

Teacher Intern Handbook 2007-2009



Handbook for the Teaching Internship
Responsibilities, Policies, and Procedures

Arkansas State University



College of Education

Professional Education Programs Office

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Requirements Completion Checklist

Requirements	Date to Complete	Completion Date
Contact clinical supervisor	Semester prior to the internship	_____
Register for graduation fee	On or before the last day to register	_____
File an intent to graduate card	Before the Friday of the 6 th week of the semester	_____
Purchase a name tag for the internship	Two weeks prior to the orientation	_____
Attend the orientation session	Prior to the first day of classes	_____
Buy a parking decal	Upon arrival on campus	_____
Register for Career Services Center	At or before the end of the internship semester	_____
Fitting for cap and gown	See Janet at the bookstore	_____
Complete the criminal background check	ASAP – (Normal processing time is six months)	_____
Register for the Praxis II exams*	Mail one week prior to scheduled date that registration form must be received by ETS	_____
Take the Praxis II exams*	See Registration Calendar	_____
Sign the Summative Evaluation	See appropriate Teaching Internship Semester Calendar	_____
Return to campus for Exit Evaluation	See appropriate Teaching Internship Semester Calendar	_____
Complete the application for licensure	See appropriate Teaching Internship Semester Calendar	_____
<ul style="list-style-type: none"> • Bring one (1) copy of Praxis I and II scores per state teacher licensure application (All four pages) • Official transcripts from all transfer institutions 		_____

*See Appendix G, pages 33-35, for test codes and scores

PREFACE

Arkansas State University is committed to the preparation of teachers who have the knowledge and skills necessary to meet the learning needs of youth in our culturally diverse American schools. The conceptual framework, Learning to Teach, Teaching to Learn, is specifically designed to provide an integrated series of studies in general education, pre-professional studies and field experiences, academic specialization, and professional studies. All students who are committed to pursuing a career in teaching and who meet the teacher education program standards are welcome.

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

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

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

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Introduction

The teaching internship is an integral component of the teacher education program and crucial to the preparation of future teachers. This capstone experience provides classroom opportunities for students to develop and to demonstrate teacher education outcomes as outlined in the conceptual framework *Learning to Teach, Teaching to Learn*. The development of a professional teacher is a lifelong process with the teaching internship being the culmination of formal study and the beginning of professional independence. The main purpose of the teaching internship is to help the student to become a successful teacher. The internship will require knowledge, dedication, enthusiasm, and stamina on the teacher intern's part. It requires encouragement, assistance, trust, and compassion from both the clinical supervisor and university supervisor.

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

Roles/Responsibilities of the University Supervisor

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

1. Jointly meet with the clinical supervisor and the teacher intern to carefully delineate the expectations for the field experience.
2. Assist and support the clinical supervisor in the supervision of the teacher intern.
3. Thoroughly explain evaluation procedures to clinical supervisor and teacher intern.
4. Visit the classroom to evaluate the progress of the teacher intern on an informal and formal basis. (See evaluation pages 9 and 10 for specific numbers of evaluation visits)
5. Provide teacher interns with feedback concerning their progress.
6. Facilitate communication between the clinical supervisor and the teacher intern as well as with school administrators.
7. Complete required paper work and submit to the Professional Education Programs office by the established deadlines.

Roles/Responsibilities of the Clinical Supervisor

The clinical supervisor serves as the mentor and role model for the teacher intern. The clinical supervisor is the individual who works on a daily basis with the teacher intern and who serves as the full-time supervisor. Close collaboration between the teacher intern and the clinical supervisor is necessary as the teacher intern begins to function as a professional. Initially, the clinical supervisor will oversee the activities of the teacher intern carefully and extensively. As the proficiency of the teacher intern improves, the clinical supervisor will transfer increasing duties and responsibilities to the intern. Ultimately, the teacher intern should function in the total teaching role, maintaining and performing all functions and activities normally performed by the clinical supervisor. It is recommended that the intern assume these activities for no less than 3 weeks for an 8-week placement and no less than 4 weeks for a 16-week placement. Throughout the internship, the clinical supervisor is encouraged to develop and

maintain a team effort approach with the intern. To help facilitate a successful experience, the clinical supervisor will:

1. Prepare for the arrival of the teacher intern and prepare classroom students for the arrival of the intern (see checklists on pages 14-15, Appendix A).
2. Provide a climate that allows the teacher intern to obtain competencies required for the teaching internship. Accept the teacher intern as a professional beginner and provide a warm, supportive atmosphere in the classroom and school environment.
3. Discuss teaching techniques and philosophy with the teacher intern. Share your ideas and solicit the teacher intern's ideas. Whenever possible, allow your teacher intern to use his/her own ideas and techniques. We want our students to learn from experience, and it is better to do this in the teaching internship where they can reflect and problem solve with a clinical supervisor and university supervisor.
4. Allow the teacher intern to engage in many types of opportunities for learning, such as observing for a short period of time, small group and large group teaching, parent conferences, staff development sessions, professional meetings, and extracurricular activities.
5. Acquaint your teacher intern with the following:
 - *physical facilities (provide a map)
 - *school policies and regulations (provide a copy)
 - *school personnel
 - *curriculum guides and instructional materials
 - *relevant pupil records
 - *personnel handbook (provide a copy)
 - *duties and responsibilities
6. Help the teacher intern prepare to teach by reviewing lesson plans before they teach. **It is recommended that the teacher intern submit written plans to the clinical supervisor at least 48 hours in advance.** The clinical supervisor and teacher intern should discuss the plans and make modifications before the intern teaches the lesson.
7. Guide the teacher intern in selecting and using appropriate evaluation procedures, and learning activities appropriate for the grade and discipline area.
8. Observe the teacher intern during teaching and provide immediate oral and written feedback to the teacher intern. Discuss strengths and areas for growth; discuss with the teacher intern ways to improve each area for growth; and help the intern set goals for improvement.
9. Establish a specific time each day for communication, to determine goals to be accomplished, to plan together, to discuss materials and the relationship between educational theory and classroom practice, to evaluate teacher intern growth, and to help the intern understand the importance of professional behavior.
10. Confer regularly with the teacher intern to establish positive and constructive approaches to classroom management, discipline, and teaching techniques.
11. Assist the teacher intern in planning a schedule of activities leading from observation to full-time teaching of no less than 3 weeks for each elementary level placement and 4 weeks for secondary level placement.
12. Enhance teacher intern's progress by providing constructive criticism and informative feedback on a daily basis.
13. Record evaluations/assessments required by the university (see pages 22-26).
14. Assume, when necessary, the role of counselor in anticipating needs, addressing apprehension, and supporting expectations of the teacher intern.
15. Demonstrate exemplary teaching techniques and professional responsibility.
16. Take advantage of the presence of two professionals in the classroom to enhance student learning.

Roles/Responsibilities of the Teacher Intern

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

1. Become familiar with and adhere to the regulations set forth by your school district.
Ask for a student, school, and personnel handbook.
2. Get acquainted with your clinical supervisor, your students, and other faculty and administrative personnel (learn your students' names as quickly as possible).
3. Be prompt, courteous, dependable, and demonstrate commitment to the internship experience.
4. Report any reason for absence to the school and the university supervisor no later than 8:00 a.m. on the day of the absence. Also, fill out the absentee form (see form on page 17, Appendix B).
5. Be neat, clean, and appropriately dressed.
6. Study the records and reports your clinical supervisor must originate and maintain; assist in making these records and reports.
7. Be prepared! Be prepared! Be prepared!
8. Develop detailed lesson plans 48 hours in advance to submit to the clinical supervisor for review.
9. Assume full responsibility for teaching the period of time required by the program.
10. Assess student performance and report to others when appropriate.
11. Analyze the student assessment data to make professional decisions about instruction.
12. Participate in seminars and professional development activities.
13. Demonstrate active rather than passive behavior in the classroom by volunteering to assume responsibilities, preparing lesson plans that go beyond textbook suggestions, and asking questions concerning objectives and overall plans.

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

Full-Time Internship

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

Internship Teaching Schedule

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

Recommended Internship Schedule

Early Childhood, Early Childhood/Special Education and Middle Level :

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

Secondary:

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

Policies and Procedures

Attendance

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

Illness or emergencies may occur to cause an intern to be absent. The teacher intern is to call the clinical supervisor and the university supervisor to inform of the absence. If absent, tardy, or leaving early, the intern should fill out the Teacher Intern Attendance form (see form on page 17, Appendix B). **After the third absence, an intern will be required to make up subsequent days of absence.** All absences must be made up during regularly scheduled school days. It is the intern's responsibility to document make-up days (see form on page 18, Appendix B) and to submit the Teacher Intern Make-Up Days Form to the Professional Education Programs office, ED 213. Should the teaching internship experience extend beyond the end of the semester, an incomplete grade will be assigned until the completion of the internship experience. This form initiates the removal of an "I" to a grade for the internship.

Substitute Teaching/Employment by the School District

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

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

Professionalism

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

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

The College of Education requires that each teacher intern maintain the highest level of ethical conduct by adhering to the principles defined in the Arkansas State University Professional Code of Ethics (see form on page 20, Appendix C) and specific organizational Code of Ethics.

Resolving Conflicts

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

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

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

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

Behaviors That Should Be Documented

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

1. Late arrival, early departure, and absences (see Teacher Intern Attendance form on page 17, Appendix B)
2. Not planning for assigned responsibilities
3. Not meeting performance outcomes of the conceptual framework
4. Not following school regulations
5. Poor communication, including not communicating enough or communicating too much or inappropriately
6. Lack of initiative and/or cooperation
7. Inappropriate behaviors
8. Inappropriate dress

Cancellation of Placement Agreement

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

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

Termination of a Placement Agreement

Teaching Performance Termination. Although rare, sometimes a teacher intern's lack of progress in assuming classroom responsibilities may cause school officials and/or university officials to seek termination of the teacher intern. If a clinical supervisor or principal believes a teacher intern is not performing appropriately in the assignment, the clinical supervisor and/or principal must discuss the problems with the university supervisor and the intern. If the university supervisor believes an intern is

not performing appropriately in the assignment, the university supervisor must discuss the situation with the clinical supervisor, principal, and intern. After the discussion (regardless of whether the public school personnel or the university personnel initiated the concern for lack of performance), the university supervisor and the clinical supervisor will collaboratively write an improvement plan for the intern. The improvement plan will be shared with the intern and signed by the intern to confirm agreement to work toward meeting the goals of the improvement plan. Upon completion of all signatures on the improvement plan, the plan will be submitted to the Professional Education Programs office for review and placement in the student's file. If the intern shows continuous improvement, the intern will proceed with the experience at the assigned site with careful supervision. Though the teacher intern appears to be progressing at a rate that will result in successful completion of the internship experience, continued assistance may be needed. In a few situations the intern's performance at a later date may not result in continuous improvement. If the improvement plan does not result in continuous improved performance, the teacher intern will be removed or given a failing grade for the internship experience.

If the clinical supervisor, principal, or university supervisor continues to see no improvement in the teacher intern's performance within five (5) school days of the date of the intern's signature on the improvement plan, a decision for dismissal may be made. The clinical supervisor, principal, and university supervisor will conference with the Coordinator of Teaching Internship and Field Experiences and the Professional Education Programs (PEP) Director to notify of the termination. A letter of dismissal must be sent to the Coordinator within three (3) school days of the conference with the Coordinator and Director. The letter of dismissal shall include the date of termination and goals of the improvement plan that were not met. A copy of the dismissal letter will be sent to the intern within three (3) school days of the Coordinator receiving the letter. The intern must withdraw from the internship course(s). Should the teacher intern be terminated from the teaching internship experience, the teacher intern will not be placed again that semester and must seek readmission.

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

1. unprofessional or unethical behavior has been exhibited by the teacher intern in the school setting,
2. any evidence of a lack of sensitivity to multicultural situations by the teacher intern,
3. excessive absenteeism, tardiness, and/or failure by the teacher intern to comply with established rules and policies,
4. two incidents of no lesson plans for the university and/or clinical supervisor; the first visit in which there are no plans is a warning; the second time lesson plans are not available may be cause for removal,
5. inappropriate interpersonal skills with students, staff, faculty, and administrators,
6. inappropriate attitude or hostility, and
7. breach of confidentiality concerning a student.

Within three (3) school days of receiving a complaint supported by appropriate documentation, the Professional Education Programs Director will convene a committee consisting of the Coordinator of Teaching Internship and Field Experiences, the Professional Education Programs Director, the university supervisor, and the clinical supervisor to review the documentation of evidence and a decision for termination or no termination will be made. The letter for decision of termination or no termination will be sent to the intern within three (3) school days of the committee meeting. If the decision is termination, the intern must withdraw from the internship course(s).

Immediate Termination. A placement **may** be terminated immediately **if** the safety of either public school students or a teacher intern is compromised by continuing the placement. Decisions for immediate termination should represent a consensus among the school principal or superintendent, the university supervisor, the clinical supervisor, and the Coordinator of Teaching Internship and Field

Experiences or the Professional Education Programs (PEP) Director. A decision for immediate termination **cannot** be made unilaterally.

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

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

Appeals Procedure for the Teacher Intern

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

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

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

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

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

Confidentiality

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

Evaluation

The teacher intern's work will be evaluated by the university supervisor, the clinical supervisor, and by the teacher intern. For early childhood, middle level majors, and early childhood/special education a **minimum** of one (1) announced [formal] and one (1) unannounced [informal] *formative evaluations* (see Formative Evaluation of the Teaching Performance for Teacher Intern form on pages 22-24) will be made by each clinical supervisor and the university supervisor for an eight-week assigned teacher intern. For secondary majors, a **minimum** of two (2) announced [formal] and two (2) unannounced [informal] *formative evaluations* (see Formative Evaluation of the Teaching Performance for Teacher Intern form on pages 22-24) will be made by each clinical supervisor and university

supervisor for a sixteen-week assigned teacher intern. An announced formative evaluation is scheduled at least 24 hours in advance of the observation and consists of a pre-conference, the observation of a lesson, and a post-conference. An unannounced evaluation consists of an observation and a post-conference.

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

If the intern requires daily assistance and practice (the majority or higher of the indicators within one or more competency is being assessed at the **DA** level or lower, such as if the competency has seven indicators, four or more indicators would need to be at the **DA** level) or is lacking in performance, the university supervisor must discuss the concerns and present an improvement plan delineating minimum performance outcomes within a specific timeline. (An improvement plan is not required if an intern earns one **DA** or a few on the formative evaluation form as long as the few are not a majority in one competency.) If the intern shows improvement specified by the plan, the intern will proceed with the experience at the assigned site with careful supervision.

Near the end of the internship experience and after the completion of all required formative evaluations, the clinical supervisor and university supervisor will meet to complete the summative evaluation (see Summative Evaluation Performance for Teacher Intern form on pages 25-26). Collaboratively, the university supervisor and the clinical supervisor will conference with the teacher intern to discuss the summative evaluation form. **The university supervisor will collect all forms and turn them in to the PEP office.** Eight performance standards based on the College of Education Conceptual Framework are evaluated using the following criteria:

Exemplary/Target	10.0-9.0	Exceeded performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework.
Acceptable	8.9-8.0	Exceeded performance standards occasionally but consistently met performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework.
	7.9-7.0	Met performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework.
Unacceptable	6.9-6.0	Needed daily assistance as specified on the improvement plan and demonstrated occasionally, but not consistently, minimum performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework.
	5.9 or below	Needed extensive assistance as specified by the improvement plan and did not demonstrate performance standards expected for beginning teachers within the ASU Professional Education Unit conceptual framework.

Section 1 Evaluation

Minimum standards must be met for each of the eight performance standards before a passing grade can be earned. The teacher intern must earn a 6.0 or higher on each of the performance standards to have an opportunity to earn a passing grade. If a teacher intern earns a 5.9 or below on any of the eight performance standards, the teacher intern will earn a grade of an F.

- A grade of A is earned if the teacher intern earns a total score of 72-80 on the eight performance indicators and receives a 6.0 or above on all eight standards.
- A grade B is earned if the teacher intern earns a total score of 64-71 on the eight performance indicators and receives a 6.0 or above on all eight standards.
- A grade C is earned if the teacher intern earns a total score of 56-63 on the eight performance indicators and receives a 6.0 or above on all eight standards.
- A grade D is earned if the teacher intern earns a total score of 48-55 on the eight performance indicators and receives a 6.0 or above on all eight standards.
- A grade F is earned if the teacher interns earns a total score of 47 or lower on the eight performance indicators.

Section 2 Evaluation

The portfolio and/or additional program requirements will be evaluated by the university supervisor and the maximum score that could be earned is 20 points.

Final Grade

The final grade will be computed by the university supervisor with the classroom performance evaluation (section 1) counting 80% of the overall grade and portfolio and/or additional program requirements (section 2) counting for 20% of the overall grade.

Self Evaluation by Teacher Intern

Reflective thought is an essential part of the teaching process. Thoughtful and critically questioning beginners will develop expertise in teaching ability through reflective practice. At the end of the fourth week of each placement, the intern will complete the intern reflective assessment using the form in Appendix E, pages 28-29. Share this with the clinical supervisor.

At the end of the fourth week of each placement, middle-level, early childhood and early childhood/special education interns should complete the *Questions to Guide Reflective Practice* (see form on page 31, Appendix F). The intern will share this with the university supervisor during the next scheduled observation. At the end of the sixth week, secondary school interns will complete the *Questions to Guide Reflective Practice* sharing it with the university supervisor at the next scheduled observation.

Resolving Disagreement Concerning a Teacher Intern's Grade

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

Information for Interns

Licensure

During the internship, the intern should follow two steps to become a licensed teacher and to find a teaching position. These two steps are to successfully complete the appropriate Praxis II assessments and to file an application for licensure.

Praxis II

If you are seeking Arkansas licensure, you must pass the Praxis II assessments: 1). Principles of Learning and Teaching 2). Specific subject area test(s). Consult with your advisor to confirm appropriate exams. The Praxis II is given seven times yearly: two times in the fall, three times in spring and two times in the summer. Applications are available on the ETS website, www.ets.org. Application cutoff dates do exist and students are urged to complete their application for the Praxis II assessments early during the semester of their last enrollment period (see Arkansas State University Praxis II Information Chart on pages 33-35, Appendix G). It usually takes six weeks to receive your scores when you take the Praxis II assessments.

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

Applying for Teacher Licensure

You are urged to apply for your teaching license upon completion of your teacher education program. **Since licensure requirements change periodically, a delay in your application could cause you to meet additional requirements.**

You may obtain an application for an Arkansas or Missouri teaching licensure in the Professional Education Programs office. Each application must be accompanied by a copy of your Praxis II scores, a copy of your Praxis I (PPST) scores, and copies of all official transcripts. It is your responsibility to obtain official transcripts from all transfer universities.

As of July 1, 1996, first-time applicants for an Arkansas license are required to submit a criminal background check as required by Act 1310. The applicant must apply to the Identification Bureau of the Arkansas State Police for a state and nationwide criminal records check, to be conducted by the Federal Bureau of Investigation. The check shall conform to the applicable federal standards and shall include the taking of fingerprints. After completing the fingerprint card with the state police, the applicant must complete the Teacher Record Check Form, have it notarized, and send the form to the Arkansas State Police with two separate checks/money orders, \$23.00 for the state check and \$24.00 for FBI check. An applicant will not be eligible to receive or hold a license issued by the State Board of Education if that person has pleaded guilty, nolo contendere, or been found guilty of a felony.

To monitor the status of your Non-Criminal Background Check (NCBC) review the website at the state department. To check the website, open a web browser (Internet Explorer, Netscape, etc). Then enter the web address of <http://aregs.state.ar.us>. Use agency or admin for login and also for the password. Click on login, click on Arkansas Professional Licensure System, click on applicant search, click on continue, enter your social security number, click on search, click on the white circle under select, click on PL Limited View. In the left hand corner the NCBC status will be pending until cleared. Once it has been cleared, the NCBC status will be approved.

If you are applying for licensure in states other than Arkansas or Missouri, you should retrieve an application via the website of the specific State Department of Education in the particular state in which you want to be certified. Using the Internet, at the web site for the Professional Education Programs (<http://education.astate.edu/pep/>) click on "Licensure", there is a drop down menu that has links to all State Departments of Education. The Professional Education Programs Director can provide assistance when needed.

Appendix

A

PREPARING FOR THE FIRST FEW DAYS OF THE TEACHING INTERNSHIP

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

Adapted from:

Henry, M.A., Beasley, W.W., & Brighton, K.L. (2002). Supervising student teachers the professional way (5th ed.). Terre Haute, IN: Sycamore Press.

CHECKLIST FOR A TEACHER INTERN'S ARRIVAL

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

Adapted from:

Henry, M.A., Beasley, W.W., & Brighton, K.L. (2002). Supervising student teachers the professional way (5th ed.). Terre Haute, IN: Sycamore Press.

Appendix B

Teacher Intern Attendance Form

Circumstances may occur to cause interns to be absent, to arrive late or depart early. When this happens, the teacher intern must fill out this form and the clinical supervisor will sign.

Name: _____ Assigned School: _____
(Print)
Clinical Supervisor: _____

Check one:

- Absent
- Tardy
- Early Departure

Give a short explanation for your lack of presence on _____ (Date)

The clinical supervisor will retain the form and forward it to the university supervisor at the end of the intern's placement. The university supervisor maintains a copy of the absentee form to forward to the university supervisor for the second placement.

NOTE: This form may be copied or additional forms may be obtained on the following web site http://education.astate.edu/pep/home_page.html

Teacher Intern Make-up Days Form

DATE	_____	_____	_____	_____	_____	_____	_____	_____	_____
TIME IN	_____	_____	_____	_____	_____	_____	_____	_____	_____
TIME OUT	_____	_____	_____	_____	_____	_____	_____	_____	_____
DATE	_____	_____	_____	_____	_____	_____	_____	_____	_____
TIME IN	_____	_____	_____	_____	_____	_____	_____	_____	_____
TIME OUT	_____	_____	_____	_____	_____	_____	_____	_____	_____

Clinical Supervisor's Signature

Date

Teacher Intern's Signature

Date

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

NOTE: This form may be copied or additional forms may be obtained on the following web site http://education.astate.edu/pep/home_page.html

Appendix C

Professional Code of Ethics

Arkansas State University

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

Principle 1

Commitment to the Profession

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

Principle 2

Commitment to the Student

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

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

Appendix D

FORMATIVE EVALUATION OF TEACHING PERFORMANCE FOR TEACHER INTERN
Arkansas State University

Teacher Intern: _____ ID # _____ Fall Spring
 School: _____ Major: _____ 1st 8-weeks 200____
 City: _____ Announced 2nd 8-weeks 200____
 Subject or Grade Level: _____ Unannounced 16-weeks 200____
 Campus: ANC Beebe EACC Jonesboro Mid-South Mountain Home Date: _____

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

Clinical Supervisor: _____ University Supervisor: _____

DIRECTIONS:

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

- I- works independently as a teacher beginning a professional career
- MA - needs modest assistance and practice
- DA - needs daily assistance and practice
- MG - needs major growth and extensive practice before being placed in charge of a classroom
- NA - not applicable

I. Communication Skills: The teacher intern demonstrates effective communication skills.

The teacher intern

- | | | | | | |
|---|---|----|----|----|----|
| a. utilizes active listening skills and provides positive feedback. | I | MA | DA | MG | NA |
| b. speaks and writes clearly and accurately in standard English. | I | MA | DA | MG | NA |
| c. interprets students' verbal and non-verbal communications. | I | MA | DA | MG | NA |
| d. clearly communicates learning goals and instructional procedures to students. | I | MA | DA | MG | NA |
| e. communicates challenging learning expectations to students. | I | MA | DA | MG | NA |
| f. effectively communicates appropriate content to students. | I | MA | DA | MG | NA |
| g. communicates effectively with diverse populations. | I | MA | DA | MG | NA |
| h. utilizes technology as a tool for communication in alignment with ISTE Standards.
(http://cnets.iste.org/currstands/cstands-netst.html) | I | MA | DA | MG | NA |
| i. communicates as needed with parents or guardians about student learning. | I | MA | DA | MG | NA |
| j. participates in school and community communications. | I | MA | DA | MG | NA |

II. Professionalism: The teacher intern behaves in a professional, ethical, and legal manner.

The teacher intern

- | | | | | | |
|--|---|----|----|----|----|
| a. assumes responsibility for student learning. | I | MA | DA | MG | NA |
| b. demonstrates a professional demeanor (adheres to students' and teachers' legal rights and school policies, dresses and behaves in a professional and ethical manner). | I | MA | DA | MG | NA |
| c. maintains accurate records and confidentiality. | I | MA | DA | MG | NA |
| d. builds professional relationships including receptivity to supervision. | I | MA | DA | MG | NA |
| e. grows and develops professionally (service, membership, use of research, advocacy). | I | MA | DA | MG | NA |
| f. is punctual, dependable, and responsible. | I | MA | DA | MG | NA |
| g. demonstrates initiative and enthusiasm for teaching and the profession. | I | MA | DA | MG | NA |

III. Curriculum: The teacher intern plans and implements best practices in the curriculum appropriate to students, grade level, and course objectives.

The teacher intern

- | | | | | | |
|--|---|----|----|----|----|
| a. addresses school-state curriculum frameworks, benchmarks, and learning outcomes through appropriate planning. | I | MA | DA | MG | NA |
| b. addresses student diversity through planning, selecting materials, and selecting/creating appropriate activities for learning. | I | MA | DA | MG | NA |
| c. addresses students' growth and development while planning and implementing instruction. | I | MA | DA | MG | NA |
| d. develops clear learning goals appropriate to students. | I | MA | DA | MG | NA |
| e. utilizes appropriate materials and resources. | I | MA | DA | MG | NA |
| f. creates or selects appropriate teaching methods, learning activities, and instructional materials that are aligned with the learning goals of the lesson. | I | MA | DA | MG | NA |
| g. adapts instruction to promote students' learning based upon their strengths and life experiences. | I | MA | DA | MG | NA |
| h. integrates the curriculum when appropriate. | I | MA | DA | MG | NA |
| i. demonstrates appropriate pacing of the lesson. | I | MA | DA | MG | NA |

IV. Teaching Models: The teacher intern utilizes a variety of teaching models.

The teacher intern applies

[use box(es) to check only model(s) used during the lesson and evaluate using the key to the right]

- | | | | | | |
|---|---|----|----|----|----|
| <input type="checkbox"/> nondirective teaching (promote positive human relationships). | I | MA | DA | MG | NA |
| <input type="checkbox"/> mastery learning and programmed instruction (ensure appropriate individual instruction). | I | MA | DA | MG | NA |
| <input type="checkbox"/> direct instruction (teacher directed, lecture). | I | MA | DA | MG | NA |
| <input type="checkbox"/> simulations (students experience the concepts and skills). | I | MA | DA | MG | NA |
| <input type="checkbox"/> inductive teaching (facilitate thinking process). | I | MA | DA | MG | NA |
| <input type="checkbox"/> concept attainment (facilitate students' thinking strategies). | I | MA | DA | MG | NA |
| <input type="checkbox"/> memorization (increase learning knowledge and retention). | I | MA | DA | MG | NA |
| <input type="checkbox"/> inquiry (student investigation/discovery). | I | MA | DA | MG | NA |
| <input type="checkbox"/> cooperative learning/group investigation (students work in small groups to analyze/acquire information). | I | MA | DA | MG | NA |
| <input type="checkbox"/> role playing (exploration/problem solving techniques). | I | MA | DA | MG | NA |
| <input type="checkbox"/> jurisprudential inquiry (facilitate students' thinking about social policy). | I | MA | DA | MG | NA |

V. Classroom Management: The teacher intern utilizes appropriate classroom management strategies.

The teacher intern

- | | | | | | |
|---|---|----|----|----|----|
| a. creates an environment of respect and appropriate rapport. | I | MA | DA | MG | NA |
| b. creates an environment that promotes fairness. | I | MA | DA | MG | NA |
| c. communicates in a manner that fosters positive interactions with students. | I | MA | DA | MG | NA |
| d. plans and implements appropriate procedures for the effective use of instructional time. | I | MA | DA | MG | NA |
| e. manages the classroom to maximize productive use of instructional time. | I | MA | DA | MG | NA |
| f. utilizes appropriate instructional and classroom management procedures appropriate to students' development. | I | MA | DA | MG | NA |
| g. creates a positive classroom atmosphere that is secure, inviting, and accepting of diverse ideas and opinions. | I | MA | DA | MG | NA |
| h. manages student behavior throughout instructional time, appropriately and effectively. | I | MA | DA | MG | NA |
| i. engages the students and maintains the focus on the lesson by utilizing effective instructional techniques. | I | MA | DA | MG | NA |
| j. establishes and maintains consistent standards for student behavior. | I | MA | DA | MG | NA |
| k. attends to students' behavior during instruction, group work, and/or practice. | I | MA | DA | MG | NA |

VI. Assessment: The teacher intern utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.

The teacher intern

- a. monitors student learning through individual and group performances. I MA DA MG NA
- b. uses students' performances to modify and adjust instruction. I MA DA MG NA
- c. adapts assessment strategies to promote student learning based on the strengths of the student. I MA DA MG NA
- d. uses formal assessment to measure student performances in relation to instructional objectives. I MA DA MG NA
- e. assesses students' prior knowledge. I MA DA MG NA

VII. Reflective Teaching: The teacher intern reflects on teaching and learning by means of the following practices.

The teacher intern

- a. assesses professional and individual strengths and weaknesses to work in a community of learners. I MA DA MG NA
- b. evaluates the effects of his/her choices and actions on others in the learning community. I MA DA MG NA
- c. reflects on the extent to which the learning goals were met. I MA DA MG NA
- d. uses and applies the tools of inquiry to improve teaching and learning. I MA DA MG NA
- e. accesses knowledge from a variety of sources and assesses the validity of information obtained. I MA DA MG NA
- f. interprets norm-referenced and criterion-referenced test data to facilitate learning. I MA DA MG NA
- g. modifies instructional plans and evaluates curriculum according to best practices. I MA DA MG NA

VIII. Subject Matter: The teacher intern understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

The teacher intern

- a. presents current and accurate subject matter information. I MA DA MG NA
- b. demonstrates an understanding of the central content and concepts of the subject matter. I MA DA MG NA
- c. uses explanations and representations that link curriculum to prior learning. I MA DA MG NA
- d. engages students in interpreting ideas from a variety of perspectives. I MA DA MG NA
- e. uses methods of inquiry that are central to the subject matter. I MA DA MG NA
- f. bases instruction on the subject area standards established by the appropriate Specialized Professional Associations (SPAs). (See university supervisor for SPA evaluation form.) I MA DA MG NA

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

Intern's Signature

Supervisor's Signature

Date

Date

Appendix E

Intern Reflective Assessment

Teacher Intern: _____

Date: _____

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

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

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

1. Professional Attributes/Leadership

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

2. Instructional Planning

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

3. Communication

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

4. Instructional Delivery

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

5. Classroom Management

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

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

Item# _____

Ideas for improvement:

Item # _____

Ideas for improvement:

Appendix

F

Questions to Guide Reflective Practice

Respond to each question in writing and share this with the university supervisor.

A Specific Lesson

1. What did you intend to teach?
2. Were you able to accomplish your goal?
3. What grouping arrangements did you use? Why?
4. Was your lesson teacher dominated?
5. Did you have any problems with the lesson?
6. Did you do anything unusual during the lesson?
7. How effective were you with all of your students?
8. Did the students contribute actively to the lesson? Why or why not?
9. How did you respond to different students' needs?
10. Did you depart from your lesson plan? If so, why? Did the change make things better or worse?
11. Would you teach the lesson differently if you taught it again?

Professional Development

1. What are my strengths as a teacher?
2. What are my present limitations?
3. Are there any contradictions in my teaching?
4. How can I improve my teaching?

Adapted from:

Richards, J.C. & Lockhart, C. (1994). Reflective teaching in second language classrooms. Cambridge: Cambridge University Press.

Appendix G

**ARKANSAS STATE UNIVERSITY
PRAXIS II SCORES**

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

Teacher Education Majors and Endorsements	Areas of Licensure	Principles of Learning and Teaching (PLT)	Code	Required Score
Early Childhood P-4 Majors	All P-4 Teaching Areas	Principles of Learning and Teaching (PLT)	30521	159
Middle Level 4-8 Majors	All 4-8 Teaching Areas		30523	164
Secondary 7-12 Majors	All 7-12 Teaching Areas		30524	164
P-12 Majors	All P-12 Teaching Areas		choose 1 of the above test codes	164
Exemptions to PLT: English, Life/Earth Science, Physical/Earth Science, Math, and Spanish				

Teacher Education Majors and Endorsements	Areas of Licensure	Subject Assessments	Code	Required Score
Agriculture Education (BSA, MSE)	Agriculture Science & Tech	Agriculture	10700	510
Art Education (BSE)	Art	Art Making	20131	146
		Art: Content, Trad, Criticism, & Aesthetics	20132	140
		Art Making: Content Knowledge	10133	157
Business Technology	Business Technology	Business Education	10100	550
Coaching (Endorsement)	Coaching	Physical Education: Content Knowledge	10091	141
Early Childhood P-4 (BSE, MSE)	Grades P-4	Early Childhood: Content Knowledge	10022	157
English (BSE, MSE)	English	Eng. Lang., Lit & Comp.: Content Knowledge	10041	159
		Eng. Lang., Lit, & Comp.: Essays	20042	150
		Eng. Lang., Lit, & Comp: Pedagogy	30043	145
French (BSE)	Foreign Language (French)	French: Prod. Lang Skills	10171	167
		French: Content Knowledge	20173	158
General Sci-Biology (BSE, MSE)	Life/Earth Science	Biology: Content Knowledge	20235	142
		Earth Science: Content Knowledge	20571	145
		Life Science: Pedagogy	30234	146

**ARKANSAS STATE UNIVERSITY
PRAXIS II SCORES**

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

Teacher Education Majors and Endorsements	Areas of Licensure	Principles of Learning and Teaching (PLT)	Code	Required Score
Early Childhood P-4 Majors	All P-4 Teaching Areas	Principles of Learning and Teaching (PLT)	30521	159
Middle Level 4-8 Majors	All 4-8 Teaching Areas		30523	164
Secondary 7-12 Majors	All 7-12 Teaching Areas		30524	164
P-12 Majors	All P-12 Teaching Areas		choose 1 of the above test codes	164
Exemptions to PLT: English, Life/Earth Science, Physical/Earth Science, Math, and Spanish				

Teacher Education Majors and Endorsements	Areas of Licensure	Subject Assessments	Code	Required Score
Gen. Sci.-Chem. (BSE, MSE) and Gen. Sci.-Physics (BSE)	Physical/Earth Science	Earth Science: Content Knowledge	20571	145
		Physical Science: Content Knowledge	20481	145
		Physical Science: Pedagogy	30483	145
Gifted & Talented	Gifted & Talented	Gifted Education	10357	156
Guidance/Counseling	Guidance & Counseling	School Guidance & Counseling	20420	600
Library/Media Specialist	Library Media Science	Library Media Specialist	10310	610
Mathematics (BSE, MSE)	Mathematics, Secondary	Mathematics: Content Knowledge	10061	116
		Mathematics: Proofs, Models and Problems	20063	144
		Mathematics: Pedagogy Part 1	30065	135
Middle Level Education (Grades 4-8)	Middle Childhood Generalist	Middle School: Content Knowledge	20146	139
Music-Instr. & Vocal (BME, MME)	Music	Music: Analysis	20112	150
		Music: Concepts & Processes	30111	145
		Music: Content Knowledge	10113	150
Physical Education (BME, MSE)	Physical Education, Wellness and Leisure	Health & Physical Education: Content Knowledge	20856	144
		Physical Education: Movement Forms - Analysis & Design	30092	150
Reading (MSE)	Reading Specialist	Reading Specialist	20300	560

ARKANSAS STATE UNIVERSITY PRAXIS II SCORES

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

Teacher Education Majors and Endorsements	Areas of Licensure	Principles of Learning and Teaching (PLT)	Code	Required Score
Early Childhood P-4 Majors	All P-4 Teaching Areas	Principles of Learning and Teaching (PLT)	30521	159
Middle Level 4-8 Majors	All 4-8 Teaching Areas		30523	164
Secondary 7-12 Majors	All 7-12 Teaching Areas		30524	164
P-12 Majors	All P-12 Teaching Areas		choose 1 of the above test codes	164
Exemptions to PLT: English, Life/Earth Science, Physical/Earth Science, Math, and Spanish				

Teacher Education Majors and Endorsements	Areas of Licensure	Subject Assessments	Code	Required Score
Social Science (BSE, MSE)	Social Studies	Social Studies: Content Knowledge	10081	155
		Social Studies: Analytical Essays	20082	140
Spanish (BSE)	Foreign Language (Spanish)	Spanish: Content Knowledge	10191	155
		Spanish: Productive Lang. Skills	20192	141
		Spanish: Pedagogy	30194	160
Special Education	Special Ed: inst. Specialist Infant-Toddler P-4	Sp. Ed.: Knowledge Based Core Principles	20351	150
		Sp. Ed.: Preschool/Early Childhood	10690	610
Special Education (MSE)	Special Ed.: Inst. Specialist 4-8 & 7-12	Sp. Ed.: Knowledge Based Core Principles	20351	150
		Sp. Ed.: Application of Core Principles Across Categories of Disability	10352	141
Speech Communication (BSE)	Drama/Speech	Speech Communication	10220	550
		Theatre	10640	580

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

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