



STUDENT TEACHING

INTERNSHIP HANDBOOK

FALL 2019 - SPRING 2020

Internship Planning Form

*Use this template to plan the four phases of the internship with suggested dates
(Make a copy for each placement) – Working form – Do not return*

| Phase 1: Co-Teaching with Clinical Educator – Phase In | | | |
|--|----------------------------|---|------------------------------------|
| Start Date: | | End Date: | |
| Co-Teaching Strategies | One Teach, One Observe | One Teach, One Assist | Others: |
| PPAT Task 1 | Due Date: | | |
| Phase 2: Transitioning to Intern Leadership of Co-Teaching | | | |
| Start Date: | | End Date: | |
| Identify Co-Teaching Strategies | | | |
| 16-Week Placement Observations | | Date 1: | Date 2: |
| 8/10-Week Placement Observations | | Date: | Additional Observations (optional) |
| PPAT Tasks 2 & 3 | Due Date: PPAT Tasks 2 & 3 | | |
| Phase 3: Student Teacher Full Responsibility | | | |
| Start Date: | | End Date: | |
| Identify Co-Teaching Strategies | | | |
| 16-Week Placement Observations | | Date 1: | Date 2: |
| 5/8/10-Week Placement Observations | | Date: | Additional Observations (optional) |
| PPAT Task 4 | Due Date: PPAT Task 4 | | |
| Phase 4: Return to Co-Teaching and Phase Out | | | |
| Complete the Professional Growth Plan - Submit to the Office of Field Experiences (Include 3 Signatures) | Due Date: Exit Meeting | Complete All Internship Forms - Checklist p. 58 | |

BHSU School of Education Lesson Plan Format (Revised July 2013)
To complete for all required formative observations/evaluations

PART A: PLANNING

Grade Level: _____ Date: _____

Targeted Content: _____ Integrated Content: _____

For Lessons Taught: # of Students _____ # of Boys _____ # of Girls _____

of IEP Students _____ # of ELL Students: _____ # of High Ability Students _____

State Content Standard and/or Common Core Standard(s):

This should be the content area, grade level and letter/number identification; the actual standard(s) should be written under this heading. Divide the standards into the following two categories:

Target Standard(s): List the standard(s) you will be assessing through this lesson

Supporting Standard(s): List other standard(s) you will be addressing through this lesson (may or may not be assessed)

Instructional Setting: Check all that apply:

| | | | | | |
|--------------------|--------------------------|----------|--------------------------|--------------|--------------------------|
| Whole Group | <input type="checkbox"/> | Centers | <input type="checkbox"/> | Other (list) | <input type="checkbox"/> |
| Small Group | <input type="checkbox"/> | Workshop | <input type="checkbox"/> | | <input type="checkbox"/> |
| Individual Student | <input type="checkbox"/> | Lab | <input type="checkbox"/> | | <input type="checkbox"/> |

Lesson Focus: Clearly articulate the focus of the lesson. Describe the focus in 1-2 sentences.

Learning Outcome(s):

The outcome should begin with, “As a result of this lesson, students will...” or could start with the HOW “Using algebra tiles, Comparing two maps, ...” The outcome(s) must include:

WHO-ACTION VERB-WHAT-HOW- HOW WELL

Assessment Measures:

List assessments that will be used during and/or after the lesson. Divide them into the following two types of assessment:

Formative Assessment(s): assessment that takes place during the lesson

Summative Assessment(s): assessment that takes place after the lesson

Please note: You may or may not complete a summative assessment for the lesson, but you will need to include formative assessment measure(s).

Differentiation: Describe how you will differentiate content, process and/or product for specific students during this lesson.

Materials: List all of the materials necessary for delivering instruction.

PART B: DELIVERY OF INSTRUCTION

Introduction: Describe how you will engage the students.

Procedures for Teaching and Learning:

Describe how the lesson will be implemented in a numbered, step-by-step list. There are several ways in which you might formulate your list of steps. It will depend on the content you’re planning to teach. For example, you might include the steps of the Gradual Release of Responsibility if you’re teaching students to read or write. You might take the 5E inquiry approach to formulating your list. You might include steps for teaching in a workshop format. No matter the framework, make sure that your steps are sequenced, detailed, and organized.

Closure: At the end of the lesson, engage in a closure to help students connect what they have learned to the real world. Allow students time to expand on what they learned by applying it to real world situations or making connection to their own life.

Assignment: Optional

Dear Administrators and Clinical Educators:

On behalf of the Professional Teacher Preparation Program at BHSU, I would like to thank you for accepting to mentor our interns. One of the requirements to complete student teaching is the PRAXIS Performance Assessment for Teachers (PPAT) supported by research and designed by school practitioners.

The South Dakota Department of Education has committed to review this national assessment and adopted the PPAT for pre-service teachers. Furthermore, the PPAT aligns with the National Council for Accreditation of Educators Preparation (CAEP) and offers a transparent, reliable, and non-bias scoring.

The PPAT assessment is comprised of four tasks, one formative scored by the university supervisors and three summative submitted online to be scored by ETS trained external raters. As the interns collect evidence of their instructional strategies and knowledge of P-12 student learning, they will do a short video of themselves teaching a lesson during their student teaching, similar to what they did for previous course requirements during their methods courses. The final requirement is the professional growth plan to help them bridge between student teaching and in-service application of skills and professional responsibilities.

This assessment will not require any additional time or work beyond what you already do for the interns you guided on previous semesters. The student teachers will meet four times on campus over the semester for collaborative work days.

Included is a sample student release form. Thank you for your dedication to ensure successful and quality services to our interns.

Sharla Dowding, EdD

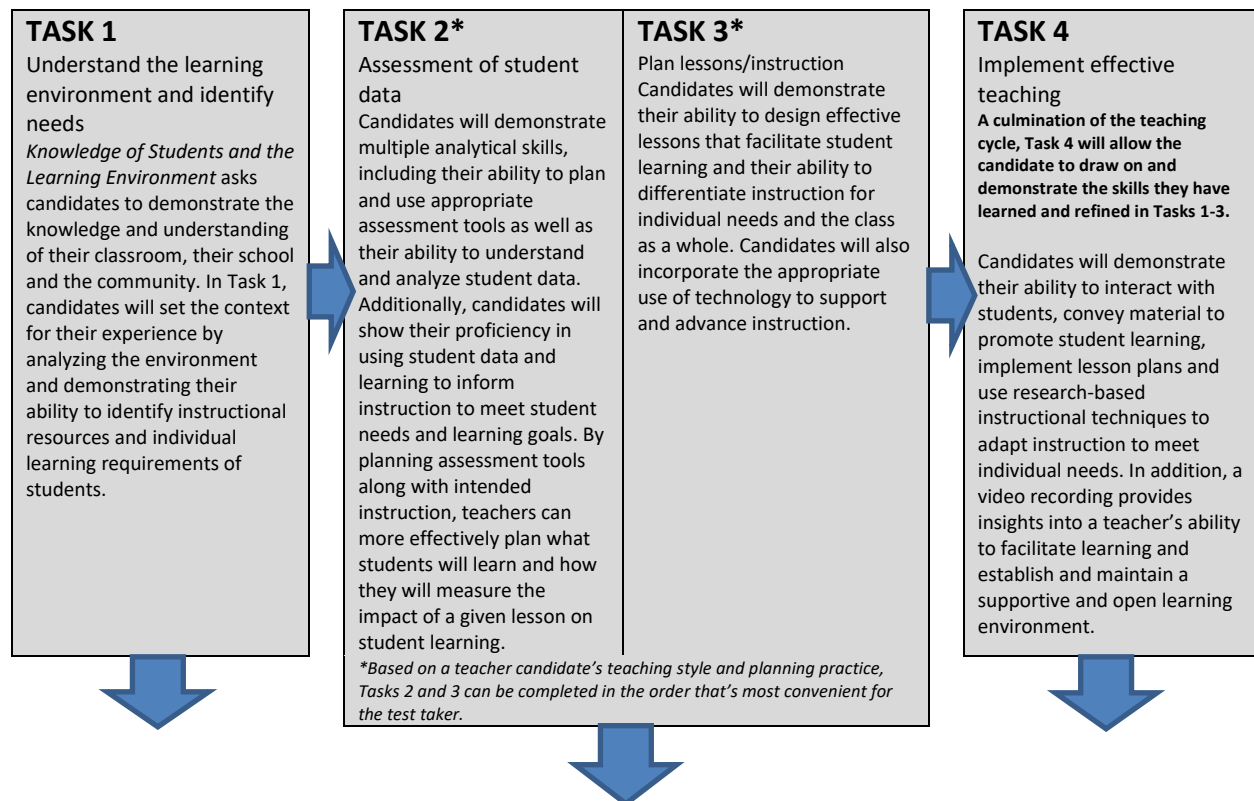
Sharla Dowding, EdD
Director, Office of Field Experiences
sharla.dowding@bhsu.edu
605-642-6077



Praxis® Performance Assessment for Teachers

Showing What Candidates Can Do in a Full Cycle of Teaching

Built for the profession by professionals in the field, the new *Praxis*® Performance Assessment for Teachers (PPAT) is a performance-based assessment designed for beginning teachers. Comprised of four tasks, the PPAT provides structure to teacher candidates' clinical practice – allowing them to learn and improve their skills throughout a complete cycle of teaching.



ALL TASKS

Self-assessment and evaluating teacher performance

Candidates will show their ability to plan and implement lessons, to analyze the outcomes of their lessons for evidence of student learning and to reflect upon their strengths and areas for improvement. The final task also requires candidates to reflect on their teaching practice and student learning. The entire end-to-end process comes together in the final task.

PGP

Reflection and engaging in professional learning

Reflection is promoted and prompted in every phase of the PPAT. However, in the Professional Growth Plan (PGP), reflection takes center stage.

Completion of this plan requires reflection on multiple observations by the faculty advisor and cooperating teacher and reveals areas of growth to be developed or assessed upon entering teaching. Plans are aligned with district teacher evaluation protocols.

To learn more, visit www.ets.org/ppat

Or send an email to ppat@ets.org

PPAT

**PRAXIS® Performance
Assessment for Teachers**

Copyright© 2015 by Educational Testing Service. All rights reserved. ETS, the ETS logo and PRAXIS are registered trademarks of Educational Testing Service (ETS). MEASURING THE POWER OF LEARNING is a trademark of ETS. 31655

Candidate: _____ Rater: _____

School: _____ Content: _____ Grade Level: _____

Semester/Year: _____

**PPAT Task 1: Knowledge of Students and the Learning Environment
SCORING CHECKLIST (Revised January 2016)**

Your University Supervisor or designated scorer for out-of-area placements will score your Task 1. They are allowed to give you one feedback and you will be able to discuss your answers when you attend the workday on campus.

Textbox 1.1.1: Community, District, School Contextual Factors that Influence Instruction

| | Satisfactory 2 | Basic 1 | Weak/not answered - 0 |
|---|-------------------|------------|--------------------------|
| Connects the community contextual factors to an instructional strategy to enhance learning | | | |
| Connects the community contextual factors to an activity in order to enhance learning | | | |
| Connects the school contextual factors to an instructional strategy to enhance learning | | | |
| Connects the school contextual factors to an activity in order to enhance learning | | | |
| Connects the district contextual factors to an instructional strategy to enhance learning | | | |
| Connects the district contextual factors to an activity in order to enhance learning | | | |
| Justifies each instructional strategy | | | |
| Describes how each activity furthers student learning | | | |
| Evidence indicates the candidate's analysis of the community, school, and district factors is effective | | | |
| The Contextual Factors Chart is completed | | | |
| Subtotal | /20 points | | |

Textbox 1.1.2: Classroom Demographics and Knowledge of Students

| | Satisfactory 2 | Basic 1 | Weak/not answered - 0 |
|---|-------------------|------------|--------------------------|
| Connects the classroom demographics to an instructional strategy to enhance learning | | | |
| Connects the classroom demographics to an activity in order to enhance learning | | | |
| Connects the knowledge of students to an instructional strategy to enhance learning | | | |
| Connects the knowledge of students to an activity in order to enhance learning | | | |
| Justifies each instructional strategy | | | |
| Describes how each activity furthers student learning | | | |
| Evidence indicates the candidate's analysis of the classroom demographics and knowledge of students' factors are consistent | | | |
| Subtotal | /14 points | | |

Textbox 1.2.1: Available Resources to Enhance Student Learning

| | Satisfactory 2 | Basic 1 | Weak/not answered -0 |
|---|-------------------|------------|-------------------------|
| Describes how one of the instructional resources could be used to support students' learning needs | | | |
| Describes how a second instructional resources could be used to support students' learning needs | | | |
| Describes how a different instructional resource, used to address a particular knowledge-of-students factor, could enhance student learning | | | |
| Is the evidence that connects available instructional and support resources to student learning logical | | | |
| The Instructional & Support Resources Chart is completed | | | |
| Subtotal | /10 points | | |

Textbox 1.2.2: Student Interest Inventory

| | Satisfactory 2 | Basic 1 | Weak/not answered – 0 |
|---|-------------------|------------|--------------------------|
| Completed a whole-class student interest inventory | | | |
| Explains how the compilation of students' interest inventories could be used to design instruction that helps them achieve learning goal(s) | | | |
| Describes how the results of one student's interest inventory could be used to promote that student's engagement and learning | | | |
| Evidence indicates that this candidate's analysis of findings from the interest inventories and their impact on instructional decision is effective | | | |
| Subtotal | /8 points | | |

Textbox 1.2.3: Communicating with Students and Families

| | Satisfactory 2 | Basic 1 | Weak/not answered -0 |
|--|-------------------|------------|-------------------------|
| Includes one artifact demonstrating introductory communication (1 pg) | | | |
| Explains how the choice of introductory communication with students' families demonstrates understanding of demographic differences in the classroom | | | |
| Explains how the introductory communication encourages ongoing sharing of information among the candidate, the students, and their families | | | |
| Evidence indicates that the candidate's rationale for the method of introductory communication with students and families is moderate | | | |
| Subtotal | /8 points | | |

Textbox 1.2.4: Rules and Procedures

| | Satisfactory 2 | Basic 1 | Weak/not answered – 0 |
|---|-------------------|------------|--------------------------|
| Explains the implications of a classroom rule/procedure for instruction, student learning, or the learning environment | | | |
| Explains the implications of a technology rule/procedure for instruction, student learning, or the learning environment | | | |
| Evidence indicates that the candidate's analysis of rules and procedures is insightful | | | |
| Subtotal | /6 points | | |

Total: _____ / 66 points (You need a 53 or better to pass Task 1) You are allowed one redo.



STUDENT RELEASE FORM

This form is to be completed by either the parents or legal guardians of each minor student or by the student over 18 years old.

Dear Parent/Guardian or Student over 18:

The District has a partnership with Black Hills State University School of Education and will continue to assess the performance of the student teachers during their internships.

This assessment (PRAXIS Performance Assessment for Teachers – PPAT) is being conducted by the Educational Testing Service (ETS.) As part of the requirements, student teachers will be submitting samples of student work and a short video/audio recording as evidence of their teaching practice. That work may include your child’s work. We are committed to full confidentiality and no student’s last name, school name, or teacher’s name will appear on any materials submitted.

ETS and the teacher preparation program at Black Hills State University, will not use and distribute the student teacher comments, classroom materials and video including your child’s work.

We respect the rights of the families; if you feel that you do not want to give permission for sending your child’s work and image/audio recording to ETS to score the student teacher’s teaching practice, we would like you to complete the form below for our records.

Sincerely,
Sharla Dowding
Director of Field Experiences & Certification Officer
sharla.dowding@bhsu.edu
Phone: 605-642-6077

Return this form to your teacher by _____

Student’s Name: _____

School: _____

Teacher’s Name: _____

Your Address: _____

I am the parent/legal guardian of the child named above. I have read the information above regarding the Praxis Performance Assessment for Teachers being administered by ETS and agree to the following:

Materials (check one)

- I **DO** give permission to submit materials that my child has completed as part of classroom activities.
- I **DO NOT** give permission to submit materials that my child has completed as part of classroom activities.

Video Recording (check one)

- I **DO** give permission to include my child in video recordings of classroom activities.
- I **DO NOT** give permission to include my child in video recordings of classroom activities.

Signature of Parent/Guardian or Student over 18: _____ Date: _____

BLACK HILLS STATE UNIVERSITY
School of Education

Praxis® Performance Assessment for Teachers
Student Release Form

Date: _____

This form is to be signed by the clinical educator and the student teacher intern as verification that the student release forms were sent to the parents/guardians.

At the request of the administrators, members of the School of Education Advisory Board, Black Hills State University opted to send reverse permission forms to the families. As we move into the full implementation of this assessment, we also learn some of the details we need to address.

The Educational Testing Service (ETS) Company coordinating the PPAT requires permission from the parents/families to allow Black Hills State University interns to submit video recording of evidence of teaching practice and students work samples.

This letter is to upload with the form you used to comply with this requirement. Since we used various student release forms, we would like you to verify that you sent permission letters to the parents. When you used the reversed permission form, parents/guardians don't have to return it if they agreed to the videotaping and sharing of work samples which meant that you did not have proof of their agreement.

This is the verification that permission forms were sent to the families.

Clinical Educator's Name: _____

Clinical Educator' Signature: _____

School: _____ Grade: _____ Content: _____

Intern's Name: _____

Intern' Signature: _____

For additional information contact:

Sharla Dowding, EdD

Director of Field Experiences & Certification Officer

Black Hills State University – School of Education

1200 University St. Unit 9038

Spearfish, SD 57799

Phone: (605) 642-6077

sharla.dowding@bhsu.edu

Table of Contents

| | |
|--|-----------|
| Internship Planning Form..... | 1 |
| BHSU School of Education Lesson Plan Format | 2 |
| PPAT Letter to Administrators/Clinical Educators..... | 3 |
| PPAT Overview | 4 |
| PPAT Task 1 Scoring Sheet..... | 5 |
| PPAT Student Release Forms | 7 |
| General Information | 10 |
| Placements and Qualifications | 10 |
| Administrative Roles and Responsibilities | 11 |
| Program Guiding Principles..... | 12 |
| InTASC Standards | 13 |
| Internship General Information..... | 14 |
| Responsibilities of the Clinical Educator | 16 |
| Responsibilities of the University Supervisor | 17 |
| Responsibilities of the Intern | 18 |
| Program Outcomes and Assessments..... | 19 |
| Mentoring Interns: Co-Teaching..... | 21 |
| Benefits of Co-Teaching | 21 |
| Co-Teaching Strategies | 22 |
| Phase 1: Co-Teaching – Clinical Educator Leadership..... | 25 |
| Phase 2: Co-Teaching – Transitioning..... | 26 |
| Phase 3: Full Responsibility and PPAT | 28 |
| Phase 4: Phase Out..... | 29 |
| Plan of Assistance Information | 30 |
| Plan of Assistance Sample Form | 32 |
| Internship Forms and Rubrics | 33 |
| Sample Copies of Online Forms | 33 |
| University Supervisor Meeting with Clinical Educator and Intern..... | 34 |
| Weekly Conference..... | 35 |
| Professional Dispositions Assessment (PDA) | 36 |
| Formative Evaluation of Intern’s Observation (Rubric) | 38 |
| Internship Final Appraisal..... | 45 |
| Intern Evaluation of Clinical Educator | 52 |
| Intern Evaluation of University Supervisor | 53 |
| Exit Survey..... | 54 |
| Diversity Form 4.d.1 | 55 |
| Diversity Form 4.d.2 | 56 |
| Internship Recommended Final Grade Report..... | 57 |
| Internship Required Paperwork Checklist | 58 |

The Black Hills State University Professional Teacher Preparation Program is a collaborative effort between BHSU and school districts around South Dakota, the United States, and the world. The residency and student teaching internship are the final phases of the Professional Teacher Preparation Program.

This handbook serves as the reference for all partners during the student teaching internship.

Placement in Schools

- Intern placement is a collaborative process between BHSU and its partner schools. Many interns are placed for a yearlong experience including an extensive practicum and the student teaching internship. Interns learn from exemplary master mentors and focus on *linking theory to practice* and *positively impacting the learning of all P-12 learners*.
- Placement recommendations are made based on information interns submit with regard to educational philosophy, self-assessment in relation to the Charlotte Danielson Framework for Teaching, the InTASC standards, and intern learning goals.
- Recommendations from the partner schools are made to the Director of Field Experiences. Final placements are made after screening all recommendations.

Intern Qualifications

Interns are candidates who have successfully completed all program requirements for each Transition Point. These requirements include:

- maintaining a minimum GPA of 2.70 both cumulatively and in their major requirements
- passing Praxis Content Knowledge in their teaching field(s)
- demonstration of knowledge, skills, and appropriate professional educator dispositions
- approval of candidacy at each program Transition Point

Clinical Educator Qualifications

BHSU interns are purposefully placed with clinical educator members with at least three years of teaching experience who:

- are master teachers in their content areas and positively impact P-12 student learning
- exemplify professionalism and excellent practice
- exhibit the ability to successfully mentor interns
- are open to and supportive of co-teaching strategies
- are recommended by the school principal and/or Human Resources' Office

University Supervisor Qualifications

University supervisors are BHSU faculty and successful, experienced educators who:

- are experts in their content area(s)
- assist the student interns and clinical educator with facilitating and supervising the intern's experience
- exhibit the ability to successfully mentor interns
- are open to and supportive of co-teaching strategies

Administrative Roles and Responsibilities

| Title | Responsibilities |
|--|---|
| College of Education and Behavioral Sciences Dean: Dr. Sharman Adams | <ul style="list-style-type: none"> • Serves on the Education Advisory Board |
| School of Education Department Chair: Dr. Richard Carriveau | <ul style="list-style-type: none"> • Serves as chair of the Education Advisory Board • Oversees the Professional Teacher Preparation Program • Approves university supervisors for candidates • Serves as a member of the Field Experience Governing Committee (FEGC) and the Professional Progress Committee (PPC) |
| Director of Field Experiences and Certification Officer: Dr. Sharla Dowding | <ul style="list-style-type: none"> • Accountable for quality of the field experiences and clinical practice placements in the Professional Teacher Preparation Program • Approves all placements for student teaching interns • Serves as chair of the Professional Progress Committee (PPC) • Serves as chair of the Field Experience Governing Committee (FEGC) • Serves on the Education Advisory Board • Collects & analyzes interns' data from student teaching internships and reports data analysis to Dean and Chair • Provides regular orientations for interns, university supervisors, and clinical educator • Assists with writing and approving Plan of Assistance protocols and forms • Updates internship handbooks • Assigns final student teaching internship grades • Maintains the Field Experiences website • Reviews eligibility to Project SECOND |
| Field Experiences Program Assistant: Mrs. Jean Osborn | <ul style="list-style-type: none"> • Collects and organizes materials at all Transition Points • Inputs all data in databases • Maintains all mandated records SDAR 24:53:04:04 • Contacts P-12 Schools for placements • Processes Clinical Educator payments • Maintains correspondence with interns, supervisors, and schools • Submits local BHSU University Supervisor travel |
| Master of Science in Secondary Education Project SECOND – Coordinator: Dr. Ryan Amys | <ul style="list-style-type: none"> • Interviews eligible candidates for program • Reviews candidate applications • Makes recommendation to Director of Field Experiences for acceptance to program • Conducts mentoring sessions with interns • Advises all teacher candidates and interns in each respective program |
| P-12 Principals: | <ul style="list-style-type: none"> • Assist in clinical educator selection by recommending P-12 faculty members • Verify the qualifications of clinical educator to the Office of Field Experiences |

BHSU Professional Teacher Preparation Program Guiding Principles

The BHSU School of Education is recognized for its commitment to excellence in teacher preparation and is accredited at each of the following levels:

- Nationally - Council for the Accreditation of Educator Preparation (CAEP)
- Regionally – North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC)
- State – South Dakota State Department of Education

Black Hills State University Vision Statement

- The School of Education will be recognized for its leadership, innovation, and high quality programs in the Black Hills region, the state, the nation, and the world.

School of Education Mission Statement

The Mission of the School of Education is to prepare competent, confident, and caring professionals.

- **Competent** graduates demonstrate broad knowledge and apply research-based instructional practices; they reflect and think critically to impact all students.
- Graduates exhibit **confidence** in their ability to positively affect student learning, behavior and motivation.
- **Caring** graduates establish relationships in an environment of mutual respect and rapport as evidenced by all students feeling valued and safe.

School of Education Beliefs about Teaching and Learning

- We believe in learning communities in which members discuss, explore, and learn together.
- We believe that teaching is an active and reflective process that links theory into practice.
- We believe all students can learn.
- We believe in using multiple methods and strategies to promote learning for all.
- We believe that learning is inquiry-based and a life-long process.

InTASC Standards – Revised 2011 and adopted by the School of Education August 2012

InTASC Standard 1: Learner Development

- Understands how learners grow and develop,
- recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and
- designs and implements developmentally-appropriate and challenging experiences.

InTASC Standard 2: Learning Differences

- Uses understanding of individual differences, diverse cultures, and communities to
- ensure **inclusive** learning environments that enable learner to meet high standards.

InTASC Standard 3: Learning Environment

- Works with others to create environments that support individual and collaborative learning, and
- encourage positive social interaction,
- active engagement in learning, and
- self-motivation.

InTASC Standard 4: Content Knowledge

- Understands the central concepts,
- tools of inquiry, and
- structures of the discipline(s) he/she teaches to...
- create learning experiences that make the discipline accessible and meaningful for learners to assure content mastery.

InTASC Standard 5: Application of Content

- Understands how to connect concepts and
- uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

InTASC Standard 6: Assessment

- Understands and uses multiple methods of assessment to engage learners in their own growth,
- to monitor learner progress, and
- to guide the teacher's and learner's decision making.

InTASC Standard 7: Planning for Instruction

- Plans instruction that supports every student in meeting rigorous learning goals,
- drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy,
- as well as knowledge of learners and the community context.

InTASC Standard 8: Instructional Strategies

- Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and
- to build skills to apply knowledge in meaningful ways.

InTASC Standard 9: Professional Learning and Ethical Practice

- Engages in ongoing professional learning and uses evidence to continually evaluate his/hers practice, particularly the effects of his/hers choices and actions on others (learners, families, other professionals, and the community), and
- adapts practice to meet the needs of each learner.

InTASC Standard 10: Leadership and Collaboration

- Seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Internship General Information

Criminal Background Checks

Effective July 1, 2003, pursuant to SDCL § 13-10-12 (SL 2016, ch 84, § 1) all student teacher interns will need to submit to criminal background checks. *“The criminal investigation required by this section with respect to a student teacher completing requirements for teacher certification shall be conducted by the school district. A criminal background investigation, of a student teacher, conducted by a school district may be provided to any other school in which the student engages in student teaching. The school district conducting the criminal background investigation of a student teacher may rely upon the results of that investigation for employment of that person as an employee of the district.”* It is the interns’ responsibility to obtain the criminal background check, pay for the criminal background check and forward the criminal background check to the school district in which the field experience is being completed. **The exact procedure for complying with this law will vary from school district to school district.** It is the intern’s responsibility to find out what the procedure is in his or her school district.

Work Day Schedule

Interns are required to work full days, every day the school is in session including professional development days and teacher work days. Interns should arrive at the beginning of the teacher duty day and leave at the end of the teacher duty day. Interns should follow the calendar of the district in which they teach. Within the school day, the intern will follow the clinical educator’s schedule.

Professional Attire

Interns need to be appropriately dressed at all times. Professional attire tells P-12 students that the intern cares enough about them and teaching to take the time and make the effort to dress professionally. Jeans are never considered professional attire except in specific instances such as field trips, fundraisers, and other special circumstances. Tattoos are not considered professional attire and should be covered. Body piercing should be limited to the ears. Likewise bare midriffs are never considered professional attire. Further directives regarding attire can be found in each school district’s handbook.

Attendance

Interns are expected to be punctual. Absence for any reason should be reported to both the clinical educator and the university supervisor in advance or as soon as possible. Absences should be reported on the Student Teaching Leave of Absence Form that is available online. This form should be completed as soon as the intern knows that he or she will be absent from student teaching. Go to www.bhsu.edu/FieldExperiences to complete the form. Excessive (**more than 2**) absences will need to be made up at the end of the semester. Special circumstances will be reviewed by the Director of Field Experiences.

Lesson Plan Requirements

Interns need to meet both the expectations of the clinical educator and the university with respect to the rigor of lesson plans. In the event that no specific lesson plan formats are established by the clinical educator, the BHSU-format lesson plan is to be used. **For required formative observations, interns are required to submit BHSU-format lesson plans to the clinical educator at least one day in advance of the lesson to be observed to allow for feedback.**

Required Formative Observations

During the student teaching internship the intern will be evaluated four or more times using the online required formative observation form with written feedback. The intern's performance will also be measured by the PRAXIS PPAT.

PRAXIS Performance Assessment for Teachers (PPAT) Expectations (*undergraduate and Project SECOND*)

The interns are expected to register at www.ets.org/PPAT by the semester's due date. All responses to the PPAT prompts are uploaded online including required artifacts. Each intern has a PPAT handbook. Task 1 is scored by the university supervisor while the other tasks are submitted online and scored by ETS. See details on page 4 of this handbook.

The interns may resubmit one or more tasks to ETS if they did not meet the minimum requirement set by the SD DOE. If the resubmission is below the passing score, the intern will meet with the PPC to request permission to take the PLT. The intern has one year to complete all requirements.

Substitute Teaching

When asked to substitute-teach the intern may do so for their clinical educator only. For long-term subbing, a four-way agreement between the school district administration, the clinical educator, the university supervisor, and the intern is required. Some districts do not approve the interns to substitute teach during their internship. Any payment that is received for substituting is based upon school district policy. **Exceptional situations will be approved through the Office of Field Experiences.**

Job Interviews

Interns are allowed two excused absences for interviews. The intern is required to leave complete lesson plans. Leave of Absences are required.

Teacher Fairs

All spring interns are required to attend the BHSU Teacher Fair or another teacher fair if placed out-of-the area. The intern who is teaching that week is required to leave complete lesson plans for the clinical educator and submit a Leave of Absence.

Passing Grade for the Internship

- Be recommended for a 'Satisfactory' by both clinical educator and university supervisor (the Director of Field Experiences is responsible for the final grade)
- Successfully complete the PRAXIS PPAT
- Submit all required forms to the Office of Field Experiences prior to graduation (pg. 58)

Changes in Personal Information

The Office of Field Experiences, BHSU Admissions, and the Registrar's Office must be informed of any and all changes of addresses or phone numbers while BHSU interns are in their internship.

Responsibilities of the Clinical Educator

Forms available online at www.bhsu.edu/FieldExperiences

At the beginning of the internship

- Meet with the university supervisor and intern to review the handbook, responsibilities, co-teaching strategies, website, and plan the schedule of visits
- **Clinical Educator Orientation**

During the internship

- **Diversity 4.d.2** – classroom data collected to ensure interns have experiences in diverse settings
- **Weekly Conference Form:** suggested format for identifying strengths and areas to solidify; these forms are not sent back to the Office of Field Experiences and may be used for conferencing during observation debriefings. The university supervisor might decide on a different format
- **Formative Evaluation of Intern Form:** *(use this online link for each evaluation)*
Details on when to evaluate the candidates are specific to each phase of the internship. See pages 25, 26, 28, and 29.
 - For a 16-week placement
 - ✓ Two evaluations during phase two
 - ✓ Two evaluations during phase three
 - For a 10-week placement and international placements
 - ✓ Three evaluations during the 10 weeks as follow
 - One evaluation during phase two
 - Two evaluations during phase three
 - For an 8 or 10-week placement (double and composite majors)
 - ✓ Two evaluations for each placement
 - One evaluation during phase two
 - One evaluation during phase three
 - For a 6-week placement
 - ✓ One evaluation during the placement
 - Additional as needed

By the end of the internship

- Review and sign the **Professional Growth Plan**
- **Professional Dispositions Assessment Form (PDA)**
- **Internship Final Appraisal Form:** this is the summative evaluation of overall achievement by the intern based on required formative observations. This is the only document to be shared with school district as reference if requested
- **Internship Recommended Final Grade Report** – will be signed by all

Other documents and forms available online

- **Lesson Plan Format**
- **PPAT Handbook**
- **PPAT Due Dates**
- **Leave of Absence**
- **Co-Teaching Strategies**
- **Plan of Assistance Form:** to be approved by the Director of Field Experiences with the collaboration of the university supervisor – if needed

Responsibilities of the University Supervisor

Forms available online at www.bhsu.edu/FieldExperiences

At the beginning of the internship

- Meet with the intern during the **Orientation** meeting
- Meet with the clinical educator and intern for an initial visit to discuss the Co-Teaching Strategies, the Field Experience Website and plan observation schedule
- Complete the **University Supervisor First Visit Meeting Form online** (see page 34)

During the internship

- **Formative Evaluation of Intern Form:** *(use this online link for each evaluation)*
Details on when to evaluate the candidates are specific to each phase of the internship. See pages 25, 26, 28, and 29.
 - For a 16-week placement
 - ✓ Two evaluations during phase two
 - ✓ Two evaluations during phase three
 - For a 10-week placement and international placements
 - ✓ Three evaluations during the 10 weeks as follow
 - One evaluation during phase two
 - Two evaluations during phase three
 - For an 8 or 10-week placement (double and composite majors)
 - ✓ Two evaluations for each placement
 - One evaluation during phase two
 - One evaluation during phase three
 - Additional as needed

By the end of the internship

- Review and sign the **Professional Growth Plan**
- **Internship Recommended Final Grade Report** – will be signed by all
- **PPAT Task 1 Scoring Sheet**
- **Professional Dispositions Assessment Form (PDA)**

Other documents and forms available online

- **Weekly Conference Form:** suggested format for identifying strengths and areas to solidify; these forms are not sent back to the Office of Field Experiences and may be used for conferencing during observation debriefings
- **Lesson Plan Format**
- **Leave of Absence**
- **Co-Teaching Strategies**
- **Plan of Assistance Form:** to be approved by the Director of Field Experiences with the collaboration of the university supervisor – if needed
- **Exit Meeting PowerPoint**

Praxis Performance Assessment for Teachers [Resources](#)

- **PPAT Registration**
- **PPAT Handbooks**
- **PPAT Task Requirements and Examples**
- **PPAT Due Dates**

Responsibilities of the Intern

Forms available online at www.bhsu.edu/FieldExperiences

At the beginning of the internship

- Meet with the University Supervisor during the **Orientation** meeting
- Self-report: Diversity of University Peers – online
- Self-report: Diversity of Faculty/Clinical Educator - online
- After your initial meeting with the Clinical Educator and University Supervisor, your supervisor completes the form online (page 34)
- [Register for the PPAT](#)

During the internship

- **Weekly Conference Form:** suggested format for identifying strengths and areas to solidify; these forms are not sent back to the Office of Field Experiences and may be used for conferencing during observation debriefings
- **Turn in PPAT Task 1:** to the University Supervisor for scoring
- **Leave of Absence:** to be used for all absences (professional, sick, and personal)
- **Lesson Plan Format:** to be used for all required formative observations
- **Register and take the PRAXIS PPAT**
- You will be **evaluated** by the University Supervisor and Clinical Educator
 - 4 each for a 16-week placement
 - 3 each for interns in a 10-week placement prior to an international experience
 - 2 each for an 8 or 10-week placement
 - Additional as needed

By the end of the internship

- **Professional Dispositions Assessment Form (PDA)** self-evaluation
- **Diversity 4.d.1**
- **Evaluation of the Clinical Educator** (one for each placement)
- **Evaluation of the University Supervisor** (one for each supervisor)
- **Professional Growth Plan** - will be signed by all
- **Internship Recommended Final Grade Report** – will be signed by all
- **Exit Survey**
- Attend the **Exit Meeting**

Praxis Performance Assessment for Teachers Resources

- **PPAT Registration**
- **PPAT Handbooks**
- **PPAT Task Requirements and Examples**
- **PPAT Due Dates**

Program Outcomes and Assessments

The BHSU interns will demonstrate their professional abilities with the mentorship of the clinical educator and university supervisor. Reflecting the School of Education Mission Statement, the Professional Teacher Preparation Program is based on four key program outcomes: **competence, confidence, caring, and professionalism**. Each is defined below, along with program measurement instruments and indicators of successful performance interns need to demonstrate.

Outcome 1: Competence

Competence is based on the Charlotte Danielson Framework for Teaching and the outcomes of the InTASC Standards in the areas of knowledge, skills, and dispositions toward teaching. Knowledge represents *knowing* the necessary content; skills are the ability to *perform* teaching tasks using teaching knowledge, and dispositions refer to *human qualities inherent to ethical and reflective teaching*. Interns must demonstrate their **competence** in each InTASC Standard.

Assessment and Evaluation based on Danielson's Framework for Teaching and the InTASC Standards:

- Knowledge – major coursework; indirectly through required formative observations; and Praxis Performance Assessment for Teachers (PPAT)
- Skills – required formative observations of performances; PPAT
- Dispositions – PDAs; indirectly through required formative observations

Outcome 2: Confidence

Confidence refers to the interns' belief in their *ability to positively influence their students' achievement and behavior*. Examples follow.

The *confident* intern ...

- Demonstrates a positive, enthusiastic attitude toward their students, families, content area(s), teaching, and learning
- Understands and believes in his or her ability to positively impact student learning, behavior, and motivation
- takes collaborative responsibility with students for learning
- Holds high expectations for all learners and persists in helping all students achieve success
- Sets appropriate goals for student learning and sets personal educational goals along with strategies designed to achieve those goals
- Involves students in decision-making regarding goal-setting and strategies to meet those goals

Assessment and Evaluation:

- Required Formative observations (indirectly through reports from clinical educator and university supervisor)
- PDAs (reports from self, clinical educator, and university supervisor)

Outcome 3: Caring

Caring refers to the interns' ability to *appreciate and value others in professional relationships*.

Examples follow:

The *caring* intern ...

- Establishes appropriate, professional relationships with students, families, and colleagues
- Ensures a classroom environment conducive to learning, one of mutual respect and rapport for all students as evidenced by all students feeling valued and safe
- Appreciates diverse perspectives
- Makes the necessary commitment of time and energy successful completion of the internship

Assessment and Evaluation:

- Required Formative observations (indirectly through reports from clinical educator and university supervisor)
- PDAs (reports from self, clinical educator, and university supervisor)

Outcome 4: Professionalism

Professionalism refers to the *behaviors and commitments required and expected of teaching professionals*. Examples of professionalism follow.

The *professional* intern ...

- Follows the district schedule and policies established for their school which may include orientation meetings, district in-service meetings, building in-service meetings, study groups, and holidays
- Is in the assigned building for the full teaching day every day following the school district's schedule including parent-teacher conferences, unless attending mandatory university seminars and/or meetings
- Is responsible for communicating any absences to clinical educator, university supervisor, and the Office of Field Experiences
- Keeps all information about students, parents, and staff members in the school at which they are working strictly confidential.
- Demonstrates appropriate professional dispositions for teaching as indicated on PDA Forms
- Is familiar with and adheres to the regulations and philosophy of the placement school
- Is prompt, courteous, and dependable
- Participates in all seminars arranged by university faculty
- Assumes full leadership responsibility for teaching for the period of time required by the program
- Is punctual with PPAT submission requirements

Assessment and Evaluation:

- Required Formative observations (indirectly through reports from clinical educator and university supervisor)
- PDAs (reports from self, clinical educator, and university supervisor)

Mentoring Interns: Co-Teaching

The BHSU Professional Teacher Preparation Program is implementing *co-teaching* as the model for student teaching internships. While interns **must still demonstrate their ability to do ‘solo’ teaching during the internship**, research informs us that there are effective co-teaching strategies that, if used effectively and reasonably often during the internship, facilitate substantial P-12 student academic growth.

Co-teaching is defined as two co-teachers (clinical educator and intern) working together with groups of students, sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space. Rather than having an intern ‘take over’ one class or subject at a time on his or her own, both teachers collaborate to teach lessons much (but not all) of the time. The key difference is in who has the *leadership role* in the teaching. At first, the clinical educator will take on the leadership role in planning lessons with the intern helping with planning and instruction during lessons. As the semester progresses the leadership role in planning and instruction shifts to the intern and the clinical educator assists in planning and instruction.

Benefits of Co-Planning and Co-Teaching

Co-teaching is a research-based and highly effective way to induct and mentor interns into the teaching profession. It also provides support and professional development for clinical educator and better meets the needs of P-12 learners. Specifically, co-teaching

- improves the academic performance of students in the classroom
- increases instructional options for all students
- addresses the diversity and class size issues in today’s classrooms
- enhances classroom management
- provides effective mentoring and guidance throughout the experience
- creates an opportunity to plan, teach, and evaluate as a team
- helps interns develop knowledge, skills, and dispositions for teaching

Co-teaching is **not** a less rigorous internship or easier for interns. It differs from traditional approaches to student teaching in that co-teaching is not one person solo teaching a subject or period followed by another who teaches a different subject or period. It is **not** one person teaching while another person prepares instructional materials or sits and watches. It is a **collaborative process** in which the clinical educator and intern together plan what will be taught, how it will be taught, and how it will be assessed. **Leadership for planning and instruction shifts from clinical educator to intern across the semester.**

Co-Teaching Strategies

1. **One Teach, One Observe** – one teacher has primary instructional responsibility while the other gathers specific observational information on students or the instructing teacher. The key to this strategy is to have a *focus* for the observation.

| Co-Teaching Strategy 1: One Teach, One Observe | |
|---|---|
| Important! Co-planning is done collaboratively between clinical educator and intern prior to lesson. | |
| Works well for lessons in which data on a particular attribute of student/teacher behavior can inform the future planning and instruction by co-teachers. Can be used to help one teacher zoom in on an area in which instruction may be improved and/or give insight on instruction, student behavior, etc. | |
| Clinical Educator | Intern |
| <ul style="list-style-type: none"> ▪ Leads lesson co-planning and instruction | <ul style="list-style-type: none"> ▪ Observes specific behaviors of student(s) <ul style="list-style-type: none"> ○ Focus on one, a group, or all students for time-on-task, response to instructional strategy used by teacher, behavior, etc. ○ Focus on teacher behavior for management of class time, transitions, response to student behavior, equity in student responses, etc. ○ Report data and results to clinical educator after lesson for debriefing and reflection |
| As the internship progresses, the intern takes on the co-planning and instructional leadership roles while the clinical educator does the purposeful observations. | |

2. **One Teach, One Assist** – one teacher has primary instructional responsibility while the other teacher assists small groups of students or individuals with their work.

| Co-Teaching Strategy 2: One Teach, One Assist | |
|---|---|
| Important! Co-planning done collaboratively between clinical educator and intern prior to lesson. | |
| Works well for large group instruction where an instructional assistant would be helpful to support student learning and classroom management. | |
| Clinical Educator | Intern |
| <ul style="list-style-type: none"> ▪ Leads lesson co-planning and instruction ▪ Determines what the co-teaching assistant will do during the lesson | <ul style="list-style-type: none"> ▪ Assists with instruction, working directly with individual students or small groups of students ▪ Role similar to an instructional assistant |
| As the internship progresses, the intern takes on the co-planning and instructional leadership roles while the clinical educator provides instructional assistance. | |

3. **Station Teaching** – the co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent work station will be used.

| Co-Teaching Strategy 3: Station Teaching | |
|--|--|
| Important! Co-planning done collaboratively between clinical educator and intern prior to lesson. | |
| Works well with lessons that have discrete parts while utilizing small group instruction. Both co-teachers work with small groups of students at learning stations. | |
| Clinical Educator | Intern |
| <ul style="list-style-type: none"> ▪ Leads lesson co-planning and instruction ▪ Determines stations for each co-teacher and which students will work with which co-teacher ▪ Provides instruction at one (or more) stations | <ul style="list-style-type: none"> ▪ Provides instruction at one (or more) stations |
| As the internship progresses, the intern takes on the co-planning and instructional leadership roles, determining stations and which co-teacher will provide instruction at which station. | |

4. **Parallel Teaching** – Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy.

| Co-Teaching Strategy 4: Parallel Teaching | |
|--|--|
| Important! Co-planning done collaboratively between clinical educator and intern prior to lesson. | |
| Works well with whole group lessons in which it is useful to have lower student/teacher ratios. | |
| Clinical Educator | Intern |
| <ul style="list-style-type: none"> ▪ Leads lesson co-planning and instruction ▪ Determines lesson and teaches one half of the class | <ul style="list-style-type: none"> ▪ Teaches the exact same lesson to one half of the class |
| As the internship progresses, the intern takes on the co-planning and instructional leadership roles, determining the lesson. Both co-teachers provide the same instruction to one half of the class at the same time. | |

5. **Supplemental Teaching** – This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.

| Co-Teaching Strategy 5: Supplemental Teaching | |
|---|--|
| Important! Co-planning done collaboratively between clinical educator and intern prior to lesson. | |
| Works well with lessons that need remediation or extension for a group of students. Allows diverse groups of students to have instruction better meeting their individual needs. | |
| Clinical Educator | Intern |
| <ul style="list-style-type: none"> ▪ Leads lesson co-planning and instruction ▪ Determines student grouping ▪ Teaches lesson to majority of students | <ul style="list-style-type: none"> ▪ Teaches the lesson to students who either need remediation or need extended challenges |
| As the internship progresses, the intern takes on the co-planning and instructional leadership roles. | |

6. **Alternative/Differentiated Teaching** – Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however the instructional methodology is different.

| Co-Teaching Strategy 6: Alternative/Differentiated Teaching | |
|---|---|
| Important! Co-planning done collaboratively between clinical educator and intern prior to lesson. | |
| Works well with instructional strategies and lessons that can be tailored to meet the needs of diverse learners. Also reduces teacher/student ratio. | |
| Clinical Educator | Intern |
| <ul style="list-style-type: none"> ▪ Leads lesson co-planning and instruction ▪ Determines student grouping and the two different instructional strategies based on learner strengths and needs ▪ Teaches one group of students using one strategy | <ul style="list-style-type: none"> ▪ Teaches one group of students using the second strategy |
| As the internship progresses, the intern takes on the co-planning and instructional leadership roles. | |

7. **Team Teaching** – Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and are available to assist students and answer questions.

| Co-Teaching Strategy 7: Team Teaching | |
|---|---|
| Important! Co-planning done collaboratively between clinical educator and intern prior to lesson. | |
| Works well with instructional strategies and lessons that can be tailored to meet the needs of diverse learners. Also reduces teacher/student ratio. | |
| Clinical Educator | Intern |
| <ul style="list-style-type: none"> ▪ Leads lesson co-planning and instruction ▪ Shares instruction during same lesson with co-teacher | <ul style="list-style-type: none"> ▪ Shares instruction during same lesson with co-teacher |
| As the internship progresses, the intern takes on the co-planning and instructional leadership roles. | |

Clearly, co-teaching cannot happen without careful planning. Clinical educator and interns need to designate a daily co-planning time to determine what co-teaching strategies will be used and how they will teach collaboratively. Dedicated co-planning time is a necessity! Over the course of the co-teaching phase, each of the co-teaching strategies above should be attempted at least once. Particularly effective strategies may be utilized more regularly based on the clinical educator’s and intern’s needs. As co-planning occurs, adjust which partner has the lead role in a lesson. Typically, in the early experience the lead role is the clinical educator. The leadership role shifts to the intern as the experience progresses.

Co-Teaching Implementation during Internship

Phase 1: Co-Teaching Clinical Educator Leadership (Phase-in)

Prior to the first contact day with P-12 students, the intern and clinical educator meet to discuss the how and why of the classroom rules, routines, expectations, planning, instructional strategies, and complete an intern interview with the clinical educator. A time for co-planning should also be determined, as well as a daily reflection time for informal feedback. The intern should also be made aware of school norms.

| Co-Teaching Clinical Educator Leadership Phase One: Partner Responsibilities | | |
|--|--|---|
| Intern | Clinical Educator (CE) | University Supervisor (US) |
| <ul style="list-style-type: none"> ▪ Review the School Handbook ▪ Help prepare lesson materials with the CE ▪ Support CE in meeting individual student needs ▪ Discuss with CE existing school policies, how to take attendance, classroom design, classroom management, content standards, diverse individual student needs, positively impacting student achievement, assessment, etc. ▪ Co-plan lessons (observe and assist CE in planning lessons) based on appropriate content standards and curriculum materials ▪ Build a professional working relationship with the CE and US ▪ Learn students' names by making a seating chart, etc. ▪ Get involved in instruction immediately on day 1 (co-plan and try out co-teaching strategies 1 and 2) ▪ Become familiar with available instructional technology ▪ Participate in all teacher meetings ▪ Complete PPAT Task 1 ▪ Send PPAT permission slips home | <ul style="list-style-type: none"> ▪ Provide intern with School Handbook ▪ Introduce intern to colleagues and school personnel, including secretary, custodian, principal, etc. ▪ Model lesson planning with intern, demonstrating planning of instruction based on a review of content standards and focused on maximizing student achievement ▪ Discuss classroom design, classroom management plan and rationale, meeting diverse learner needs, assessment, emergency procedures, etc. with the intern ▪ Build a professional working relationship with the intern and US ▪ Get the intern involved in instruction immediately on day 1 (co-plan and try out co-teaching strategies 1 and 2) ▪ Use the term 'co-teacher' rather than 'student teacher' (helps students see the intern as a teacher) • Put intern's name everywhere clinical educator's name is (door, etc.) and provide an area in the classroom for the intern with a desk and chair • Plan first observation/evaluation | <ul style="list-style-type: none"> ▪ Make Initial Visit ▪ Complete Initial Visit Form online ▪ Clarify and check on co-teaching process and strategies, assisting as necessary ▪ Build a working relationship with the intern and CE ▪ Discuss expectations for journaling, weekly reports, or reflections ▪ Reviews protocol for communication between CE, intern, and US ▪ Set the date for the first formative observation with feedback to the intern. |

Phase 2: Transitioning to Intern Leadership of Co-Teaching

Interns acquire expertise by doing – moving from theory into practice. In the co-teaching partnership, it is critical that both intern and clinical educator **plan and teach together**. They may take turns leading the lessons, although it is essential to understand both intern and clinical educator are working with students *simultaneously*. For example, while the clinical educator leads a content area lesson, the intern may be actively involved by

- assisting with classroom management of the students and materials
- providing assistance for individual students or small groups of students during the lesson
- observing and collecting data on a purposefully-selected student or students for a particular reason
- doing a focused observation for the clinical educator to collect data regarding some aspect of teaching in which the clinical educator is interested

Co-teaching is not haphazard; rather it is an orchestrated event with both the clinical educator and the intern understanding the intent of each lesson and focusing on positively impacting the achievement of all students. Whether the lesson is co-planned with leadership by the clinical educator, or co-planned with leadership by the intern, both the clinical educator member and the intern agree on the standard being taught, the intended student learning outcomes, and on the formative and summative assessment along the way to guide instruction and maximize student achievement.

From the beginning of the placement, the clinical educator and intern should collaborate to plan appropriate co-teaching lessons designed to maximize P-12 student learning by utilizing the strengths of both the clinical educator and individual intern and to help define and support the intern's areas for growth. The intern's responsibilities for beginning lessons should be based on the intern's familiarity with the classroom and his or her confidence level. During this time the intern and clinical educator will jointly decide what lessons the intern will co-teach and what lessons the intern will lead.

During phase 2, two formal evaluations for the 16-week placements and one formal evaluation for the 8-10 week placements should be completed by both the clinical educator and the university supervisor. The clinical educator and university supervisor should formally **observe different lessons**. Before each formal observation, the intern and university supervisor/clinical educator have a pre-conference (face-to-face or virtual) where the planned lesson is discussed and key elements to be observed are decided. Following the formal observation, the university supervisor/clinical educator have a post-conference to note the intern's performance (strengths and areas for growth) and the lesson's impact on student achievement.

There should be **regular co-planning and discussion between the clinical educator and the intern** during the second phase of the placement.

**Co-Teaching Leadership Phase 2
Partner Responsibilities**

| Intern | Clinical Educator | University Supervisor |
|--|--|--|
| <ul style="list-style-type: none"> ▪ Co-plan lessons with CE ▪ Co-teach lessons with CE, utilizing appropriate co-teaching strategies 1-7 ▪ Write at least four solo lesson plans assigned by CE and teach them ▪ Have lesson plans available for CE review 24 hours before teaching the lesson to be able to make adjustments ▪ Continue work with small groups based on co-planned lessons ▪ Assess and evaluate the effectiveness on student achievement after lessons are taught ▪ Meet with CE at the end of each week to discuss and complete the Weekly Conference Form or other form ▪ Prepare your lesson(s) for formal observation with CE approval ▪ Inform CE of PPAT lessons and jointly decide what standards should be taught ▪ Plan PPAT Tasks 2 and 3 (lesson integrates technology) ▪ Submit PPAT tasks based on ETS timeline - online | <ul style="list-style-type: none"> ▪ Co-plan lessons with intern ▪ Co-teach lessons with intern, utilizing co-teaching strategies 1-7 ▪ Assign at least four solo lesson plans to intern to write and then teach ▪ Expect full lesson plans from intern 24 hours before a lesson is taught, review them and give specific feedback ▪ Discuss various assessment techniques and their appropriate use with intern ▪ Discuss various instructional strategies and their appropriate use with intern ▪ Continue discussing individual needs and how best to meet them with intern ▪ Meet with the intern at the end of each week to discuss and complete the Weekly Conference Form or other reflection form as discussed with the US during the initial visit ▪ Do first formal observation(s) of approved lesson(s) and fill out the evaluation online at www.bhsu.edu/fieldexperiences 2 for 16-week placements and 1 for 8/10-week placements ▪ Guide intern in the choice of appropriate lessons and standards to be used for his or her PPAT ▪ Continue to guide the intern in the use of effective planning, instruction, and assessments designed to increase student achievement ▪ Remain in classroom with intern ▪ Discuss intern progress with US | <ul style="list-style-type: none"> ▪ Do 2 required formative observations for 16-week placements and 1 for the 8/10-week placements – complete and submit the evaluation online www.bhsu.edu/fieldexperiences ▪ Collect, review, and give feedback on necessary PPAT tasks ▪ Score PPAT Task 1 ▪ Clarify and check on co-teaching process and strategies, assisting as necessary ▪ Discuss intern progress with CE |

Phase 3: Student Teacher Full Responsibility

Following the co-teaching phase, interns need to demonstrate their professional competence **by taking full teaching responsibility in the classroom**. During this time, the intern should complete his or her PPAT Task 4. There should continue to be much discussion between the clinical educator and the intern during this phase of the placement. The time for when the intern takes full responsibility and the length of this phase should be jointly determined by the intern, clinical educator member, and university supervisor based on the intern’s abilities, needs, and length of the placement.

| Co-Teaching Leadership Phase 3 Partner Responsibilities | | |
|--|---|--|
| Intern | Clinical Educator | University Supervisor |
| <ul style="list-style-type: none"> ▪ Take lead in planning, instruction, and assessment of lessons with CE approval ▪ Take full leadership responsibility for the classroom ▪ 16-week placements: minimum three weeks 8/10-week placements: minimum two weeks ▪ Use a variety of appropriate teaching and grouping strategies designed to enhance student achievement ▪ Assess student achievement based on instruction ▪ Deliver PPAT lessons and assessments ▪ Meet with CE at the end of each week ▪ Invite the principal to observe a lesson ▪ Submit PPAT Task 4 based on ETS timeline - online | <ul style="list-style-type: none"> ▪ Approve all lessons to be taught by the intern ▪ On a daily basis, discuss with intern performance in the areas of planning, instruction, and assessment ▪ Do two formal evaluations with feedback to the intern if in a 16-week placement or one formal evaluation in an 8/10-week placement except for international placement (<i>these candidates need two formal evaluations</i>) ▪ On a daily basis, discuss teaching, assessment, and classroom management strategies ▪ Meet with the intern at the end of each week ▪ Assess and discuss with the intern the impacts of the intern’s instruction on student achievement ▪ Discuss intern progress with US | <ul style="list-style-type: none"> ▪ Complete remaining required formative observations: two for 16-week placements and one for 8/10 week placements except international placements (<i>these candidates need two formal evaluations</i>) ▪ Discuss intern progress with CE ▪ Review and provide one feedback on PPAT Task 4 |

Phase 4: Return to Co-Teaching and Phase Out

During the final week of the internship, classroom leadership responsibility returns to the clinical educator. A few lessons should be co-taught with leadership provided by the clinical educator. This is also a good time for the intern to observe in other rooms, have a mock interview with the principal, etc. The chart below gives some specifics related to each partner's responsibilities for Phase 4.

| Co-Teaching Phase 4 Partner Responsibilities | | |
|---|---|---|
| Intern | Clinical Educator | University Supervisor |
| <ul style="list-style-type: none"> ▪ Co-plan and co-teach lessons with CE ▪ Complete forms online ▪ Check with CE if all forms were submitted online: PDA, Diversity 4.D.1; evaluation of the CE and US; ▪ Print the Internship Final Grade Report for signatures ▪ Meet with CE and US for Final Grade Recommendation ▪ Collect ideas and materials for future use ▪ Observe other grade levels and/or classrooms ▪ Request a mock interview with principal ▪ Complete the Professional Growth Plan, review it with CE and US (all signatures needed) | <ul style="list-style-type: none"> ▪ Co-plan and co-teach lessons with intern, taking leadership role back from intern ▪ Complete all necessary online forms for the intern ▪ Meet with intern and US for Final Grade Recommendation ▪ Set up observations for intern with other teachers in the building ▪ Write a letter of recommendation for intern (optional) ▪ Review the intern's Professional Growth Plan and sign it | <ul style="list-style-type: none"> ▪ Meet with intern and CE for Final Grade Recommendation ▪ Review the Professional Growth Plan and sign it |

Plan of Assistance (POA)

Plan of Assistance Information

In the event of an intern not performing up to program outcome standards, the following protocol should be implemented by the clinical educator and university supervisor. This should be done at the earliest possible time in the internship so that the intern has enough time to get support and make the necessary positive professional growth.

What is the purpose a Plan of Assistance?

Upon entering the student teaching internship, interns have received the information, strategies, and methods that should help them demonstrate their competence working with diverse learners and integrating technology in a highly successful manner. However, in a few cases there are issues which require more scaffolding and support of the intern by the clinical educator and university supervisor. The Plan of Assistance protocol is designed to be used by clinical educator and university supervisor to help an intern who demonstrates a need for extra support to attain a proficient level of performance so that he or she might be recommended for a grade of ‘satisfactory’ in his or her internship.

Plan of Assistance Protocol

Before implementing a Plan of Assistance, the clinical educator and university supervisor should recognize and discuss any concerns that are deemed serious enough to endanger the intern’s ability to earn a recommendation of ‘satisfactory’ for student teaching internship.

Step 1: First Intervention – Notification of Concern

If an intern is experiencing difficulty in any area, the clinical educator should:

- a. document the issue(s) – this can be part of the Weekly Conference Form
- b. make the intern aware of the concern immediately so that it may be addressed
- c. contact the university supervisor to make him or her aware of the concern
- d. suggest strategies and ways for the intern to make the necessary changes
- e. expect the intern to make the necessary changes within **one week** of being notified of the concern
- f. if satisfactory progress is made, continue to give feedback as needed and keep the university supervisor informed of the intern’s continued progress; there is no need to move to Step 2
- g. if satisfactory progress is **not** made, the clinical educator and university supervisor will draft a Plan of Assistance (see Step 2)

Step 2: Second Intervention – Plan of Assistance (POA) Writing

The clinical educator and university supervisor will draft a Plan of Assistance using the sample template on page 32 of this handbook. A plan of assistance must be implemented for an intern in danger of being recommended for a fail **no later than the midpoint** of the placement so that the intern has adequate time and support to make the necessary improvements leading to a recommendation of ‘satisfactory’. Contact the Director of Field Experiences for the POA template. Once the initial POA is drafted, the following will occur:

1. The university supervisor will e-mail a copy of the POA draft to the Director of Field Experiences
2. The Director of Field Experiences will review the plan, make revisions as needed, and approve the POA
3. The Director of Field Experiences will place a copy of the POA in the intern’s file
4. The clinical educator and university supervisor will present the POA to the intern and work to scaffold the intern toward success as noted on the POA and collect evidence related to any concerns to be used in making a recommendation of ‘satisfactory’ or ‘unsatisfactory’ for the student teaching internship
5. The clinical educator will discuss progress toward the intern’s performance related to the POA’s goals on a daily basis
6. The intern must demonstrate marked improvement in each area of concern and meet the standards set on the POA; failure to do so may result in a recommendation of ‘unsatisfactory’ for the student teaching internship
7. Clinical educator and university supervisors recommend a satisfactory/unsatisfactory grade; the Director of Field Experiences assigns a final grade
8. An intern may be removed from a placement at any time in the term upon the request of the school administrator. A decision regarding a different placement is made on a case-by-case basis.

Step 3: Final Intervention – Professional Progress Committee (PPC) Decision

If an intern is recommended for a ‘unsatisfactory’ in an internship, his or her case will be brought to the Professional Progress Committee (PPC) for a decision on granting an opportunity for the intern to re-try his or her student teaching internship or not. In the event an intern is denied continuation in the program, the intern is removed from the program and may not finish. Interns who are removed from the program at this time may request an appeal to the PPC by putting a request in writing and submitting it to the Director of Field Experiences within one week of program removal. The PPC will hear the appeal following the steps laid out in School of Education policy and will make a final decision regarding program removal.

Plan of Assistance Form

(draft completed by Clinical Educator and University Supervisor;
send copy to the Director of Field Experiences for final approval)

Intern Name: _____ **School/Grade/Content:** _____

Date: _____

| Area of Concern(s) Documentation of Specific Examples | Scaffolding Plan Describe what the clinical educator and university supervisor will do to support the intern | Expected Performance of Intern |
|--|---|--------------------------------|
| | | |
| | | |
| | | |

We have met and discussed this Plan of Assistance. The intern must make the expected improvements in performance by _____ (date), at which time the POA will be reviewed and recommendations for satisfactory/unsatisfactory will be determined.

Intern Signature: _____ Date _____

Clinical Educator Signature: _____ Date _____

University Supervisor Signature: _____ Date _____

Reviewed and approved by the Director of Field Experiences

Director Signature: _____ Date _____

Sample Copies of Online Forms

There are several forms that interns, clinical educator, and university supervisors must complete during and after the internship experience.

The internship experience is not considered successfully completed until all required paperwork is received in the Office of Field Experiences.

No grade will be entered until all forms are submitted in a satisfactory manner

Available at www.bhsu.edu/FieldExperiences

| | |
|--|----|
| University Supervisor Meeting with Clinical Educator and Intern..... | 34 |
| Weekly Conference | 35 |
| Professional Dispositions Assessment (PDA)..... | 36 |
| Formative Evaluation (FE) of Intern’s Observation (Rubric)..... | 38 |
| Internship Final Appraisal (FA)..... | 45 |
| Intern Evaluation of Clinical Educator..... | 52 |
| Intern Evaluation of University Supervisor..... | 53 |
| Exit Survey..... | 54 |
| Diversity Form 4.d.1 | 55 |
| Diversity Form 4.d.2..... | 56 |
| Internship Recommended Final Grade Report..... | 57 |
| Internship Requirements Checklist..... | 58 |

Submit for Each Placement

Black Hills State University
University Supervisor Meeting with Clinical Educator and Intern - Online

Intern _____ Date _____

Intern Email _____

Clinical Educator _____ School _____

Clinical Educator Email _____

University Supervisor _____ Grade/Content _____

University Supervisor Email _____

Placement Begin/End Dates _____

-
1. Are the clinical educator and intern present at this meeting? Yes No
 2. Has the clinical educator received the Student Teaching Internship Handbook? Yes No
 3. Did you review the website www.bhsu.edu/fieldexperiences? Yes No
 4. Did you visit about implementing various co-teaching strategies? Yes No
 5. Which co-teaching strategies do you plan to implement? _____
 6. Did you discuss the protocol to give permission forms to the parents/guardians for the PPAT? Yes No
 7. When do you submit the PPAT Task 1 to the university supervisor?

 8. What is the timeline for both university/clinical educator required formative observations of the intern? (Schedule a tentative calendar for observations-Handbook page 1) _____
 9. What will the intern's responsibilities be with respect to maintaining a journal or weekly reflections, etc.?

 10. What specific requirements will the intern need to complete for each university supervisor visit?

 11. Did each of you review your responsibilities? (*See handbook and website*) Yes No
 12. What should the intern and/or clinical educator do if questions or concerns arise during the internship?

For any concerns after visiting with the university supervisor, contact Micheline Nelson, Office of Field Experiences Director at Micheline.Nelson@bhsu.edu or call 605-642-6077.

Weekly Conference Form - Suggested
(completed and submitted by Intern; verified by the Clinical Educator)

Intern: _____ Clinical Educator: _____ Week of: _____

Please check one of the following that best describes the completion of this form:

____ Conferencing was done on a daily basis. This form is an accurate summation of the week's conferences.

____ This document was completed together at a scheduled weekly conference time.

CONFERENCE AGENDA:

TARGET ACTIVITIES:

Strengths Demonstrated This Week

Goals for Professional Growth

Intern Signature

Clinical Educator Signature

Professional Dispositions Assessment (PDA) - Online

Black Hills State University – Teacher Preparation

The Mission of the School of Education is to prepare competent, confident, and caring professionals.

Candidate Name _____ ID# _____ Date _____

Major(s) _____ Rater's Name _____

This form is used for application to student teaching, program exit, and/or to document specific behaviors. Please return this form to the Office of Field Experiences (Unit 9038).

Purpose of form (check one): Admission to Student Teaching ____; Program Exit ____; Document behavior ____

Evaluator (check one): Candidate Self-Evaluation ____; Cooperating Teacher/Clinical Educator ____;
BHSU Core Faculty ____; University Supervisor ____; Administrator ____

Please rate the candidate using the following scale:

4 = consistently; 3 = most of the time; 2 = occasionally; 1 = rarely; 0 = never; N/O = not observed

| Professional Conduct (SD Code of Ethics for Teachers) | The teacher candidate ... | Rating |
|---|--|---------------|
| Responsibility | 1. is present, punctual, and prepared for class | 4 3 2 1 0 N/O |
| | 2. completes assigned tasks that demonstrate high personal standards and best effort | 4 3 2 1 0 N/O |
| | 3. models professional attire and personal hygiene | 4 3 2 1 0 N/O |
| | 4. models educated language and behavior (InTASC 5) | 4 3 2 1 0 N/O |
| | 5. recognizes her/his professional responsibility by being actively engaged in class (InTASC 9) | 4 3 2 1 0 N/O |
| Accountability | 6. complies with university/SOE/school building/district policies and/or procedures | 4 3 2 1 0 N/O |
| | 7. maintains professional relationships with students (InTASC 10) | 4 3 2 1 0 N/O |
| Confidentiality | 8. maintains confidentiality of professional information acquired about students, peers, and professional members of the university & P-12 schools (InTASC 10) | 4 3 2 1 0 N/O |

| Competent Professionals | The teacher candidate ... | Rating |
|---|---|---------------|
| Demonstrate broad content knowledge | 1. knows subject matter is not a fixed body of facts but is continuously evolving (InTASC 4) | 4 3 2 1 0 N/O |
| Apply research-based instructional practices | 2. is committed to continuous learning and engages in professional discourse about subject matter knowledge and students' learning of the discipline (InTASC 4) | 4 3 2 1 0 N/O |
| Reflect and think critically to impact student learning | 3. knows plans must always be open to adjustment and revision based on classroom circumstances, student needs, and student ideas (InTASC 7) | 4 3 2 1 0 N/O |
| | 4. values the development of students' critical thinking, independent problem solving, and performance capabilities (InTASC 5 & 9) | 4 3 2 1 0 N/O |
| | 5. is committed to the continuous development of individual students' abilities and considers how motivational strategies encourage development for each student (InTASC 1 & 8) | 4 3 2 1 0 N/O |
| | 6. is committed to using assessment and evaluation to identify student strengths and promote student growth (InTASC 6) | 4 3 2 1 0 N/O |

| Confident Professionals | The teacher candidate ... | Rating |
|--------------------------------------|--|---------------|
| Positively impact student learning | 1. shows respect for the individual learner and/or diverse talents of all learners (InTASC 2) | 4 3 2 1 0 N/O |
| | 2. uses students' strengths as a basis for growth and their errors as an opportunity for learning (InTASC 2) | 4 3 2 1 0 N/O |
| | 3. recognizes the importance of peer relationships in establishing a climate of learning (InTASC 3) | 4 3 2 1 0 N/O |
| | 4. uses language to foster self-expression and identity development (InTASC 6) | 4 3 2 1 0 N/O |
| Positively impact student behavior | 5. values the role of students in promoting each other's learning (InTASC 3) | 4 3 2 1 0 N/O |
| | 6. values and encourages many modes of communication in the classroom (InTASC 8) | 4 3 2 1 0 N/O |
| Positively impact student motivation | 7. displays a positive, enthusiastic attitude toward the discipline(s) taught (InTASC 4) | 4 3 2 1 0 N/O |
| | 8. is committed to reflection and continuous refining practices (InTASC 9) | 4 3 2 1 0 N/O |

| Caring Professionals | The teacher candidate ... | Rating |
|--|--|---------------|
| Establish relationships in an environment of mutual respect and rapport as evidenced by students feeling valued and safe | 1. appreciates and values human diversity, shows respect for others' varied talents and perspectives (InTASC 1 & 2) | 4 3 2 1 0 N/O |
| | 2. believes all children can learn and persists in helping others achieve success (InTASC 2) | 4 3 2 1 0 N/O |
| | 3. respects others as individuals with differing personal and family backgrounds and various skills, talents, and interests (InTASC 2 & 3) | 4 3 2 1 0 N/O |
| | 4. takes responsibility for establishing a positive classroom climate by making students feel valued and helps them to value each other (InTASC 3) | 4 3 2 1 0 N/O |
| | 5. is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties (InTASC 1) | 4 3 2 1 0 N/O |
| | 6. is willing to work with other professionals to improve the overall learning environment for students (InTASC 10) | 4 3 2 1 0 N/O |

Recommendation for (please check one): Admission to Student Teaching ____; Program Exit ____

Evaluator's Recommendation (please check one): Yes ____; Yes with Reservations ____; No ____

Ratings of "Yes with Reservations" or "No" need specific reasons.

Evaluator's Comments:

Source: InTASC Dispositions

Approved by the College of Education August 28, 2007
Revised July 2013

Formative Evaluation Rubric of Intern's Observation

Submit Online

Intern _____ Date _____ Clinical Educator/University Supervisor _____

School _____ Grade Level/Subject Area _____

Assessment Timeframe in This Placement: First Observation Second Observation Third Observation

Fourth Observation Additional Observation

Both university supervisors and clinical educator members will use this form during each formal evaluation. Each performance indicator should be evaluated by circling a D, P, B, U or NA. Observers should provide positive suggestions for any performance indicator that is at the unsatisfactory level. All performance indicators must be observed at least once for the successful completion of the student teaching internship.

D – Distinguished P – Proficient B – Basic U - Unsatisfactory

NA – Not Applicable* *NOTE: This rating is to be used by UNIVERSITY SUPERVISORS ONLY.

| InTASC 1: Learner Development | Level of Performance (Charlotte Danielson – A Framework for Teaching) | | | |
|---|---|--|---|---|
| | Distinguished | Proficient | Basic | Unsatisfactory |
| <i>a. Understands how learners grow and develop</i> D P B U NA* | Displays extensive and subtle understanding of how students learn and applies this knowledge to individual students. | Takes initiative to teach developmental appropriate practices going beyond the textbook. | Displays basic and correct content knowledge. | Makes errors; does not correct errors of students or self; lacks initiative to research content. |
| <i>b. Sets instructional goals and measurable outcomes</i> D P B U NA* | Goals/outcomes are clear and written in the form of student learning. Outcomes reflect several types of learning and, where appropriate, represent opportunities for <u>integration</u> . Outcomes take into account the varying needs of <u>individual</u> students. | Goals/outcomes are clear, written in the form of student learning. Outcomes reflect several types of learning and opportunities. Outcomes take into account the varying needs of groups of students. | Consists of a <u>combination of outcomes and activities</u> . Outcomes reflect several types of learning, but intern has made no attempt at integration. Most of the outcomes are suitable for most of the students in the class. | Goals/Outcomes represent <u>low expectations</u> for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as <u>activities</u> , rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students. |

| InTASC 2: Learning Differences | Level of Performance (Charlotte Danielson – A Framework for Teaching) | | | |
|--|---|--|---|---|
| | Distinguished | Proficient | Basic | Unsatisfactory |
| <i>a. Ensures learning environment for diverse learners</i> D P B U NA* | Actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for <u>individual</u> students. | The intern also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs for <u>groups of students</u> . | Indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs for <u>the class as a whole</u> . | Demonstrates little or no understanding of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. |

| InTASC 3: Learning Environment | Level of Performance (Charlotte Danielson – A Framework for Teaching) | | | |
|--|--|--|---|--|
| | Distinguished | Proficient | Basic | Unsatisfactory |
| <p><i>a. Manages classroom procedures</i></p> <p>D P B U NA*</p> | <p>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p> | <p>There is little loss of instructional time due to effective classroom routines and procedures. The management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p> | <p>Some instructional time is lost due to partially effective classroom routines. The management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent. With regular guidance and prompting, students follow established routines.</p> | <p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the intern managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p> |
| <p><i>b. Creates an environment of respect and positive climate for learning</i></p> <p>D P B U NA*</p> | <p>Classroom interactions among the intern and individual students are highly respectful, reflecting genuine warmth, care, and sensitivity to students as individuals and the intern. The net result of interactions is that of connections with students as individuals.</p> | <p>Intern-student interactions are friendly and demonstrate general caring and respect. Students exhibit respect for the intern. Intern responds successfully to disrespectful behavior among students. The net result of the interactions is respectful, but business-like.</p> | <p>Interactions, both between the intern and students and among students, may occasionally reflect inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Intern attempts to respond to disrespectful behavior, with uneven results.</p> | <p>Patterns of classroom interactions, both between the intern and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Intern does not deal with disrespectful behavior.</p> |
| <p><i>c. Manages students behaviors and responds appropriately to students misbehaviors</i></p> <p>D P B U NA*</p> | <p>Students take an active role in their own behavior and that of other students against standards of conduct. Intern's monitoring of student behavior is subtle and preventive. Intern's response to student misbehavior is sensitive to individual student needs.</p> | <p>The intern monitors student behavior against established standards of conduct. Intern response to student misbehavior is consistent, proportionate and respectful to students and is effective.</p> | <p>Standards of conduct appear to have been established, but their implementation is inconsistent. Intern tries, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</p> | <p>There appear to be no established standards of conduct, and little or no intern monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.</p> |

| InTASC 4: Content Knowledge | Level of Performance (Charlotte Danielson – A Framework for Teaching) | | | |
|---|---|---|---|---|
| | Distinguished | Proficient | Basic | Unsatisfactory |
| <p>a. <i>Demonstrates knowledge of content and pedagogy designing coherent instruction</i></p> <p>D P B U NA*</p> | Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources, resulting in a series of learning activities engaging students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. | Intern coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcome. The learning activities represent cognitive challenge, with some differentiation for different groups of students. | Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. | The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. |

| InTASC 5: Application of Content | Level of Performance (Charlotte Danielson – A Framework for Teaching) | | | |
|--|---|---|--|---|
| | Distinguished | Proficient | Basic | Unsatisfactory |
| <p>a. <i>Communicates with students and other professionals</i></p> <p>D P B U NA*</p> | Directions and procedures are clear and anticipate possible student misunderstanding. Intern's explanation of content is thorough and clear. Students contribute to extending the content, and in explaining concepts to their classmates. Intern's spoken and written language is expressive, and the intern finds opportunities to extend students' vocabularies. | Directions and procedures are explained clearly. Intern's explanation of content is well scaffolded, clear and accurate. During the explanation of content, the intern invites student intellectual engagement. Intern's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests. | Directions and procedures must be clarified after initial student confusion. Intern's explanation of the content may contain minor errors. Intern's explanation consists of a <u>monologue</u> . Intern's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the student's ages or backgrounds. | The directions and procedures are confusing. Intern's explanation of the content contains major errors. The intern's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. |
| <p>b. <i>Demonstrates flexibility and responsiveness</i></p> <p>D P B U NA*</p> | Enhances learning, building on a spontaneous event or student interests. Successfully adjusts and differentiates instruction to address individual student misunderstandings. Intern persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community. | Promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The intern persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. | Intern attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Intern accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. | Intern adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Intern ignores student questions; when students experience difficulty. The intern blames the students or their home environment. |

| InTASC 6: Assessment | Level of Performance (Charlotte Danielson – A Framework for Teaching) | | | |
|--|--|--|---|---|
| | Distinguished | Proficient | Basic | Unsatisfactory |
| <p>a. <i>Uses assessments to guide instruction and provides feedback on student performance</i></p> <p>D P B U NA*</p> | <p>Assessment is integrated into instruction, through extensive use of formative assessment. Students self-assess and monitor their progress. A variety of feedback, from both the intern and peers, is accurate, specific, and advances learning. Questions/prompts are used regularly to diagnose evidence of learning by individual students.</p> | <p>Assessment is regularly used during instruction, through monitoring of progress of learning by intern and/or students, resulting in accurate, specific feedback that advances learning. Some students engage in self-assessment. Questions/prompts are used to diagnose evidence of learning.</p> | <p>Assessment may be used to support instruction, through some monitoring of progress of learning. Feedback to students is general, and students appear to be only partially aware of the assessment criteria. Questions/prompts are rarely used to diagnose evidence of learning.</p> | <p>There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p> |
| <p>b. <i>Designs and implements various student assessments</i></p> <p>D P B U NA*</p> | <p>Plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for <u>individual</u> students, as needed. The approach to using formative assessment is well designed and includes student as well as intern use of the assessment information. Intern intends to use assessment results to plan future instruction for individual students.</p> | <p>Plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for <u>groups</u> of students. Assessment criteria and standards are clear. Intern has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Intern intends to use assessment results to plan for future instruction for groups of students.</p> | <p>Some of the instructional outcomes are assessed through the proposed approach. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Intern intends to use assessment results to plan for future instruction for the class as a whole.</p> | <p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Intern has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.</p> |

| InTASC 7: Planning for Instruction | Level of Performance (Charlotte Danielson – A Framework for Teaching) | | | |
|---|--|---|--|---|
| | Distinguished | Proficient | Basic | Unsatisfactory |
| <p>a. <i>Demonstrates knowledge of resources</i></p> <p>D P B U NA*</p> | <p>Intern's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, professional organizations, and on the Internet.</p> | <p>Intern displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.</p> | <p>Intern displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.</p> | <p>Intern is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.</p> |

| | | | | |
|---|---|--|--|---|
| <p>b. <i>Plans and delivers coherent instruction</i></p> <p>D P B U NA*</p> | <p>Prepares complete and cohesive lessons aligned to the standards, resulting in a series of learning activities to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's unit structure is clear and allows for different pathways according to diverse student needs.</p> | <p>Coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and standards. The learning activities have reasonable time allocations, significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.</p> | <p>Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instruction partially supports the instructional outcomes. The lesson or unit has a recognizable structure with uneven progression. Most time allocations are reasonable.</p> | <p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p> |
| <p>c. <i>Monitors and paces to adjust lessons</i></p> <p>D P B U NA*</p> | <p>The pacing of the lesson provides students the time needed to engage intellectually and reflect upon their learning, and to consolidate their understanding.</p> | <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p> | <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p> | <p>The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p> |

| <p>InTASC 8: Instructional Strategies</p> | <p>Level of Performance (Charlotte Danielson – A Framework for Teaching)</p> | | | |
|---|--|---|--|--|
| | <p>Distinguished</p> | <p>Proficient</p> | <p>Basic</p> | <p>Unsatisfactory</p> |
| <p>a. <i>Provides active learning through multiple teaching strategies</i></p> <p>D P B U NA*</p> | <p>Students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. Students may have some choice in how they complete tasks and may serve as resources for one another.</p> | <p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with intern scaffolding to support that engagement.</p> | <p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant.</p> | <p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses.</p> |
| <p>b. <i>Uses questioning and discussion techniques</i></p> <p>D P B U NA*</p> | <p>Uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p> | <p>May use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Intern creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Intern successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p> | <p>Intern's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the intern attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Intern attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p> | <p>Intern's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between intern and students is predominantly recitation style, with the intern mediating all questions and answers. A few students dominate the discussion.</p> |

| | | | | |
|--|--|--|--|--|
| <p>c. <i>Integrates technology as a strategy to learn and assess</i></p> <p>D P B U NA*</p> <p>(ISTE for Teachers)</p> | <p>Intern integrates technology to prepare today's students need to analyze, learn, and explore. Intern includes digital age skills, vital for preparing students to work, live, and contribute to the social and civic fabric of their communities.</p> | <p>Intern knows and includes and integrates some technology to help students learn and explore. Intern includes digital skills preparing students for completion of work in a classroom environment.</p> | <p>Intern limits technology to help students learn or deliver content. The integration is limited to static technology replacing the textbook with no student interaction.</p> | <p>There is no use of technology or integration of technology as a strategy to learn and assess. The limited technology is not enhancing student learning.</p> |
|--|--|--|--|--|

| InTASC 9: Professional Learning & Ethical Practice | Level of Performance (Charlotte Danielson – A Framework for Teaching) | | | |
|---|---|--|--|---|
| | Distinguished | Proficient | Basic | Unsatisfactory |
| <p>a. <i>Reflects on teaching and learning</i></p> <p>D P B U NA*</p> | <p>Makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Intern offers specific alternative actions.</p> | <p>Makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Intern makes a few specific suggestions about how to improve the lesson.</p> | <p>Has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Intern makes general suggestions about how a lesson could be improved.</p> | <p>Does not know whether a lesson was effective or achieved its instructional outcomes, or intern misjudges the success of a lesson. Intern has no suggestions for how a lesson could be improved.</p> |
| <p>b. <i>Shows professionalism and maintains confidentiality</i></p> <p>D P B U NA*</p> | <p>Intern is reliable, holds the highest standards of honesty, integrity, and confidentiality, complies with school/district regulations, and takes a leadership role with colleagues. Intern is proactive in serving students, seeking out resources when needed. Intern makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p> | <p>Intern displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Intern is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Intern complies fully with school and district regulations.</p> | <p>Intern is honest in interactions with colleagues, students, and the public. Intern's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Intern complies minimally with school and district regulations, doing just enough to get by.</p> | <p>Intern displays dishonesty in interactions with colleagues, students, and the public. Intern is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Intern does not comply with school and district regulations.</p> |

| InTASC 10: Leadership & Collaboration | Level of Performance (Charlotte Danielson – A Framework for Teaching) | | | |
|--|--|---|---|---|
| | Distinguished | Proficient | Basic | Unsatisfactory |
| <p>a. <i>Participates in school, district, and/or professional community meetings, events, or projects</i></p> <p>[To be completed by clinical educator only]</p> <p>D P B U NA*</p> | <p>Relationships are characterized by mutual support and cooperation. Intern takes a leadership role in promoting a culture of professional inquiry. Intern volunteers to participate in school events and district projects, and assumes a leadership role in at least one aspect of school or district life.</p> | <p>Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Intern volunteers to participate in school events and in school and district projects, making a substantial contribution.</p> | <p>Intern maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Intern becomes involved in the school's culture of professional inquiry when invited to do so. Intern participates in school events and district projects when asked.</p> | <p>Intern's relationships with colleagues are negative or self-serving. Intern avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Intern avoids becoming involved in school events or school and district projects.</p> |

| | | | | |
|---|---|--|--|---|
| <p><i>b. Communicates respectfully and productively with families</i></p> <p>[To be completed by clinical educator only]</p> <p>D P B U NA*</p> | <p>Intern's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Intern's efforts to engage families in the instructional program are frequent and successful.</p> | <p>Intern communicates frequently with families about the instructional program and conveys information about individual student progress. Intern makes some attempts to engage families in the instructional program; as appropriate. Information to families is conveyed in a culturally appropriate manner.</p> | <p>Intern makes attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.</p> | <p>Intern communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Intern makes no attempt to engage families in the instructional program.</p> |
|---|---|--|--|---|

Additional Comments:

Intern Acknowledgement: I have reviewed this document and discussed the contents with the clinical educator/university supervisor. My signature does not necessarily imply agreement with the contents of the evaluation.

Intern Signature _____ Date _____

Clinical Educator/University Supervisor Signature _____ Date _____

Date of Next Observation (if applicable) _____

Internship Final Appraisal – Scoring Rubric

Submit Online

Intern _____ Date _____ Clinical Educator _____

School _____ Grade Level/Subject Area _____

D Distinguished: The intern has demonstrated an **exemplary** ability to model the identified indicator in the classroom setting.

P Proficient: The intern is able to demonstrate the identified performance indicator on a **consistent and effective** basis.

B Basic: The intern is able to demonstrate the identified performance indicator **well enough to meet minimal expectations**.

U Unsatisfactory: The intern is unable to demonstrate the identified performance indicator.

| InTASC 1: Learner Development | Level of Performance (Charlotte Danielson – A Framework for Teaching) | | | |
|--|---|--|---|---|
| | Distinguished | Proficient | Basic | Unsatisfactory |
| <p>c. <i>Understands how learners grow and develop</i></p> <p>D P B U NA*</p> | Displays extensive and subtle understanding of how students learn and applies this knowledge to individual students. | Takes initiative to teach developmental appropriate practices going beyond the textbook. | Displays basic and correct content knowledge. | Makes errors; does not correct errors of students or self; lacks initiative to research content. |
| <p>d. <i>Sets instructional goals and measurable outcomes</i></p> <p>D P B U NA*</p> | Goals/outcomes are clear and written in the form of student learning. Outcomes reflect several types of learning and, where appropriate, represent opportunities for <u>integration</u> . Outcomes take into account the varying needs of <u>individual</u> students. | Goals/outcomes are clear, written in the form of student learning. Outcomes reflect several types of learning and opportunities. Outcomes take into account the varying needs of groups of students. | Consists of a <u>combination of outcomes and activities</u> . Outcomes reflect several types of learning, but intern has made no attempt at integration. Most of the outcomes are suitable for most of the students in the class. | Goals/Outcomes represent <u>low expectations</u> for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as <u>activities</u> , rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students. |

| InTASC 2: Learning Differences | Level of Performance (Charlotte Danielson – A Framework for Teaching) | | | |
|---|---|--|---|---|
| | Distinguished | Proficient | Basic | Unsatisfactory |
| <p>b. <i>Ensures learning environment for diverse learners</i></p> <p>D P B U NA*</p> | Actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for <u>individual</u> students. | The intern also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs for <u>groups of students</u> . | Indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs for <u>the class as a whole</u> . | Demonstrates little or no understanding of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. |

| InTASC 3: Learning Environment | Level of Performance (Charlotte Danielson – A Framework for Teaching) | | | |
|--|---|---|--|---|
| | Distinguished | Proficient | Basic | Unsatisfactory |
| <p>d. <i>Manages classroom procedures</i></p> <p>D P B U NA*</p> | Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. | There is little loss of instructional time due to effective classroom routines and procedures. The management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines. | Some instructional time is lost due to partially effective classroom routines. The management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent. With regular guidance and prompting, students follow established routines. | Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the intern managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines. |
| <p>e. <i>Creates an environment of respect and positive climate for learning</i></p> <p>D P B U NA*</p> | Classroom interactions among the intern and individual students are highly respectful, reflecting genuine warmth, care, and sensitivity to students as individuals and the intern. The net result of interactions is that of connections with students as individuals. | Intern-student interactions are friendly and demonstrate general caring and respect. Students exhibit respect for the intern. Intern responds successfully to disrespectful behavior among students. The net result of the interactions is respectful, but business-like. | Interactions, both between the intern and students and among students, may occasionally reflect inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Intern attempts to respond to disrespectful behavior, with uneven results. | Patterns of classroom interactions, both between the intern and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Intern does not deal with disrespectful behavior. |
| <p>f. <i>Manages students behaviors and responds appropriately to students misbehaviors</i></p> <p>D P B U NA*</p> | Students take an active role in their own behavior and that of other students against standards of conduct. Intern's monitoring of student behavior is subtle and preventive. Intern's response to student misbehavior is sensitive to individual student needs. | The intern monitors student behavior against established standards of conduct. Intern response to student misbehavior is consistent, proportionate and respectful to students and is effective. | Standards of conduct appear to have been established, but their implementation is inconsistent. Intern tries, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct. | There appear to be no established standards of conduct, and little or no intern monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity. |

| InTASC 4: Content Knowledge | Level of Performance (Charlotte Danielson – A Framework for Teaching) | | | |
|---|---|---|---|---|
| | Distinguished | Proficient | Basic | Unsatisfactory |
| <p>b. <i>Demonstrates knowledge of content and pedagogy designing coherent instruction</i></p> <p>D P B U NA*</p> | Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources, resulting in a series of learning activities engaging students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. | Intern coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcome. The learning activities represent cognitive challenge, with some differentiation for different groups of students. | Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. | The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. |

| InTASC 5: Application of Content | Level of Performance (Charlotte Danielson – A Framework for Teaching) | | | |
|--|--|--|--|--|
| | Distinguished | Proficient | Basic | Unsatisfactory |
| <p>c. <i>Communicates with students and other professionals</i></p> <p>D P B U NA*</p> | <p>Directions and procedures are clear and anticipate possible student misunderstanding. Intern's explanation of content is thorough and clear. Students contribute to extending the content, and in explaining concepts to their classmates. Intern's spoken and written language is expressive, and the intern finds opportunities to extend students' vocabularies.</p> | <p>Directions and procedures are explained clearly. Intern's explanation of content is well scaffolded, clear and accurate. During the explanation of content, the intern invites student intellectual engagement. Intern's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.</p> | <p>Directions and procedures must be clarified after initial student confusion. Intern's explanation of the content may contain minor errors. Intern's explanation consists of a <u>monologue</u>. Intern's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the student's ages or backgrounds.</p> | <p>The directions and procedures are confusing. Intern's explanation of the content contains major errors. The intern's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> |
| <p>d. <i>Demonstrates flexibility and responsiveness</i></p> <p>D P B U NA*</p> | <p>Enhances learning, building on a spontaneous event or student interests. Successfully adjusts and differentiates instruction to address individual student misunderstandings. Intern persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p> | <p>Promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The intern persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p> | <p>Intern attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Intern accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p> | <p>Intern adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Intern ignores student questions; when students experience difficulty. The intern blames the students or their home environment.</p> |

| InTASC 6: Assessment | Level of Performance (Charlotte Danielson – A Framework for Teaching) | | | |
|--|--|--|--|--|
| | Distinguished | Proficient | Basic | Unsatisfactory |
| <p>c. <i>Uses assessments to guide instruction and provides feedback on student performance</i></p> <p>D P B U NA*</p> | <p>Assessment is integrated into instruction, through extensive use of formative assessment. Students self-assess and monitor their progress. A variety of feedback, from both the intern and peers, is accurate, specific, and advances learning. Questions/prompts are used regularly to diagnose evidence of learning by individual students.</p> | <p>Assessment is regularly used during instruction, through monitoring of progress of learning by intern and/or students, resulting in accurate, specific feedback that advances learning. Some students engage in self-assessment. Questions/prompts are used to diagnose evidence of learning.</p> | <p>Assessment may be used to support instruction, through some monitoring of progress of learning. Feedback to students is general, and students appear to be only partially aware of the assessment criteria. Questions/prompts are rarely used to diagnose evidence of learning.</p> | <p>There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p> |

| | | | | |
|--|--|--|---|---|
| <p><i>d. Designs and implements various student assessments</i></p> <p>D P B U NA*</p> | <p>Plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for <u>individual</u> students, as needed. The approach to using formative assessment is well designed and includes student as well as intern use of the assessment information. Intern intends to use assessment results to plan future instruction for individual students.</p> | <p>Plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for <u>groups</u> of students. Assessment criteria and standards are clear. Intern has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Intern intends to use assessment results to plan for future instruction for groups of students.</p> | <p>Some of the instructional outcomes are assessed through the proposed approach. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Intern intends to use assessment results to plan for future instruction for the class as a whole.</p> | <p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Intern has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.</p> |
|--|--|--|---|---|

| <p>InTASC 7: Planning for Instruction</p> | <p>Level of Performance (Charlotte Danielson – A Framework for Teaching)</p> | | | |
|---|---|--|--|---|
| | <p>Distinguished</p> | <p>Proficient</p> | <p>Basic</p> | <p>Unsatisfactory</p> |
| <p><i>d. Demonstrates knowledge of resources</i></p> <p>D P B U NA*</p> | <p>Intern's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, professional organizations, and on the Internet.</p> | <p>Intern displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.</p> | <p>Intern displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.</p> | <p>Intern is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.</p> |
| <p><i>e. Plans and delivers coherent instruction</i></p> <p>D P B U NA*</p> | <p>Prepares complete and cohesive lessons aligned to the standards, resulting in a series of learning activities to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's unit structure is clear and allows for different pathways according to diverse student needs.</p> | <p>Coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and standards. The learning activities have reasonable time allocations, significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.</p> | <p>Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instruction partially supports the instructional outcomes. The lesson or unit has a recognizable structure with uneven progression. Most time allocations are reasonable.</p> | <p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p> |
| <p><i>f. Monitors and paces to adjust lessons</i></p> <p>D P B U NA*</p> | <p>The pacing of the lesson provides students the time needed to engage intellectually and reflect upon their learning, and to consolidate their understanding.</p> | <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p> | <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p> | <p>The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p> |

| InTASC 8: Instructional Strategies | Level of Performance (Charlotte Danielson – A Framework for Teaching) | | | |
|--|--|---|--|--|
| | Distinguished | Proficient | Basic | Unsatisfactory |
| <p><i>d. Provides active learning through multiple teaching strategies</i></p> <p>D P B U NA*</p> | <p>Students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. Students may have some choice in how they complete tasks and may serve as resources for one another.</p> | <p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with intern scaffolding to support that engagement.</p> | <p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant.</p> | <p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses.</p> |
| <p><i>e. Uses questioning and discussion techniques</i></p> <p>D P B U NA*</p> | <p>Uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p> | <p>May use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Intern creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Intern successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p> | <p>Intern's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the intern attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Intern attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p> | <p>Intern's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between intern and students is predominantly recitation style, with the intern mediating all questions and answers. A few students dominate the discussion.</p> |
| <p><i>f. Integrates technology as a strategy to learn and assess</i></p> <p>D P B U NA*</p> <p>(ISTE for Students)</p> | <p>Intern integrates technology to prepare today's students need to analyze, learn, and explore. Intern includes digital age skills, vital for preparing students to work, live, and contribute to the social and civic fabric of their communities.</p> | <p>Intern knows and includes and integrates some technology to help students learn and explore. Intern includes digital skills preparing students for completion of work in a classroom environment.</p> | <p>Intern limits technology to help students learn or deliver content. The integration is limited to static technology replacing the textbook with no student interaction.</p> | <p>There is no use of technology or integration of technology as a strategy to learn and assess. The limited technology is not enhancing student learning.</p> |

| InTASC 9: Professional Learning & Ethical Practice | Level of Performance (Charlotte Danielson – A Framework for Teaching) | | | |
|---|--|---|---|--|
| | Distinguished | Proficient | Basic | Unsatisfactory |
| <p><i>c. Reflects on teaching and learning</i></p> <p>D P B U NA*</p> | Makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Intern offers specific alternative actions. | Makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Intern makes a few specific suggestions about how to improve the lesson. | Has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Intern makes general suggestions about how a lesson could be improved. | Does not know whether a lesson was effective or achieved its instructional outcomes, or intern misjudges the success of a lesson. Intern has no suggestions for how a lesson could be improved. |
| <p><i>d. Shows professionalism and maintains confidentiality</i></p> <p>D P B U NA*</p> | Intern is reliable, holds the highest standards of honesty, integrity, and confidentiality, complies with school/district regulations, and takes a leadership role with colleagues. Intern is proactive in serving students, seeking out resources when needed. Intern makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. | Intern displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Intern is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Intern complies fully with school and district regulations. | Intern is honest in interactions with colleagues, students, and the public. Intern's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Intern complies minimally with school and district regulations, doing just enough to get by. | Intern displays dishonesty in interactions with colleagues, students, and the public. Intern is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Intern does not comply with school and district regulations. |

| InTASC 10: Leadership & Collaboration | Level of Performance (Charlotte Danielson – A Framework for Teaching) | | | |
|---|--|---|---|--|
| | Distinguished | Proficient | Basic | Unsatisfactory |
| <p><i>c. Participates in school, district, and/or professional community meetings, events, or projects</i></p> <p>D P B U NA*</p> | Relationships are characterized by mutual support and cooperation. Intern takes a leadership role in promoting a culture of professional inquiry. Intern volunteers to participate in school events and district projects, and assumes a leadership role in at least one aspect of school or district life. | Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Intern volunteers to participate in school events and in school and district projects, making a substantial contribution. | Intern maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Intern becomes involved in the school's culture of professional inquiry when invited to do so. Intern participates in school events and district projects when asked. | Intern's relationships with colleagues are negative or self-serving. Intern avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Intern avoids becoming involved in school events or school and district projects. |
| <p><i>d. Communicates respectfully and productively with families</i></p> <p>D P B U NA*</p> | Intern's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Intern's efforts to engage families in the instructional program are frequent and successful. | Intern communicates frequently with families about the instructional program and conveys information about individual student progress. Intern makes some attempts to engage families in the instructional program; as appropriate. Information to families is conveyed in a culturally appropriate manner. | Intern makes attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families. | Intern communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Intern makes no attempt to engage families in the instructional program. |

This instrument serves as both the summative evaluation of the intern and the clinical educator's letter of reference. It should provide a clear assessment of the intern's level of performance for each of the following indicators using the following rubric bearing in mind that most interns will perform at the basic and proficient levels; the outstanding level should be reserved for performance that is beyond the basic requirements of the internship.

Please write a narrative, which addresses, in detail, the intern's strengths and areas for improvement.

Clinical Educator _____ Date _____

ONLINE

Black Hills State University School of Education Intern Evaluation of Clinical Educator - Online

The Mission of the BHSU School of Education is to prepare competent, confident, and caring professionals.

Clinical Educator Name _____ School _____ Date _____

Intern _____ Content Area/Grade Level _____

Please rate your clinical educator member on the following statements. Circle either S or U on the rating scale below.

S = satisfactory U = unsatisfactory (Please add comments and use the back of paper if more room is needed.)

Responsibility 1: Building Positive Relationships

- | | | | |
|---|---|---|----------|
| 1. Creates a positive, professional relationship with the intern | S | U | Comment: |
| 2. Is familiar with the intern's university requirements | S | U | Comment: |
| 3. Encourages varied opportunities for the intern's professional learning | S | U | Comment: |
| 4. Introduces the intern to essential school personnel (e.g., principal, secretary, custodian, counselor, etc.) | S | U | Comment: |

Responsibility 2: Planning and Teaching

- | | | | |
|---|---|---|----------|
| 5. Demonstrates and discusses effective, standards-based planning, instructional, and assessment skills and strategies to meet all P-12 learners' needs | S | U | Comment: |
| 6. Models effective use of appropriate instructional technology | S | U | Comment: |
| 7. Reviews intern's lesson plans before they are implemented, expecting appropriate thoroughness | S | U | Comment: |
| 8. Provides the intern with the school policy handbook and other relevant and appropriate P-12 student information | S | U | Comment: |

Responsibility 3: Conferencing and Assessment Skills

- | | | | |
|---|---|---|----------|
| 9. Gives effective constructive, formative feedback that is specific, frequent, timely, and relevant | S | U | Comment: |
| 10. Sets and leads summative assessment discussion points with the intern at both the midpoint and end of the placement | S | U | Comment: |
| 11. Formally observes and evaluates the intern the minimum number of times and bases rankings on the rubric descriptors | S | U | Comment: |
| 12. Maintains a dialogue with the university supervisor and intern regarding P-12 learning and revision of strategies to meet all learners' needs | S | U | Comment: |

Responsibility 4: Diversity

- | | | | |
|---|---|---|----------|
| 13. Promotes equitable teaching practices and makes appropriate accommodations for diverse learners | S | U | Comment: |
| 14. Engages the intern in determining alternative strategies to ensure all P-12 students are learning | S | U | Comment: |
| 15. Models effective work with diverse students and families | S | U | Comment: |

Black Hills State University School of Education
Intern Evaluation of University Supervisor - Online

The Mission of the BHSU School of Education is to prepare competent, confident, and caring professionals.

University Supervisor _____ School _____ Date _____

Intern _____ Content Area/Grade Level _____

Circle either S or U on the rating scale below. The university supervisor will receive a copy of this evaluation after the semester.

S = satisfactory U = unsatisfactory (Please add comments and use the back of paper if more room is needed.)

Responsibility 1: Building Positive Relationships

1. Creates a positive, professional relationship with intern and clinical educator S U Comment: _____

Responsibility 2: Knowledge

2. Knows current best practices and assists the intern in improving planning, instruction, and assessment skills S U Comment: _____
3. Offers effective help to intern with a focus on improving P-12 student learning S U Comment: _____

Responsibility 3: Conferencing and Assessment Skills

4. Clearly communicates to intern goals and timelines for observations S U Comment: _____
5. Formally and fairly observes and evaluates intern performance based on rubric descriptors S U Comment: _____

Responsibility 4: Communication

6. Clearly communicates expectations, goals, objectives, policies to intern S U Comment: _____
7. Works effectively to help solve problems regarding intern performance concerns or other placement issues, including following POA Protocol, if necessary S U Comment: _____



BLACK HILLS STATE UNIVERSITY
School of Education

Exit Survey – Professional Teacher Preparation Program
Online

Intern: _____

Teaching major(s): _____

Indicate to what degree you believe BHSU has prepared you to do the following, with 1 lowest, 5 highest, and NA to indicate not applicable. We will also appreciate your comments.

| | | RATING SCALE | | | | | |
|----|---|--------------|--------|---|---|---------|---|
| | | NA | Lowest | | | Highest | |
| | | na | 1 | 2 | 3 | 4 | 5 |
| 1 | The teacher demonstrates understanding of the fundamental concepts, tools of inquiry, and structures of the content she or he teaches. | na | 1 | 2 | 3 | 4 | 5 |
| 2 | The teacher demonstrates understanding of how students develop and learn and designs instruction that promotes their mental, social and personal development. | na | 1 | 2 | 3 | 4 | 5 |
| 3 | The teacher uses research on pedagogy to create meaningful learning experiences. | na | 1 | 2 | 3 | 4 | 5 |
| 4 | The teacher respects all students and appreciates students from diverse cultural backgrounds and those with exceptionalities. | na | 1 | 2 | 3 | 4 | 5 |
| 5 | The teacher creates instruction designed for students from diverse cultural backgrounds and those with exceptionalities. | na | 1 | 2 | 3 | 4 | 5 |
| 6 | The teacher uses a variety of instructional strategies to promote student's critical thinking, problem solving, and performance skills. | na | 1 | 2 | 3 | 4 | 5 |
| 7 | The teacher integrates technology to enhance students' learning. | na | 1 | 2 | 3 | 4 | 5 |
| 8 | The teacher establishes a safe and positive classroom climate. | na | 1 | 2 | 3 | 4 | 5 |
| 9 | The teacher demonstrates understanding of motivation and behavior to create a classroom environment that encourages active learning and self-motivation. | na | 1 | 2 | 3 | 4 | 5 |
| 10 | The teacher uses effective verbal, non-verbal and media communication techniques in the classroom. | na | 1 | 2 | 3 | 4 | 5 |
| 11 | The teacher plans instruction effectively based upon knowledge of subject matter, students, community, and curriculum frameworks, including state and national standards. | na | 1 | 2 | 3 | 4 | 5 |
| 12 | The teacher demonstrates understanding of assessment strategies to ensure students' intellectual, social, and physical development. | na | 1 | 2 | 3 | 4 | 5 |
| 13 | The teacher reflects upon and evaluates instructional practices to support student learning. | na | 1 | 2 | 3 | 4 | 5 |
| 14 | The teacher continually seeks opportunities for professional growth and development. | na | 1 | 2 | 3 | 4 | 5 |
| 15 | The teacher communicates and interacts positively with parents/guardians, colleagues, and the community. | na | 1 | 2 | 3 | 4 | 5 |
| 16 | The teacher demonstrates understanding of the legal and ethical responsibilities of the teaching profession. | na | 1 | 2 | 3 | 4 | 5 |

Comments: _____

Black Hills State University Professional Teacher Preparation Program (Initial Program)

"The Mission of the School of Education is to prepare competent, confident, and caring professionals."

Diversity Form 4.d.1. Experiences Working with Diverse Students in P-12 Schools - Online

Intern Name _____ Intern ID _____

Major(s) _____

| Field Experiences & Clinical Practices | | | | | |
|--|---|--|------------------------------|---|---|
| | EDFN 295 (395) Pre-Admission Practicum | ELED or SEED or ECE 495 Pre-Student Teaching Practicum | Student Teaching Placement 1 | Student Teaching Placement 2, if applicable | Other Experiences such as: Teammates, tutoring, other courses, field trips, job experiences, etc. |
| Semester & Year | | | | | |
| School(s) or Site(s) | | | | | |
| Grade Level(s) Pre-K; K-2; 3-5; 6-8; 9-12 | | | | | |
| Diverse Learner Categories | Please indicate your observation of and involvement with all diverse learners during your experiences in each group noted below by putting a check mark or name of group as requested. For race or ethnic group, use the terms American Indian or Alaska Native, Asian, Black or African American, Hispanic, Pacific Islander, and White. | | | | |
| Name a Race or Ethnic Group of P-12 students (other than your own) with whom you have had experience (1) | | | | | |
| Name a Race or Ethnic Group of P-12 students (other than your own) with whom you have had experience (2) | | | | | |
| Gender (Check if your experience included both male and female students) | | | | | |
| Low SES (Check if your experience included low SES students) | | | | | |
| English Language Learners (ELL) (Check if your experience included ELL students) | | | | | |
| Exceptionalities (Check if your experience included exceptional students and state whether the students were in Resource Room or inclusive settings) | | | | | |
| Advanced Learners (Check if your experience included advanced learners, defined as students working above grade level in at least one content area) | | | | | |

Black Hills State University Professional Teacher Preparation Program (Initial Program)

"The Mission of the School of Education is to prepare competent, confident, and caring professionals."

Diversity Form 4.d.2. Experiences Working with Diverse Students - Online

| Data on the Clinical Educator | |
|--|------------------------------------|
| Name _____ | Date _____ |
| School _____ | Grade/Subject _____ |
| Gender: ___ Male; ___ Female | |
| Race/Ethnicity (check appropriate blank(s): | |
| ___ American Indian/Alaska Native; ___ Black or African American; ___ Asian; ___ Hispanic | |
| ___ Pacific Islander; ___ White; ___ Other; ___ Decline to Reveal | |
| Years of Teaching Experience _____ | Certification Area(s) _____ |

| Classroom or School Demographic Data | |
|--|--|
| Indicate the number of students in the classroom for each item below. Secondary interns: choose one class period for data. | |
| Enrollment by Gender: _____ Male; _____ Female | |
| Enrollment by Race/Ethnicity: | |
| ___ American Indian/Alaska Native; ___ Black or African American; ___ Asian; ___ Hispanic | |
| ___ Pacific Islander; ___ White; ___ Other; ___ Unknown | |
| Title I Students: _____ Male; _____ Female | |
| Students with Identified Exceptionalities: _____ Male; _____ Female | |
| English Language Learners (ELL): _____ Male; _____ Female | |
| Advanced Level Students (in at least one content area): _____ Male; _____ Female | |
| Low SES (Free & Reduced Lunch Program): _____ Male; _____ Female | |

| Student Teaching Intern Placement Data | |
|--|---------------------|
| Intern Name _____ | Grade/Subject _____ |

Internship Recommended Final Grade Report
Black Hills State University, School of Education
Print and Return to the Office of Field Experiences

The clinical educator and the university supervisor at each placement should circle recommendations for a grade of 'satisfactory' or 'unsatisfactory'. The Director of Field Experiences assigns the final grade. The intern submits this form at Program Exit (Transition Point 3).

Intern: _____ Semester: _____ Intern ID # _____

Placement 1: School _____ Grade/Content: _____

Clinical Educator Recommendation (circle one): Satisfactory Unsatisfactory

Clinical Educator Signature: _____

University Supervisor Recommendation (circle one): Satisfactory Unsatisfactory

University Supervisor Signature: _____

Intern Signature _____

Placement 2, if applicable: School _____ Grade/Content: _____

Clinical Educator Recommendation (circle one): Satisfactory Unsatisfactory

Clinical Educator Signature: _____

University Supervisor Recommendation (circle one): Satisfactory Unsatisfactory

University Supervisor Signature: _____

Intern Signature _____

Placement 3, if applicable: School _____ Grade/Content: _____

Clinical Educator Recommendation (circle one): Satisfactory Unsatisfactory

Clinical Educator Signature: _____

University Supervisor Recommendation (circle one): Satisfactory Unsatisfactory

University Supervisor Signature: _____

Intern Signature _____

Internship Requirements

Online Forms Available at www.bhsu.edu/FieldExperiences

The following required documents must be submitted before a grade will be assigned

For your records, mark the checklist as you complete the required forms

Keep this checklist as reference of required paperwork needed prior to the Exit Meeting

Clinical Educator

| | 1 st Placement | 2 nd Placement | 3 rd Placement |
|--|---------------------------|---------------------------|---------------------------|
| Formative Evaluation One | | | |
| Formative Evaluation Two | | | |
| Formative Evaluation Three (16wk placement) | | | |
| Formative Evaluation Four (16wk placement) | | | |
| Diversity 4.d.2 | | | |
| Professional Dispositions Assessment (PDA) | | | |
| Professional Growth Plan (with all signatures) | | | |
| Internship Final Appraisal | | | |
| Internship Recommended Final Grade Report (with all signatures) | | | |

BHSU Student Teaching Intern

| | 1 st Placement | 2 nd Placement | 3 rd Placement |
|--|---------------------------|---------------------------|---------------------------|
| Diversity 4b | | N/A | N/A |
| Diversity 4c | | N/A | N/A |
| Diversity 4.d.1 | | N/A | N/A |
| Professional Dispositions Assessment (self eval) | | N/A | N/A |
| Evaluation of Clinical Educator | | | |
| Evaluation of University Supervisor | | | |
| Exit Survey | | N/A | N/A |
| Internship Recommended Final Grade Report (with all signatures) | | | |
| Submit PPAT on due dates (online) | | N/A | N/A |
| Professional Growth Plan (with all signatures) | | N/A | N/A |

University Supervisor

| | 1 st Placement | 2 nd Placement | 3 rd Placement |
|--|---------------------------|---------------------------|---------------------------|
| University Supervisor Initial Visit | | | |
| Formative Evaluation One | | | |
| Formative Evaluation Two | | | |
| Formative Evaluation Three (16wk placement) | | | |
| Formative Evaluation Four (16wk placement) | | | |
| Professional Dispositions Assessment (PDA) | | | |
| Professional Growth Plan (with all signatures) | | N/A | N/A |
| PPAT Task 1 Score Sheet | | N/A | N/A |
| Internship Recommended Final Grade Report (with all signatures) | | | |



“

*The mission of the School of Education
is to prepare competent, confident,
and caring professionals.*

Office of Field Experiences | School of Education
www.BHSU.edu/FieldExperiences