

# University of Arkansas at Monticello

## Clinical Internship Handbook



University of Arkansas at Monticello  
School of Education  

---

PO Box 3608  
Monticello, AR 71656  
(870) 460-1063  
[www.uamont.edu/education](http://www.uamont.edu/education)

**CLINICAL INTERNSHIP HANDBOOK  
TABLE OF CONTENTS**

Clinical Internship Admission.....4

Clinical Internship Placement.....5

Cooperating Teacher Selection Criteria.....5

Length of Assignment.....6

University Supervisors.....6

Roles and Responsibilities .....6

    Roles and Responsibilities of the Cooperating Teacher .....6

    Roles and Responsibilities of the Interns.....7

    Roles and Responsibilities of the University Supervisor.....8

    Roles and Responsibilities of the Partnership Coordinator .....9

Intern Absences.....9

Outside Work Restrictions.....10

Calendar .....10

Substitute Teaching Policy for Internship I and II.....11

Confidentiality .....11

Dress and Deportment in Schools.....12

Illegal Substances.....12

Unacceptable Internship Performance.....12

Termination of Clinical Internship Placements.....14

Suggestions for Internship .....14

Course Work Completion Prior to Clinical Internship II.....15

Transfer Policy for Clinical Internship I and II.....15

Evaluations.....16

Pre-Internship Survey .....	19
Post-Internship Survey .....	23
Intern I Self-Evaluation.....	27
Intern II Self-Evaluation .....	28
Cooperating Teacher Professional Commitments and Scholarly Dispositions .....	29
University Supervisor Professional Commitments and Scholarly Dispositions.....	30
Teacher Candidate Rating Instrument (TCRI).....	31

## CLINICAL INTERNSHIP ADMISSION

Candidates seeking admission into Transition Point III: Clinical Internship of the teacher education program will initiate the process for admission by retrieving an application for admission to clinical internship at [www.uamont.edu/education](http://www.uamont.edu/education). Candidates will initiate the application for admission by submitting the completed application to the Partnership Coordinator in Willard Room 104. The application for admission to Clinical Internship will be submitted to the Partnership Coordinator during the semester prior the candidate's clinical internship semester. Candidates who are applying for admission and are currently enrolled in pre-requisite courses must successfully complete the courses before full admission is granted.

Candidates' applications will be reviewed by the Partnership Coordinator and interviews for admission to Transition Point III: Clinical Internship will be scheduled. Candidates who have not completed all requirements for admission are not eligible to interview (an exception will be made when candidates are currently enrolled in the pre-admission courses listed below or are currently in the process of completing the minimum semester hours for admission). Interviews for admission into the Clinical Internship will occur one time during the fall semester and one time during the spring semester. Summer interviews may be conducted at the discretion of the Dean of the School of Education and the Partnership Coordinator. The Clinical Internship Interview Committee will consist of the Partnership Coordinator, School of Education faculty, public school partners, and teacher education candidates.

During the teacher education program, the candidate will be responsible for the development of artifacts that demonstrate competency in the established performance criteria. Candidates are responsible for maintaining a professional portfolio through Taskstream and placing the appropriate artifacts into the electronic portfolio. The candidate's professional portfolio will be reviewed at the time of the admission to clinical internship interview by the committee.

Candidates will complete the following for admission into the Transition Point III: Clinical Internship I.

- ❖ B or better in EDUC 3203 Educational Psychology
- ❖ B or better in EDUC 3563 Effective Instructional and Management Strategies
- ❖ Cumulative GPA of 2.75 or better
- ❖ PRAXIS II: Subject Assessment(s): Passing score(s) for appropriate area of licensure
- ❖ Completion of Portfolio Competencies for Transition Point II
- ❖ Completion of Application for Admission to Clinical Internship I
- ❖ Successful interview with Admission to Clinical Internship Committee
- ❖ Submit to a State of Arkansas and F.B.I. background check

Candidates will successfully complete all required coursework and the following before entering to Clinical Internship II.

- ❖ Cumulative GPA of 2.75 or better
- ❖ Completion of formative observations and summative evaluations for Internship I
- ❖ Completion of Portfolio Competences for Internship I

- ❖ PRAXIS II: Principles of Learning and Teaching (PLT)
  - Passing score for appropriate grade level

### **CLINICAL INTERNSHIP PLACEMENT**

Clinical Internship placements are made in terms of providing the best experience possible. The University of Arkansas at Monticello School of Education and the administration of the public school districts will determine placement of interns. An attempt to accommodate the preferences regarding location is considered, but the final decision for placement is based on a variety of factors. All interns are placed in sixteen partner school districts for all clinical experience. These districts are Cleveland County, Crossett, Dermott, Drew Central, Dumas, Eudora, Hamburg, Hermitage, Lake Village, McGehee, Monticello, Star City, Warren, and Woodlawn. Interns are provided the opportunity to select two preferences for internship placements; however, these preferences are not binding.

The Partnership Coordinator and the administration of the public school district will determine placement for all interns in the partner districts. Interns must not contact the schools regarding placement until they have been advised to do so by the Partnership Coordinator or Dean of School of Education. Interns ready to enter the senior-year clinical internship experience must attend an informational meeting prior to the beginning of the experience. This meeting will be organized by the Partnership Coordinator.

Changes in placement or assignment will not be made unless extenuating circumstances develop. Such changes will be initiated only by the Partnership Coordinator or university supervisors working with the partner school district. Interns will not initiate a change in assignment of schools. Placement changes must be approved by the Teacher Education Committee.

### **COOPERATING TEACHER SELECTION CRITERIA**

The University of Arkansas at Monticello and the administration of the public school districts will place interns with only those cooperating teachers who meet the following criteria:

1. At least three years of teaching experience in the area(s) of supervisory assignment;
2. Must be Pathwise trained.
3. Fully certified 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 cooperating teacher for 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;

## **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 a total of 15 weeks of clinical experience in their assigned public school. All Intern II candidates will complete a total of 15 weeks 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.

## **UNIVERSITY SUPERVISORS**

The UAM Partnership Coordinator and Dean of School of Education will assign a university faculty supervisor to each intern. This supervisor and the cooperating teacher will work as partners in assisting interns with their professional development. The supervisor will hold regular conferences with both the cooperating teacher and intern regarding such matters as performance and appropriate participation of the intern at particular stages of the year.

## **ROLES AND RESPONSIBILITIES**

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

Cooperating teachers will be selected by the administration of the school district 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 cooperating, 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 several months of communication and confidence building.)
- Work diligently to assist intern in improving classroom management skills.)
- 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. The meetings should be conducted approximately three to four times per semester depending upon school schedules.
- 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.

### **Roles and Responsibilities of the Interns**

Interns will conduct themselves professionally while performing all duties at their assigned public schools. Specifically, they will:

- Meet all deadlines!
- Recognize and accept that the cooperating teacher is ultimately responsible for the learning of the children in the classroom.
- Maintain an ethical and professional attitude toward all members of the school and community including administrators, faculty, staff, students, and parents.
- Know, follow, and enforce rules, regulations, and policies of the cooperating school and cooperating teacher.
- Be available for regular planning and conference sessions with cooperating teachers and university supervisors.
- Prepare written unit lesson plans for any teaching assignments in advance of teaching as prescribed.

- Produce a videotape of one lesson with reflection and analysis during Internship II.
- Improve teaching skills by being a reflective, observant of other teaching methods and taking constructive criticism positively.
- WITHOUT EXCEPTION, notify the cooperating teacher, university supervisor, Partnership Coordinator, and the building level administrator prior to the start of the school day if an absence from the internship assignment is unavoidable.
- Follow the school district's calendar and be in attendance at the school site for the total school day including lunch. Tardiness and excessive absences on the part of the intern are a reflection of a lack of commitment and are unacceptable in the internship program.
- Handle routine discipline problems and refer serious problems to the cooperating teacher and/or principal. **Under no circumstances should an intern administer corporal punishment.**
- Develop a level of competency by the end of the experience that will enable him/her to make a successful entry into the induction phase of teaching;
- Develop skills in reflective self-assessment.
- Work actively with cooperating teachers and university supervisors to facilitate the learning of children and youth.
- Receive assignment to their schools during the semester prior to internship.
- Not be compensated while receiving university credit.
- Be present and working at the school site every day for the entire school day with the exception of approved professional dates.

*In order to fulfill these responsibilities, interns must keep the same hours, perform the same duties, attend the same functions, and have many of the same privileges as other faculty. Interns should perform lunch, playground, bus and other duties, and assist in sponsoring clubs, help with yearbook and the school paper, assist with evening music, drama, and athletic events, etc. when appropriate to the grade level and subject area of assignment. Interns should attend faculty meetings, as well as faculty pre-service and in-service workshops.*

### Roles and Responsibilities of the University Supervisors

#### **Planning and communication**

- Maintain regular contact with each cooperating teacher in order to get a full picture of each intern's progress to identify problems, and to help the cooperating teacher play an active role in supporting the intern.
- Meet with the intern on a regular basis to share resources, assist in planning, observe, provide written feedback, discuss teaching experiences, and work on other aspects of teaching and learning to teach. Involve cooperating teachers in these activities as much as possible.

#### **Supporting intern learning**

- Help the cooperating teacher to plan and play an active role in supporting and evaluating the intern. Assist the cooperating teacher in developing learning-to-teach activities for the intern (including initial, midterm, and final evaluations).

- Observe the intern regularly and conduct follow-up conferences with the intern regarding the planning and teaching of each observed lesson. Provide oral and written feedback.

### **Roles and Responsibilities of the Partnership Coordinator**

The UAM Partnership Coordinator will:

- Form a committee to conduct interviews of all prospective interns during the semester prior to the clinical internship year for admission to Clinical Internship;
- Screen all pre-service records to assure eligibility for admission to Transition Point III – Clinical Internship I and II;
- Provide public school administrators with interns’ placement records and requested assignments prior to beginning the internship year;
- Notify interns of placements prior to beginning the internship year;
- Maintain communication with building level administrators regarding interns;
- Notify interns and university supervisors of assignments;
- Assure that interns are visited, assisted, and evaluated on a regular basis;
- Meet with cooperating teachers and building level administrators periodically to discuss the internship experience and to provide training for supervision;
- Work with building level administrators, university supervisors, cooperating teachers, and interns to resolve problems during the internship experience; and
- Prepare licensure documents.

### **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. Interns are required to attend all School of Education Internship Seminars in order to receive credit. In the event that an intern is unable to attend a seminar, it will be necessary for the intern to develop an alternative experience in cooperation with the Partnership Coordinator. This absence must be approved by the Partnership Coordinator.

4. 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
5. 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 DEPARTMENT 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 students 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 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

## **SUGGESTIONS FOR INTERNSHIP**

- Exhibit a positive attitude and a determination to do your very best. Although you still consider yourself a student, you are well on your way to becoming a professional. An average performance will not be good enough.
- Be determined to show enthusiasm and to prove you have definite contributions to make to the teaching profession.
- Consider internship a full-time task.
- Show sensitivity to personal qualities and habits, which appear to be conducive to teaching success such as: promptness, dependability, genuine interest in school and community affairs, good speech habits, and maturity.
- Be congenial at all times.
- Look the part of a professional.
- Establish positive working relationships with all stakeholders.
- Learn the names of your students.
- Follow the rules of the school.
- Attend all required meetings.

- Become familiar with instructional materials.
- Become familiar with the curriculum frameworks and standards.
- Be an alert observer.
- Show initiative. Your involvement should be active rather than passive.
- Think and plan ahead. Budget time wisely. Plan carefully and consistently. Anticipate your responsibilities. Look for ways in which you can best fit into the classroom.
- Keep accurate and up-to-date records.
- Avoid having to be reminded of deadlines.
- Learn as much as can from your cooperating teacher, both in classroom management techniques and in teaching strategies.
- Engage in professional reading.
- Consider joining the appropriate professional organizations.
- Employ a variety of approaches to teaching.
- Know and evaluate yourself.
- Exhibit a high level of mature judgment concerning confidential matters. Examples of confidential matters include but are not limited to such things as: student IQ scores, individual achievement test scores, psychological test information, names of students on free or reduced lunch, and family information.

### **COURSE WORK COMPLETION PRIOR TO CLINICAL INTERNSHIP II**

All college course work should be completed prior to the admission of Clinical Internship II, or the second semester of the Clinical Internship. Only in extreme situations should students complete coursework during the 15-credit Clinical Internship II.

***It should be noted that licensure paperwork is not processed until all college work has been completed and all Praxis exams passed. Thus, licensure will be delayed for those candidates not completing all degree requirements after the Clinical Internship experience. Candidates will not become program completers of the UAM Teacher Education Program until ALL course work is completed, licensure tests are passed, and Clinical Internship requirements fulfilled.***

### **TRANSFER POLICY FOR CLINICAL INTERNSHIP I AND II**

To ensure that educator candidates who enter the UAM School of Education Internship I and II transitions point of the teacher education program are well-prepared and ground in the School of Education Conceptual Framework as required by the National Council for the Accreditation of Teacher Education (NCATE), candidates must complete no less than twelve hours of the professional education core at the University of Arkansas-Monticello as part of the admission requirements to the Clinical Internship. Any course substitutions for professional core courses prior to the internship must be approved by the Dean of the School of Education.

Placement in the Clinical Internship program for educator candidates at UAM is only for persons enrolled in one of the approved teacher education programs in the School of Education, which includes P-4 Early Childhood Education, Middle Childhood Education, Health and Physical Education P-12 Licensure, and Music Education.

## EVALUATIONS

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**

<i>P-4 Early Childhood and Physical Education</i>	<i>Middle Childhood Education and Music Education</i>
<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: Four (4) Formative Observations 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: Four (4) Formative Observations Two (2) Summative Evaluations</p>
<i>P-4 Early Childhood and Physical Education</i>	<i>Middle Childhood Education and Music Education</i>
<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: Four (4) Formative Observations 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: Four (4) Formative Observations Two (2) Summative Evaluations</p>

**Formative Observation:** A collaborative process, concerned primarily with the professional growth and development of the individual intern. 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.

## Pre-Internship Survey

As part of its continual program evaluation and accreditation review, the UAM School of Education routinely surveys students to assess their perceptions regarding the effectiveness of the Teacher Education Program. Please take the time to complete the following survey. Your responses will be anonymous (e.g., you are not to put your name on the survey), and the results from all respondents will be aggregated for analysis and reporting. Thank you for your assistance.

1. What is your degree objective? Please check all that apply.  
 BA, Early Childhood Education  
 BA, Middle Childhood Education (Generalist)  
 BA or BS, Physical Education  
 BA, Vocal Music  
 BA, Instrumental Music
2. What is your teaching certification and/or endorsement objective? Please check all that apply.  
 P-4 Early Childhood Education  
 4-8 Middle Childhood Education  
 P-8 and 7-12 (PE Wellness Leisure, Vocal Music, or Instrumental Music)
3. What made you choose to attend UAM? Rate the following from least (1) to most (4) important.  
 Location  
 Cost  
 Quality of the Teacher Education Program  
 Other: \_\_\_\_\_

4. The Teacher Education Program has a number of standards that all students should reach to become well-prepared teachers. To what extent do you agree with the following statements about how the Teacher Education program has helped you reach the standards? Please use the following key.

- 1 – Strongly Disagree
- 2 – Moderately Disagree
- 3 – Disagree
- 4 – Agree
- 5 – Moderately Agree
- 6 – Strongly Agree

**The Teacher Education Program has helped me develop the knowledge and skills to ...**

a. Understand the central concepts and processes of inquiry of the subject matter I teach.	1	2	3	4	5	6
b. Create learning experiences that make subject matter meaningful to students.	1	2	3	4	5	6
c. Use alternative theoretical perspectives and research to guide instructional decision making and reflection on practice.	1	2	3	4	5	6
d. Use knowledge about individual differences to plan, deliver, and analyze instruction.	1	2	3	4	5	6
e. Plan meaningful learning experiences that promote student achievement and engagement in learning.	1	2	3	4	5	6
f. Use a variety of instructional strategies to promote student achievement and engagement in learning.	1	2	3	4	5	6
g. Use a variety of formal and informal assessments to evaluate classroom learning and teaching.	1	2	3	4	5	6
h. Create and maintain a safe and productive learning environment.	1	2	3	4	5	6
i. Use technology in planning, delivery, and analysis of learning and instruction.	1	2	3	4	5	6
j. Support and expand student literacy skills.	1	2	3	4	5	6
k. Model effective communication.	1	2	3	4	5	6
l. Foster relationships with the home, school, and community to support student learning and well-being.	1	2	3	4	5	6
m. Display beliefs, values, and behaviors that guide the ethical dimensions of professional practice.	1	2	3	4	5	6

*Intern Survey (continued)*

5. Indicate how much you agree with each of the following statements. Please use the following scale.

- 1 – Strongly Disagree
- 2 – Moderately Disagree
- 3 – Disagree
- 4 – Agree
- 5 – Moderately Agree
- 6 – Strongly Agree

- a. I was involved in a variety of learning experiences in my classes. 1 2 3 4 5 6
- b. My field experiences helped me relate principles and theory to teaching practices. 1 2 3 4 5 6
- c. The Teacher Education Program at UAM helped me develop as a professional. 1 2 3 4 5 6
- d. If someone asked me whether he or she should enroll in the Teacher Education program at UAM, I would say “yes.” 1 2 3 4 5 6
- e. Issues of exceptionality and cultural diversity as they relate to teaching and learning were covered in my classes. 1 2 3 4 5 6
- f. My instructors in the Teacher Education Program encouraged me to think critically and self-reflect. 1 2 3 4 5 6
- g. As a result of the Teacher Education Program, I have developed confidence in my abilities as a teacher. 1 2 3 4 5 6

6. What do you think are the three greatest strengths of the Teacher Education Program at UAM?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

7. If you could make three changes in the Teacher Education Program, what would they be?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

*Intern Survey (continued)*

8. Please rate the following aspects of the **courses** you completed as part of the Teacher Education Program. Use the following scale.

P – Poor  
 F – Fair  
 G – Good  
 E – Excellent

- |   |   |   |   |   |
|---|---|---|---|---|
| a. Quality of lectures and other presentations given by faculty (e.g., clarity, relevance, organization). | P | F | G | E |
| b. Availability of your advisor.  | P | F | G | E |
| c. Quality of academic and personal advising.   | P | F | G | E |
| d. Quality of assessments of your work (e.g., fair, relevant, informative).                               | P | F | G | E |
| e. Professional quality of faculty.   | P | F | G | E |

9. Please rate the following aspects of the **field experiences** (e.g., pre-internship, internship) you completed as part of the Teacher Education Program. Use the following scale.

P – Poor  
 F – Fair  
 G – Good  
 E – Excellent

- |  |   |   |   |   |
|--|---|---|---|---|
| a. Quality of placements (e.g., At a good site? Did you have good models of teaching?)   | P | F | G | E |
| b. Variety of experiences (e.g., school sites, grade levels, classrooms)   | P | F | G | E |
| c. Quality of supervision from your university supervisors.  | P | F | G | E |
| d. Quality of supervision from your cooperating/cooperating teachers.  | P | F | G | E |
| e. Opportunities to work with a variety of students in authentic contexts.   | P | F | G | E |
| f. Opportunities to work with students of diverse ethnic, socioeconomic, and cultural backgrounds.                             | P | F | G | E |
| g. Opportunities to work with students with exceptionalities (e.g., gifted and talented, special needs, 504, Title I, etc...). | P | F | G | E |
| h. Opportunities to work with teachers of diverse ethnic, socioeconomic, and cultural backgrounds.                             | P | F | G | E |

**Thank you for taking the time to fill out this survey.**

University of Arkansas at Monticello  
Teacher Education Program

## Post-Internship Survey

As part of its continual program evaluation and accreditation review, the UAM School of Education routinely surveys students to assess their perceptions regarding the effectiveness of the Teacher Education Program. Please take the time to complete the following survey. Your responses will be anonymous (e.g., you are not to put your name on the survey), and the results from all respondents will be aggregated for analysis and reporting. Thank you for your assistance.

1. What is your degree objective? Please check all that apply.
  - BA, Early Childhood Education
  - BA, Middle Childhood Education (Generalist)
  - BA or BS, Physical Education
  - BA, Vocal Music
  - BA, Instrumental Music
  
2. What is your teaching certification and/or endorsement objective? Please check all that apply.
  - P-4 Early Childhood Special Education
  - 4-8 Middle Childhood Education
  - P-8 and 7-12 (PE Wellness Leisure, Vocal Music, or Instrumental Music)
  
3. What made you choose to attend UAM? Rate the following from least (1) to most (4) important.
  - Location
  - Cost
  - Quality of the Teacher Education Program
  - Other: \_\_\_\_\_

4. The Teacher Education Program has a number of standards that all students should reach to become well-prepared teachers. To what extent do you agree with the following statements about how the Teacher Education program has helped you reach the standards? Please use the following key.

- 1 – Strongly Disagree
- 2 – Moderately Disagree
- 3 – Disagree
- 4 – Agree
- 5 – Moderately Agree
- 6 – Strongly Agree

**The Teacher Education Program has helped me develop the knowledge and skills to ...**

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| a. Understand the central concepts and processes of inquiry of the subject matter I teach.                                  | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Create learning experiences that make subject matter meaningful to students.   | 1 | 2 | 3 | 4 | 5 | 6 |
| d. Use alternative theoretical perspectives and research to guide instructional decision making and reflection on practice. | 1 | 2 | 3 | 4 | 5 | 6 |
| d. Use knowledge about individual differences to plan, deliver, and analyze instruction.                                    | 1 | 2 | 3 | 4 | 5 | 6 |
| f. Plan meaningful learning experiences that promote student achievement and engagement in learning.                        | 1 | 2 | 3 | 4 | 5 | 6 |
| h. Use a variety of instructional strategies to promote student achievement and engagement in learning.                     | 1 | 2 | 3 | 4 | 5 | 6 |
| i. Use a variety of formal and informal assessments to evaluate classroom learning and teaching.                            | 1 | 2 | 3 | 4 | 5 | 6 |
| h. Create and maintain a safe and productive learning environment.  | 1 | 2 | 3 | 4 | 5 | 6 |
| i. Use technology in planning, delivery, and analysis of learning and instruction.  | 1 | 2 | 3 | 4 | 5 | 6 |
| j. Support and expand student literacy skills.  | 1 | 2 | 3 | 4 | 5 | 6 |
| k. Model effective communication.   | 1 | 2 | 3 | 4 | 5 | 6 |
| n. Foster relationships with the home, school, and community to support student learning and well-being.                    | 1 | 2 | 3 | 4 | 5 | 6 |
| o. Display beliefs, values, and behaviors that guide the ethical dimensions of professional practice.                       | 1 | 2 | 3 | 4 | 5 | 6 |

***Intern Survey (continued)***

5. Indicate how much you agree with each of the following statements. Please use the following scale.

- 1 – Strongly Disagree
- 2 – Moderately Disagree
- 3 – Disagree
- 4 – Agree
- 5 – Moderately Agree
- 6 – Strongly Agree

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| a. I was involved in a variety of learning experiences in my classes.  | 1 | 2 | 3 | 4 | 5 | 6 |
| b. My field experiences helped me relate principles and theory to teaching practices.                                  | 1 | 2 | 3 | 4 | 5 | 6 |
| h. The Teacher Education Program at UAM helped me develop as a professional.   | 1 | 2 | 3 | 4 | 5 | 6 |
| i. If someone asked me whether he or she should enroll in the Teacher Education program at UAM, I would say “yes.”     | 1 | 2 | 3 | 4 | 5 | 6 |
| j. Issues of exceptionality and cultural diversity as they relate to teaching and learning were covered in my classes. | 1 | 2 | 3 | 4 | 5 | 6 |
| k. My instructors in the Teacher Education Program encouraged me to think critically and self-reflect.                 | 1 | 2 | 3 | 4 | 5 | 6 |
| l. As a result of the Teacher Education Program, I have developed confidence in my abilities as a teacher.             | 1 | 2 | 3 | 4 | 5 | 6 |

6. What do you think are the three greatest strengths of the Teacher Education Program at UAM?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

7. If you could make three changes in the Teacher Education Program, what would they be?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

*Intern Survey (continued)*

8. Please rate the following aspects of the **courses** you completed as part of the Teacher Education Program. Use the following scale.

P – Poor  
F – Fair  
G – Good  
E – Excellent

- |   |   |   |   |   |
|---|---|---|---|---|
| a. Quality of lectures and other presentations given by faculty (e.g., clarity, relevance, organization). | P | F | G | E |
| b. Availability of your advisor.  | P | F | G | E |
| c. Quality of academic and personal advising.   | P | F | G | E |
| d. Quality of assessments of your work (e.g., fair, relevant, informative).                               | P | F | G | E |
| e. Professional quality of faculty.   | P | F | G | E |

9. Please rate the following aspects of the **field experiences** (e.g., pre-internship, internship) you completed as part of the Teacher Education Program. Use the following scale.

P – Poor  
F – Fair  
G – Good  
E – Excellent

- |  |   |   |   |   |
|--|---|---|---|---|
| a. Quality of placements (e.g., At a good site? Did you have good models of teaching?)   | P | F | G | E |
| b. Variety of experiences (e.g., school sites, grade levels, classrooms)   | P | F | G | E |
| c. Quality of supervision from your university supervisors.  | P | F | G | E |
| d. Quality of supervision from your cooperating/cooperating teachers.  | P | F | G | E |
| e. Opportunities to work with a variety of students in authentic contexts.   | P | F | G | E |
| f. Opportunities to work with students of diverse ethnic, socioeconomic, and cultural backgrounds.                             | P | F | G | E |
| g. Opportunities to work with students with exceptionalities (e.g., gifted and talented, special needs, 504, Title I, etc...). | P | F | G | E |
| h. Opportunities to work with teachers of diverse ethnic, socioeconomic, and cultural backgrounds.                             | P | F | G | E |

**Thank you for taking the time to fill out this survey.**

**Intern I  
Self Evaluation**

**University of Arkansas-Monticello  
School of Education  
Professional Commitments & Scholarly Dispositions**

The purpose of this survey 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 # \_\_\_\_\_

***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 ⑤
Model positive interactions with people from other cultures.	① ② ③ ④ ⑤
Act in a manner consistent with his/her professional code of ethics.	① ② ③ ④ ⑤
Treat others fairly and with respect.	① ② ③ ④ ⑤
Accept responsibility for his/her actions.	① ② ③ ④ ⑤
Protect the rights of students.	① ② ③ ④ ⑤
Encourage students to reach their full potential.	① ② ③ ④ ⑤
Take an active interest in students' well being.	① ② ③ ④ ⑤

Intern Signature \_\_\_\_\_ Date \_\_\_\_\_

**Intern II  
Self Evaluation**

**University of Arkansas-Monticello  
School of Education  
Professional Commitments & Scholarly Dispositions**

The purpose of this survey 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 # \_\_\_\_\_

*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 ⑤
Model positive interactions with people from other cultures.	① ② ③ ④ ⑤
Act in a manner consistent with his/her professional code of ethics.	① ② ③ ④ ⑤
Treat others fairly and with respect.	① ② ③ ④ ⑤
Accept responsibility for his/her actions.	① ② ③ ④ ⑤
Protect the rights of students.	① ② ③ ④ ⑤
Encourage students to reach their full potential.	① ② ③ ④ ⑤
Take an active interest in students' well being.	① ② ③ ④ ⑤

Intern Signature \_\_\_\_\_ Date \_\_\_\_\_

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 ⑤
Model positive interactions with people from other cultures.	① ② ③ ④ ⑤
Act in a manner consistent with his/her professional code of ethics.	① ② ③ ④ ⑤
Treat others fairly and with respect.	① ② ③ ④ ⑤
Accept responsibility for his/her actions.	① ② ③ ④ ⑤
Protect the rights of students.	① ② ③ ④ ⑤
Encourage students to reach their full potential.	① ② ③ ④ ⑤
Take an active interest in students' well being.	① ② ③ ④ ⑤

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

University Supervisor

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 # \_\_\_\_\_

University Supervisor 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 ⑤
Model positive interactions with people from other cultures.	① ② ③ ④ ⑤
Act in a manner consistent with his/her professional code of ethics.	① ② ③ ④ ⑤
Treat others fairly and with respect.	① ② ③ ④ ⑤
Accept responsibility for his/her actions.	① ② ③ ④ ⑤
Protect the rights of students.	① ② ③ ④ ⑤
Encourage students to reach their full potential.	① ② ③ ④ ⑤
Take an active interest in students' well being.	① ② ③ ④ ⑤

University Supervisor 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

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.***

Criteria	Goal 1/Domain A: Planning and Preparation						
	Unsatisfactory - 1	NI 1.5	Basic - 2	E 2.5	Proficient - 3	BM 3.5	Graduate Use Only Distinguished - 4
<b>A1. Becoming familiar with relevant aspects of students' background knowledge and experiences.</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.	Beginning Mastery	You demonstrate thorough knowledge of your students' backgrounds, skills, and interests, and use this knowledge to plan for individual student learning.
<b>A2. Articulating clear learning goals for the lesson that are appropriate for the students.</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.	Beginning Mastery	Your goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.
<b>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.</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.	Beginning Mastery	Your knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. You actively build on knowledge of prerequisites and misconceptions when planning instruction or seeking causes for student misunderstanding. All of the elements of your instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Your lesson or unit is highly coherent and has a clear structure
<b>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.</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.	Beginning Mastery	You seek out resources for teaching in professional organizations and in the community, and you are aware of resources available for students who need them, in the school, the district, and the larger community. All of the resources are aligned with the goals of the lesson.
<b>A5. Creating or selecting evaluation strategies that are appropriate for the students that are aligned with the goals of the lesson.</b>	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.	Needs Improvement	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.	Emergent	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.	Beginning Mastery	Your plan for student assessment is fully aligned with the instructional goals, with clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Your students monitor their own progress in achieving goals.

*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. Adapted from Danielson. C. (1996) Enhancing Professional Practice: A Framework for Teaching and from Pathwise Classroom Observation System developed by ETS.*

**Goal 2/Domain B: The Classroom Environment**

<b>Criteria</b>	<b>Goal 2/Domain B: The Classroom Environment</b>						
	<i>Unsatisfactory - 1</i>	<i>NI 1.5</i>	<i>Basic - 2</i>	<i>E 2.5</i>	<i>Proficient - 3</i>	<i>BM 3.5</i>	<i>Graduate Use Only Distinguished - 4</i>
<b>B1. Creating a climate that promotes fairness.</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.	<i>Beginning Mastery</i>	Not only are your classroom routines and procedures fair and seamless in their operation, but your students assume considerable responsibility for their smooth functioning.
<b>B2. Establishing and maintaining rapport with students.</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.	<i>Beginning Mastery</i>	Interactions in your classroom are highly respectfully, reflecting genuine warmth and caring towards individuals. Students themselves ensure maintenance of high levels of civility among members of the class.
<b>B3. Communicating challenging learning expectations to each student.</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.	<i>Beginning Mastery</i>	Students assume much of the responsibility for establishing a culture for learning in your classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. You convey a passionate commitment to the subject to each student.
<b>B4. Establishing and maintaining consistent standards of classroom behavior.</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.	<i>Beginning Mastery</i>	Not only are your classroom routines and procedures fair and seamless in their operation, but your students assume considerable responsibility for their smooth functioning.
<b>B5. Making the physical environment as safe and conducive to learning as possible.</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.	<i>Beginning Mastery</i>	Your classroom is safe; furniture and other physical resources are deliberately organized to support the learning activities; students take part ownership in ensuring the physical environment is appropriate for the learning activities.

Criteria	Goal 3/Domain C: Instruction						
	Unsatisfactory - 1	NI 1.5	Basic - 2	E 2.5	Proficient - 3	BM 3.5	Graduate Use Only Distinguished - 4
<b>C1. Making learning goals and instructional procedures clear to students.</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.	Beginning Mastery	Your oral and written communication is clear and expressive, anticipating possible student misconceptions.
<b>C2. Making content comprehensible to students.</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.	Beginning Mastery	You are highly responsive to students' interests and questions, making major lesson adjustments if necessary; you persist in ensuring the success of all students in learning the content.
<b>C3. Encouraging students to extend their thinking.</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.	Beginning Mastery	In your classroom, students extend their thinking by formulating many of the high-level questions. You and your students assume responsibility for the participation of <u>all</u> students in the discussion
<b>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.</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 its 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.	Beginning Mastery	Your feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. You adjust learning activities after obtaining feedback from students.
<b>C5. Using instructional time effectively.</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.	Beginning Mastery	Your students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials; the structure and pacing of the lesson allow for student reflection and closure. Time is used wisely.
<b>C6. Communicates clearly and accurately (in speaking and writing), encouraging students to communicate effectively</b>	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.	Needs Improvement	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.	Emergent	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.	Beginning Mastery	Your oral and written communication is clear, accurate and expressive. Communication is appropriate for students in class. You effectively assist students with reading, writing, speaking, and listening skills. You effectively integrate these communication skills into all curricula.
<b>C7. Integrates technology into instruction</b>	Candidate does not use any form of technology.	NI	You use technology minimally in the classroom and in preparing lessons.	E	You use technology during teaching and to prepare lessons.	BM	You effectively enhance learning by using technology in a meaningful way & regularly.

<b><i>C8. Impacts student learning evidenced by formative/summative assessments</i></b>	Due to the candidate's ineffectiveness there is a general lack of student progress toward academic goals.	NI	Due to your level of effectiveness there is evidence of inconsistent student progress towards academic goals.	E	Due to your level of effectiveness there is evidence of consistent student progress toward academic goals.	BM	Due to your level of effectiveness there is evidence of exemplary student progress toward academic goals.
---	---	----	---	---	--	----	---

<b>Criteria</b>	<b>Goal 4/Domain D: Professional Responsibilities</b>						
	<i>Unsatisfactory - 1</i>	<i>NI 1.5</i>	<i>Basic - 2</i>	<i>E 2.5</i>	<i>Proficient - 3</i>	<i>BM 3.5</i>	<i>Graduate Use Only Distinguished - 4</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.	Beginning Mastery	Your reflection on the lesson is highly accurate and perceptive, citing specific examples; you draw on an extensive repertoire to suggest alternative strategies.
<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.	Beginning Mastery	Your system for maintaining accurate records is efficient and effective, and students contribute to its maintenance. Your system is organized so that you are able to identify effective instructional approaches so that every student can 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.	Beginning Mastery	You make substantial contribution to school and district events and projects, assuming leadership with your colleagues. You make a substantial contribution to the profession through such activities as action research and mentoring new teachers, and you actively pursue your own professional development. You assume a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in 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.	Beginning Mastery	You communicate frequently and sensitively with families and successfully engage them in the instructional program in proactive ways that are appropriate for your teaching situation.
<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.	Beginning Mastery	Your system for maintaining accurate records is fully effective and efficient. You maintain confidentiality of student records.

<b>D6.</b> <i>Grows and develops professionally (service, memberships, use of research)</i>	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.	Needs Improvement	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.	Emergent	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.	Beginning Mastery	You actively pursue professional development and use the gained knowledge and skills to promote student learning; you make substantial contribution to the profession through such activities as conducting action research, mentoring other candidates, and assuming training roles. You maintain a professional growth plan and effectively improve skills outlined in plan. You effectively use research to improve instruction.
<b>D7.</b> <i>Professionalism demeanor (adheres to school policies, dresses and behaves in professional manner)</i>	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.	Needs Improvement	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.	Emergent	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.	Beginning Mastery	You show a high degree of professionalism (including dress, attitudes and behaviors) and assumes a leadership position, ensuring school and district policies and procedures are followed and helping create a professional, positive learning environment. You actively encourage students to comply with school policies. You take a leadership role to seek and use human, material, community, and financial resources to improve student learning & school.

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Domain C:**

**Instruction:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Domain D: Professional**

**Responsibilities:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

---

---

---

---

---

---

---

---

---