ✓ Intervention Specialist Education
- ✓ Health/Physical Education
- ✓ Modern Language Education – content specific

The professional internship (I) experience correlates with EDPL 3600, and is taken during the semester preceding the professional internship (II) experience. This clinical experience includes coursework, as well as a total of 150 contact hours in a partnering school. For most interns, the mentoring teacher remains the same for BOTH the professional internship (I) and the professional internship (II) experiences. This provides for a variety of advantages to all parties involved.

### What happens during the Professional Internship (I) Experience?

During the professional internship(I) experience, PCOE interns begin building the foundation for a collaborative relationship with their mentor teachers, university clinical educators, and P-12 students. Part of that process involves scheduled meetings for all members to discuss the intern's progress, and ways to help him or her grow professionally.

### What are the expectations for the University Clinical Educator?

First, the UCE will arrange an orientation meeting, either virtually or at the placement site, with the mentor teacher and intern at the beginning of the semester (preferably during the first or second week of the semester). Topics to be addressed include the *Intern Placement Contract*, intern/mentor teacher responsibilities, expectations of professionalism, and a suggested timeline of activities. Following the initial meeting, the UCE will make another site visit or virtually observe the intern during the semester to evaluate a lesson delivered by the intern.

The final site visit or virtual visit consists of the Final Reflection Meeting with the mentor teacher and intern.

At that meeting, the team will discuss goals for the beginning weeks of the professional internship (II) semester.



## The University Clinical Educator and Professional Internship (II) Supervision

### What IS the Professional Internship (II) Experience?

The professional internship (II) experience is the capstone experience relative to the Teacher Education Program at Ohio University. ALL education majors are required to successfully complete the professional internship (II) experience in order to have a degree from Ohio University's Patton College of Education conferred.

### What happens during the Professional Internship (II) Experience?

The Professional Internship (II) experience is designed to provide Patton College teacher candidates opportunities to apply educational pedagogy in authentic settings. With the mentoring guidance of P-12 teachers and University Clinical Educators, interns learn how to navigate the responsibilities of teaching, as well as embrace the rewards of the profession. With the implementation of the Developmental Curriculum Model (pg 8), all stakeholders benefit from the presence of the professional intern in the P-12 classroom.

### What are the expectations for the University Clinical Educator?

The university clinical educator is the facilitator of EDPL 4650/5650. As faculty associated with EDPL 4650/5650, university clinical educators are responsible for creating syllabi for the course, which must be made available to the Professional Internship Coordinator *prior* to the first day of each semester. The content of the course is delivered in small group seminars held outside of the regular school day. At least four (4) small group seminars must be scheduled.

In addition, university clinical educators must make five (5) site visits to each intern's classroom. The first visit is an informational meeting with the mentor teacher and intern. At the meeting, the UCE will provide the mentor teacher will all of the information and tools needed to supervise a Patton College professional intern. Two (2) of the visits require formal, written evaluations (Professional Internship Performance Assessment Rubric or PIPAR) of observed lessons. The formal evaluations should be based on a minimum of 30 minutes in the intern's classroom. The remaining two (2) visits are reserved for the Midterm and Final Consensus Evaluations (Candidate Preservice Assessment for Student Teaching or CPAST). Digital copies of all evaluation documents will be made available to the mentor teacher(s) and intern(s). Although only five site visits are scheduled, communication between the UCE, mentor teacher(s), and intern(s) should occur weekly. In the event of A virtual internship, required visits and evaluations will be conducted via approved digital platform.

At the end of the semester, all university clinical educators are responsible for submitting grades for EDPL 4650. For questions on entering grades, use this link:

<https://www.ohio.edu/registrar/grades.cfm>.

# The Clinical Model for Experiences in Teacher Education

The Council for the Accreditation of Educator Preparation recommends that clinical experiences be placed 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 ENGAGING Experiences should be evidenced in extended settings  
Extended settings may include, but are not limited to, Partnership Programming

## **Internship Experiences**

Placements take 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 & Elementary Education**

(One full Internship Year - two semesters in different settings)

Pre-Primary Professional Internship (preK setting)

Primary Professional Internship (K-5 setting)

### **Adolescent to Young Adult Education Family and Consumer Science Education**

**Middle Childhood Education  
Special Education  
Modern Languages  
Health/PE**

(One full Internship Year – two semesters in the same setting)

Professional Internship (I)

Professional Internship (II)

### **Music Education Physical Education**

(One full Internship Semester)

Professional Internship

**Developmental Curriculum for Clinical Experiences in Teacher Education**

<p><b>Standard 1 Students</b></p>	<p>Talk with every student. Learn names of students. Help students make up work. Sit near a student with behavioral needs. Deliver a predetermined behavioral support plan.</p>	<p>Collect data on an individual student’s behavior. Collect data on student learning preferences. Examine and compare student work for individual differences. Provide an environment for small group learning.</p>	<p>Design developmentally appropriate instruction. Develop motivational strategies. Design and deliver differentiated instruction for an individual student.</p>	<p>Plan adaptations for a unit of instruction. Adapt a lesson for a few students. Create individualized materials. Provide individualized feedback. Create alternative assessments. Evaluate some students individually.</p>	<p>Differentiate instruction according to all students’ needs. Develop a plan for building relationships during the first week of school. Create culturally relevant lessons and unit plans.</p>
<p><b>Standard 2 Content Knowledge</b></p>	<p>Find information to answer student questions. Provide students with assistance in finding information. Answer individual questions. Assist individual students with technology. Assist students with finding resources.</p>	<p>Use Ohio content standards. Engage students in thinking about the content at the application level of Bloom’s taxonomy. Use content-specific instructional strategies.</p>	<p>Use a variety of content sources. Use Ohio content standards to develop unit plans Engage students in thinking about the content at the analysis and synthesis levels of Bloom’s taxonomy.</p>	<p>Students use a variety of sources. Design activities that encourage students to integrate information from multiple content sources. Engage students in thinking at all levels of Bloom’s taxonomy.</p>	<p>Students use a variety of sources. Design activities that encourage students to integrate information from multiple content sources. Engage students in thinking at all levels of Bloom’s taxonomy.</p>
<p><b>Standard 3 Assessment</b></p>	<p>Check or grade papers with a key. Record grades. Record and comment on student writing tasks. Develop a student interview or survey. Make objective observations. Record participation patterns.</p>	<p>Design implement and evaluate a formative assessment consistent with Ohio content standards. Develop a pre-assessment. Co-assess student work with the mentor teacher.</p>	<p>Develop unit instructional goals. Use pre and post assessments. Design new strategies based on formative assessment data. Design, collect, and analyze summative assessment data.</p>	<p>Use summative assessment data to adjust unit teaching strategies. Develop, implement, and evaluate multiple formative assessments. Develop a nine weeks grading plan.</p>	<p>Use summative assessment data to adjust unit teaching strategies. Develop, implement, and evaluate multiple formative assessments. Develop a nine weeks grading plan.</p>
<p><b>Standard 4 Instruction</b></p>	<p>Write notes on a chalkboard or whiteboard. Operate technology. Create materials with teacher. Model appropriate language and share personal interest skills. Teach a routine part of a lesson to a whole group.</p>	<p>Create and implement a single lesson plan. Assume leadership of the class for short periods of time. Create and lead classroom activities.</p>	<p>Co-plan unit instruction with mentor teacher. Plan multiple lessons based on formative assessment data. Integrate technology into instruction. Co-teach with mentor teacher.</p>	<p>Design new strategies based on formative-summative assessment. Design a unit with multiple instructional strategies (e.g. discussion, inquiry, project-based learning).</p>	<p>Design new strategies based on formative-summative assessment. Design a unit with multiple instructional strategies (e.g. discussion, inquiry, project-based learning).</p>
<p><b>Standard 5 Learning Environment</b></p>	<p>Take attendance/stuff mailboxes. Collect lunch count. Organize or file. Pass out papers or assignments. Create/construct a bulletin board.</p>	<p>Create supporting materials. Use appropriate classroom management (e.g. proximity control). Explain a new classroom routine.</p>	<p>Organize effective grouping arrangements. Create a variety of scaffolds to support independent learning. Plan and execute effective classroom transitions.</p>	<p>Design a classroom management plan. Develop a plan for establishing routines/classroom procedures. Develop proactive and reactive classroom management plans.</p>	<p>Design a classroom management plan. Develop a plan for establishing routines/classroom procedures. Develop proactive and reactive classroom management plans.</p>
<p><b>Standard 6 Communications</b></p>	<p>Speak clearly and project voice. Give directions to individual students. Give concise communication to students.</p>	<p>Give clear instructions both verbal and written. Develop materials to support student learning at home. Visit local community agencies.</p>	<p>Interact with professional staff. Attend data assessment meetings. Attend athletic events/extracurricular activities of students.</p>	<p>Communicate with parents and administrators about student performance. Conduct home visits. Attend community events.</p>	<p>Communicate with parents and administrators about student performance. Conduct home visits. Attend community events.</p>
<p><b>Standard 7 Professional Development</b></p>	<p>Model appropriate language and behavior. Dress professionally. Be punctual. Call in any/all absences. Be respectful of mentor and colleagues.</p>	<p>Reflect on individual lessons. Objectively describe student behavior. Develop new strategies based on reflection.</p>	<p>Reflect on multiple lessons. Adjust teaching strategies based on an analysis of data. Provide a rationale for new strategies. Analyze teaching video.</p>	<p>Develop resumes and portfolios in preparation for professional life. Develop a teaching philosophy. Complete the Teacher Performance Assessment (edTPA).</p>	<p>Develop resumes and portfolios in preparation for professional life. Develop a teaching philosophy. Complete the Teacher Performance Assessment (edTPA).</p>

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



## Policies and Procedures

### ➤ Applying for Professional Internship

- The Professional Internship Application is **due by the end of the first semester of Teacher Candidacy**. For many, this will be Fall Semester of Sophomore Year.
- The *Intent to Enroll* form for professional internship in teaching is **due by the end of the first semester of Advanced Standing**. The forms are presented to teacher candidates by their academic advisors at their semester appointments during their first semester of Advanced Standing (for many, this will be Fall Semester of Junior Year).
- If the *Intent to Enroll* form is submitted *after* the semester's end, the Professional Internship Coordinator reserves the right to place the teacher candidate's name on a waiting list for an available assignment.
- 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 professional internship experience 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).
- Professional interns will not be assigned to teach during a semester in which they are expected or required to take additional coursework.
- The Patton College of Education believes that the best interest of the professional intern is best served when the first professional role is based on individual performance. For this reason, **an intern will not be assigned to a school s/he has previously attended as a 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 (see The Patton College of Education website for the appropriate form).
- Out-of-Area approvals will be permitted for **extenuating circumstances only**, and are up to the discretion of the Credential Review and Candidate Progress Board.
- Any teacher candidate who is interested in participating in an urban experience may apply to the **TEACHCleveland** program by contacting the Director of the OHIO Center

of Clinical Practice in Education. Approval from the Credential Review and Candidate Progress Board is not mandatory to participate in the **TEACHCleveland** program.

- In order 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 completing his or her professional internship experience out-of-area will be charged an additional \$300 fee to his or her 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 UCE 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 Intent to Enroll forms 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 a clinical setting, serves as the primary tool for compiling documents and evidence of learning during the professional internship semester.
- 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, he or she will receive an e-mail of the placement status and deficiencies.

➤ **Professional Internship Placement Process**

- The placement process is initiated once the teacher candidate has met all of 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.**
- The Professional Internship Coordinator will notify each candidate 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 obtain copies of the syllabus for EDPL 4650 (EDPL 5650).

➤ **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 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. The distance is calculated by MapQuest from McCracken Hall to the placement school, or for regional campus students, from the intern's home to the placement school.

➤ **BCI/FBI Report Policy**

- All teacher candidates and interns must secure Ohio BCI and FBI reports prior to starting any clinical experiences in any partnering schools. For those students on the Athens campus, these can be obtained at the Bobcat Depot, located on the 1<sup>st</sup> floor of Baker Center. **Both BCI/FBI checks need to be mailed directly from the fingerprinting agency to "The Patton College of Education Student Affairs, McCracken Hall Suite 103, Attn: Debra Fanning"**. 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 to enter partnering school buildings- to complete clinical experiences.**
- Interns must wear an Ohio University Identification Badge whenever visiting or working in a placement school. An identification badge can be purchased at the Bobcat Depot for \$10.

➤ **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 keep a notebook/file of the daily lesson plans and make it available to their UCE during observations.

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➤ **Internship Experience Attendance Policy**

○ **Clinical Internship Experiences**

Teacher candidates and professional interns (1) are required to meet a minimum number of hours, virtually or face-to-face, in their placement schools. It is the responsibility of the teacher candidate to set up a schedule with their mentor teacher and UCE. In the event of an absence, the teacher candidate will consult with the mentor teacher and UCE about making up any/all excused hours missed.

○ **Professional Internship 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 UCE.

**Professional interns are allowed two excused absences, as defined by the Ohio University Undergraduate Catalog.** Excused absences include

1. Illness
2. Death in the immediate family
3. Religious observance (planned with the 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, he or she will be given the opportunity to make up the time missed. If the time missed from the classroom is unexcused or not made up, the intern's grade for EDPL 4650/5650 will be affected.*

**Professional Absences**

The Patton College of Education recognizes the value to a student's professional development by participation in activities outside of 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 UCE. Professional absences include

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

*\*All professional absences require written verification of participation. Any time missed that exceeds the "two excused" rule must be made up. Not completing the required time will be reflected in the intern's evaluation for EDPL 4650.5650).*

○ **edTPA Work Day**

All professional interns are permitted ONE WORK DAY to complete tasks 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 UCE, 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 his/her 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, interns should not report to the school sites.
- It is the responsibility of the 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 capable of 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 P-12 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 a placement may be deemed inappropriate. If it is determined by 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. In cases where there is significant evidence that a different classroom situation might provide for an improved performance by the intern, a change to another site may be made.

○ **Termination of an Assignment**

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 Assistant Dean that, in their judgment, 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 capable of meeting the challenges of the experience, an incomplete or 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 his or her 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 added to account automatically upon registration for EDPL 4650/5650 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 candidates' 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.
- Complete and submit all required documents to the UCE by the due dates requested. The documents should be submitted digitally, as requested by the OHIO Center for Clinical Practice in Education.

### **In addition to those expectations listed above, for Professional Internship Experiences (II), the Mentor Teacher will:**

- 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.
- Complete and submit required documents to the UCE by the due dates requested. The documents should be submitted through the digital platform requested by the OHIO Center.
- 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.
- Explore multiple opportunities for co-teaching, first through modeling, then allowing the intern to assume the lead role in planning and assessing co-taught lessons.
- 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 administrator and/or the administrative offices of the school district to which he or she is assigned, if mandated by the district.
- Demonstrate professionalism, adhering to national, state, and local laws, as well as the policies and procedures of the host school/district.
- Maintain confidentiality.
- Represent Ohio University in a positive manner by introducing oneself to key staff such as the administrator, administrative assistants, custodians, and others.
- Learn the names of students in a timely manner.
- Familiarize oneself 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 the UCE.
- 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, the UCE, and/or other appropriate individuals, in case of an emergency, which may cause tardiness or absence from school.
- Use the Developmental Curriculum Model as a tool to seek opportunities for professional growth.

### **In addition to those expectations listed above, for Professional Internship Experiences (II), the Professional Intern will:**

- Show readiness to assume increasing responsibility as the semester progresses (refer to the Developmental Curriculum Model).
- 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 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 (CPAST).
- Finish and submit the edTPA and required LiveText surveys by the stipulated deadlines.
- Adhere to the policies and procedures set forth in the *Teacher Candidate's Guide to Successful Internship Experiences* Guide Book.



# Professional Internship *Developmental Curriculum Model* and the Classroom Timeline

The Patton College of Education and the OHIO Center for Clinical Practice in Education recognize that the needs of mentor teachers and their 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*

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#### **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 a student 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, screen setting, write on the white board or chalk board, 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 a 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 work and provide instant feedback to the students.
- Record a lesson and watch the lesson. Discuss the lesson, instructional technique, and 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 activity, etc.
- 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 survey or interview to collect information about students' habits, interests, and understandings.
- Invite PreK-12 students to ask questions about the intern and his or her background and interests.

**Additional Activities:**

- Include the intern in classroom discussions by having him or her sit on the carpet area or sit at the 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 a 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

Strategy	Definition/Example
<b>One Teach, One Observe</b>	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. EXAMPLE: One teacher observes students for their understanding of directions while the other leads.
<b>One Teach, One Assist</b>	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. EXAMPLE: 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.
<b>Station Teaching</b>	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. EXAMPLE: 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.
<b>Parallel Teaching</b>	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 student to teacher ratio. EXAMPLE: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
<b>Supplemental Teaching</b>	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. EXAMPLE: 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.
<b>Alternative (Differentiated)</b>	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. EXAMPLE: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. 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.
<b>Team Teaching</b>	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. EXAMPLE: Both instructors can share the reading of a story or text so that the students are hearing two voices.

Adapted from the Ohio Teacher Evaluation System

Observation #1  Observation #3

**Professional Intern Performance Assessment Rubric**

Professional Intern: \_\_\_\_\_ Date & Time of Observation: \_\_\_\_\_  
 School: \_\_\_\_\_ Date & Time of Post-Conference: \_\_\_\_\_  
 Subject Area: \_\_\_\_\_ Evaluator (printed name): \_\_\_\_\_  
 Grade Level: \_\_\_\_\_ Signature: \_\_\_\_\_

The *Professional Intern Performance Assessment Rubric* is intended to be scored holistically. This means that evaluators will assess which level provides the best overall description of the intern. The assessment process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during on-going communication and collaboration between the evaluator and the intern, the review of the lesson plan, the observation, and the post-observation conference. When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, Professional Interns should not be required to submit additional pieces of evidence to address all indicators.

INSTRUCTIONAL PLANNING		Proficient	Developing	Ineffective
<b>FOCUS FOR LEARNING (Standard 4: Instruction)</b>  <i>Sources of Evidence:</i> Review of lesson plan, post-conference, on-going collaboration	<input type="checkbox"/> The Professional Intern demonstrates a focus for student learning with appropriate learning objectives.	<input type="checkbox"/> The Professional Intern communicates a focus for student learning.	<input type="checkbox"/> The Professional Intern does not demonstrate a clear focus for student learning.	
	<input type="checkbox"/> The learning objectives are appropriate for student learning while including measurable goals.	<input type="checkbox"/> The Professional Intern develops learning objectives that are appropriate for students.	<input type="checkbox"/> Learning objectives are too general to guide lesson planning.	
	<input type="checkbox"/> The learning objectives are aligned with the Ohio Learning Standards.	<input type="checkbox"/> The learning objectives reference the Ohio Learning Standards.	<input type="checkbox"/> The learning objectives are inappropriate for the students.	
	<input type="checkbox"/> The Professional Intern demonstrates the importance of the goals and their appropriateness for students.	<input type="checkbox"/> The learning objectives do not include measurable goals.	<input type="checkbox"/> The learning objectives do not reference the Ohio Learning Standards.	
<b>Evidence</b>				

INSTRUCTIONAL PLANNING			
	Proficient	Developing	Ineffective
<p><b>INSTRUCTIONAL PLANNING</b></p> <p><b>ASSESSMENT DATA</b> (Standard 3: Assessment)</p> <p><i>Sources of Evidence:</i> Review of lesson plan, post conference, &amp; on-going communication</p> <p><b>Evidence</b></p>	<p><input type="checkbox"/> The Professional Intern demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning.</p> <p><input type="checkbox"/> The Professional Intern employs a variety of formal and informal assessment techniques to collect evidence of students’ knowledge and skills.</p> <p><input type="checkbox"/> The Professional Intern analyzes data to effectively inform instructional planning and delivery.</p>	<p><input type="checkbox"/> The Professional Intern explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments.</p> <p><input type="checkbox"/> The Professional Intern does not consistently incorporate this knowledge into lesson planning.</p> <p><input type="checkbox"/> The Professional Intern uses more than one measure of student performance but does not appropriately vary assessment approaches.</p> <p><input type="checkbox"/> The Professional Intern may have difficulty analyzing data to effectively inform instructional planning and delivery.</p>	<p><input type="checkbox"/> The Professional Intern does not plan for the assessment of student learning.</p> <p><input type="checkbox"/> The Professional Intern does not analyze student learning data to inform lesson plans.</p> <p><input type="checkbox"/> The Professional Intern does not use any variation of assessment to inform instruction.</p> <p><input type="checkbox"/> The Professional Intern only uses one measure of student performance.</p>
INSTRUCTIONAL PLANNING			
	Proficient	Developing	Ineffective
<p><b>INSTRUCTIONAL PLANNING</b></p> <p><b>PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS</b> (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Review of lesson plan, post conference, on-going communication</p> <p><b>Evidence</b></p>	<p><input type="checkbox"/> The Professional Intern makes clear and coherent connections with students’ prior knowledge—both explicitly to students and within the lesson.</p> <p><input type="checkbox"/> The Professional Intern plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.</p>	<p><input type="checkbox"/> The Professional Intern makes an attempt to connect the lesson to students’ prior knowledge, but is not completely successful.</p> <p><input type="checkbox"/> The Professional Intern makes an attempt to connect the lesson with previous lessons, but is not completely successful.</p> <p><input type="checkbox"/> The Professional Intern makes an attempt to connect the lesson to future learning, but is not completely successful.</p>	<p><input type="checkbox"/> The Professional Intern’s lesson does not build on or connect to students’ prior knowledge.</p> <p><input type="checkbox"/> The Professional Intern may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.</p>

INSTRUCTIONAL PLANNING		Proficient	Developing	Ineffective
INSTRUCTIONAL PLANNING	<p><b>KNOWLEDGE OF STUDENTS</b> (Standard 1: Students)</p> <p><i>Sources of Evidence:</i> Analysis of student data &amp; post conference</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Professional Intern demonstrates familiarity with students' background knowledge and experiences.</li> <li><input type="checkbox"/> The Professional Intern describes multiple procedures used to obtain this information.</li> <li><input type="checkbox"/> The Professional Intern's instructional plan draws upon an accurate analysis of the students' development, readiness for learning and preferred learning styles.</li> <li><input type="checkbox"/> The Professional Intern draws upon the students' backgrounds and prior experiences.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Professional Intern demonstrates some familiarity with students' background knowledge and experiences.</li> <li><input type="checkbox"/> The Professional Intern describes one procedure used to obtain information about the students' backgrounds and experiences.</li> <li><input type="checkbox"/> The Professional Intern draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences.</li> <li><input type="checkbox"/> The Professional Intern's plan is inappropriately tailored to the specific population of students in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Professional Intern demonstrates a lack of familiarity with students' backgrounds.</li> <li><input type="checkbox"/> The Professional Intern has made no attempt to gain familiarity with students' backgrounds.</li> <li><input type="checkbox"/> The Professional Intern does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.</li> </ul>
	<b>Evidence</b>			

INSTRUCTION AND ASSESSMENT		Proficient	Developing	Ineffective
<p><b>LESSON DELIVERY</b> (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)</p> <p>Sources of Evidence: formal and informal observations</p>	<p><input type="checkbox"/> The Professional Intern’s explanations are clear and accurate.</p> <p><input type="checkbox"/> The Professional Intern uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p><input type="checkbox"/> The Professional Intern effectively addresses confusion by re-explaining topics when asked and ensuring understanding.</p> <p><input type="checkbox"/> The Professional Intern employs effective, purposeful questioning techniques during instruction.</p> <p><input type="checkbox"/> The lesson is a balance of teacher-directed instruction and student-led learning.</p>	<p><input type="checkbox"/> Professional Intern’s explanations are accurate and generally clear.</p> <p><input type="checkbox"/> The Professional Intern may not fully clarify information based on students’ questions about content or instructions for learning activities.</p> <p><input type="checkbox"/> The Professional Intern may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p> <p><input type="checkbox"/> The Professional Intern re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation.</p> <p><input type="checkbox"/> The Professional Intern attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions.</p> <p><input type="checkbox"/> The lesson is primarily intern-directed.</p>	<p><input type="checkbox"/> The Professional Intern’s explanations are unclear, incoherent, or inaccurate.</p> <p><input type="checkbox"/> The Professional Intern’s explanations are generally ineffective in building student understanding.</p> <p><input type="checkbox"/> The Professional Intern uses language that fails to engage students or is inappropriate to the content.</p> <p><input type="checkbox"/> The Professional Intern uses language that discourages independent or creative thinking.</p> <p><input type="checkbox"/> The Professional Intern fails to address student confusion or frustration.</p> <p><input type="checkbox"/> The Professional Intern does not use effective questioning techniques during the lesson.</p> <p><input type="checkbox"/> The lesson is almost entirely teacher-directed.</p>	
<b>Instruction and Assessment</b>	<b>Evidence</b>			

INSTRUCTION AND ASSESSMENT			
	Proficient	Developing	Ineffective
<b>Instruction and Assessment</b> <b>DIFFERENTIATION</b> (Standard 1: Students; Standard 4: Instruction) Observation-based Sources of Evidence: Review of lessons, formal and informal observations	<input type="checkbox"/> The Professional Intern supports the learning needs of students through a variety of strategies and materials. <input type="checkbox"/> The Professional Intern utilizes pacing that makes learning accessible and challenging for the group.	<input type="checkbox"/> The Professional Intern relies on a single strategy or alternate set of materials to make the lesson accessible to most students. <input type="checkbox"/> Professional Intern's choice of strategy limits access or may not challenge some students.	<input type="checkbox"/> The Professional Intern does not attempt to make the lesson accessible and challenging for most students. <input type="checkbox"/> The Professional Intern attempts to make the lesson accessible and challenging, but attempts are developmentally inappropriate.
Evidence			
INSTRUCTION AND ASSESSMENT			
	Proficient	Developing	Ineffective
<b>Instruction and Assessment</b> <b>RESOURCES</b> (Standard 2: Content; Standard 4: Instruction) Sources of Evidence: Review of lesson plans formal and informal observations	<input type="checkbox"/> Instructional materials and resources are aligned to the instructional purposes. <input type="checkbox"/> Instructional materials are appropriate for students' learning styles and needs and actively engage students in learning.	<input type="checkbox"/> The Professional Intern uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/needs. <input type="checkbox"/> The instructional material is actively engaging students in their learning.	<input type="checkbox"/> Instructional materials and resources used for instruction are not relevant to the lesson. <input type="checkbox"/> Instructional materials and resources are inappropriate for students.
Evidence			

INSTRUCTION AND ASSESSMENT		Proficient	Developing	Ineffective
<b>Instruction and Assessment</b>  <b>CLASSROOM ENVIRONMENT</b> (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)  <b>Sources of Evidence:</b> Review of lesson plans, formal observation, post conference, informal observations	<input type="checkbox"/> The Professional Intern has positive rapport with students. <input type="checkbox"/> The Professional Intern demonstrates respect for and interest in all students. <input type="checkbox"/> Routines and procedures run smoothly throughout the lesson. <input type="checkbox"/> Students assume age-appropriate levels of responsibility for the efficient operation of the classroom. <input type="checkbox"/> Transitions are efficient and occur smoothly. <input type="checkbox"/> There is evidence of varied learning situations. (whole class, cooperative learning, small group and independent work). <input type="checkbox"/> The Professional Intern engages in two-way communication. <input type="checkbox"/> The Professional Intern offers a variety of volunteer opportunities and activities for families to support student learning. <input type="checkbox"/> A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. <input type="checkbox"/> Clear expectations for student behavior are evident. <input type="checkbox"/> Monitoring of student behavior is consistent, appropriate, and effective.	<input type="checkbox"/> The Professional Intern is fair in the treatment of students and establishes a basic rapport with them. <input type="checkbox"/> Routines and procedures are in place, but the Professional Intern may inappropriately prompt or direct students when they are unclear or idle. <input type="checkbox"/> The Professional Intern transitions between learning activities, but occasionally loses some instructional time in the process. <input type="checkbox"/> The Professional Intern welcomes communication from families and replies in a timely manner. <input type="checkbox"/> Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. <input type="checkbox"/> The Professional Intern inconsistently monitors behavior.	<input type="checkbox"/> There is little or no evidence of a positive rapport between the Professional Intern and students. <input type="checkbox"/> There are no evident routines or procedures; students seem unclear about what they should be doing or are idle. <input type="checkbox"/> Transitions are inefficient with considerable instructional time lost. <input type="checkbox"/> Lessons progress too slowly or quickly so students are frequently disengaged. <input type="checkbox"/> The Professional Intern creates a learning environment that allows for little or no communication or engagement with families. <input type="checkbox"/> Expectations for behavior are not established or are inappropriate. <input type="checkbox"/> No monitoring of behaviors occurs within the class time. <input type="checkbox"/> The Professional Intern responds to misbehavior inappropriately.	
	<b>Evidence</b>			

INSTRUCTION AND ASSESSMENT		Proficient	Developing	Ineffective
<p><b>ASSESSMENT OF STUDENT LEARNING</b> (Standard 3: Assessment)</p> <p>Sources of Evidence: Review of lesson plans, formal observation, post conference, informal observations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Professional Intern uses assessment data to identify students’ strengths and needs.</li> <li><input type="checkbox"/> The Professional Intern modifies and differentiates instruction appropriately, although he/she may not be able to anticipate learning obstacles.</li> <li><input type="checkbox"/> The Professional Intern checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students).</li> <li><input type="checkbox"/> The Professional Intern responds to student misunderstandings by providing additional clarification.</li> <li><input type="checkbox"/> The Professional Intern gathers and uses student data from a variety of sources.</li> <li><input type="checkbox"/> The Professional Intern chooses and implements appropriate instructional strategies for groups of students.</li> <li><input type="checkbox"/> The Professional Intern provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Professional Intern uses assessments to measure student mastery.</li> <li><input type="checkbox"/> The Professional Intern may not differentiate instruction based on assessment data.</li> <li><input type="checkbox"/> The Professional Intern checks for student understanding.</li> <li><input type="checkbox"/> The Professional Intern makes attempts to adjust instruction according to formative assessment data, but these adjustments may cause some additional confusion.</li> <li><input type="checkbox"/> The Professional Intern gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.</li> <li><input type="checkbox"/> Students receive occasional or limited feedback about their performance from the Professional Intern.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Professional Intern does not routinely use assessments to measure student mastery.</li> <li><input type="checkbox"/> The Professional Intern rarely or never checks the students’ understanding of content.</li> <li><input type="checkbox"/> The Professional Intern fails to make adjustments in response to student confusion.</li> <li><input type="checkbox"/> The Professional Intern persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.</li> <li><input type="checkbox"/> The Professional Intern does not provide students with feedback about their learning.</li> </ul>	
	<p style="text-align: center;"><b>Evidence</b></p>			

Instruction and Assessment

PROFESSIONALISM		Proficient	Developing	Ineffective
<b>PROFESSIONAL RESPONSIBILITIES</b> (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)  <b>Sources of Evidence:</b> Review of Lesson Plan; Post-conference; daily interaction with others	<input type="checkbox"/> The Professional Intern uses effective communication strategies with students and families. <input type="checkbox"/> The Professional Intern works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies. <input type="checkbox"/> The Professional Intern meets ethical and professional responsibilities with integrity and honesty. <input type="checkbox"/> The Professional Intern models and upholds district policies and state and federal regulations. <input type="checkbox"/> The Professional Intern sets data-based short- and long-term professional goals and takes action to meet these goals.	<input type="checkbox"/> The Professional Intern uses a variety of strategies to communicate with students and families. <input type="checkbox"/> The Professional Intern collaborates with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome. <input type="checkbox"/> The Professional Intern understands and follows district policies and state and federal regulations at a minimal level. <input type="checkbox"/> The Professional Intern identifies strengths and areas for growth to develop and implement targeted goals for professional growth.	<input type="checkbox"/> The Professional Intern fails to communicate clearly with students and families. <input type="checkbox"/> The Professional Intern fails to collaborate effectively with professional colleagues. <input type="checkbox"/> The Professional Intern fails to understand and follow regulations, policies, and agreements. <input type="checkbox"/> The Professional Intern fails to demonstrate evidence of an ability to accurately self-assess performance. <input type="checkbox"/> The Professional Intern fails to appropriately identify areas for professional development.	
	Evidence			



## CPAST Mid-Term and Final Score Consensus Form For Mentor Teachers and University Clinical Educators

### Mid-Term & Final Consensus (Collaborative)

Professional Intern: \_\_\_\_\_ Campus: \_\_\_\_\_ PID: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_ Clinical Educator: \_\_\_\_\_

School: \_\_\_\_\_ Grade/ Subject: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_

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

Domain	Midterm Score Week 8	Final Score Week 15
<b>Planning for Instruction and Assessment</b>		
A. Focus for Learning: Standards and Objectives/Targets		
B. Materials and Resources		
C. Assessment of P–12 learning		
D. Differentiated Methods		
<b>Instructional Delivery</b>		
E. Learning Target and Directions		
F. Critical Thinking		
G. Checking for Understanding and Adjusting Instruction through Formative Assessment		
H. Digital Tools and Resources		
I. Safe and Respectful Learning Environment		
<b>Assessment</b>		
J. Data-Guided Instruction		
K. Feedback to Learners		
L. Assessment Techniques		
<b>Analysis of Teaching</b>		
M. Connections to Research and Theory		

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

Goals to student teacher’s continued growth:

1.

2.

*Add addition sheets for additional goals as needed.*

**CPAST Mid-Term & Final Score Consensus Form  
Signature Page**

**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

Professional Intern \_\_\_\_\_ PID \_\_\_\_\_

Placement Site \_\_\_\_\_ Mentor Teacher \_\_\_\_\_

Grade/Subject \_\_\_\_\_ University Clinical Educator \_\_\_\_\_

Semester/ Academic Year \_\_\_\_\_ Final Grade \_\_\_\_\_

### Professional Internship in Teaching Evaluation Grade (3 credit hours) 150 points possible

150-143 A	130-126 B	114-111 C	100-96 D
142-135 A-	125-120 B-	110-105 C-	95-90 D+
134-131 B+	119-115 C+	104-101 D+	89 and Below F

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

- \_\_\_\_\_ Standard 1 - 15 points possible
- \_\_\_\_\_ Standard 2 - 15 points possible
- \_\_\_\_\_ Standard 3 - 15 points possible
- \_\_\_\_\_ Standard 4 - 15 points possible
- \_\_\_\_\_ Standard 5- 15 points possible
- \_\_\_\_\_ Standard 6- 15 points possible
- \_\_\_\_\_ Standard 7- 50 points possible

(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

### Ohio Standards for the Teaching Profession -

#### The Patton College of Education – Ohio University

**Standard 1: Students (15 points – must choose AT LEAST 3 varied artifacts of evidence)** (Each artifact = 5 points)

**What evidence shows that the teacher *understands the students' learning development and respects the diversity of those they teach?***

- KWL charts
- "Getting to Know You" surveys (template)
- Modality questionnaires (template)
- Learning profiles (template)
- IEP's/504's/RIMP's/PBIS (remember that NO student names should be used, only accommodations/modifications to meet the learning needs of students should be identified)
- Confusion/distress/check-in systems (i.e. thumbs up/down)
- Bell-ringer activities (formative assessment)
- Medical information relative to the learning environment (remember that NO student names should be used, only accommodations/modifications to meet the learning needs of students should be identified)
- Other

**/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 AT LEAST 3 varied artifacts of evidence)** (Each artifact = 5 points)

- District pacing guides/calendars for grade level(s) or subject area(s) being taught
- Daily classroom schedule (remove any classroom identification)
- District/school report card information
- School grading system or copy of classroom reporting system (report card)
- Copy of self-created summative assessment with answer key
- Other

**/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 AT LEAST 3 varied artifacts of evidence)** (Each artifact = 5 points)

- Pre/Posttests (templates only)
- SLO (Student Learning Objectives) Assessments (templates only)
- Informal formative assessments such as Problem of the Day exercises, Exit Slips, journaling
- CPS (clicker system) Analysis (templates only)
- Explanation of state/district mandated assessments and the purposes of those assessments
- Data from assessment programs such as DIBELS and Study Island (remember that NO student names/identification should be used)
- Other

**/15 TOTAL POINTS EARNED FOR STANDARD 3**

#### 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 AT LEAST 1 varied artifact of evidence IN ADDITION TO THE TWO marked with an asterisk)** (Each artifact = 5 points)

- \* AT LEAST 3 FULL DETAILED LESSON PLANS from the Professional Internship (II) Semester (Learning Outcomes/Targets, Standards, Academic Language, Materials, Procedure/Process, Modifications/Accommodations, Assessment) or Self-reflection/journal entries that show evidence of reflective practices in planning, delivery, and assessment (remember that NO student names should be used)

**(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 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 = 5 points)

- Classroom rules/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 afterschool 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 member of a learning community*? (50 points - ALL ARE REQUIRED)**

- \* Professional internship seminar handouts/documents and documentation of participation in any trainings/professional development during the professional internship experience (10 points)
- \* Professional internship attendance log (signed by ALL parties) (30 points)\*
- \* CPAST final consensus form (signed by ALL parties) AND PIPAR final evaluation from BOTH mentor teacher and university clinical educator (10 points)

Note: Note: Attendance and promptness are factored into the professionalism standard. Inclusion of all required artifacts does not guarantee a candidate the 50 points allotted for Standard 7. Deductions for unexcused absences and missed seminars will affect the final total points earned. All professional internship seminars are mandatory. There is a 5-point automatic deduction for each seminar missed and for each unexcused absence. Repeated tardiness will result in a dispositional assessment to be evaluated by The Patton College Credential Review and Candidate Progress Board.

**/ 50 TOTAL POINTS EARNED FOR STANDARD 7**

**Artifacts of Evidence: /140 TOTAL POINTS EARNE**



## Glossary of Terms

**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 internship year (formally titled Early Field Experiences).

**edTPA:** A 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 his or her 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.

**PIPAR:** Professional Intern Performance 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 year-long internship experience for those students majoring in AYA, Family and Consumer Science, MC, Spec. Ed., HPE, and Modern Languages.

**Professional Internship (II):** The capstone clinical experience in the Teacher Education Program.

**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 of Ohio University who supervises and assesses interns during the clinical and professional internships.