

CLINICAL EXPERIENCES

APPEARANCE

There may be a difference between the accepted patterns of professional dress in the public schools and the prevailing pattern on the university campus. Appearance as a participant in any of the clinical experiences (including the internship) should not interfere with student learning. The first impression made is important in reflecting a professional image.

With regards to personal appearance, keep in mind, the individual should reflect cleanliness, the appropriate choice of clothes, a role model for the students, and the individual shall be required to follow the dress code of the school system in which he or she is placed.

ATTENDANCE

Participation in any clinical experience requires a commitment by the individual to the program, the clinical teacher, and most importantly, the students. Lessons are often planned in advance and schedules made on the assumption of the individual's attendance.

Pre-internship clinical experience assignments are made by the Office of Clinical Experiences in cooperation with the public schools (early experiences and other practica placements). Students will determine observation schedules for specific times and dates with the assigned teacher during the first visit. If there is an emergency that requires an absence, notify the classroom teacher in advance according to a prearranged method.

SENIOR YEAR EXPERIENCE

The internship for all teacher education majors is a two-semester experience in a public school classroom with a specially trained clinical teacher. The first semester (Senior I) is to acclimate the intern to the public school environment - i.e., to understand policies and procedures, to understand the multiple roles of the classroom teacher, to begin to understand the diverse needs of students, and to begin the process of long-range curricular planning and delivery of instruction. Senior I interns are expected to be in their clinical school one day per week (or the equivalent). During Senior I, the department chair/program coordinator should serve in the place of the university supervisor for the purpose of policies and procedures. The second semester (Senior II) is a full semester of teaching, with the clinical teacher providing constant feedback to the intern about the teaching and learning process. In addition, the interns, with support from the clinical teacher and the university supervisor, develop a portfolio/electronic evidence to document their growth and development as a classroom teacher.

NOTE: INTERNS ARE STRONGLY ADVISED NOT TO WORK DURING THE SENIOR II EXPERIENCE OF THE INTERNSHIP.

INTERNSHIP PROCEDURES

The following procedures for the internship have been established by the University:

1. The purpose of the internship is to afford the prospective teacher an opportunity to gain experience and attain a reasonable degree of competency in his/her major area of specialization. The internship is a 15-week experience in a public school.
2. All internship assignments must be approved by the Office of Clinical Experiences. Interns should not be assigned to schools they have attended, they have been employed, they have relatives employed, or they have children enrolled. See Appendix 4 for clarification.
3. If there are **emergencies** (personal illness, death in immediate family) during the Internship, requiring an absence, responsibilities include:
 - a. Telephoning the clinical teacher as soon as possible.
 - b. Sending plans to the school, if actively teaching.
 - c. Telephoning the university supervisor.
 - d. Telephoning the Office of Clinical Experiences (252) 328-6051 twenty-four (24) hours a day. Please leave your name, school, name of University Supervisor, and reason for the absence.

After two days of absence for personal illness, a completed Absentee Form and a doctor's note shall be submitted to the Office of Clinical Experiences.

Excused absences: Interns will be permitted up to two (2) excused absences for the purposes of job interviews, scheduled medical appointments, professional meetings, court appearances or others approved by the Office of Clinical Experiences without required make-up time, provided the university supervisor and clinical teacher are properly notified and are in agreement prior to the date of the requested absence. If additional absences from the internship are necessary, the make-up time needed should be arranged with the clinical teacher, the university supervisor and approved by the Office of Clinical Experiences. In the event that extended absences are necessary, the Office of Clinical Experiences should be notified promptly.

The clinical teacher, the university supervisor, principal, and the Office of Clinical Experiences, prior to the date of the requested absence, must approve requests for absences for job interviews, professional meetings, or court appearances. Any excused absence must be approved two weeks in advance. Documentation is required. Forms are available in the Office of Clinical Experiences (See Appendix 7).

4. As a general policy, interns **will not** be permitted to take courses on campus concurrently with the internship. Exceptions may be made in hardship cases, but only with the approval of the appropriate departmental chairperson. Provisions can be made for continuing certain AFROTC/AROTC leadership class sequences and applied music lessons with appropriate authorization.
5. The university supervisor and clinical teacher will jointly plan the observation and teaching schedule for the intern, leading to assuming total responsibility for instruction and for other tasks normally performed by the clinical teacher. When feasible and appropriate, interns should have experiences teaching a variety of subjects (within their licensure area), different grade levels, and students of differing achievement levels. Middle Grade and Secondary students, when appropriate, are expected to have teaching experiences in each area of concentration. **Interns must complete a minimum of fifteen (15) consecutive days of full-time teaching responsibilities and a minimum of 10 weeks in the same intern placement.**

6. Regularly scheduled professional conferences between the clinical teacher and the intern are required. After the university supervisor observes, three-way conferences are encouraged.

7. Interns may not substitute in their internship placement during Senior I.

A. When the clinical teacher is absent, a regular **substitute teacher** should assume responsibility for the instruction and well-being of the students. The substitute teacher may need the intern's assistance in the administration of the day's instructional program and keeping of records. If the teacher is to be absent for an extended period of time, the Office of Clinical Experiences should be notified. Decisions about continuing the internship assignment will be made on an individual basis. In the absence of the regular clinical teacher, the intern is expected to continue his/her planned periods of instruction.

B. Senior II Interns may serve as **substitute teachers** under the following conditions:

1. The intern may substitute **after** the first formal observation by the university supervisor, provided the progress report reflects satisfactory performance.
2. The intern is authorized to substitute only for his/her clinical teacher.
3. The intern may substitute no more than **two consecutive days** and no more than a **total of five days during the entire internship period**.
4. When employed as substitute teachers, interns should be paid at the regular substitute teacher rate.

NOTE: Interns in North Carolina are recognized as professional educators under the state's written statutes and are given full legal status similar to that of regular teachers with the exception of salary, tenure, retirement, workmen's compensation and other fringe benefit guarantees. This status legalizes the assignment of interns to public schools, authorizes schools to delegate to them instructional and related responsibilities and provides legal protection for the schools involved and for interns as long as there is no evidence of negligence by interns in the performance of their duties within the policies of the school or of failure to comply with the appropriate guidelines of North Carolina Public School Laws. These legal provisions for professional status also provide a legal basis for the utilization of interns as substitute teachers.

8. The following **Internship Standards** have been adopted for the Teacher Education Program at East Carolina University:

A. Interns must conduct themselves in a professional manner in all activities that affect their relationship and that of the University with the public school to which they have been assigned.

B. The intern must abide by the same policies of the local school as those required of regular teachers, plus those created by the local school system specifically for interns.

C. The intern is expected to present an acceptable professional appearance while on duty. He/she must also abide by any written code established by the local school or major department for professional personnel. Defiance of specific requests made by public school or university officials will be considered grounds for dismissal.

D. The intern will maintain acceptable teaching proficiency. At any point in the internship experience that, in the judgment of the supervisors, the intern demonstrates such ineffectiveness that the progress of the student is seriously impaired, he/she will be withdrawn from the program.

E. The intern must be punctual, prepared in advance, and ready to remain long enough after the close of the school day to participate in appropriate planning, preparation, and other professional activities.

F. Interns must possess good health and have a current physical examination form on file in the Office of Clinical Experiences **before** beginning the Senior II internship experience. Any changes in the medical status of the intern prior to the internship should be reported to the Office of Clinical Experiences. The intern will be permitted to continue in the internship as long as changes in health do not reduce his/her effectiveness as a teacher.

G. Interns who are arrested for violation of local, state, or federal drug laws, or for serious offenses involving moral turpitude will be withdrawn immediately. Other offenses or conduct that cause the intern's character or fitness for admission to the teaching profession to be questioned may result in an investigation initiated by public school officials, the chairman of the student's major department, the departmental coordinator of the internship, the clinical teacher, the university supervisor, the Office of Clinical Experiences, or other university officials. (See Criminal Background Disclosure, Page 2.)

H. Termination of an intern's experience and separation from the program can be accomplished by the Director of Teacher Education after receiving recommendations from the Department Chair/ Program Coordinator. Such critical decisions will be made only after careful consideration by the student, university supervisor, clinical teacher, departmental coordinator and/or chairperson, and the Office of Clinical Experiences.

I. Interns may not accept gifts having monetary value from pupils **at any time**.

J. Students must earn a "C" or better in the internship to meet licensure requirements. Master of Arts in Teaching (MAT) interns must earn a "B" or better in the internship to continue in the program.

9. If, for any reason the internship needs to be canceled, either the candidate, the Program Area Coordinator, or the Director of Teacher Education must complete the Cancellation of Internship Procedures Forms (See Appendix 8 & 9). Submit the forms to the Office of Clinical Experiences, Speight 110. Work with the advisor to drop all courses.

INTERNSHIP GRADING PROCEDURES

Continuous guidance and evaluation of the intern is the joint responsibility of the university supervisor and the clinical teacher. The clinical teacher provides continuous, on-the-spot coaching and assistance. The university supervisor must formally evaluate the intern a minimum of four times, with additional visits as needed. The intern should participate in the discussion of the evaluations so that he/she is aware of his/her progress as perceived by the clinical teacher and university supervisor.

A progress report (Appendix 13) is prepared by the university supervisor with input from the clinical teacher after each observation by the university supervisor. Student performance is rated Above Satisfactory (AS), Satisfactory (S), Needs Improvement (N), or Unsatisfactory (U). The report is signed by the university supervisor, the clinical teacher, and the intern.

A final evaluation (Appendix 14) is jointly prepared by the university supervisor and the clinical teacher. Interns are assigned letter grades (A,B,C,D,F) on the final evaluation. Although the grading of the intern involves the combined judgment of the university supervisor and the clinical teacher, the university supervisor is responsible for assigning the grade. See grading criteria Appendix 15. **Note:** In the event that the teacher and the university supervisor do not basically agree on the intern's performance, sign the progress/final reports and indicate disagreement. A statement may be attached.

The final grade will not be revealed to the intern by the clinical teacher or university supervisor before the end of the semester. The intern may view his/her final evaluation in the program area office on the last day of the semester.

FINAL INTERNSHIP REPORTS

University supervisors have the responsibility for submitting word-processed final evaluations to the Office of Clinical Experiences and a copy to the program area at the end of the internship semester. University supervisors have the responsibility for submitting the Portfolio Verification Form and Dispositions Form C to the Office of Clinical Experiences and a copy to the program area.

POLICY FOR EARLY RELEASE

Early release occurs only in exceptional circumstances and is seen as a privilege to outstanding students. Requests for early release should originate from the employing principal/school system and must go to the Office of Clinical Experiences at ECU and copied to the Latham Clinical Schools Network Liaison for the employing system.

Before requests can be approved, the Office of Clinical Experiences will get approval from the University Supervisor. Approval must be given by the Department Chair or Program Area Coordinator, in cases where the university supervisor is a fixed term faculty member. Interns must agree to be released and always retain the right to refuse the release in order to complete the internship and shall do so without repercussion from the University or school system. If approved, no early release will be implemented until three weeks prior to the last day of internship for the semester in which the release is requested.

Prior to approval the student must have:

- (1) At least three satisfactory or better observations on file.
- (2) One observation must have occurred during the 15 consecutive days of full-time teaching responsibility.
- (3) 15 consecutive days of full-time teaching completed.
- (4) a mentor assigned from the employing school and the name of the mentor shall be forwarded to the Office of Clinical Experiences prior to the release date for the student.

After the release date, a formal observation of the intern must be made by the principal of the employing school or his/her designee. This formal observation shall be forwarded to and filed with the Office of Clinical Experiences.

Released Interns are not considered licensed personnel until after the official date of graduation for the semester in which they graduate. Interns should be informed that they will only receive substitute pay for the early release period. ECU will not send any letters to confirm a student's status as graduated until after all grades have cleared the registrar's office. This may take as much as three weeks after a semester ends. Interns are released from the internship placement only. They are still required to complete all other course requirements, portfolio requirements/electronic evidences, mandatory seminars, and other requirements from the department, program area or university. Interns shall be allowed to attend the Graduate Recognition Ceremony for their program area. A substitute shall be provided for them to attend on the day of the ceremony in the semester in which they graduate, either May or December.

DISMISSAL POLICY FOR SENIOR I AND SENIOR II

During Senior I, the Department Chair/Program Coordinator shall serve in the place of the university supervisor for these polices.

A. Policies

1. Interns in Senior I or Senior II may be dismissed for failure to meet any of the established intern standards including criminal issues.
2. Only the Director of Teacher Education may terminate an internship assignment after receiving recommendations from the Department Chair/Program Coordinator.
3. Appropriate officials of the University or Local Education Agency (LEA) may initiate a recommendation for dismissal.
4. The intern may withdraw upon written request to the Office of Clinical Experiences (See Appendix 8). The Office of Clinical Experiences may also require the intern to complete a conference with the office and/or the university supervisor.
5. Copies of the cancellation letter submitted to the intern by the Office of Clinical Experiences will be provided for the designated LEA representative, the clinical teacher, the university supervisor, Department Chair/Program Coordinator and Director of Teacher Education.
6. The intern will be informed of his/her right to appeal the dismissal to the Director of Teacher Education.

B. Procedures

1. Written recommendations for dismissal may be initiated by the clinical teacher and/or other appropriate LEA officials, or by the university supervisor and/or other appropriate university officials, such as the Department Chair/Program Coordinator. This recommendation, stating reasons, will be submitted to the Office of Clinical Experiences. For expediency, recommendations may be made orally and followed by the required written recommendations.

2. Dismissal for failure to maintain acceptable levels of teaching proficiency.
 - a. The clinical teacher should notify the university supervisor at the earliest possible moment following the development of a serious concern about the intern's competence. The university supervisor will respond with an immediate site visit. An evaluation and a conference with the clinical teacher and intern should follow.
 - b. If the university supervisor develops a serious concern about the intern's competence, he/she should state these concerns in a conference with the clinical teacher and with the intern, as outlined on the Improvement Plan (see Appendix 6). Specific deficiencies should be identified with written suggestions and a time-line for improvement provided for the intern. The intern will be given an opportunity to respond to the statement of deficiencies or to offer documented extenuating circumstances. Anecdotal records may be necessary to supplement progress reports.
 - c. If the intern fails to improve during the specified period, or as soon as the deficiencies are deemed sufficiently acute to inhibit continued progress by pupils, termination of the intern's assignment should be recommended.
 - d. Supervisors may request an evaluation by the Office of Clinical Experiences or other program area faculty. The Coordinator may also choose to complete an evaluation on his/her own initiative.
3. Upon a decision for dismissal, the Office of Clinical Experiences will notify the intern and the above policies will rule to assure provisions for due process.

POLICY FOR READMISSION TO THE INTERNSHIP

Students who withdraw or are removed involuntarily from the internship or those who receive a grade of "D" or "F" will not be allowed to repeat an internship except for unusual circumstances. A written *Petition for Exception* must be made to the Council for Teacher Education Admissions and Retention Committee prior to the internship application deadline. Interns will be placed in a county different from their original internship, except under documented extenuating circumstances.

COMPETENCIES AND INDICATORS FOR INTERNS

The following specific standards have been established for teachers at all levels in the State of North Carolina.

North Carolina Professional Teaching Standards

Standard 1: Teachers Demonstrate Leadership

Teachers lead in their classrooms.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st Century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

- Take responsibility for all students' learning
- Communicate vision to students
- Use data to organize, plan, and set goals
- Use a variety of assessment data throughout the year to evaluate progress
- Establish a safe and orderly environment
- Empower students

Teachers demonstrate leadership in the school.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

- Work collaboratively with all school personnel to create a professional learning community
- Analyze data
- Develop goals and strategies through the school improvement plan
- Assist in determining school budget and professional development
- Participate in hiring process
- Collaborate with colleagues to mentor and support teachers to improve effectiveness

Teachers lead the teaching profession.

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

- Strive to improve the profession
- Contribute to the establishment of positive working conditions
- Participate in decision-making structures
- Promote professional growth

Teachers advocate for schools and students.

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

- Advocate for positive change in policies and practices affecting student learning
- Participate in the implementation of initiatives to improve education

Teachers demonstrate high ethical standards.

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. (www.ncptsc.org)

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

**Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students
Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.**

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

Teachers embrace diversity in the school community and in the world.

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

- Demonstrate knowledge of diverse cultures
- Select materials and develop lessons that counteract stereotypes and incorporate contributions.
- Recognize the influences on a child's development, personality, and performance
- Consider and incorporate different points of view

Teachers treat students as individuals.

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

- Maintain high expectations for all students
- Appreciate differences and value contributions by building positive, appropriate relationships

Teachers adapt their teaching for the benefit of students with special needs.

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

- Collaborate with specialists
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice

Teachers work collaboratively with the families and significant adults in the lives of their students.

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

- Improve communication and collaboration between the school and the home and community
- Promote trust and understanding and build partnerships with school community
- Seek solutions to overcome obstacles that prevent family and community involvement

Standard 3: Teacher Know the Content They Teach

Teachers align their instruction with the North Carolina Standard Course of Study.

In order to enhance the *North Carolina Standard Course of Study*, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

- Teach the *North Carolina Standard Course of Study*
- Develop and apply strategies to make the curriculum rigorous and relevant
- Develop literacy skills appropriate to specialty area

Teachers know the content appropriate to their teaching specialty.

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

- Know subject beyond the content they teach
- Direct students' curiosity into an interest in learning

Teachers recognize the interconnectedness of content areas/disciplines.

Teachers know the links and vertical alignment of the grade or subject they teach and the *North Carolina Standard Course of Study*. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

- Know links between grade/subject and the *North Carolina Standard Course of Study*
- Relate content to other disciplines
- Promote global awareness and its relevance

Teachers make instruction relevant to students.

Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the *North Carolina Standard Course of Study* and 21st Century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
- Demonstrate the relationship between the core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

Standard 4: Teacher Facilitate Learning for their Students

Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

- Know how students think and learn
- Understand the influences on student learning and differentiate instruction
- Keep abreast of evolving research
- Adapt resources to address the strengths and weaknesses of students

Teachers plan instruction appropriate for their students.

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the *North Carolina Standard Course of Study*. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

- Collaborate with colleagues
- Use data for short and long range planning
- Engage students in the learning process
- Monitor and modify plans to enhance student learning
- Respond to cultural diversity and learning needs of students

Teachers use a variety of instructional methods.

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

Teachers integrate and utilize technology in their instruction.

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

- Know appropriate use
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

Teachers help students develop critical thinking and problem solving skills.

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

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- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems

Teachers help students work in teams and develop leadership qualities.

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

- Teach the importance of cooperation and collaboration
- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

Teachers communicate effectively.

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

Teachers use a variety of methods to assess what each student has learned.

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions.

- Use multiple indicators, both formative and summative, to evaluate student progress
- Provide opportunities for self-assessment
- Use assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions

Standard 5: Teacher Reflect on their Practice

Teachers analyze student learning.

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
- Collect and analyze student performance data to improve effectiveness

Teachers link professional growth to their professional goals.

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development

Teachers function effectively in a complex, dynamic environment.

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

- Actively investigate and consider new ideas that improve teaching and learning
- Adapt practice based on data

RESPONSIBILITIES FOR THE CLINICAL TEACHER: SENIOR I and II

The internship is a cooperative endeavor involving the intern, the clinical teacher, and the university supervisor, as well as the principal of the clinical school and the Office of Clinical Experiences. In order for the internship experience to be meaningful, it is necessary that each person involved be aware of his/her responsibilities.

Plan and prepare for the arrival of the intern within the school and classroom as a co-worker. Introduce the intern to the proper administrative officials, fellow teachers, building personnel, etc. Become familiar with the intern's personal and educational background and supply the intern with essential data concerning the student groups with whom he/she will be working.

Provide the intern with information about school routine; policies and regulations; location of pupil records; co-curricular activities; classroom policies on discipline; making assignments; reports to be made; the physical facilities; available teaching materials and sources of school supplies.

Develop a plan, in conjunction with the university supervisor, to gradually guide the intern into teaching responsibilities. Make certain that the intern makes good preparation for class instruction. Interns should be told when their lesson plans must be in to allow time for checking

and providing feedback. CLINICAL TEACHERS SHOULD REFUSE TO ALLOW INTERNS TO TEACH UNLESS PLANS ARE APPROVED IN ADVANCE.

Establish regular times for conferences with the intern to provide feedback and assistance. Complete Disposition Form B near the end of Senior I semester and provide feedback to the intern.

Be in the classroom the optimal amount of time necessary to assure the most successful supervised educational experiences for the intern. Lead up to leaving the intern alone in the classroom with periodic absences at different times. This will help ease the intern into "soloing" and will allow the teacher to come and go without the class reacting each time. Observations and feedback are crucial during the time the intern is in charge of half/whole day instruction.

Discuss intern progress with the university supervisor on a regular basis. Conferences after each observation are essential. Preparation of progress and final reports are prepared jointly with the university supervisor. Feel free to call the supervisor or the Office of Clinical Experiences regarding any concerns. **Note:** In the event that the teacher and the university supervisor do not basically agree on the intern's performance, sign the progress/final reports and indicate disagreement. A statement may be attached.

Help the intern develop skills in evaluating his/her own progress. Encourage the intern to develop his/her own unique teaching style and abilities in keeping with school/system policies. Assist the intern in planning observation and participation activities, if appropriate, in other subject areas, at other grade levels and in related extracurricular activities. Provide feedback to the University on the teacher education program.

RESPONSIBILITIES FOR THE UNIVERSITY SUPERVISOR: SENIOR II

Serve as a liaison between the university and (a) the clinical teacher and (b) the public school. Interpret the internship program to the clinical teacher and communicate concerns of the clinical teacher to the university. Maintain an open and cooperative relationship with the clinical teacher, the building administrator and staff of the public school.

Conduct seminars for interns. An orientation meeting should be held prior to the internship experience. Additional seminars should be conducted. The department/university supervisor is responsible for providing a **minimum of six hours of seminars.**

Plan, with clinical teachers, schedules for phasing interns into all day responsibilities. This should be completed at the initial visit made **prior** to or as near the beginning of the internship experience as possible. Observe the intern. Formally evaluate the intern a minimum of four times for at least a class period or presentation of at least one subject. Elementary observations may vary due to the length of the lesson or subject area taught.

Confer with the clinical teacher and intern following each observation. Provide written specific strategies for improvement. Develop the Improvement Plan in conjunction with the clinical teacher if needed. (See Appendix 6.)

Prepare and submit all required forms to the Office of Clinical Experiences, including initial visit, progress reports, Disposition Form C and a word-processed final intern evaluation report. After

each observation and conference with intern and clinical teacher, complete the progress report. The final evaluation should reflect the thinking of the clinical teacher and the university supervisor.

Assess candidate portfolio/electronic evidences using teacher education rubrics. Submit portfolio verification forms, evaluation forms, and Disposition Form C to the Office of Clinical Experiences. Evaluate the intern's overall performance. While the final grade should reflect the opinions of the clinical teacher and the university supervisor, the university supervisor has the authority for assigning the grade.

Model professionalism in dress, attitude, and communication. Clarify expectations for the intern and the clinical teacher during the full-time teaching semester. Observe and confer with the intern frequently to assist in improving instructional practices, planning, evaluating, and managing the classroom.

Work closely with the intern and the clinical teacher to provide a positive learning experience. Be a trouble-shooter in handling the problems that occur during the full-time teaching semester. Assist the intern and the clinical teacher in communicating openly about scheduling and improvement in teaching skills. Consult extensively and reach consensus with the clinical teacher on progress reports, final evaluation, and grade for the second semester.