



College of Education

The Internship HANDBOOK

2006-2007



■ University of Idaho ■
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Dear Interns, Mentor Teachers, Principals, and Supervisors:

The transition from college student to teacher is a challenging, complex, and rewarding time for prospective teachers. You form the team that supports the intern in the development of the skills needed to meet the needs of students in today's schools. The internship experience is a critical event in the development of future teachers.

Our interns have completed the courses required for their degree and certification. They have worked in classrooms to develop the skills they bring to your school. Interns have provided evidence that they meet the criteria for placement in the internship; they enter the classroom ready to further develop and hone their teaching skills.

This Handbook is designed to provide you with an overview of the internship, expectations and roles, and policies and guidelines that support the Professional Internship. Please take time to read the sections in this Handbook. It is important that each person understand his/her responsibilities in relationship to the roles and responsibilities of the other individuals involved in this experience. This collaborative approach helps the interns meet the needs and expectations of this phase of the teacher preparation program.

The internship is a full-time, focused teaching experience for our interns. Interns who immerse themselves in the development of all aspects of the profession will be prepared to enter their classroom competent in the art and science of teaching and confident about their abilities to improve student performance. Your support of self-reflection and periodic and systematic assessment provides the intern with the opportunity to grow into their professional role.

Thank you for your willingness to mentor and guide the development of this generation of teachers!

Sincerely,

A handwritten signature in cursive script that reads "Paul Rawls".

ROLES AND RESPONSIBILITIES

A successful internship is a partnership among the intern, mentor, and university supervisor. This section describes their shared and individual responsibilities.

Shared Responsibilities

Intern, mentor, and university supervisor share some responsibilities during the year.

Planning and communication

- Negotiate expectations, formats, and schedules for developing unit and daily lesson plans in a timely manner. Usually lesson plans are shared at least one day in advance.
- Negotiate a procedure for the intern to follow in the event of absences (e.g., who should be contacted, how lesson plans will be shared).
- Negotiate plans for completing the evaluation for each term.

Professional activities

- Negotiate an appropriate sequence of activities and responsibilities that promote interns' learning to teach (e.g., moving from observation to co-planning and co-teaching to increasing responsibilities).
- Identify and arrange for outside-the-classroom opportunities that will benefit the intern (e.g., observations of other teachers, participation in teacher meetings and in-services, parent conferences, curriculum committees, community-school committees, study groups, professional associations).

Supporting and guiding interns' learning

- Identify areas where the intern needs support and guidance in learning to teach, and develop strategies to promote the intern's professional growth in these areas.
- Participate in joint conferences (intern, mentor, and university supervisor) five times or more during the academic year. (1) an initial conference during September to confirm responsibilities, negotiate working relations, and plan the intern's learning; (2) a mid-semester evaluation and planning conference; (3) an end-of-semester evaluation conference and for those in a full-year internship; (4) a mid-semester evaluation and planning conference in the spring, and (5) a final evaluation conference at the end of the school year.

Managing the demands of the internship

- Review interns' work arrangements to ensure that interns understand the consequences of outside work during the internship year and that they can undertake an intensive year of professional study and guided practice while meeting their financial needs.
- Assist the intern in identifying strategies for coping – in ways that promote continued learning – with the various demands that they will face during the internship year.

The Intern's Responsibilities

Planning and communication

- Inform your university supervisor in writing of your schedule in the school and your mentor of your schedule in courses, and of any changes in these plans.
- Arrange observation and conference times with your university supervisor. Notify your university supervisor if an observation needs to be rescheduled or canceled for any reason.
- According to formats and procedures negotiated with the university supervisor and mentor, develop unit and daily lesson plans in writing and in advance of instruction, and have them approved by the mentor and sometimes university supervisor. A good rule of thumb is that the plans should be detailed enough that another teacher could follow them. Plans need to be handed in to the mentor at the negotiated time.
- Participate in curriculum alignment and data analyses to improve student performance.

Professional activities

- Plan with the mentor ways to participate in orientation activities at the school and introduce yourself to school administrators, specialists, secretaries, custodians, and other teachers in the building.
- Attend school faculty meetings, parent-teacher conferences, and other professional activities that you have negotiated with your university supervisor and mentor.
- Read and follow the school/teacher handbook; follow the school faculty dress code and your mentor's expectations; e.g., the time to be in the classroom before and after school.

Personal learning

- Take the initiative in asking questions, searching out resources, inviting feedback, and creating opportunities to learn.
- Reflect on your teaching and your learning about teaching in writing, through journals and/or reflective papers. Share and discuss your reflections with your mentor and university supervisor.
- Maintain on-going evidence of your growth in conjunction with the evaluation.

The University Supervisor's Responsibilities

Planning and communication

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

Supporting intern learning

- Help the mentor to plan and play an active role in supporting and evaluating the intern. Assist the mentor in developing learning-to-teach activities for the intern (approximately every other week, including initial, midterm, and final evaluations).
- Observe the intern regularly and conduct follow-up conferences with the intern regarding the planning and teaching of each observed lesson. Provide oral and written feedback.
- Help interns to prepare for the evaluation meetings that occur twice a semester.

The Mentor's Responsibilities

Planning and communication

- Negotiate a sequence of opportunities to learn that support your intern's gradual induction into teaching, moving from observation to co-planning and co-teaching to assumption of lead teaching responsibilities. Also help the intern to plan opportunities for learning outside of the classroom.

- Establish regular times to discuss your teaching with the intern and help the intern with long-term planning: identifying unit topics, identifying places in the curriculum where the intern can try out different ideas for implementation of instruction, suggesting appropriate curriculum materials and school district resources for the intern to use when planning to teach, etc.
- Read the intern's unit and lesson plans and provide oral and written feedback regarding (1) general focus on the unit/lessons (e.g., extent to which the lessons teach to conceptual understanding, how well does the individual lesson tie in with long-range unit goals); (2) effectiveness of the lesson in terms of introduction of the lesson (links to previous lessons and to overall unit goals); motivation and development; activities that involve students in actively constructing meaning (rather than passively listening to the teacher); conclusion; (3) assessment of student understanding integrated into the lesson.
- Communicate with the university supervisor regarding the intern's progress and any concerns.

Supporting intern's learning

- Co-teach with the intern and share decisions, ideas, and observations.
- When the intern has lead teaching responsibilities, continue co-teaching in a supportive role, and observe the intern teaching and help the intern to think about his/her teaching, including student understanding, alternative approaches, grouping, management, etc.
- Reflect with the intern about his/her teaching, about student learning, and about ideas and strategies studied in their courses.
- Help the intern to prepare for the evaluation meetings.

GENERAL RESPONSIBILITIES FOR INTERNSHIP

For semester and year-long interns

Since timelines frequently vary among classrooms and subject matter, the timeline below should be viewed as a general model. This model is based upon a year internship experience. It can be modified to fit a model of more or less duration.

During the first month the intern should begin right away helping the classroom teacher with the day to day activities. Under the direction of the mentor teacher, they may work 1-1 or in small groups with students, help grade papers, assist with duties, etc. This is a time when the intern should be looking for ways to be helpful to the classroom teacher while getting familiar with the students, materials, and expectations.

During the next few months the intern should begin, under the supervision of the mentor teacher, presenting group lessons, taking on responsibilities for planning and evaluating student performance, communicating with others involved in the students' education, working daily to get feedback on performance from the mentor teacher, and generally becoming more comfortable with their roles and responsibilities in the classroom.

During the middle part of the internship, the intern should present daily lessons and also a series of lessons, continue to take on more responsibility under the direction and feedback of the mentor teacher, plan a unit of activities at the discretion of the mentor teacher, and in general have a long period of time of full time co-teaching and solo teaching responsibilities.

During the last third of the internship the student should begin phasing all activities back to the classroom teacher or continue to work in a co-teaching role. The student is expected to stay involved with classroom activities until the last day of the internship. Assisting the classroom teacher as needed is an important focus at this time. The mentor teacher or university supervisor may arrange for a couple of visits to other classrooms during this time, but the intern's responsibilities remain with the assigned teacher.

GENERAL POLICIES

The following are the general policies for students in the semester or year-long internship. Any deviations from these policies will have to be approved by the College Petitions and Admissions Committee.

The intern-teaching period consist of a year-long or semester-long program beginning in late August or early January and ending the last day on the School District Calendar, in either December or May/June.

Up to two days per semester leave may be taken from classroom placement responsibilities for personal or family obligations that cannot be met outside of school hours. Prior approval by the mentor teacher and the intern supervisor is required. The building principal must be notified in advance. Any absence from a related university course must be negotiated with the instructor.

SOME SPECIFIC INFORMATION:

The primary goal of the internship experience is to integrate teacher preparation course work with the realities of today's classrooms. In addition, the internship experience will provide students with a context for inquiry and reflection as related to knowledge, learners, teachers, schooling, and society. In order to accomplish this goal, the following supervised teaching objectives are given.

The intern will:

1. Plan, utilize, and critically analyze various teaching methods: lecture, discussion, individual instruction, team teaching, independent study, and/or group strategies (e.g., games, role playing, student presentations). During and following each teaching method utilized, examine difference in intern behaviors and interactions with children.
2. Identify, through observations, inquiry, and/or conferences with the supervisor and mentor teacher, those classroom management approaches the intern can develop for use in his/her own classroom.
3. Plan, write, and teach lessons and units which include goals and objectives, motivational activities, a materials list, a calendar of daily activities, project for students, provisions for cultural and individual differences, and evaluation procedures. Plan and prepare teaching materials for at least one teaching unit.
4. Plan, administer, grade, and provide students with feedback using a variety of methods. Review the effectiveness of each method used in terms of goals reached and students' performance.
5. Attend faculty, PTA, pre-referral intervention, and Child Study Team meetings.
6. Identify and utilize effective verbal and non-verbal communication patterns in classroom and non-classroom situations.
7. Operate the available media equipment in the school, and incorporate various educational technologies in lessons presented during the experience.
8. Utilize permanent records, cooperating teacher knowledge, counselors, and/or student interests and abilities to devise working groups, special ability groups, and/or individualized assignments.

ABSENTEEISM

The internship experience is a period of time when the intern engages in the complex and challenging roles and expectations of the teaching profession. One of those expectations has to do with the amount of time a teacher spends in the performance of his/her duties.

The internship experience should be considered a full-time endeavor. As with any other professional level position, a minimum amount of on-the-job time will reap the minimum benefits. The commitment and quality of work of the intern is important for the intern's professional education and to an intern's opportunity for employment within the profession.

It is vitally important for the intern to report daily to his/her assigned location(s) during the period of the internship. The intern should notify the school if he/she must be absent due to an illness. Prior notification of an absence due to illness is not always possible; therefore, notification should take place no later than one hour before school is to begin on the day of the absence or in compliance with established school practice. The intern should not hesitate to miss school for reasons of illness.

If the intern misses a significant number of days of the internship, for whatever reason or combination of reasons, he/she may be required to meet with the mentor teacher and university supervisor to discuss the possibility of making up the missed time. Occasionally, a school policy and/or a schedule conflict may prevent the intern from making up the lost time; in these cases, the intern may be required to withdraw from the internship. This will terminate the experience for that semester and the intern will be responsible for dropping the course from his/her registration.

An intern who withdraws from an assignment may be eligible for reassignment the following semester. However, the Office of Clinical Experiences, in consultation with program faculty and other appropriate professionals, will make the final decision regarding a new assignment.

RULES, REGULATIONS, AND RESPONSIBILITIES

1. Arrive at school at least one-half hour before school begins and remain at least one-half hour after school closes each day.
2. Notify the mentor teacher of absence from school for any reason before 7:00 a.m.
3. Inform the mentor teacher in advance and in writing of any meetings, workshops, or seminars that interns are required to attend outside of the school expectations.

Coaching

The College of Education does not permit students enrolled in any student teaching or internship course to concurrently function as head coach in any school-sponsored sport at any grade level, whether paid or voluntary. Students who desire to function as assistant coaches must have written approval of the division chair and the director of clinical experiences (adopted 1996).

Work

The College of Education discourages students from working during the internship. The students' schedules need to permit them to attend school, meetings, and functions, and have enough time outside the school day to plan, prepare, and review class and course assignments. In the event some time spent working is essential, the student must inform their classroom teacher and university supervisor at the beginning of the internship. In the event that work hours interfere with classroom and school responsibilities, the situation will be reviewed with the student, mentor teacher, university supervisor, and clinical services director for resolution.

Substituting

Students completing the internship may not be concurrently employed or serve as substitute teachers of the District. Interns may serve as substitute teachers with the concurrence of the cooperating teacher, building principal, and university supervisor, provided they meet the district requirements for substitute teaching at the discretion of the district and building principal. The district may provide compensation at the substitute rate of pay for up to eighteen (18) days of substitute teaching for year-long interns and up to three (3) days of substitute teaching for semester-long interns.

CONFIDENTIALITY

Classroom Discussions: Your field experiences are an important part of your learning and you will be discussing them in your courses. Just as teachers are expected to respect the privacy and dignity of the children and families with whom they work and follow the requirement of the Family Rights and Privacy Act, we expect you to use discretion. In casual conversations or social situations, do not relate stories from classrooms or schools that may be embarrassing to teachers or students, or that include sensitive information about a child or family. When discussing classroom situations in class, do so carefully. Use a fictitious name for the student involved if you need to include individual or family information in your explanation or if the situation is particularly difficult. Mask the name of a student on any written or visual work shared in class or used in an assignment. When discussing teaching practice you have observed in the field, be mindful of maintaining a tone of professional courtesy.

Interviews: Use pseudonyms and screen/mask identifying information when reporting interviews with children/youths/adults. If an assignment requires you to interview an adult, you should clearly state or give to the interviewee, in writing, the purpose of the interview and the uses you will make of the material.

Photographs/Videotapes/Audiotapes: Always ask permission of the classroom teacher to make students' photographs/videotapes/audiotapes or to use them in displays/portfolios. Occasionally there are circumstances that require that a student's whereabouts be kept secret and photographs are not allowed. Some schools and districts require written permission from parents/guardians for taking any photographs, videotapes, or audiotapes. Be sure to check with the teacher on what is needed.

Portfolios: If you use students' work or interview material in your portfolio, use pseudonyms and screen/mask names and personal identifying information.

District Requirements: Ask your mentor teacher if there are any other district or school requirements regarding confidentiality that you should be aware of.

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

DRESS AND DEPARTMENT IN SCHOOLS

When you are in school, you are expected to dress appropriately. You will be viewed and judged as another adult by students, parents, teachers, and other people in the building. If you are uncertain about the specifics regarding how you should dress, discuss it with your mentor. Be polite and considerate of other adults in the building including the principal, custodians, secretaries, paraprofessionals, etc.

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

ILLEGAL SUBSTANCES

The University Drug and Alcohol Policy will be enforced throughout the internship. The possession or use of illegal drugs and alcoholic beverages is prohibited in classes and field placements, and students are expected to be free of the influence of such substances in classes and field placements. Tobacco is not to be used on school property. Beepers and cellular phones should only be used with the permission of the mentor teacher.

DUE PROCESS

Interns are required to follow standards of behavior that guarantee the physical and emotional safety of students. If an intern violates the standard of reasonable and prudent behavior in interactions with students, they will be subject to disciplinary action and accorded the same due process protection as teachers.

The steps of due process are:

- First Incident:*** Mentor teacher will talk with the intern about the incident. Specific ideas for dealing with the situation will be generated. The mentor teacher will keep a written record of the date, incident, and items covered in the discussion. The intern will also write a description of the incident.
- Second Incident:*** Intern, mentor teacher, and intern supervisor meet. Discussion includes specific examples. After the meeting, a written memo will be prepared and distributed to all three parties, which includes the intern's understanding of the incident and the meeting.
- Third Incident:*** Intern, university supervisor, and school administrator meet. Specific examples and consequences are discussed. Written memo

from school administrator and university supervisor is sent to all parties after the meeting.

Fourth Incident: Intern, university supervisor, school administrator, and university administrator meet to discuss intern options. A written letter is prepared for follow-up.

In cases deemed more severe by university and/or school personnel, this process will be modified where needed.

This procedure is a private process between the intern and program coordinator(s). Confidentiality is a legal and ethical right of the intern.

PROFESSIONAL RESOURCES FOR TEACHERS

CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS

The Code of Ethics for school personnel is available at <http://www.sde.state.id.us/certification>. Interns should read the Code of Ethics and apply the expectations within their work environment.

BILL OF RIGHTS FOR CHILDREN

We, the people of the United States, in order to achieve a more perfect society, fulfill our moral obligations, further our founding ideals, and preserve the continued blessings of liberty, do hereby proclaim this Bill of Rights for Children.

No child in a land of abundance shall be wanting for plentiful and nutritional food.

- I. A society as advanced in medial knowledge and abilities as ours shall not deny medical attention to any child in need.
- II. Whereas security is an essential requirement to a child's healthy development, the basic security of a place to live shall be guaranteed to every child.
- III. To ensure the potential of the individual and the nation, every child at school shall have the right to a quality education.
- IV. The government, whose primary role is to protect and defend at all levels, shall assure that children are safeguarded from abuse, violence, and discrimination.

ASSESSING PROGRESS AND JUDGING COMPETENCY

A YEAR-LONG SYSTEM OF PERFORMANCE ASSESSMENT

The outcomes form the basis for decisions about completion of the program. During the internship year, interns assemble a body of evidence demonstrating the outcomes. Their mentor teachers and university supervisors assist interns in this process. Interns receive feedback on their performance relative to the outcomes both informally and at formal checkpoints throughout the year. At the end of the internship year, interns present their body of evidence at a formal conference with a panel of educators. Final decisions on program completion and certification as a teacher are made at this time, based on professional consensus on the evidence presented. An outline of the assessment process is described below.

The mentor teacher has the most important role in the evaluation process, since it is the teacher who guides, encourages, and observes the intern daily. It is imperative, therefore, that informal conferences take place frequently so that the mentor teacher can provide the intern with constructive criticism, praise, and support. The mentor teacher should be specific and honest when making comments regarding the intern's progress. The intern appreciates suggestions for improvement as well as specific positive feedback. During discussions, the mentor teacher can encourage the intern to use such devices as the video tape recorder, checklists, and the reflective analysis component of the lesson plan format. These conferences also provide an opportunity for the intern to ask questions and seek advice and direction for improvement.

Introductory Activities

Outcomes are introduced as basis for completion of the internship at the beginning of the program.

- Outcomes are introduced to interns in August or January as part of orientation/seminar activities. Outcomes provide the basis for decisions about program completion. Interns are responsible for developing a body of evidence demonstrating the outcomes during the program.
- During the first two weeks of their placement, interns will identify examples of evidence for the outcomes through observing the practices of their mentor teacher. The mentor teacher assists in this process, helping interns notice and understand the examples. A form is provided to facilitate this activity. The completed form is placed in the intern notebook.

Goal Setting

By the end of the third week in September or January, interns develop goals for the first placement, working collaboratively with their mentor teachers. Goals are based on developing evidence for the outcomes. A copy of the goals is presented to the intern supervisor. Goals are to be developed for each placement within the first two weeks of any subsequent placements.

Observation/Feedback

Daily: Informal observation and feedback will be provided to the intern on a daily basis by the mentor teacher. This is an important part of the intern's professional development and critical to the success of the mentor-intern relationship.

Bi-weekly: The university-level supervisor will generally make an observation visit every two weeks. Each observation will be followed by a conference to reflect on the day's activities, make constructive suggestions, set goals, and provide help as needed.

Quarterly: The supervisor and cooperating teacher will complete a Quarterly Assessment of Pre-Service Teaching Performance Standards in conjunction with a formal feedback meeting with the student to provide feedback and goal setting to enhance internship performance.

Final Grade: The supervisor, in conjunction with the mentor teacher, will determine the intern's semester grade.

Personal Growth Plan

If a student teacher receives a below expected rating (1 or not met) on any of the criteria, the supervisor and mentor teacher will work with the student teacher in the completion of a Growth Plan Sheet, the final step in the evaluation process. One sheet will be completed for each criterion that receives a low rating. The Growth Plan Sheet may be used following the mid-term summative evaluation. The philosophy of this step, as with all steps, is to emphasize the improvement of instruction and the need for a commitment to continuous professional development.

The supervisor will work closely with the Office of Clinical Experiences and the mentor teacher in developing strategies for dealing with any problems which might arise during the internship experience (e.g., personality related conflicts, intern absenteeism, etc.).

Quarterly and End-of-Semester Assessment Form for Preservice Teaching Performance Standards

Name _____ Date _____ Time _____

Grade Level and/or Subject _____

Mentor Teacher _____

UI Supervisor _____

Intern Signature _____

Performance Scale: Rated during Pre-service Internship: October December March May

1: Expectations Not Met (Personal Growth Plan required)

3: Expectations Emerging

5: Expectations Met

Knowledge Standards:

- _____ 1. **Subject Matter.** Sets curriculum goals/objectives; knowledge/use of resources; demonstrates adequate knowledge of discipline; presents accurate information.
- _____ 2. **Child Development/Learning.** Designs instruction to meet various needs; encourages students; reflects and evaluates learning.
- _____ 3. **Adapting Instruction for Individual Needs.** Adapts and modifies instruction; uses appropriate resources; individual differences are respected; persists in helping all students achieve success.

Anecdotal Notes/Observations/Comment

Teaching/Learning/Assessment Standards:

- _____ 4. **Multiple Instructional Strategies.** Uses multiple teaching and learning strategies (direct instruction, cooperative learning, whole group, independent, using manipulatives, questioning, discussion); monitors and adjust; follows a well-structured lesson plan.
- _____ 5. **Classroom Motivation and Management Skills.** Establishes a positive, safe classroom; engagement of students; clear procedures and routines; effective intervention strategies; adjusts lesson to aid management; intervenes early; applies principles of motivation and behavior (intrinsic/extrinsic).

_____6. **Communication Skills.** Provides appropriate feedback; thoughtful and responsive listener; writes effectively; reacts with sensitivity; provides clear directions; maintains eye and voice contact; accepts, reinforces, and encourages students; communicates student progress to parents.

_____7. **Instructional Planning Skills.** Plans are organized, coherent, thorough, logically sequenced, grammatically correct and grade-appropriate; objectives are measurable and directed to students' needs; shows evidence of planning in advance; indicates a use of data about student achievement in making lesson decisions; plans include evaluation and assessment components.

_____8. **Assessment of Student Learning.** Understands purposes of formative and summative assessments and evaluations to drive instruction; uses multiple strategies to assess individual student progress; uses pretest, post-test and remediation model; records results of student assignments and incorporates information when planning.

Anecdotal Notes/Observations/Comment

Professionalism Standards:

_____9. **Professional Commitment and Responsibility.** Uses self-reflection to improve one's own instruction; participates in meaningful professional development; presents self in a professional manner; shows enthusiasm for teaching; remains calm in a stressful situation; assumes responsibility for student achievement.

_____10. **Partnerships.** Cooperates and communicates with colleagues, parents, and community in a positive manner; maintains professional relationships with mentor, administration, and staff.

Anecdotal Notes/Observations/Comment

Professional Expectations & Dispositions for Pre-service Teachers

Student Name _____ Term /Yr _____

Course _____ Instructor(s) _____

Mentor Teacher _____

Category	5	3	1	R	Comments <i>(Please use the comments section below to explain what is needed for the expectation/disposition to be met.)</i>
	Expectation met	Expectation Emerging	Expectation not met	Previously flagged & remediated	
Professional Expectations					
1. Attends regularly					A. PT is often tardy, late or absent with no warning or explanation
2. Meets timeline commitments					PT does not honor time commitments: A. assignments, B. meetings C. working with students
3. Dress/Appearance is appropriate and professional					A. PT does not dress appropriately for the context. B. PT does not maintain personal hygiene. C. PT acts unprofessionally.
4. Maintains appropriate relationships with peers					PT interacts inappropriately with peers (verbally, non-verbally, physically) A. PT ignores, shows bias to peers B. PT interrupts, does not listen. C. PT responds inappropriately
Dispositions					
5. Scholar-practitioner - demonstrates adequate content knowledge that is current (Stnds 1,9)					A. PT makes little effort for deep understanding of subject matter and pedagogy or staying current through inquiry & reflection.
6. Engaged, full participation & takes initiative (Stnds 5,9)					A. PT does not participate, is not enthusiastic or willing to participate. B. PT seldom contributes as a team/class member. C. PT rarely contributes to the knowledge base. C. Does not take initiative.
7. Maintains confidentiality (Stnd 8)					A. PT does not use tact and discretion regarding student information. PT is not clear about confidentiality rules in relation to students. PT causes a serious problem for individuals because of inappropriate sharing of information.

					B. PT exhibits unethical behaviors.
8. Maintains appropriate relationships with students (Stnd 5)					PT interacts inappropriately with students (verbally, non-verbally & physically). A. PT ignores, shows bias, favoritism to students. B. PT does not maintain appropriate distance, acts more like a peer.
9. Committed to & facilitates students' learning in a safe climate (Stnds 1,2,3,5,7,8,9,10,11)					A. PT does not set expectations B. Does not motivate students C. Does not develop critical thinking D. Fails to plan E. Fails to ensure learning F. Does not perform student assessments G. Ignores students' self-confidence needs.
10. Maintains appropriate relationships with teachers, admins, parents, community members (Stnds 7,9,10)					PT does not maintain positive relations: A. negative interactions B. Is inflexible C. Does not share or collaborate. D. Is intolerant of viewpoint or style.
11. Respects & advocates for diversity (Stnds 2, 3, 6, 7)					A. PT does not respect others of different personality or race, religion, culture, gender, disability or sexual orientation some of the time. B. PT creates a negative environment where others are not treated with respect or other's ideas valued equally.
12. Responds appropriately to feedback and is flexible (Stnds 4,7,9)					A. PT resists and does not use feedback. B. PT does not reflect or modify as a result of feedback.
13. Written work communicates clearly & accurately, and is in standard English. (Stnd 6)					A. PT does not respect others of different personality or race, religion, culture, gender, disability or sexual orientation some of the time. B. PT creates a negative environment where others are not treated with respect or other's ideas valued equally.
14. Verbal & non-verbal communication is clear, accurate, appropriate to the situation, & conventions used are standard for speaking situations (Stnd 6)					A. PT resists and does not use feedback. B. PT does not reflect or modify as a result of feedback.

(Signatures imply that information has been discussed)

UI Faculty's Signature

Date

Mentor Teacher's Signature

Date

Beginning Teacher's Signature

Date

Professional Expectations & Dispositions for Candidates

Descriptors	Expectation met	Expectation emerging	Expectation not met
1. Attends regularly	PT is responsible, demonstrating exceptional attendance for context.	PT is responsible, demonstrating adequate attendance for context.	A.. PT is often tardy, late or absent with no warning or explanation
2. Meets timeline commitments	PT honors time commitments for assignments, meetings & schedule.	PT mostly meets time commitments for assignments meetings & schedule.	PT does not honor time commitments: A. assignments, B. meetings C. working with students
3. Dress/Appearance is appropriate and professional	PT dresses appropriately for context. PT maintains personal hygiene.	PT dresses appropriately for context most of the time. PT does maintain personal hygiene.	A. PT does not dress appropriately for the context. B. PT does not maintain personal hygiene. C. PT acts unprofessionally.
4. Maintains appropriate relationships with peers	PT interacts appropriately with peers (verbally, non-verbally, and physically). PT encourages & supports peers in positive ways.	PT interacts appropriately with peers (verbally, non-verbally, physically). PT encourages & supports peers in positive ways regularly.	PT interacts inappropriately with peers (verbally, non-verbally, physically) A. PT ignores, shows bias to peers B. PT interrupts, does not listen. C. PT responds inappropriately
5. Scholar-practitioner Demonstrates continuous improvement in content knowl. & pedagogy based on inquiry & reflection (Stnds 1,9)	PT strives for deep knowledge of subject matter and pedagogy, stays current with ongoing developments through inquiry & reflection, reflects on own practice and adjusts accordingly.	PT tries to attain deep knowledge of subject matter and pedagogy, makes some effort towards staying current through inquiry & reflection.	A. PT makes little effort for deep understanding of subject matter and pedagogy or staying current through inquiry & reflection.
6. Engaged, full participation and takes initiative (Stnds 5,9)	PT enthusiastically participates and takes initiative. PT contributes to the team/class members. PT contributes to his/her knowledge.	PT participates, is enthusiastic, & is willing to participate frequently, regularly initiates activity. PT contributes to the team/class members regularly. PT contributes to the knowledge base regularly.	A. PT does not participate, is not enthusiastic or willing to participate. B. PT seldom contributes as a team/class member. C. PT rarely contributes to the knowledge base. C. Does not take initiative.
7. Maintains confidentiality and is ethical (Stnd 8)	PT respects individuals' rights to privacy. PT uses tact and discretion to maintain individuals' rights to confidentiality. PT is clear about confidentiality rules in relation to students. Is ethical.	PT is clear about confidentiality rules in relation to students. PT is typically tactful and discrete and does not share names/information in inappropriate places. Is ethical.	A. PT does not use tact and discretion regarding student information. PT is not clear about confidentiality rules in relation to students. PT causes a serious problem for individuals because of inappropriate sharing of information. B. PT exhibits unethical behaviors.
8. Maintains appropriate relationships with students (Stnd 2,5)	PT interacts appropriately with students (verbally, non-verbally & physically). PT seeks ways to support & encourage all students to develop self-confidence/ competence & promote learning.	PT interacts appropriately with students (verbally, non-verbally & physically). PT encourages & supports students in positive ways regularly to develop self-confidence/competence & promote learning.	PT interacts inappropriately with students (verbally, non-verbally & physically). A. PT ignores, shows bias, favoritism to students. B. PT does not maintain appropriate distance, acts more like a peer.
9. Committed to & facilitates students' learning in a safe climate(Stnds,2,3,5,7,8,9,10, 11)	PT helps students gain self-confidence, sets expectations, motivates, develops critical thinking, plans, ensures learning, & performs assessments.	PT helps students gain self-confidence, sets expectations, motivates, develops critical thinking, plans, ensures learning, & assesses regularly.	A. PT does not set expectations B. Does not motivate students C. Does not develop critical thinking D. Fails to plan E. Fails to ensure learning F. Does not perform student assessments G. Ignores students' self-confidence needs.
10. Maintains appropriate relationships with teachers, parents, administrators, community etc. (Stnds 7,9,10)	PT maintains positive relations (positive interactions, flexibility, shares, listens, collaborates). PT offers support.	PT maintains positive relations most of the time (positive interactions, flexibility, shares, listens, collaborates).	PT does not maintain positive relations: A. negative interactions B. Is inflexible C. Does not share or collaborate. D. Is intolerant of viewpoint or style.
11. Respects & advocates	PT respects others of different	PT does respect others of different	A. PT does not respect others of different

for diversity (Stnds 2, 3, 6, 7)	personality or race, religion, culture, gender, disability or sexual orientation. PT creates a positive environment where others are treated and valued equally.	personality or race, religion, culture, gender, disability or sexual orientation most of the time. PT tries to create a positive environment where others are treated and valued equally.	personality or race, religion, culture, gender, disability or sexual orientation some of the time. B. PT creates a negative environment where others are not treated with respect or other's ideas valued equally.
12. Responds appropriately to feedback and is flexible (Stnds 4,7,9)	PT accepts feedback & uses reflection in a positive manner. PT seeks constructive dialogue and is flexible.	PT listens and strives to use feedback in a positive manner. PT engages in constructive reflection & dialogue and works hard to be flexible.	A. PT resists and does not use feedback. B. PT does not reflect or modify as a result of feedback.
13. Written work communicates clearly & accurately, and is in standard English. (Std 6)	PT communicates or organizes ideas in writing and exhibits accurate spelling, punctuation, and usage.	PT occasionally communicates or organizes ideas in writing and demonstrates accurate spelling, punctuation, and usage.	A. PT does not clearly communicate or organize ideas in writing B. PT exhibits inaccurate spelling, punctuation, and usage (enough for concern).
14. Verbal communication is clear, accurate, appropriate to the situation, & conventions used are standard for speaking situations. (Std 6)	PT expresses ideas clearly & accurately and uses appropriate language, without gender bias, and accurate oral language conventions (such as non-standard verb forms).	PT often expresses ideas clearly, and accurately and uses slang, inappropriate language, gender bias, and inaccurate oral language conventions (such as non-standard verb forms)	A. PT exhibits difficulty in expressing ideas clearly & accurately. B. PT uses slang, inappropriate language, gender bias. C. PT uses inaccurate oral language conventions (such as non-standard verb forms).

GLOSSARY OF TERMS

1. *Classroom Practica* – Organized field experiences of the prospective teacher that involve the application and testing of teaching and learning theory in a classroom setting.
2. *Intern Site* – A school system and classroom that participate with the university in the internship program.
3. *Intern* – A college student who is teaching under supervision and eventually assuming all aspects of a teacher's role
4. *Mentor Teacher* – A certified teacher who supervises the work of an intern and is employed by the intern site, typically a classroom teacher.
5. *University Coordinator*- A university representative who places interns and is the liaison between the school and the university.
6. *University Supervisor* – A school or university representative who supports the mentor teachers in observing and evaluating interns and assigns the final grade
7. *Student* – A pupil in the school system.