

# University of Arkansas at Monticello

## Cooperating Teacher Handbook



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**University of Arkansas at Monticello  
School of Education  
Cooperating Teacher Handbook**

**The Role of the Cooperating Teacher**

The cooperating teacher is a vital component of the UAM School of Education teacher preparation program. Cooperating teachers serve as mentors to clinical interns by using their expertise and experience to guide the intern in the development of pedagogically sound and appropriate knowledge, skills and professional dispositions. They should be nurturing yet direct, and provide regular guidance and feedback to maintain minimum standard requirements that are consistent with the mission of the School of Education. Cooperating teachers should promote individual reflection and development of the beginning educator.

**Cooperating Teacher Selection Criteria**

The University of Arkansas at Monticello School of Education and the administration of the public school districts will determine placement of interns. Interns will only be placed with those cooperating teachers who meet the following criteria:

1. At least three years of teaching experience in the area(s) of supervisory assignment and hold a standard teaching license;
2. Must be Pathwise trained.
3. Fully licensed in the area(s) of teaching and experience;
4. Willingness to cooperate fully in the operation and improvement of the clinical experience program;
5. Desire to be a mentor to interns;
6. Desire to improve one's own teaching and supervisory skills;
7. Completion and return of formative and summative evaluations;
8. Approval by public school and School of Education administrators;

**Compensation for Cooperating Teachers**

Compensation equates to a tuition waiver as an honorarium for supervising UAM Clinical Interns. For each clinical intern supervised, cooperating teachers will receive a tuition waiver of one credit hour for one full semester of supervision or a total of two 9 week periods of supervision of a UAM clinical intern. Each one hour of credit may be banked and used by the cooperating teacher to enroll in undergraduate and/or graduate courses at the University of Arkansas at Monticello. The credit may not be used as a tuition waiver for a family member or

any other individual. Award of the honorarium is dependent on the timely submission of the required assessments of clinical interns.

### **Basic Expectations**

Clinical interns have completed many hours of field experiences in diverse settings prior to the clinical internship. Please allow the clinical intern to assume as much responsibility for lesson planning, instruction, and other professional duties as quickly as possible. Please keep in mind that a realistic teaching experience, one that encompasses all the dimensions of the teaching role, is essential to the internship experience.

1. We recognize that ultimate responsibility for the performance of the public school students lies with the cooperating teacher. However, we encourage the cooperating teacher to allow the clinical intern to employ a variety of teaching strategies and thereby develop his/her own classroom style. Clinical interns should take the initiative in lesson planning and design. They are encouraged to use the internship as an opportunity to employ a variety of teaching strategies and develop their own classroom style. The cooperating teacher should encourage clinical interns to do so but also suggest and demonstrate alternative teaching techniques and share ideas and materials without imposing a singular teaching style on the candidate.
2. Cooperating teachers should be familiar with the School of Education conceptual framework and the educational mission of the School of Education. They should work with clinical interns to ensure that they meet candidate proficiencies.
3. As a rule, the School of Education expects clinical interns to engage in the art of teaching by assisting the cooperating teacher immediately. The intern should assume responsibility for some lessons no later than the second week. University supervisors should make their first observation no later than the third or fourth week. The clinical intern should gradually assume responsibility for the entire teaching day. A "full teaching load" includes all of the responsibilities of the teacher, i.e., preparing and teaching lessons, grading, school-time duties (study halls, hall duty, recess), faculty meetings, etc.
4. It is very important to identify serious problems with teaching performance, receptiveness towards constructive feedback, and professional behavior as early as possible. If the cooperating teacher has a concern, they should immediately contact the university supervisor or the director of field experience and clinical practice.

### **Roles and Responsibilities of the Cooperating Teacher**

Cooperating teachers will be selected by the administration of the school districts and the UAM School of Education. The Arkansas Department of Education requires that all cooperating teachers hold a standard teaching license with three years of teaching experience and be Pathwise certified.

As a mentor, the teacher will be expected to:

- Acquaint the intern with classroom, school, and district environment and policies. (especially those related to classroom management)
- Provide specific directions for all work assignments and due dates;
- Provide opportunities for the intern to observe effective teaching. (The intern needs to see his/her cooperating teacher in action. This modeling will help the intern consistently improve his/her preparation and implementation of lessons.)
- Participate in team teaching tasks for either parts of lessons or entire lessons. (The cooperating teachers will stay in the classroom and team teach with the intern until he/she feels comfortable with the situation.)
- Incrementally provide full teaching responsibilities to the intern. (This is done gradually and after communication and confidence building.) See # 3 above
- The intern must have skills in classroom management. Since this is usually a challenging area for new teachers, cooperating teachers should work diligently to assist them in improving this skill.)
- Assist the intern in developing an understanding of ALL students in the class. (Each year challenging students will be a part of the classroom. Cooperating teachers must communicate with the intern the special needs of these students and how to effectively provide instruction for them.)
- Guide the intern in planning for instruction. (Interns should use planning time wisely to prepare for the day, the afternoon, or the next day. Communication, planning, and organization are keys to a successful year.)
- Function as a resource person in matters pertaining to classroom and professional practice;
- Collaborate with the university supervisor and other mentors at a school site or UAM to conduct meetings of interns, cooperating teachers and the university supervisor. The purpose of these meetings is to discuss problems, concerns, and accomplishments and to plan future activities for interns assigned to that particular building.
- Constructively evaluate the teaching of the intern. **Cooperating teachers will complete two formative evaluations and one summative evaluation for the intern during each semester of Clinical Internship.** Information from both formative and summative evaluations should be shared with the intern and the university supervisor. Cooperating teachers are responsible for assisting interns in their professional development. This implies an active role that involves providing interns with objective feedback on their instruction, listening and responding to professional concerns, assisting in the

development of instructional strategies, and modeling positive attitudes regarding continuous professional development.

### **Preparing for the Clinical Intern**

The orientation process is essential for preparing for the arrival of the clinical intern along with providing her/him with information basic to successful adjustment to the class and school.

1. Prepare for the arrival of the clinical intern. Have appropriate materials ready, such as seating charts, faculty handbook and course outlines.
2. Help the clinical intern become familiar with the school as soon as she/he arrives.
  - a. From the beginning, accept the clinical intern as a co-worker of equal status and model professional appearance and behavior.
  - b. Introduce the clinical intern to administrators, guidance personnel and department faculty.
  - c. Introduce the clinical intern to the students, emphasizing the fact that she/he will be one of their teachers.
  - d. Review the policies the clinical intern is expected to follow, such as procedures relating to discipline, attendance, homework, make-up work, accidents and emergencies. Explain the added duties that the clinical intern will be required to assume, such as lunchroom or hall duty.
  - e. Tour relevant school facilities, point out available teaching resources and how they can be obtained, and secure a key to the faculty restrooms.
  - f. Expect the clinical intern to attend department and faculty meetings, participate in parent meetings and participate in professional development activities. **This is a requirement of the intern by the university**

### **Lesson Planning**

The clinical intern must complete lesson plans using the principles of the Pathwise model. Cooperating teachers should:

1. Play an active role in helping the intern develop lesson planning skills.
  - a. Work with the clinical intern to formulate lesson plans that ask important questions and develop a sequence of instructional activities. Help the clinical intern formulate pivotal questions and develop discussion leadership skills.
  - b. Permit the clinical intern to draw upon your lesson plans and materials, but insist that he/she assume primary responsibility for preparing lesson plans and materials.
  - c. Ensure that the clinical intern develops a repertoire of appropriate instructional and assessment strategies.
2. Act as a coach and mentor. Clinical interns appreciate and respond favorably to being viewed as a colleague rather than as a subordinate.
  - a. Give the clinical intern regular feedback.

- b. Be sensitive to the need to develop a sense of self-confidence in the clinical intern in both formal and informal conference situations.

## **Evaluations**

### **Assessing Candidate Performance**

As part of our National Council for the Accreditation of Teacher Education (NCATE) accreditation process, the UAM School of Education has developed a Pathwise based scoring instrument, the Teacher Candidate Rating Instrument (TCRI), to assess the extent to which clinical interns have mastered the knowledge, skills, and dispositions to be quality professional educators.

All formative observations and summative evaluations conducted by the university education supervisor, university content area supervisor and public school cooperating teacher will be documented using the Teacher Candidate Rating Instrument (TCRI). The TCRI serves as both the formative and the summative assessment instrument. The instrument should be used to assist interns with growth and development throughout their teacher preparation program; it does not correlate with the A, B, C, D, F, grading system. Intern I students should seldom be scored higher than a 2.0 on many, if any, of the specific criteria. Interns are expected to demonstrate progress in the classroom as they move through their program. When interns complete Internship II, they should demonstrate teaching effectiveness with no unsatisfactory performance on any of the criteria. As interns begin their teaching careers, they will set goals to achieve the “Distinguished Level.”

The Teacher Candidate Rating Instrument is adapted from Danielson, C. (1996) *Enhancing Professional Practice: A Framework for Teaching* and from Pathwise Classroom Observation System developed by ETS.

### **Conducting Formative and Summative Observations and Scoring TCRI**

#### **Instructions:**

1. Conduct a pre-observation interview 15-30 minutes prior to the scheduled observation and review the intern’s *Class Profile, Instructional and Reflection Profile, and Preobservation Interview* forms.
2. During the classroom observation, use page 6 of the *Teacher Candidate Rating Instrument (TCRI)* and script evidence observed by documenting information which supports criteria listed in Domain B and C. (NOTE: Formative observations are conducted separately by the cooperating teacher, university supervisor, and content area supervisor; however, the summative observation is conducted as a joint endeavor by the cooperating teacher, university supervisor, and content area supervisor.)

3. Use pages 2-5 of the *TCRI* and score all criteria listed for Domain A, B, C, and D, based upon the evidence observed and documented from the pre-observation interview and evidence observed and documented from the classroom observation. Circle or mark the appropriate descriptor. (NOTE: Intern I students should seldom be scored higher than a 2.0 on many, if any, of the specific criteria.)
4. Conduct a post-observation interview and review the reflection questions located in the *Instructional and Reflection Profile* with the intern.
5. Use page 5 of the *TCRI* and score D1, D2, D5, D6, and D7, based upon the evidence provided and documented from the post-observation interview. Circle or mark the appropriate descriptor. Also, review criteria C8 on page 4 and attach a copy of any specific evidence which demonstrates the teaching of the intern impacted the P-12 students' learning. Attach this evidence behind page 6. (NOTE: Evidence supporting C-8 is required by NCATE)
6. Complete page 1 of the *TCRI* and secure signatures.
7. Provide the intern with a photocopy of the scored *TCRI*, *Class Profile*, *Instructional and Reflection Profile*, and *Preobservation Interview* forms.
8. Submit the original *TCRI*, *Class Profile*, *Instructional and Reflection Profile*, and *Preobservation Interview* forms to the Partnership Coordinator. (NOTE: The intern will submit the cooperating teacher's original *TCRI*, *Class Profile*, *Instructional and Reflection Profile*, and *Preobservation Interview* forms to the Partnership Coordinator.)

**Formative Observation and Summative Evaluation Schedule**

<p><b><i>P-4 Early Childhood and Physical Education</i></b></p>	<p><b><i>Middle Childhood Education and Music Education</i></b></p>
<p align="center"><b><u>Internship I</u></b></p> <ul style="list-style-type: none"> <li>• Two (2) formative observations by university education supervisor</li> <li>• Two (2) formative observations by public school cooperating teacher</li> <li>• One (1) summative evaluation by university education supervisor</li> <li>• One (1) summative evaluation by public school cooperating teacher</li> </ul> <p align="center">TOTAL:</p> <p align="center">Four (4) Formative Observations</p> <p align="center">Two (2) Summative Evaluations</p>	<p align="center"><b><u>Internship I</u></b></p> <ul style="list-style-type: none"> <li>• Two (2) collaborative formative observations by university content area supervisor and university education supervisor</li> <li>• Two (2) formative observations by public school cooperating teacher</li> <li>• One (1) collaborative summative evaluation by university content area supervisor and university education supervisor</li> <li>• One (1) summative evaluation by public school cooperating teacher</li> </ul> <p align="center">TOTAL:</p> <p align="center">Four (4) Formative Observations</p> <p align="center">Two (2) Summative Evaluations</p>
<p><b><i>P-4 Early Childhood and Physical Education</i></b></p>	<p><b><i>Middle Childhood Education and Music Education</i></b></p>
<p align="center"><b><u>Internship II</u></b></p> <ul style="list-style-type: none"> <li>• Two (2) formative observations by university education supervisor</li> <li>• Two (2) formative observations by public school cooperating teacher</li> <li>• One (1) summative evaluation by university education supervisor</li> <li>• One (1) summative evaluation by public school cooperating teacher</li> </ul> <p align="center">TOTAL:</p> <p align="center">Four (4) Formative Observations</p> <p align="center">Two (2) Summative Evaluations</p>	<p align="center"><b><u>Internship II</u></b></p> <ul style="list-style-type: none"> <li>• Two (2) collaborative formative observations by university content area supervisor and university education supervisor</li> <li>• Two (2) formative observations by public school cooperating teacher</li> <li>• One (1) collaborative summative evaluation by university content area supervisor and university education supervisor</li> <li>• One (1) summative evaluation by public school cooperating teacher</li> </ul> <p align="center">TOTAL:</p> <p align="center">Four (4) Formative Observations</p> <p align="center">Two (2) Summative Evaluations</p>

**Formative Observation:** A collaborative process, concerned primarily with the professional growth and development of the individual intern. The observation consists of a pre-observation conference, classroom observation, analysis of the lesson, post-observation conference, and post-conference analysis.

**Summative Evaluation:** Used to make a recommendation relative to the merit of the intern's overall performance. In this case, recommending the Intern I student for Internship II or recommending the Intern II student for graduation.

### **Length of Assignment**

Clinical Internship begins on the first day contracted teachers are required to report at the intern's assigned public school. The beginning date for interns may vary because many school districts use different school calendars. The last day for each semester of clinical internship will be the last day of regular class at UAM. All Intern I candidates will complete 15 weeks of clinical experience in their assigned public school. All Intern II candidates will complete 15 weeks of clinical experience in their assigned public school.

Interns will follow the calendar of the school district in which they are placed, therefore, interns will observe the vacation periods of their assigned schools rather than UAM's vacation schedule. Interns will attend all pertinent pre-service and in-service workshops and activities participated in by the public school faculty. Interns must be present in their assigned school/classroom for the entire school day that they are scheduled to be in the school, except for emergency situations. In every event of absence, the intern will notify the principal(s), the cooperating teacher, university supervisor, and partnership coordinator prior to the beginning of the school day. The intern will provide copies of the assignment and plans for each day's classes to the cooperating teacher in the event of absence. Failure to follow this procedure may result in the termination of the internship placement and assigned an incomplete or failing grade.

### **Intern Absences**

The UAM School of Education recognizes that district faculty and staff have policies concerning absences. **However, since the internship is a part of the UAM academic program, interns must be present in their assigned public school/classroom for all scheduled hours during Internship I and Internship II, except for emergency situations.** The presence and performance of each intern must be monitored by both the cooperating teacher and university supervisor. The following provisions will guide the above policy:

1. Interns may be allowed to attend professional meetings, but only with the prior approval and encouragement of cooperating teachers and university supervisors, as well as administrators.
2. Interns will be required to attend a variety of seminars and workshops sponsored by both the public school and the university. A calendar detailing the dates and times of all university-sponsored activities will be provided to interns, cooperating teachers, university supervisors, and building level administrators.
3. If absence or tardiness becomes excessive, the intern shall receive a grade of "I" and shall be required to successfully complete additional experiences in the school. The Partnership Coordinator, working with supervisors and administrators, will arrange for and prescribe this additional assignment. In case of excessive absence, an intern may be withdrawn from the experience
4. If it is determined by supervisors, administrators, and the Partnership Coordinator excessive absences, inadequate performance and/or inability of the intern to cope with assigned responsibilities and arrangements will not allow continuation of the placement, the intern may be withdrawn from the internship and assigned an incomplete or failing grade.

In every event of absence, the intern will notify the building level administrator(s), the cooperating teacher, university supervisor, and the Partnership Coordinator prior to the beginning of the school day. The intern will provide copies of the assignment and plans for each day's classes to the cooperating teacher in the event of absence. Failure to follow this procedure may result in the termination of the internship placement and assigned an incomplete or failing grade.

If any time the cooperating teacher or university supervisor judges an intern's absence to be excessive, the university supervisor will inform the intern verbally and in writing that continued absences will affect his/her ultimate evaluation, or that the assignment may be terminated. Prolonged hospitalization or incapacity will automatically result in the termination of the internship assignment.

### **Outside Work Restrictions**

Students in Internship II should not plan to work due to the full-time commitment of the 15-credit internship experience. If work is unavoidable, it should be noted that *at no time may interns use these activities as an excuse for not meeting responsibilities during the professional internship year.*

## **Calendar**

Interns will follow the calendar of the school district in which they are placed rather than the University of Arkansas at Monticello's calendar. They will attend all pertinent pre-service and in-service workshops and activities participated in by public school faculty and will be present and working from the first day of the public school year forward. Interns will follow the Spring Break of the school in which they are placed rather than the University of Arkansas at Monticello's Spring Break. Their experience is to mirror that of public school faculty as closely as possible. UAM does not require that an intern remain at the school site after the last day of UAM classes.

## **Substitute Teaching Policy For Internship I and II**

The role of the intern is that of team teacher, under the guidance of the cooperating teacher. Whenever the cooperating teacher is absent, the school should provide a substitute teacher to oversee the intern in carrying out his or her planned responsibilities. However, interns may assume the role of substitute teacher (not compensated) in the absence of their cooperating teacher **only during Internship II**. This should occur on an extremely limited basis and only in the intern's assigned classroom provided that someone is designated to serve in a supervisory capacity and the intern has demonstrated a reasonable degree of competence. Any substitute experience must have the prior approval of the Partnership Coordinator and the building level administrator at the P-12 school level.

Note:

Intern I and Intern II students may be compensated for substitute teaching when the act of substitute teaching is not part of the actual internship experience.

## **Confidentiality**

***Classroom Discussions:*** The clinical experiences are an important part of the learning experiences and will be discussed in courses. Just as teachers are expected to respect the privacy and dignity of the children and families with whom they work and follow the requirement of the Family Rights and Privacy Act, interns must use discretion. In casual conversations or social situations, interns should not relate stories from classrooms or schools that may be embarrassing to teachers or students, or that include sensitive information about a child or family. When discussing classroom situations in class, interns will be discrete and should use a fictitious name for the student involved if it is necessary to include individual or family information in an explanation or if the situation is particularly difficult. All names will be masked on any written

or visual work shared in class or used in an assignment. When discussing teaching practices observed in the field, a tone of professional courtesy will be maintained.

**Interviews:** Pseudonyms will be used and identifying information will be screened/masked when reporting interviews with children/youths/adults. If an assignment requires the intern to interview an adult, the purpose of the interview and the uses of the material will be clearly stated or given to the interviewee in writing.

**Photographs/Videotapes/Audiotapes:** Permission of the classroom teacher to make students' photographs/videotapes/audiotapes or to use them in displays/portfolios must be obtained. Occasionally there are circumstances that require that a student's whereabouts be kept secret and photographs are not allowed. Some schools and districts require written permission from parents/guardians for taking any photographs, videotapes, or audiotapes. School district policies must always be followed.

**Portfolios:** If students' work or interview material is used in a portfolio, pseudonyms will be used and names and personal identifying information will be screened/masked.

**District Requirements:** Any other district or school requirements regarding confidentiality must be followed.

**Failure to maintain confidentiality can result in the termination of a placement.**

### **Dress and Deportment in Schools**

Interns must dress appropriately when in schools. Interns will be viewed and judged as professionals by students, parents, teachers, and other people in the building. If an intern is uncertain about the specifics regarding how one should dress, it should be discussed with the cooperating teacher. Interns will be polite and considerate of other adults in the building including the principal, custodians, secretaries, paraprofessionals, etc.

Professional education can be an intensely personal and challenging process. In method classes and field placements interns are expected to give and accept constructive feedback appropriately, and to react appropriately in stressful situations. Interns are also expected to take an active role in their own learning and contribute to the learning of fellow interns.

### **Illegal Substances**

The University Drug and Alcohol Policy will be enforced throughout the internship. The possession or use of illegal drugs and alcoholic beverages is prohibited in classes and field placements, and interns are expected to be free of the influence of such substances in classes and

field placements. Tobacco is not to be used on school property. Beepers and cellular phones should only be used by interns with the permission of the cooperating teacher.

### **Unacceptable Internship Performance**

The cooperating teacher and/or the University supervisor should notify the Partnership Coordinator as early as possible when an intern is experiencing difficulties in meeting acceptable ratings in one or more areas in the internship placement or in the methods courses. Each case will be handled individually based on the specific situation. In general, the following are some options that may be considered:

- The Partnership Coordinator will assess the seriousness of the situation. This may include an on-site visit. The Partnership Coordinator may also discuss the situation with the cooperating teacher, the cooperating principal, the University supervisor, the Dean of Education, the Teacher Education Committee and/or the intern.
- The Partnership Coordinator will be notified regarding the unacceptable quality of the intern's performance.
- Information relevant for remediation of the intern will be sought from the School of Education records, including but not limited to his or her advisor, former and current instructors, and the University supervisor.
- The intern will be formally notified regarding problems to be addressed by Partnership Coordinator, the Dean of Education, or the Teacher Education Committee.
- Whenever feasible, the Partnership Coordinator, the University Supervisor, the cooperating teacher, and the intern will develop a plan that includes:

- \*Specific areas of needed improvements

- \*Strategies for implementation

- \*Specific outcomes desired

- \*Assessment tools that may be used to monitor performance

- \*Specified persons responsible for assessing outcomes

- \*A timeline

- \*Consequences for not completing the plan adequately

- \*Specific deadlines

- \*Date and signature of the intern, University Supervisor, cooperating teacher, and the Partnership Coordinator

The intern, University Supervisor, cooperating teacher, and the Partnership Coordinator will each receive copies of the plan.

Strategies for implementation may include but are not limited to:

- Added contact between the University Supervisor and the intern through increased assignments and additional observations/conferences.
- Added contact between the University Supervisor and the cooperating teacher to monitor progress and provide for additional interventions
- Observation and/or evaluation by qualified individuals such as the cooperating building level administrator or college faculty
- Requirement of additional coursework or tutoring
- Modification and/or accommodations that are deemed appropriate

The University Supervisor, the cooperating teacher, and the Partnership Coordinator will document ALL interactions in the remediation process. This documentation must include a description of major points of discussion, conclusions reached, and dates.

In remediation situations, the interests of the intern, the University, and the teaching profession will be accommodated by:

- Involving the intern in the decision process
- Providing time to make necessary growth
- Keeping extensive written documentation
- Showing evidence of processing in a timely manner
- Basing all final evaluations on the performance of the intern at the end of internship

Possible outcomes from the steps outlined above include:

- The intern satisfactorily meets the requirements of the plan and is allowed to complete the clinical internship.
- The intern makes significant progress but does not make adequate progress in some or all identified areas of improvement. The Partnership Coordinator may choose to extend this clinical internship experience with the agreement of the cooperating teacher, cooperating building level administrator, and the University Supervisor or may assign the intern to an additional clinical internship experience in the subsequent semester.
- The intern makes little or no progress in remediating the identified area(s) of concern. Under these circumstances, the clinical internship will be terminated and the Dean of Education, the Partnership Coordinator and other appropriate University personnel will discuss consequences (regarding grades, future enrollment options, degree options, etc.) and options (i.e., personal counseling, career counseling, degree, etc.) with the intern.
- The intern may decide to withdraw from the Clinical Internship. Under these circumstances, the Partnership Coordinator, the Dean of Education and other

appropriate University personnel will discuss consequences and options (i.e., personal counseling, career counseling, degree, etc.) with the intern.

### **Termination of Clinical Internship Placements**

The Partnership Coordinator may terminate a clinical internship placement assignment under the following situations:

- Cooperating teacher or cooperating principal requests termination.
- Intern requests withdrawal.
- A major disruption at the school hinders completion of the clinical internship experience.
- It is determined that the presence of the intern is an impediment to the education of the students in the assigned teaching classroom.
- The intern has made little or no progress in remediating identified area(s) of concern.
- Other good cause is determined.

The Partnership Coordinator will place a notice of termination in the intern's file and send a written statement concerning the termination to:

- Intern
- Cooperating Teacher
- Cooperating Building Level Administrator
- Cooperating Superintendent
- University Supervisor
- Dean of Education

**Cooperating Teacher**

**University of Arkansas-Monticello**

**School of Education**

**Internship - Professional Commitments & Scholarly Dispositions**

The purpose of this scoring guide is to give you an opportunity to rate the Professional Commitments and Scholarly Dispositions of Teacher Education candidates. Your feed back will be helpful in our efforts to improve programs in the School of Education.

**Part I: Demographic and Program Information**

Candidate Name \_\_\_\_\_ ID # \_\_\_\_\_

Cooperating Teacher Name \_\_\_\_\_

Course (Circle One)    **Intern I**        **Intern II**

**Part II: Professional Commitments & Scholarly Dispositions**

**Directions:** Using the following 5-point scale, please rate how often the candidate engages in each of the following activities. Please fill in the bubble for your response option using marks like this: ● not like this: Ø.

**1=Never: At no time in the past.**

**2=Sometimes: On certain occasions.**

**3=Often: In many instances.**

**4=Very Often: In most every instance.**

**5=Almost Always: On every occasion.**

Seek opportunities for collaboration.	① ② ③ ④ ⑤
Fulfill his/her responsibility when working with others.	① ② ③ ④ ⑤
Seek opportunities for professional growth.	① ② ③ ④ ⑤
Set professional goals.	① ② ③ ④ ⑤
Engage in self-evaluation of his/her professional growth.	① ② ③ ④ ⑤
Monitor the effects of his/her decisions.	① ② ③ ④ ⑤
Respect the values and beliefs of other cultures.	① ② ③ ④ ⑤
Use a variety of strategies to support learning for all students.	① ② ③ ④ □
Model positive interactions with people from other cultures.	□ □ □ □ □
Act in a manner consistent with his/her professional code of ethics.	□ □ □ □ □
Treat others fairly and with respect.	□ □ □ □ □
Accept responsibility for his/her actions.	□ □ □ □ □
Protect the rights of students.	□ □ □ □ □
Encourage students to reach their full potential.	□ □ □ □ □
Take an active interest in students' well being.	□ □ □ □ □

Cooperating Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

**Teacher Candidate Rating Instrument (TCRI)**  
**University of Arkansas-Monticello**  
**School of Education**

Candidate Name: \_\_\_\_\_ Candidate ID: \_\_\_\_\_ Date: \_\_\_\_\_

Major: \_\_\_\_\_

Level of Candidate: \_\_\_\_\_ Intern I \_\_\_\_\_ Intern II Grade: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_

Assessor(s) Name: \_\_\_\_\_

Type: \_\_\_\_\_ Formative observation \_\_\_\_\_ Summative evaluation

*The Teacher Candidate Rating Instrument serves as both a formative and a summative assessment instrument. The instrument should be used to assist candidates with growth and development throughout their teacher preparation program; it does not correlate with the A,B,C,D,F, grading system. Candidates are expected to demonstrate progress in the classroom as they move through their program. When candidates complete their final internship, they should demonstrate teaching effectiveness with no unsatisfactory performance on any of the criteria. As candidates begin their teaching careers, they will set goals to achieve the Distinguished level.*

**TOTAL EVALUATION SCORE:** \_\_\_\_\_ (Add all scores in Domain A, B, C, and D)

Assessor(s) Signature \_\_\_\_\_ Date \_\_\_\_\_

Candidate Signature \_\_\_\_\_ Date \_\_\_\_\_

***Candidate Acknowledgment: I have reviewed this document and discussed the contents with my assessor(s). My signature means that I have been advised on the contents of this observation/evaluation and does not imply that I necessarily agree with the results.***

### Domain A: Organizing Content Knowledge for Student Learning

<i>Criteria</i>	<i>Unsatisfactory - 1</i>	<i>NI 1.5</i>	<i>Basic - 2</i>	<i>E 2.5</i>	<i>Proficient - 3</i>	<i>Comments</i>
<b><i>A1. Becoming familiar with relevant aspects of students' background knowledge and experiences.</i></b>	You make little or no attempt to acquire knowledge of your students' backgrounds, skills, or interests, nor do you use such information in planning.	Needs Improvement	You demonstrate partial knowledge of your students' backgrounds, skills, and interests, and you attempt to use this knowledge in planning for the class as a whole.	Emergent	You demonstrate thorough knowledge of your students' backgrounds, skills, and interests, and use this knowledge to plan for groups of students.	
<b><i>A2. Articulating clear learning goals for the lesson that are appropriate for the students.</i></b>	Your goals represent low-level learning, are unsuitable for your students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Needs Improvement	Your goals are of moderate value or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Emergent	Your goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	
<b><i>A3. Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.</i></b>	You display little understanding of the subject or structure of the discipline, or of content-related pedagogy. The various elements for your instructional design do not support the stated instructional goals or engage students in meaningful learning. Your lesson or unit has no defined structure.	Needs Improvement	Your content and pedagogical knowledge represents basic understanding but does not extend to prerequisite relationships, connections with other disciplines, or possible student misconceptions. Some of your instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Your lesson or unit has a recognizable structure.	Emergent	You demonstrate solid understanding of the content and its prerequisite relationships and connections with other disciplines, but do not anticipate possible student misconceptions. Your instructional practices reflect current pedagogical knowledge. Most of the elements of your instructional design support the state instructional goals and engage students in meaningful learning. Your lesson or unit has a clearly defined structure.	
<b><i>A4. Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson.</i></b>	You are unaware of school or district resources available either for teaching or for students who need them. Few resources are aligned with the goals of the lesson.	Needs Improvement	You display limited knowledge of school or district resources available either for teaching or for students who need them. Some of the resources are aligned with goals of the lesson.	Emergent	You are fully aware of school and district resources available for teaching, and you know how to gain access to resources for students who need them. Most of the resources are aligned with the goals of the lesson.	

<p><b><i>A5. Creating or selecting evaluation strategies that are appropriate for the students that are aligned with the goals of the lesson.</i></b></p>	<p>Your approach to assessing student learning contains no clear criteria or standards, and lacks congruence with your instructional goals. You have no plans to use assessment results in designing future instruction.</p>	<p>Needs Improvement</p>	<p>Your plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. You intend to use the assessment to plan for future instruction for the class as a whole.</p>	<p>Emergent</p>	<p>Your plan for student assessment is aligned with the instructional goals, with clear assessment criteria and standards that have been communicated to the students. You intend to use the assessment to plan for future instruction for groups of students or individuals.</p>	
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**Domain B: Creating an Environment for Student Learning**

<i>Criteria</i>	<i>Unsatisfactory - 1</i>	<i>NI 1.5</i>	<i>Basic - 2</i>	<i>E 2.5</i>	<i>Proficient - 3</i>	<i>Comments</i>
<b><i>B1. Creating a climate that promotes fairness.</i></b>	Your classroom routines and procedures are either nonexistent or ineffective, resulting in the loss of much instructional time.	<i>Needs Improvement</i>	You have established classroom routines and procedures, but they function unevenly or inconsistently, with some loss of instructional time.	<i>Emergent</i>	You have established fair classroom routines and procedures that function smoothly for the most part, with little loss of instructional time.	
<b><i>B2. Establishing and maintaining rapport with students.</i></b>	Interactions in your classroom, both between you and the students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict.	<i>Needs Improvement</i>	Interactions in your classroom are generally appropriate and free from conflict but may be characterized by occasional inappropriate conduct.	<i>Emergent</i>	Interactions in your classroom reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	
<b><i>B3. Communicating challenging learning expectations to each student.</i></b>	Your classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	<i>Needs Improvement</i>	Your classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for students' achievement, little teacher commitment to the subject, and little student pride in work.	<i>Emergent</i>	Your classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	
<b><i>B4. Establishing and maintaining consistent standards of classroom behavior.</i></b>	Student behavior in your classroom is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	<i>Needs Improvement</i>	You make an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but your efforts are not always successful.	<i>Emergent</i>	You are aware of student behavior, have established clear standards of conduct, and respond to student misbehavior in ways that are appropriate and respectful of the students.	
<b><i>B5. Making the physical environment as safe and conducive to learning as possible.</i></b>	You make poor use of your physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and lesson activities.	<i>Needs Improvement</i>	Your classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	<i>Emergent</i>	Your classroom is safe, and learning is accessible to all students; you use physical resources well and ensure that the arrangement of furniture supports the learning activities.	

**Domain C: Teaching for Student Learning**

<i>Criteria</i>	<i>Unsatisfactory - 1</i>	<i>1.5</i>	<i>Basic - 2</i>	<i>2.5</i>	<i>Proficient - 3</i>	<i>Comments</i>
<b><i>C1. Making learning goals and instructional procedures clear to students.</i></b>	Your oral and written communication contains errors or is unclear or inappropriate to students.	Needs Improvement	Your oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	Emergent	You communicate clearly and accurately to students, both orally and in writing.	
<b><i>C2. Making content comprehensible to students.</i></b>	You adhere to your instructional plan in spite of evidence of poor student understanding or students' interests and questions, and you assume no responsibility for students' failure to understand. The content is frequently unclear.	Needs Improvement	You demonstrate moderate flexibility and responsiveness to students' needs and interest during a lesson, and you seek to ensure the success of all students in learning the content.	Emergent	You seek ways to ensure successful learning of the content for all students, making adjustments as needed to instructional plans and responding to student' interests and questions.	
<b><i>C3. Encouraging students to extend their thinking.</i></b>	You make poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Needs Improvement	Your use of questioning and discussion techniques to extend student thinking is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Emergent	Your use of questioning and discussion techniques to extend student thinking reflects high-level questions, true discussion, and full participation by all students.	
<b><i>C4. Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.</i></b>	Your feedback to students is of poor quality and is not given in a timely manner. You do not use feedback to monitor and adjust instruction.	Needs Improvement	Your feedback to students is uneven, and timeliness is inconsistent. You do not always use feedback from students to monitor and adjust instruction.	Emergent	Your feedback to students is timely and of consistently high quality. You usually adjust learning and instructional activities as a result of feedback from students.	
<b><i>C5. Using instructional time effectively.</i></b>	Your students are not at all intellectually engaged in significant learning, resulting from inappropriate activities or materials, poor representations of content, or lack of lesson structure. Time is not used wisely.	Needs Improvement	Your students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representation of content, or uneven structure or pacing. Some questions exist about how time is used for instruction.	Emergent	Your students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content and suitable structure and pacing of the lesson. In most instances, time is used wisely.	

<p><b>C6.</b></p> <p><i>Communicates clearly and accurately (in speaking and writing), encouraging students to communicate effectively</i></p>	<p>Your oral and written communication contains errors or is unclear or inappropriate for students. You do not assist students with reading, writing, speaking, or listening skills. You do not integrate these communication skills into all curricula.</p>	<p>Needs Improvement</p>	<p>Your oral and written communication contains no consistent errors, but is not completely appropriate to students or may require further explanations to avoid confusion. You attempt to assist students with reading, writing, speaking, and listening skills. You begin to integrate these communication skills into curricula.</p>	<p>Emergent</p>	<p>You consistently communicate clearly and accurately to students, both orally and in writing and assists students with reading, writing, speaking, and listening skills. You integrate these communication skills into all curricula.</p>	
<p><b>C7.</b></p> <p><i>Integrates technology into instruction</i></p>	<p>Candidate does not use any form of technology.</p>	<p>NI</p>	<p>You use technology minimally in the classroom and in preparing lessons.</p>	<p>E</p>	<p>You use technology during teaching and to prepare lessons.</p>	
<p><b>C8. Impacts student learning evidenced by formative/summative assessments</b></p>	<p>Due to the candidate's ineffectiveness there is a general lack of student progress toward academic goals.</p>	<p>NI</p>	<p>Due to your level of effectiveness there is evidence of inconsistent student progress towards academic goals.</p>	<p>E</p>	<p>Due to your level of effectiveness there is evidence of consistent student progress toward academic goals.</p>	

**Domain D: Professional Responsibilities**

<i>Criteria</i>	<i>Unsatisfactory - 1</i>	<i>NI 1.5</i>	<i>Basic - 2</i>	<i>E 2.5</i>	<i>Proficient - 3</i>	<i>Comments</i>
<b>D1. Reflecting on the extent to which the learning goals were met.</b>	You do not reflect accurately on the lesson or propose ideas as to how it might be improved.	Needs Improvement	Your reflection on the lesson is generally accurate, and you make global suggestions as to how it might be improved.	Emergent	You reflect accurately on the lesson, citing general characteristics, and make some specific suggestions about how you might improve it.	
<b>D2. Demonstrating a sense of efficacy.</b>	You have no system for maintaining accurate records, or the system is in disarray, resulting in errors and confusion. You are unable to help individual students meet learning goals due to poor record keeping.	Needs Improvement	Your system for maintaining accurate records is rudimentary and only partially effective. Because of this, it is often difficult to develop plans for working with individual students who are not meeting learning goals.	Emergent	Your system for maintaining accurate records is efficient and effective and aids you in working with students to meet learning goals.	
<b>D3. Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.</b>	Your relationships with colleagues are negative or self-serving, and you avoid being involved in school and district projects. You do not participate in professional development activities, even when such activities are clearly needed for the development of your teaching. Your sense of professionalism is low, and you contribute to practices that are self-serving or harmful to students.	Needs Improvement	Your relationships with colleagues are cordial, and you participate in school and district events and projects when specifically requested. Your participation in professional development activities is limited to those which are convenient. Your attempts to serve students based on the best information are genuine but inconsistent.	Emergent	You participate actively in school and district projects, and maintain positive relationships with colleagues. You participate actively in professional development activities and contribute moderately to the profession. You make genuine and successful efforts to ensure that all students are well served by the school.	
<b>D4. Communicating with parents or guardians about student learning.</b>	You provide little or no information to families and make no attempts to engage them in instructional program.	Needs Improvement	You comply with school procedures for communicating with families and make an effort to engage them in the instructional program.	Emergent	You communicate frequently with families and successfully engage them in the instructional program.	
<b>D5. Maintains accurate records</b>	You have no system for keeping accurate records, resulting in errors and confusion. You do not maintain confidentiality of records.	Needs Improvement	Your system for maintaining accurate records is rudimentary and only partially effective. You maintain confidentiality of student records.	Emergent	Your system for maintaining accurate records is effective. You maintain confidentiality of student records.	

<p><b>D6.</b> <i>Grows and develops professionally (service, memberships, use of research)</i></p>	<p>You do not participate in professional development activities, even when activities are clearly needed for the improvement of teaching. You do not maintain a professional growth plan. You do not use research to improve instruction.</p>	<p>Needs Improvement</p>	<p>You participate in professional development activities when participation is convenient, required, or needed for recertification. You maintain a professional growth plan but do not follow the plan. You are aware of research to improve instruction but do not use it.</p>	<p>Emergent</p>	<p>You actively participate in professional development activities, seeking opportunities to enhance knowledge and skills; you apply what has been learned to the classroom. You maintain a professional growth plan and seek to improve professional skills developed in plan. You use research to improve instruction.</p>	
<p><b>D7.</b> <i>Professionalism demeanor (adheres to school policies, dresses and behaves in professional manner)</i></p>	<p>You display a lack of professionalism (including dress, attitude and behaviors) and are often in violation of school or district policies and procedures. You do not encourage students to comply with school policies. You do not seek or use human, material, community, or financial resources to improve student learning or to improve the school.</p>	<p>Needs Improvement</p>	<p>Your professionalism is generally appropriate (including dress, attitude and behaviors), but candidate occasionally fails to adhere to all school and district policies and procedures. You infrequently encourage students to comply with school policies. You use human, material, community, and financial resources but these resources do not effectively improve student learning or the school. Your dress is appropriate.</p>	<p>Emergent</p>	<p>Your professionalism is appropriate (including dress, attitude and behavior) and candidate adheres to all school and district policies and procedures. You encourage students to comply with school policies. You seek and use human, material, community, and financial resources to improve student learning and to improve the school.</p>	

**Domain A: Planning and Preparation:** \_\_\_\_\_

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**Domain B: The Classroom Environment:** \_\_\_\_\_

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**Domain C: Instruction:** \_\_\_\_\_

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**Domain D: Professional Responsibilities:** \_\_\_\_\_

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**NOTES: Explanations and Illustrations:**