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Revised: July 2019
Introduction

Being a teacher is one of the most important roles in our society. A teacher educates and trains students for every career. A restricted license teacher has made not only an important personal decision to teach but also an important decision which impacts the lives of the students taught. This is the opportunity for learning about teaching and to continue growth as professionals who provide service to society, apply interdisciplinary scholarly knowledge, engage in effective practice, respond to uncertainty and change, rely on self-reflection and belong to professional community.

A Mentor Teacher, School Administrator, and Education/Academic Supervisor(s) play an important role in assisting the restricted license teacher with a professional attitude which will follow them into the teaching profession. The Mentor Teacher and School Administrator provides opportune experiences by monitoring the intern’s progress as well as the student progress from the intern’s classroom. Education/Academic Supervisor(s) provide additional support and feedback from an different perspective to the school environment.

If you have questions or need assistance, contact Ms. Shannon Hall, Director of Field Placement and Licensure (including Restricted Licensure) at shall6@emporia.edu or Ms. Debbie Rittgers, Administrative Assistant (drittger@emporia.edu) in the office of Field Placement Licensure (OFPL), phone (620) 341-5654.

**NOTE:** Restricted License Interns, Mentor Teachers and ESU Supervisors are encouraged to read ALL sections of the manual.
The Teachers College Conceptual Framework: Emporia State University

The Conceptual Framework sets the expectations for Restricted License Interns very high. A program completer of the Restricted License program at Emporia State University has earned the designation of Professional Educator, possessing the experience, content and pedagogical knowledge, commitment to student learning, self-reflection, and an appreciation for the importance of the professional community commensurate with this designation.

To view the complete Conceptual Framework: https://www.emporia.edu/teach/accountability/conceptual-framework.html

The agreement between the Restricted License Intern, the Mentor Teacher, the School Administrators, and the Emporia State University faculty/staff are crucial to the transformation of interns into Professional Educators. The modeling, guidance, and instruction of interns by Mentor Teachers in the classroom with PK-12 students is a precious opportunity for interns to become effective practitioners who learn creative planning and deliver instruction while in their classrooms, developing a deeper appreciation for both the role of a teacher in society and the value of a professional community in improving teaching and learning.
Kansas Educator Code of Conduct

The professional educator shall work in the best interest of their students and honor their responsibilities to their students, school, district, community, state, and profession as evidenced by:

To view the Kansas Educator Code of Conduct:

KANSAS STATE DEPARTMENT OF EDUCATION REGULATIONS AND STANDARDS FOR KANSAS EDUCATORS – full document


Professional Education Standards begin on page 60. Follow the link found on this page.
Restricted License Intern Manual

*Student Accommodations Statement: Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services and the professor will be strictly confidential.

* Emporia State University is committed to equal employment opportunity, equal educational opportunity, and non-discrimination in the operations and administration of all university programs and services. All decisions with reference to employment (including, but not limited to, selection, discipline, promotion, or termination) and all decisions with reference to student status (including, but not limited to, admission, academic achievements, or discipline) will be made without regard to age, race, color, religion, gender, marital status, national origin, handicap or disability, status as a Vietnam Era Veteran, sexual orientation, or any other factors which cannot lawfully be considered, to the extent specified by applicable federal and state laws.
Definitions

**Restricted License (RL) Intern** – The individual in the Emporia State University (ESU) teacher education program pursuing a teaching career through an Alternative Pathway, hired and under contract for the school year with a state accredited school in the state of Kansas to teach in her/his content area of the program. The RL Intern has an undergraduate or graduate degree, or the equivalent coursework in a content area which meets a licensure area for the state of Kansas regulations and matches the teaching position of the teaching contract in the school, among other state and university requirements. The RL Intern is provided assistance from individuals who collaborate as the support team for her/him – the Supervisor(s) from the University, the Teacher in the school, and the Director of Field Placement.

**Education/Academic Supervisor(s)** – Also referred to as the “supervisor” in this manual. This individual represents Emporia State University. A supervisor is an education supervisor who provides pedagogical support to the RL Intern and an academic supervisor who provides content support to the RL Intern. These individuals provide support and feedback to the RL Intern in the Internship and first year of teaching experience. The supervisor schedules visits to the classrooms, observes the instruction implemented by the RL Intern, and evaluates the RL Intern’s progress during the school year. These individuals are the first line of communication for the RL Intern. The supervisor collaborates with the teacher, principal, and any other school personnel involved with the RL Intern’s progress. The supervisor also informs and collaborates with the Director of Field Experience.

**Teacher** – Also known as the “mentor” teacher however referred to as the “teacher” for the purpose of this manual. The teacher is in the school where a RL Intern has been hired by a state accredited Kansas school. The teacher has a minimum of three years of teaching experience and is recommended by the school administration to serve as the mentor for the RL Intern. The teacher is a teacher with his/her own classroom, and who mentors the RL Intern during this time, evaluating the intern’s progress. This teacher helps the RL Intern develop as a professional in the classroom and school environment. The teacher also helps the RL Intern understand the school’s organization as well as how to work with parents, the community, other school colleagues and staff.

**Director of Field Placement/Restricted License** – The Director of Field Placement/Restricted License plans, prepares and coordinates the roles and responsibilities with the supervisors. The Director works closely with teachers and principals of the schools to ensure RL interns are provided supportive and constructive feedback for the intern’s professional growth. In connection with the hiring school’s verification, the director verifies the intern has successfully completed the Restricted License program at ESU to the ESU Licensure Officer for verification of the Intern’s final license application.
The Restricted License Intern

A successful internship experience will empower the aspiring teacher to facilitate learning, confidence, and creativity for numerous students in the future. The Emporia State University faculty/staff and administration are appreciative of partnerships with Kansas schools in hiring these interns, who give so unselfishly of their time and efforts to bring new teachers into the profession and for these individuals to choose to work with Emporia State University to achieve licensure. These agreements allow the professional community to successfully transition individuals from other careers to the real world of teaching.

Teaching is an exciting time when interns have made and acted on her/his decision to change careers to teaching or have always wanted to teach and now have the means to pursue a teaching career. The internship is the beginning phase of the Restricted License/restricted license program when interns are expected to integrate practical knowledge from real life experiences with the practical problems of actual classroom teaching. Interns are expected to provide service to society, apply interdisciplinary knowledge, engage in effective practice, respond to uncertainty and change, rely on self-reflection, and belong to professional community.

It is assumed that interns will bring to this school year, from previous experience working with children/youth, an understanding of students, their growth patterns, their interests, and have experience some teaching strategies. Interns should have an understanding of subject matter and insight into skills, concepts, understandings, and attitudes they propose to teach from previous careers or other experiences in their subject matter.

To a large extent, what is learned in the internship will depend upon how much the intern takes advantage of opportunities to observe and participate in the school beyond their classroom responsibilities. An alert observer who can intelligently interpret what is observed to build a reservoir of vicarious experiences upon which to draw in later years. Interns should be involved in dialogue on a daily or minimum of a weekly basis with those in the school regarding these observations and experiences. Dialog with the ESU supervisors on a regular basis should also be part of the process.

Requirements of Restricted License Interns

Restricted License
It is required by state of Kansas regulations that each restricted license intern be officially licensed as a teacher or school specialist and must be employed in a state accredited public or private Kansas school. The intern is responsible for initiating the Restricted License application process and having met all requirements in the program to hold this license. These requirements include, but may not be limited to, a passing Praxis content test score with ESU as a score recipient, a minimum 2.75 gpa met for the most recent 60 semester
credit hours of coursework and in the content area coursework. This license application is “transmitted” through the Kansas State Department of Education (KSDE) license application system to the hiring school/district to verify the teaching position of the intern. It is then transmitted to ESU to verify requirements have been met at the university, for the license to be considered for issuance. Payment for the license is made by the intern once ESU submits the application to KSDE. The Restricted License is issued by the KSDE for the Restricted License program subject area(s) and for specific hiring school. This license may be reissued once more for a total of two years. KSDE makes the final decision regarding issuance of this license, not ESU. A copy of the restricted license must be on file at ESU.

Intern Contract
As per state of Kansas regulations, the intern must have a teaching or school specialist contract with a state accredited Kansas school district or school (if nonpublic). A copy of the signed contract must be on file at ESU. The hiring school/district verifies on the Restricted License application, initiated by the intern, the teaching position and grade level the intern is to be teaching.

School Activities/Out of Classroom Activities
Interns should plan to participate in school activities. Questions often arise as to the amount of extra duties which may be assigned to interns. One of the major purposes of full-time internship is to provide the intern an opportunity to become involved in appropriate extracurricular activities.

Responsibilities of the Intern
The intern is expected to be a fully involved teacher in the school and district, AND responsive to ESU faculty/staff involved in the Restricted Licensure Intern’s program success. This includes but may not be limited to required attendance in the summer Orientation and two Seminars held on the ESU campus during the school year and actively participating in the ED 893/894 Internship in Canvas where assignments/discussion boards are posted and graded. Successful involvement in the Education coursework required for the program with successful completion of this coursework is expected to continue in the program.

Other Expectations for the Restricted License Intern

How to Succeed as an Intern
(Adapted from the Internship Handbook of Texas Wesleyan University’s School of Education, prepared by Ms. Bliss Dodd, Coordinator of Teacher Certification.)

1. Plan to focus all your attention and energy on teaching, which is demanding. Other employment will take away that focus and is not recommended; expect to grade and write lesson plans at night, and expect to be tired. Do not take other courses during internship except those that are required as a part of program. Consider a reduction in outside activities and reserve time for school activities or community activities related to internship and your school/district.

2. Become acquainted with the building principal immediately. During your time at the school, take advantage of opportunities to interact with the principal in a professional manner. Consider inviting the principal to assess a lesson you teach. As a teacher, you will be assessed within 60 days of the beginning of the school year by your district.

3. If possible, contact your mentor teacher(s) prior to starting your job. Offer to come and visit with the teacher prior to the first “duty” day.
4. Treat support staff such as the school secretary, the custodian, cafeteria employees, and bus drivers with respect and courtesy. These are important people whose assistance will be needed frequently.

5. Expect to complete the internship and the school year even if it is tough. Changes in teaching assignments will not occur because of differences in personalities or philosophies. These are problems that may occur among teaching team members in the now or in the future. Think of ways to improve the situation and resolve to try other ideas and methods at a later time. Be as congenial as possible.

6. Use the appropriate lesson plan. Confer with your mentor teacher in regard to what type of lesson plan is required at the school. Find out from your principal if your lesson plans are to be turned in and how frequently. Lesson plans, regardless of school administration requirements, are required to be available and fully finished for your ESU supervisors when evaluative visits are conducted.

7. Dress like a professional to establish a positive employee image that will convey maturity and self-confidence. Interns are expected to follow the dress and appearance code set by the receiving school’s administration. Revealing clothing such as shorts, short skirts, sheer blouses/shirts, and low cut necklines or waistlines should also be avoided. Dress for the professional respect you wish to receive from other teachers, administration, and your students.

8. Limit the time you spend in the teachers’ lounge. Remember that this is not the appropriate time or place to discuss students or to critique faculty members. However, this can be a time for respectful networking for teaching ideas and available resources. Use this time wisely to benefit your students’ progress in your classroom!

9. Maintain a professional relationship with students and parents. Never take a student in your car or visit a student in their home even with parental approval. Avoid giving gifts to a “special” student and staying in a room with one student with the door closed. Always be sure that other adults are nearby and can see you when you talk with a student. Refrain from any type of touching that might be misinterpreted. Be cautious about advising students about personal or family problems since counselors are usually available. Avoid discussing your own personal problems with students or parents.

10. Respect the confidentiality of students, parents, and colleagues. The internship presents many varied situations in which interns will be expected to make sound decisions. Interns should use discretion in their behavior. Refuse to discuss student records or problems, whether academic, behavioral, or personal, with another student or parent. Limit professional conversations about students to problem-solving sessions. Remember that confidentiality of student records is an ethical concern. It is also a matter of federal privacy laws. (See Kansas Code of Conduct earlier in this manual.)

11. Consider purchasing health and professional liability insurance if not included in your teaching contract. Medical expenses could prevent the completion of the internship. Although liability insurance is rarely needed, the peace of mind that it provides will be well worth the small amount of money required to purchase it. Some interns purchase liability insurance through private companies. Others purchase it by obtaining a membership in professional education organizations such the Kansas National Education Association or the Kansas Association of American Educators (Kansas specific information available from ESU).

12. Review the assessment form that will be used for your evaluations, but don’t worry about it. Teachers perform better when they forget the detailed list of criteria and concentrate on the lesson focus and the students. Consider teaching a new concept when being evaluated to accomplish most of the indicators intuitively. While you are being evaluated, remember to:
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- Provide focus, relating it to past knowledge and student interest. Be sure students know what they are expected to learn from the lesson.
- Use two or three interesting methods for teaching the lesson—demonstrate, compare/contrast with previous lessons, clarify vocabulary, use a variety of visual aids, etc.
- To observe whether students understand, provide opportunities for guided practice. Walk around. Check it out. Praise good effort.
- Reteach using a different approach or explanation where there is a misunderstanding. Check for understanding again.
- Redirect students who are off task throughout the lesson. Deal with student misbehavior when it occurs using the behavior management plan that the Intern and the mentor teacher have agreed upon.
- Review the main point of the lesson. Plan a review activity that will fill extra time while waiting for the bell or the next period.
- If your evaluator has suggestions for improvement, welcome it. That will be an excellent learning opportunity, and it is what internship is all about.

13. **Review the Professional Education Standards and Content Area Standards (licensing as well as curricular) issued by the Kansas State Department of Education.** Incorporating these objectives into the classroom and in your lesson plans will insure your success as an intern and in the future.

14. **Refrain from talking negatively** about a previous experience, the mentor teacher, other teachers, the principal, or the school.

15. **Rely on your ESU Education and Academic Supervisor(s).** These are the individuals with whom you may share negative concerns, complaints, fears, anything that bothers you or anything you are really proud of! Remember that your education supervisor is the leader of your internship team. **Send your supervisor(s) your schedule at the beginning of the year.** Find out how to reach the supervisor(s) by phone and/or email. If you do not receive a response, contact Ms. Shannon Hall (620-341-5654 or email: shall6@emporia.edu). If there are problems during the internship, supervisor(s) may require weekly written reports and make unscheduled visits to provide further support and feedback to you.

**Journaling and Reflecting**

Interns learn to be reflective practitioners during the internship experience. To document these observation experiences and other facets of the internship experience, interns are encouraged to maintain a daily journal noting what went well during a lesson and during the school day, what did not go well, what was learned from the observation or experience, and what could be better adapted for students.

Another important aspect of being a reflective practitioner is to reflect daily after teaching. Should the lesson plans be modified in any way? The intern is encouraged to write notes on the lesson plan(s) and to have these reflections available when the Education/Academic supervisor(s) visits as evidence that the intern is reflecting. The intern is expected to submit reflections in Canvas-ED 893 Internship.

**Education/Academic Supervisors can view these in Canvas and provide suggestions.** On the next 3 pages are some sample guides for journaling.

**Intern Journal/Lesson Reflection Examples:**

*Example 1: Student Teaching Journaling Guide developed by Mrs. Gwen Eidman*
The purpose of the journal is to provide an anecdotal and reflective account of your experiences during your internship. The journal provides a means of confidential communication between the intern and education supervisor, and teacher when possible.

Journal Entry components:

- What significant classroom events have happened? (student relationships, environmental issues, students’ responses to your teaching and lessons, etc.)
- What do you really believe to be meaningful to the students and what changes do you plan to make as you do things differently?
- How well are you and your teacher communicating?
- Any concerns / questions / frustrations?

Reflections for daily lesson plans:

- What did you want the students to learn?
- How did you know if they have learned it?
- What will you do if they don’t learn it?
- What could you have done better during the teaching of the lesson?

The following two pages are journaling sentence stems to assist in you! This is provided by Dr. Darla Mallein, Emporia State University Professor in the Social Sciences Department.
To be effective, one must be reflective!

For each sentence stem below, provide as many details as you can to show us what you are learning about teaching. You are welcome to rephrase the stems to help your sentences flow more smoothly. However, be sure to provide the information the stem is asking for; e.g., why you liked something, what you would do differently, etc. Each week you should end up with at least five reflection statements. Remember, the only way you are going to improve is if you stop and THINK/REFLECT about your actions and observations in the classroom!

Sentence Stems for Beginning of the Semester and/or when you aren't teaching your own lessons

Choose at least two of these:

- One lesson/activity my CT did this week that I really liked was.... I liked it because....
- One lesson/activity that the students responded well to this week was..... I think they liked the activity because...
- One lesson/activity that the students seemed to struggle with this week was ...... I think they struggled because.... One thing that might have helped the lesson/activity go better is...

Choose at least one of these:

- One classroom management/discipline strategy my CT used this week that I really like is .................. I think that's a great strategy because....
- One thing I think I will do differently in my future class is.... I would do it differently because....

Choose at least two of these:

- One highlight of my week was....It was a highlight because...From this experience I learned...
- One lowlight of my week was... It was a lowlight because... From this experience, I learned....
- One thing I can tell I am going to have work on when I start teaching full-time is....I need to work on this because...Some steps I can take to work on this are...
- One thing I wish my cooperating teacher would do with me/for me is....because...
- One thing I did this week that my cooperating teacher seemed to like/appreciate/approve of was...This made me feel.....because....

Sentence Stems for when you are teaching your own lessons
Choose at least two of these:

- One lesson/activity I did this week that I really liked was.... I liked it because....

- One lesson/activity I used this week that really engaged the students was..... I know they were engaged because... However, if I were to use the activity again, I would...

- One lesson/activity I used this week that didn’t work very well was.... I think it didn’t work the way I wanted it to because... To improve the activity, I should have....

- One BCA I tried that worked well was...I think it was a good choice because...

- One Closure activity I tried that worked well was...I think it was a good choice because...

- I know my students are learning what I am teaching them because...

Choose at least one of these:

- One classroom management/discipline strategy that is working really well for me is....

- One area of classroom management/discipline that I need to work on is...To improve, I need to...

- One struggling student with whom I’ve made a positive connection is...I know I’m making a difference with this student because...

Choose at least two of these:

- One highlight of my week was....It was a highlight because...From this experience I learned....

- One lowlight of my week was... It was a lowlight because... From this experience, I learned....

- One thing I still need to work on is....I need to work on this because...Some steps I can take to work on this are...

- One of the most important things I learned this week was....It was important because...

- One thing I wish my cooperating teacher would do differently with me is....

- One of this week’s biggest challenges was... It was challenging because...To deal with this challenge, I need to...

- One success I experienced this week was... To repeat this positive experience, I need to...

- Next week, one thing I am going to work on improving is....I need to get better at this because...

- My biggest improvement this week was...I am so happy I made improvements in this area because....
Facilitating Good Classroom Management

Some “do’s” in gaining control:
1. Prepare lessons thoroughly. Being prepared will give everyone involved a stronger sense of security in what is taking place.
2. Develop sincere enthusiasm (it’s contagious).
3. A well-modulated voice helps achieve control.
4. Learn as much as possible about individual students. Building relationships is imperative to classroom management.
5. Analyze the reasons for loss of control.
6. Discuss the control techniques used by your mentor teacher or instructional coach.
7. Plan activities to keep students engaged in a constructive, educative way.
8. Establish orderly classroom procedures and routines.
9. Make sure each student has a chance to succeed at something each day.
10. Have a plan for dealing with problems so that you are not perceived as indecisive or not in control.
13. Have confidence that techniques of control can be learned.

Some “don’t’s”:
1. Don’t take students’ misbehavior as a personal affront.
2. Don’t lose your temper.
3. Don’t resort to sarcasm.
4. Don’t embarrass a student in front of other students.
5. Don’t let little violations “snowball” into major disruptions.
6. Don’t keep reminding students of past mistakes in behavior.
7. Don’t try to be psychiatrist or physician.
8. Don’t punish the entire group for the misbehavior of one or two students.
9. Don’t come to school tired and lacking in vitality.
10. Don’t threaten students with an action for which you cannot carry through.

Behaviors of Good Teachers and Interns Which Result in Student Achievement, Positive Student Attitudes and Good Student Conduct.

Good classroom management/control
Follows through with tasks, is accountable
Varies instructional methods and materials
Uses positive reinforcement, is a positive role model for the students
Has obvious interest in and love for children
Maintains high expectations
Models appropriate behavior
Checks for student understanding
Has good time management, is able to keep a “balance”, has good organizational skills
Knows the students well
Is aware of own weaknesses and able to admit what these weaknesses are
Maintains high enthusiasm about teaching
Conscientious
Prompt/punctual
Responsible
Flexible
Cooperative
Takes constructive criticism well
Knowledgeable
Honest
Exhibits creative and enthusiastic professionalism
Is a risk taker/likes to take chances
Caring
Is an effective planner
Motivational/inspirational
Enjoys being in a classroom environment
Aware
Non-judgmental
Has a good sense of humor
Uses appropriate judgment
Problem solver/manager
Good communicator/active listener
Self-starter
Maintains good rapport with students and co-workers

List compiled from mentor teacher participants in the Emporia State University, CT Training.
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<th>Form</th>
<th>Type of Evaluation</th>
<th>When Completed</th>
<th>Completed By</th>
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<tr>
<td>*Initial Visit</td>
<td>Formative</td>
<td>Within first two weeks from start date of ESU classes</td>
<td>Education Supervisor in consultation with Intern and Teacher</td>
</tr>
<tr>
<td>Weekly Conference Form</td>
<td>Formative</td>
<td>Weekly, if possible</td>
<td>Teacher in conference with intern</td>
</tr>
<tr>
<td>Lesson Evaluation Form</td>
<td>Formative</td>
<td>Weekly, if possible</td>
<td>Teacher followed by conference with intern</td>
</tr>
<tr>
<td>Conference Summary Evaluation</td>
<td>Formative (based on previous weeks progress; use Weekly Conference Forms &amp; Lesson Evaluations to guide)</td>
<td>Approximately every 4 weeks depending on plan time available.</td>
<td>Teacher in conference with intern</td>
</tr>
<tr>
<td>Teacher’s evaluation of teacher candidate using STAR: Student Teacher Assessment Rubric &amp; Disposition Assessment</td>
<td>Summative (use previous formative evaluations &amp; other sources of evidence as a guide; should not be based on single lesson)</td>
<td>A minimum of two times per semester (midterm and final points of semester).</td>
<td>Teacher via Google Link (should include follow-up conference with intern)</td>
</tr>
<tr>
<td>Education Supervisor’s evaluation of teacher candidate using STAR: Student Teacher Assessment Rubric &amp; Disposition Assessment</td>
<td>Summative (use previous formative evaluations &amp; other sources of evidence as a guide; should not be based on single lesson)</td>
<td>A minimum of two times per semester (midterm and final points of semester) Additional visits may be scheduled as needed.</td>
<td>Education Supervisor via Google Link (should include follow-up conference with intern)</td>
</tr>
<tr>
<td>Academic Supervisor’s evaluation of teacher candidate using STAR: Student Teacher Assessment Rubric &amp; Disposition Assessment</td>
<td>Summative (use previous formative evaluations &amp; other sources of evidence as a guide; should not be based on single lesson)</td>
<td>A minimum of two times per semester (midterm and final points of semester) Additional visits may be scheduled as needed.</td>
<td>Academic (should include follow-up with intern)</td>
</tr>
<tr>
<td>Disposition Self-Assessment</td>
<td>Formative</td>
<td>At Orientation and also at the end of the Internship (final evaluation)</td>
<td>Intern via Google Link</td>
</tr>
<tr>
<td>Kansas Performance Teaching Portfolio (interns in 2nd semester of Internship only)</td>
<td>Summative</td>
<td>November (fall semester)/April (spring semester) Specific due date will be included in the course syllabus and posted on Canvas.</td>
<td>Intern</td>
</tr>
</tbody>
</table>
Grading

A description of the ESU internship grading procedure is available on the instructions for using the Student Teacher Assessment Rubric (STAR). The Intern’s grade represents an average of the grades suggested by the Teacher and the Education/Academic Supervisor(s) from the final STAR evaluations, KPTP scores (must be passing), and attendance at Seminars on Campus, plus participation in monthly Discussion Boards and Journals in ED 893 and ED 894 online Canvas internship courses. Both the Teacher and Education/Academic Supervisors are expected to document by giving examples or making specific suggestions in the feedback sections, as needed. In order for an intern to be recommended for full licensure, a grade of “C” or better is required in all internship courses, a 2.75 grade point average of the last 60 semester hours and in the content area coursework, a passing Praxis content test score and passing Principles of Learning and Teaching (PLT) test score; all Restricted License program requirements must be successfully completed.

The grading scale and points for assignments are in the syllabi for the Internship courses and below in the Forms section of this manual.

A STAR final evaluation below 35 points is considered not passing. In any case where an intern has a final evaluation score below 35, the Director of OFPL will be in contact with school administration in the school/district and the intern to determine next steps and continuance in the ESU Restricted License program.

Kansas Performance Teaching Portfolio (KPTP)

Prompts and rubrics for the KPTP may be found at the Kansas State Department of Education website via the following link: http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Educator-Preparation/Kansas-Performance-Teaching-Portfolio-KPTP

OR by going to: www.ksde.org → Teaching & Learning → Educator Licensure (under Teachers heading), scroll to near the bottom under Teacher Licensure and Accreditation Resources → Kansas Performance Teaching Portfolio (KPTP)

Resources include:
- KPTP Content Guidelines
- Implementation Guidelines
- Overview
- Templates
- 4 examples of Portfolios (2-Elementary, 2-Secondary)

Your completed KPTP is to be submitted into Canvas KPTP Fall 2018. First you must do these things:

1. Submit your Student Verification in KPTP Fall 2018 prior to the due date in Canvas. This is verifying your KPTP is/will be your own work. Points for completion: 4.
3. Verification of Observation/Required Videos: Video TWO of your KPTP Focus Lessons and with advance permission, email one of these or the YouTube link as instructed at Orientation, to your teacher, to view and use the form in the next step. You will be required to upload BOTH videos to the course Canvas site prior to the due date to KPTP (Fall 2018) in Canvas. Check the Video assignment for the minimum/maximum length for your Videos. More information on how to do this upload will be shared at the Orientation and/or 1st Fall Seminar. Points for completion: 6 points per video. Points deducted for late/incomplete or inaccurate work (late= minus 2 pts; Length less than 15 min. = minus up to 4 pts)
4. Provide your Teacher the information in the Mentor Teacher Verification Module. Again, this cannot be done by your Teacher unless you have written your KPTP! There is a due date to submit this to KPTP in Canvas. Your KPTP will NOT be submitted for grading until your Teacher has submitted this verification that this is your own work, to the best of her/his knowledge.

5. Submit your full KPTP saved with the CODE provided to you by ESU prior to the KPTP due date – the first Monday, or designated due date, of November (fall)/April (spring) prior to 5:00 pm. Passing score is 20 out of 30.

6. All steps must be completed by the individual due dates in Canvas and prior to the full KPTP Due Date. Points for a late KPTP document are as follows: 5 points deducted after 5:00 pm on the Due Date. Other items (#1-4) must be submitted prior to the due date indicated in Canvas. The KPTP will only be accepted no more than 1 week late. KPTP’s submitted after this will be scored the following semester, unless extenuating circumstances have been approved.

Interns not receiving a 20/30 (67%) on the KPTP will be given one opportunity to rewrite the KPTP to achieve a passing score. The score recorded for the rewrite will be no higher than 20 (minimum passing score) since the intern is being given a rewrite opportunity and to be fair to interns who achieved a passing score with the first submission. If the intern does not achieve a passing score on the rewrite, he/she will not pass the Internship and will need to re-enroll in another semester of Internship (summer terms are excluded) to complete the KPTP as part of a field experience. The intern will remain on a Restricted License if a 2nd year is available. Otherwise, the intern will only be eligible to be licensed as an emergency substitute. The teaching contract is subject to the school district/school administration acceptance of the emergency substitute license for the teaching position. Communication with the intern’s district should occur immediately by the intern.

KPTP scores cannot be appealed directly to the state of Kansas. However, should a candidate desire to have her/his KPTP evaluated by a third scorer, the candidate may make this request in writing through the Emporia State University Office of Field Placement and Licensure. The cost to resubmit the KPTP document to KSDE for a third scoring evaluation is $30.00 and is due at the time of the request.
Mentor Teacher
&
Supervisor Guidelines
Qualifications of the Mentor Teacher

Mentor teachers are selected/recommended by school district/building administrators. When arrangements are made with the administration for the school district or the individual designated by the school district, the university asks the district to consider the following criteria for assigning teachers as mentor teachers:

1. The mentor teacher must hold a bachelor’s degree and licensure endorsement preferred, in the area that the intern is seeking full licensure. In addition, the district school administration and the building principal must agree that this teacher is capable of assuming the responsibilities of a mentor teacher.
2. The mentor teacher must have some release time to observe and evaluate the intern.
3. The mentor teacher should have demonstrated above-average ability as a teacher and should have had at least three years’ experience, at least one semester of which has been in the current district.
4. Continued professional growth on the part of the mentor teacher should be evident. This may include advanced study, travel, and/or other professional duties.

The university recognizes that the first responsibility of a mentor teacher is to the students in his/her classroom and the university requests that principals do not knowingly assign an intern to any mentor teacher who has not expressed a willingness to serve in that role. The mentor teacher in this role supports the Restricted License Intern and evaluates the intern using the university assessment as the Restricted License Intern progresses toward completion of the Restricted License program. This is a different role than the state of Kansas mentoring as defined by the Kansas State Department of Education for first year licensed teachers (those with an Initial Teaching License). Should a mentor teacher not be comfortable evaluating the intern, another teacher, instructional coach, or school administrator can serve as the evaluator for the intern while the mentor teacher can continue in the supporting role of mentor to the Intern. The ESU mentor agreement, with the signature of who is serving in this role, should be reflected by the signature of the person in the school who will serve in the role of the evaluator if this is a different person than the mentor teacher. This teacher is for university purposes, not for the State Mentoring Program. There is no stipend from ESU for serving as a mentor to an Intern under a Restricted License.

Mentor Agreement for Restricted License Intern
(Agreement in the FORMS section of this manual)

Mentor Teacher Responsibilities

Throughout the intern’s time in the classroom during this first school year, the teacher will be the most important day-to-day person in the learning process. The teacher will help the intern to develop and work on skills important to becoming a successful teacher. The following checklist includes suggestions for the teacher to assist the intern for a smooth, continually developing professional transition to the classroom with all members of the school community.
MENTOR TEACHER CHECKLIST FOR WORKING WITH AN INTERN

Before and when the intern arrives, I:

_____ have learned about the background of the intern,

_____ have read the university Restricted License Intern Manual plus additional mentor teacher materials and understand the role of the mentor teacher in working with a restricted license intern,

_____ have reviewed the policy of my school and district concerning the responsibilities of restricted license interns,

_____ have secured copies of materials that can be used in orienting the intern, e.g., school handbook, a daily schedule, seating charts, emergency procedures, etc.,

_____ helped the intern secure copies of teachers’ editions of class textbooks and curriculum guides,

_____ have been aware of the special needs of the intern as he/she adjusts to a different environment,

_____ made a conscious effort to introduce the intern to other teachers, school and administrative staff,

_____ familiarized the intern with the routine and management techniques of the school,

_____ oriented the intern to the school building,

_____ discussed pertinent school policies and regulations with the intern.

Adapted from: Supervising Interns the Professional Way by Marvin Henry and Wayne Beasley

Procedure recommended by: Kala Musick, Dorothy Moody Elementary School, Overland Park

Evaluation Responsibilities of the Mentor Teacher

• Effectively communicate in weekly conferences with the Intern on forms provided by the Intern or through this website: www.emporia.edu/teach/education-majors.

• Provide the intern with evaluations of her/his performance, and prepare mid-term and final evaluations during the fall (mid-August – early to mid-December) and spring (mid-January – early to mid-May) semesters.

• Once the intern begins teaching, feedback is a benefit while the lesson and events of the day are fresh in the mind. Setting aside a few minutes each week to discuss the positives and areas for improvement leads to a more rewarding teaching and learning experience for both the intern as well as the teacher.

• Teachers will complete the Teacher Candidate Dispositions Assessment Form with both the midterm and final STAR evaluations. This is also completed by the Education/Academic supervisors. (see the Forms section)
Weekly Conferencing and Lesson Evaluations

During the first month or two, the teacher should conduct at least one planned conference each week as possible with the teacher candidate to discuss progress. A Weekly Conference Form in addition to a Lesson Evaluation have been included for use in these weekly conferences (see Forms Section). It is strongly recommended for interns to upload these completed Weekly Conference Forms and Lesson Evaluations every two weeks to Canvas (ED 893/894) as part of grade in Internship. A suggested list of topics for these conferences might include:

1. Orientation regarding school policies, regulations and other information of value to the candidate.
2. Preparation of unit as related to the Kansas Performance Teaching Portfolio and daily lesson plans.
3. Classroom policies and procedures.
4. Preparation of the physical environment of the classroom.
5. Teaching strategies.
6. Grading systems.
7. Teacher-made and standardized tests.
8. Classroom control.
9. Understanding students (individual differences)
10. Homework vs. supervised study.
11. Teacher-student relations.
12. Progress during the semester.
13. Professionalism.
14. Community resources.
15. Teacher-teacher relations and teacher-administrator relations.
17. Use and availability of building teaching materials.

To prepare for conferences, the intern might make notes of things needing more attention or questions that have arisen during the week. The purpose of the Lesson Evaluation form is for observation of the intern’s teaching when possible. At least one to two Lesson Evaluation forms should be completed as possible during the first two months of the school year.

The Weekly Conference Form and the Lesson Evaluation form should be given to the intern for the intern to post in Canvas for university supervisors to review and provide helpful feedback as well. Guidelines for posting are in each assignment in Canvas.

Assessment and documentation of the intern’s progress should be a continuous process. Evaluation of interns is based on The Teachers College Conceptual Framework. The intern is entitled to be given progress reports at regular intervals, from the teacher. Informal assessments may be conducted via writing comments on the intern’s lesson plans and having mini-conferences, as possible after teaching experiences. Informal, formative assessments include the Weekly Conference Form; the Lesson Evaluation; and Conference Summary (see Forms section). The purpose of these forms is to open dialog between the teacher and intern, as well as identify strengths and areas for improvement on a weekly basis, when possible, for the intern. Completion of these forms should occur in conference with the intern. As previously noted, teachers are encouraged to keep notes as possible on the Weekly Conference Form throughout the week to simplify completion of the form. Interns are highly encouraged to post these forms in Canvas for their university supervisors, as well as the school principal (if needed) at the end of each week or several times during the semester of each Internship.
Teachers will complete the formal, summative evaluations, STAR and Dispositions Assessment, at the midpoint and during the final week of each ESU semester. Teachers are responsible for submitting these evaluations; however, it is expected that the teacher will share the evaluation with the intern. If an intern is having problems or is apprehensive about being evaluated, consider using a formal evaluation more frequently. The intern should be emailed the PDF of the assessments of her/his work from the email received by the Teacher and Supervisors. Specific comments or suggestions on evaluations are always helpful to the Intern on the STAR Assessment. Teachers are encouraged not to inflate grades and give honest and helpful comments for the teacher candidate, especially on the Midterm Evaluation. Interns are highly encouraged to submit these into Canvas for university supervisors to review and provide helpful feedback as well.

Complete midterm STAR assessment of RL Intern with midterm marked on the form (2x during school year), through the Google link emailed to the teacher. Submit online via the emailed Google link (before Oct. 9, 2019/March 4, 2020) after discussing with your intern. The teacher receives an email with a PDF document of the STAR assessment attached. This should be forwarded to the intern.

Complete final STAR assessment of RL Intern with final marked on form (2x during school year), through the Google link emailed to the teacher. Submit online via the emailed Google link (before Dec. 4, 2019/April 29, 2020) after discussing with your intern. The teacher receives an email with a PDF document of the STAR assessment attached. This should be forwarded to the intern.

Teachers are expected to complete formal evaluations on-line via an emailed Google Link. In place of a signature, email Debbie Rittgers, Administrative Assistant at restrictedlicensure@emporia.edu that the assessment has been completed. This allows two things to occur: 1. The office of Field Placement and Licensure (Restricted Licensure) is aware an evaluation has been submitted through Google; and 2. Gives this office the teacher’s valid email address to contact should there be any questions about the evaluation.

The final grade is given by the Restricted License program director based on the final evaluations from the university supervisor(s) and the mentor teacher as well as other assignments the Intern completes, which includes the Kansas Performance Teaching Portfolio (KPTP).

Planning and Guiding the Work of the Intern

There is no one thing which an intern can do that will contribute more to success than planning in detail what he/she plans to do. The degree of accomplishment and the sense of enjoyment realized from the classroom will depend, in great measure, on the thoroughness with which the intern has prepared and taken care to integrate the plans with the general instructional program for the assigned students. In addition, the more the candidate puts into the internship experience, the greater likelihood that the first year of teaching will be successful.

Determining the experiences of an intern requires careful planning. It is somewhat difficult for the university to suggest any set pattern because of the differences found in any group of interns as well as those found among mentor teachers and classrooms of students. Also, it is doubtful that any set pattern would fit the various subject areas adequately. Therefore, the lesson planning is to a large degree left to the discretion of the mentor teacher and school.
The Importance of Lesson Planning

The importance of lesson planning cannot be overstressed. It must be remembered that the mentor teacher has years of experience, and the intern will be expected to prepare and retain detailed lesson plans for the university supervisor(s) to review when visiting. Early in the internship the intern should assess the lesson by writing reflective comments on each lesson plan. Reflective comments can also be made a topic for Weekly Conferences, using the Weekly Conference Forms which should be shared with the supervisor(s).

The intern should be mindful of the purposes of a lesson presented to the class.

- Does the lesson fit the general teaching program?
- What are the motivating techniques?
- Is the lesson related to the needs of the pupils?
- What learning materials are used?
- Is there planning for situations which may occur during the presentation of the lesson?

Interns will be required to write both weekly and daily lesson plans in accordance with school policies. These plans should be organized, dated and available at the internship site at all times. When the university supervisor (Education and/or Academic) arrives for an assessment visit, the intern should provide the supervisor a copy of the lesson plan being taught before the teaching presentation begins.

Detailed lesson plans are required by the university supervisor(s) for assessment visits and should be ready at the time of scheduled visits. In addition, the intern is expected to have lesson plans available for unscheduled visits that may occur if the intern is having problems and/or for substitutes, as required by the school policies. Many supervisors are “generalists,” which means they visit interns in several subject areas. The detailed plan will assist the supervisor in providing appropriate feedback and evaluation of the lesson. All teaching should be documented with lesson plans that are dated, reflected upon, and available in a notebook or folder for the supervisor to review during each visit.

Working with the University Supervisor(s) and ESU

An education supervisor will be assigned to the intern and will be the liaison with the university. This supervisor will make an initial visit with the intern and the teacher, and a total of two or three evaluation visits each semester. Additional visits may be made if appropriate. An academic supervisor will also be assigned. The academic supervisor will make at least one visit during the period of each semester that the intern is teaching in the relevant content area on the Restricted License.

The university supervisor(s) will assist the mentor teacher in any way possible if there are questions about the requirements for the program or if the intern is having difficulty. Ms. Shannon Hall, ESU Director of Restricted Licensure (phone: 620-341-5654; email: shall6@emporia.edu) is available to confer with concerned mentor teachers and/or principals. Should the intern resign from the district, notification to the ESU Director of Restricted Licensure should occur right away. ESU must notify KSDE to cancel the restricted license of the intern.

University Supervisors - Education and Academic

Criteria to be an Education/Academic Supervisor

Education Supervisors are the lead supervisors who supervise secondary/PK-12 student teachers hired by the Office of Field Placement and Licensure (Restricted Licensure) but are not EPP faculty. Education supervisors must have PK-12 teaching experience and have held or hold a PK-12 teaching certificate/license.
It is preferred these individuals have completed a master’s degree. Many of these individuals are retired PK-12 teachers and/or administrators who serve as adjunct faculty members.

Academic supervisors are hired by the academic department and must be the criteria for hire in their respective departments.

The Role of Education/Academic Supervisors
The process of supervision is critically important to the intern. It is also important for the mentor teacher, who has agreed to assume the responsibility for helping an intern become a professional educator. The university depends upon the knowledge and experiences of supervisors in assisting interns and mentor teachers. Supervisors also complete the STAR Assessment and Disposition forms. Formal assessments must include written feedback to help the Teacher Candidate know specific areas that went well and areas that need improvement. The university depends upon the knowledge and experiences of supervisors in assisting teacher candidates and teachers. Supervisors are encouraged to communicate with each other regarding schedules and/or other needs regarding the teacher candidate.

Number of Assessment Visits

<table>
<thead>
<tr>
<th>Supervisors</th>
<th>Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Supervisors (Generalist)</td>
<td>1  Initial Visit</td>
</tr>
<tr>
<td></td>
<td>2  Formal Assessments each semester (4 total during the school year)</td>
</tr>
<tr>
<td></td>
<td>Meetings with intern and mentor teachers during each visit</td>
</tr>
<tr>
<td>Academic Supervisors (Expertise in Specific Content)</td>
<td>1-2 Formal assessment each semester (min. 2 total during the school year)</td>
</tr>
<tr>
<td></td>
<td>Meetings with intern and mentor teachers during each visit</td>
</tr>
</tbody>
</table>

On-Campus Supervisor Meeting With Interns
An on-campus orientation meeting is held in July where interns will meet supervisors. Two on-campus Seminars are held during the school year, one in September and one in February, to receive assistance in the program, professional development and interns meet with supervisors.

Initial Visit
The purpose of this visit is to outline expectations for the intern, to discuss the procedure for scheduling the intern’s assessment visits, and to answer any questions that the mentor teacher or intern may have. Interns should forward classroom schedules to each supervisor (Education and Academic Supervisor) by the end of the first week in the assignment so that this initial visit can be planned.

Evaluation Visits
Evaluation visits are scheduled in advance so supervisors maximize travel time and multiple visits among interns. The intern, the mentor teacher, and the other supervisor, if applicable, should be aware of the planned visit. Supervisors are expected to communicate in advance with the school administrator and mentor teacher in the school to arrange intern visitation schedules. The intern is responsible for calling the supervisor if he/she is ill or has an emergency. Should the intern’s teaching time or school schedule change, the intern should immediately notify the supervisor. Of course, the intern’s school procedure is followed first in this situation. If the supervisor is notified by e-mail, the intern should call the supervisor to confirm the message was received. It is also important to communicate with the other Education/Academic supervisor(s), if applicable, so that visits are scheduled throughout the semester and an intern is not assessed several times on the same day or week.
Supervisors check in at the school office and if possible, visit with the school principal a few minutes. If the supervisor is unable to make a scheduled visit to the school, this information should be made available to the school and intern as soon as possible so that schedules can be changed accordingly.

The observations/assessments completed by the Education/Academic supervisor(s) will generally follow the pattern below:
- An evaluation of 45 minutes or more
- A conference with the mentor teacher
- A conference with the intern
  (The conference may include both the intern and the mentor teacher at a mutually agreed upon time during the visit, if it can be arranged.)

During the evaluation, the supervisor will be assessing the progress the intern is making and will complete all Constructs of the assessment form. Results of the assessment should be discussed with both the intern and the mentor teacher. To facilitate better understanding, the supervisor is expected to note specific strengths and needs in the comments section, especially if the score is lower.

Note: An intern should not be interrupted during the lesson presentation unless there is concern for the safety or well-being of students.

The supervisor will visit with the intern and with the mentor teacher, either individually and/or together before leaving. The supervisor may ask if there are any concerns that need to be brought to his/her attention.

- What is the reaction of the mentor teacher and principal to the intern?
- What strengths and weaknesses have they observed?
- Do these observations match the supervisor’s observations?
- Is the intern willingly participating in related activities of the school?
- Is the intern accepted by the other teaching staff and students?
- Are there any concerns regarding punctuality or attendance?
- Is the intern’s attire appropriate?

The supervisor may assist the intern to identify strengths and weaknesses that are noted and determine alternative actions that need to be taken for improvement.

The Assessment of Student Teacher/Intern form will be completed by the mentor and the education supervisor(s) (See the STAR Assessment in the FORMS section.) The teacher and supervisor will be emailed a google link to this assessment to fill out and submit to the Field Placement and Licensure office for a Midterm and a Final evaluation (middle of the semester + end of the semester for each Internship). The google link to the Disposition Assessment will also be emailed to the teacher and the supervisor to complete at the same time as the STAR evaluation. The supervisors receive and email of the completed Assessments with a PDF document attached to forward to the intern, who submits this into Canvas.

The Role of the Supervisor(s) in Resolving Intern Problems
Problems sometime arise during the internship experience. The following steps will help insure that they are handled as effectively as possible.
Step 1
Most problems will be resolved by simply communicating with the teacher and/or school administrator. Interns should contact their teacher or principal regarding issues they are not able to resolve. Problems that move beyond Step 1 have the potential of developing into something more serious.

Step 2
When the problem cannot be resolved by the teacher or principal, the education supervisor should be made aware of the situation. The education supervisor can provide valuable assistance, especially in the early stages of an issue that has not been resolved.

When the concern regards performance of the intern, the education supervisor should:

1. Analyze and document intern performance and/or behavior.
2. Confer with the teacher and building principal and together outline in writing the competencies and/or behaviors in which the candidate is exhibiting deficiencies or problems.
3. Discuss the deficiencies and/or behaviors with the intern, and specify a time frame for improvement. Be certain the intern realizes not meeting the expectations specified could result in early termination from internship, an unsatisfactory grade or the termination of the teaching contract by the school district. Provide a written statement (letter, email, or comments section of the assessment form) to the intern that could serve as documentation.
4. Arrange with the teacher to have a video made of the intern in a teaching situation (if appropriate and if possible).
5. When the concern regards an interpersonal issue between the intern and school personnel it may be helpful for the education supervisor to meet separately with the intern and school personnel to understand each perspective and assist with a strategy to correct the situation.

Ms. Shannon Hall, ESU Director of Field Placement and Licensure – Restricted, should be contacted at 620-341-5654 or shall6@emporia.edu when any of the parties involved believes it is necessary.

While early termination is very rare in the Restricted License licensure program, it is possible for this to occur. The decision of the school district is final. If this occurs, the intern and the school district must notify the ESU Director immediately. Should the intern resign from her/his teaching position, the same procedure should be followed in notifying the ESU Director. The Kansas State Department of Education (KSDE) is then notified of the “separation” and the restricted license expiration date becomes the date of the “separation” from the district by KSDE.

Feedback from Interns
Interns will provide feedback regarding their Education/Academic supervisor(s) by completing the appropriate survey in the FORMS section of this manual and submitting to Ms. Shannon Hall, ESU Director of Field Placement and Licensure – Restricted shall6@emporia.edu.
FORMS

(Examples only)
Used during Restricted License Internship

Available at:
www.emporia.edu/teach/education-majors

Web link provides access to Word and PDF Fillable versions of forms for informal use, as well as instructions for the STAR Evaluation.
Initial Visit Checklist for Restricted License Intern

Date: __________________________

Intern: __________________________ Subject/Grade Level: __________________________

Education/Academic Supervisor: __________________________ Mentor Teacher: __________________________

District/School: __________________________ E-mail: __________________________

☐ 1. Supervisor has made contact with building administrator.

☐ 2. Supervisor, mentor teacher, and Intern have exchanged contact information to be used during the school year for scheduling and support.

☐ 3. Mentor teacher completed “Mentor Agreement” and submitted to the Field Placement and Licensure Office (includes Restricted Licensure) at Emporia State University.

☐ 4. The intern manual has been reviewed.

☐ 5. Mentor teacher has read the Mentor Teacher Checklist in the Forms section and oriented the Intern.

☐ 6. Mentor teacher has established regular conference times for planning, evaluation, and feedback during the school year.

☐ 7. School and class schedules have been shared with the Education/Academic supervisor(s).

☐ 8. The ESU Elementary/Secondary Forms and Resources website has been viewed: https://www.emporia.edu/teach/education-majors/index.html

☐ 9. Student Teacher Assessment Rubric (STAR) has been viewed and discussed with the mentor teacher including dates to submit midterm and final STAR.

☐ 10. Disposition Assessment was viewed and discussed (Mentor submits with the STAR).

☐ 11. The Restricted License Intern will complete a Disposition Self-Assessment after the Midterm and prior to the Final STAR evaluations from a Google Link emailed to the Intern.

☐ 12. Kansas Performance Teaching Portfolio (KPTP) was briefly discussed (There will be a seminar workshop on this) and the role of the mentor teacher in verifying the intern’s KPTP work as their own.

☐ 13. Lesson plan format has been discussed with the intern.

☐ 14. Intern will maintain a notebook with lesson plans (including daily reflections) so supervisors can view them when visiting/evaluating the intern.

☐ 15. Intern is reminded that participation in the Canvas courses ED 893/894 is required.

☐ 16. The Education/Academic supervisor has responded to any other questions or concerns.

☐ 17. Next visit/evaluation date/time: __________________________

__________________________________________________________
Intern Signature

__________________________________________________________
Education Supervisor Signature

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Weekly Conference Form
(submitted in Canvas by Intern – ED 893/894)

Intern: ______________________________  Mentor Teacher:  __________________________________

Date: _________________

CONFERENCE AGENDA:

TARGET ACTIVITIES:

Note: Please tie strengths/goals back to at least one of the six Conceptual Framework proficiencies as identified in “The Professional” image on the right-hand side of the page.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Goals for Growth</th>
</tr>
</thead>
</table>

Intern Signature

Teacher Signature

Date

Original to: Supervisor

Copies to: Principal, teacher & Intern

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Lesson Evaluation Form

Candidate/Intern: ___________________________ Grade Level: _____ Date: _________________

Directions: Please select a rating and provide feedback & suggestions in the box provided.
* Rating: Ineffective (I), Developing (D), Effective (E), & Highly Effective (H) - (see descriptors bottom)

When marking an indicator, the Mentor/Cooperating Teacher(s) and supervisor(s) should mark one of the following:

- **Highly Effective** (Exemplary) – The candidate/intern accomplishes the indicator at the level beyond that of an experienced first year teacher. The highly effective level signifies the candidate/intern is above the target level expected for a candidate (Effective) and convincingly demonstrates exceptional skill for the indicator with the ability to adapt and create new strategies/techniques. Examples/evidence as to how the candidate/intern has achieved the Highly Effective level should be specified in the "Feedback & Suggestions" section associated with the indicator.

- **Effective** (Target) – The candidate/intern accomplishes the indicator at a level reflecting classroom readiness with few minor deficiencies. At this level, the candidate/intern is often (but not always) able to recognize independently when teaching and learning are not going well and able to adapt. The effective level is the expected level of candidate/intern performance by the end of the student teaching/internship semester. Classroom readiness is defined as demonstrating proficiency to assume the professional role of a beginning, first-year teacher.

- **Developing** – The candidate/intern struggles to accomplish the indicator and/or is inconsistent with several minor deficiencies. The candidate/intern may be able to recognize when teaching and learning are not going well but is unable to adapt on her/his own. For this indicator, the candidate/intern does not demonstrate classroom readiness. Suggestions for growth of this indicator should be included in the "Feedback & Suggestions" section associated with the indicator.

- **Ineffective** – The candidate/intern demonstrates a lack of knowledge and/or ineffective implementation of indicator. He/she performs well below the expected level of performance (Effective) with significant deficiencies. Remediation may be necessary for the candidate/intern for this area. Examples of how the candidate/intern needs to improve with specific suggestions for improvement should be included in the "Feedback & Suggestions" section associated with the indicator.

<table>
<thead>
<tr>
<th>Components &amp; Indicators</th>
<th>Rating*</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>Construct 1: Learner &amp; Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 The intern plans instruction based on learning and developmental levels of all students. Planning instruction, aligning instruction with student learning needs, using a variety of approaches/resources, &amp; providing adaptations for instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 The intern recognizes and fosters individual differences to maintain a positive classroom culture. Getting to know all students, creating a culture of respect, &amp; meeting needs of all students.</td>
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</tr>
<tr>
<td>1.3 The intern maintains a classroom environment conducive to learning. Collaborating with students &amp; establishing a safe, respectful, and academically challenging environment.</td>
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<tr>
<td>Construct 2: Content Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 The intern demonstrates a thorough knowledge of the content. Encouraging use of multiple representations, explanations, and a wide variety of experiences building student understanding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 The intern provides a variety of innovative applications of knowledge. Using problem solving, critical thinking skills and technology, exploring and delivering content through real world application of knowledge, &amp; collaborating with colleagues to provide cross-curricular opportunities.</td>
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<tr>
<td>Construct 3: Instructional Practice</td>
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<td>-----------------------------------</td>
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</tr>
<tr>
<td>3.1 The intern uses methods and techniques that are effective in meeting student needs. Planning rigorous activities, using objectives that align with standards, &amp; meeting needs of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 The intern uses varied assessments to measure learner progress. Providing opportunities for students to demonstrate learning, using assessment data to inform instruction, &amp; providing feedback that encourages students to take responsibility for the learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3 The intern delivers effective instruction for students. Using a variety of strategies to engage and challenge students, incorporating strategies to differentiate and scaffold instruction, &amp; engaging students in higher order thinking skills.</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Construct 4: Professional Responsibility</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 The intern engages in reflection and continuous growth. Engaging in ongoing and purposeful PD, reflecting on practice and seeking PD, &amp; analyzing and reflecting on student data to guide instruction.</td>
<td></td>
</tr>
<tr>
<td>4.2 The intern participates in collaboration and leadership opportunities. Collaborating with multiple stakeholders, communicating in a variety of ways, &amp; demonstrating leadership skills.</td>
<td></td>
</tr>
</tbody>
</table>

| Overall Effectiveness of Lesson: I D E H | General Comments: |

<table>
<thead>
<tr>
<th>Evaluator's Signature:</th>
<th>Strengths:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td></td>
</tr>
</tbody>
</table>

| Candidate/intern's Signature: | Goals for Growth: |
Intern Conference Summary Evaluation

(Circle one)

**Fall**  September evaluation   November evaluation

**Spring**  February evaluation   April Evaluation

Name of Intern ____________________________
School ____________________________  Grade Level ____________________________
Teacher ____________________________

Note: Please tie strengths/goals back to the at least one of the six Conceptual Framework proficiencies as identified in “The Professional” image on the bottom of the second page of this form.

**Strengths**

Areas to Work On

Teachers-Please do not omit this section!
Plans for the Next Four Weeks

Week 1

Week 2

Week 3

Week 4

My signature on this form indicates that I have reviewed this evaluation in conference with my teacher. It does not necessarily imply that I agree with the evaluation.

Signature of Intern  ____________________________  Date  ________________

Signature of Teacher  ____________________________  Date  ________________
## EMPORIA STATE UNIVERSITY
### Restricted License Program
#### Example Internship Semester Grade Report

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final STAR evaluation from Mentor Teacher (or school evaluator)</td>
<td>50</td>
</tr>
<tr>
<td>Ave of Final STAR evaluation from ESU Supervisors (Education and Academic)</td>
<td>50</td>
</tr>
<tr>
<td>Required attendance at Fall Seminar on Campus</td>
<td>8</td>
</tr>
<tr>
<td>Completion of Journal Entries and participation of monthly Discussion Boards</td>
<td>No points given but 5 points each deducted for not completing journals and/or for lack of participation in Discussion Boards</td>
</tr>
<tr>
<td>Additional observation for PK-12 and middle school teachers (second semester interns only)</td>
<td>No points given but 4 points deducted if documented form is not submitted to instructor</td>
</tr>
<tr>
<td>Kansas Performance Teaching Portfolio (for those in second semester of Internship). Full KPTP: 30 + additional 20 points for other KPTP assignments in Canvas-KPTP (see Restricted License Manual for explanation of additional 20 points and other ESU KPTP policies). Passing KPTP requires a score of 20 or higher</td>
<td>50 Not passing the KPTP means not passing ED 894.</td>
</tr>
</tbody>
</table>

### Grading Scale

<table>
<thead>
<tr>
<th>1st semester interns/2nd semester interns</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-108/142-158</td>
</tr>
<tr>
<td>76-91/126-141</td>
</tr>
<tr>
<td>60-75/110-125</td>
</tr>
<tr>
<td>59 or lower/109 or lower</td>
</tr>
</tbody>
</table>

Restricted License Director will enter the final grade. If the intern did not pass the KPTP, an incomplete will be given until a passing score for the KPTP has been achieved. This may include an additional semester of the Restricted License program.

### STAR Assessment points

**Maximum Points Possible:** 50 points (Expectation is achievement of “Effective” (2 points) for each indicator by the final internship evaluation at the end of the school year, minimum.)

**Minimum Level of Proficiency:** 35 points Candidates must achieve an average of 35 or higher on the average of all final student teaching evaluation to pass student teaching/internship.

<table>
<thead>
<tr>
<th>FINAL GRADES:</th>
<th>POINTS POSSIBLE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>45 - 50</td>
</tr>
<tr>
<td>B</td>
<td>40 - 44</td>
</tr>
<tr>
<td>C</td>
<td>35 - 39</td>
</tr>
<tr>
<td>D</td>
<td>30 - 34</td>
</tr>
<tr>
<td>F</td>
<td>29 or less</td>
</tr>
</tbody>
</table>

A STAR final evaluation below 35 points is considered not passing. In any case where an intern has a final evaluation score below 35, the Director of OFPL will be in contact with school administration in the school/district and the intern to determine next steps and continuance in the ESU Restricted License program.

**Final Grade Assigned:** ____________________________
EMPORIA STATE UNIVERSITY
Restricted License Program

Example of Assessment of Education/Academic Supervisor by the Intern

(Fill Out A New Feedback FORM FOR EACH Supervisor and email to Restricted License Program Director)

Supervisor Name: ___________________________ Date:_____________________

Check Whether:    ___Education Supervisor    ___Academic Supervisor

Check your restricted licensure area(s)

_____Business  _____Biology
_____History/government (Social Studies)  _____Chemistry
_____English/Language Arts  _____Earth Science and Space Science
_____Journalism  _____Physics
_____Mathematics  _____School Counselor
_____Psychology  _____Library Media
_____Speech/Theatre  _____Spanish

Please apply the following rating scale:


_____1. The supervisor met with me when scheduled to do so.
_____2. The supervisor explained his/her expectations for interns early in the semester.
_____3. The supervisor made suggestions on how you should approach teaching responsibilities during the semester.
_____4. Conferences held with the supervisor during the semester were beneficial.
_____5. The supervisor made specific suggestions when the need for corrections/improvement was cited.
_____6. The supervisor shared specific examples of teaching strategies.
_____7. The supervisor presented a nurturing supportive attitude.
_____8. The supervisor communicated clearly his/her expectations throughout the semester.
_____9. The supervisor assisted in resolving problems encountered during the semester.
_____10. The supervisor was accessible to me for the entire internship period.

COMMENTS:
Restricted License Dispositions Assessment Form

Intern Name: _________________________________  ESU ID:  _______________________________  Semester/Year:____________

Candidate Level (circle):  Middle Sch.  High Sch.  PK-12  Content Area: ____________________________

Rater Name: ____________________________________

Rater Position (circle one):  University Faculty/Advisor  Mentor/Cooperating Teacher  University/PDS Supervisor  Academic Supervisor

(Restricted License Intern)

Time of Completion (circle one):  ED 893 Internship I  Midterm-1st Internship  Final-1st Internship
ED 894 Internship II  Midterm – 2nd Internship  Final- 2nd Internship
Intern self-assessment:  Entry  Completion

Teacher education candidates will be assessed on dispositions a **minimum of four times** throughout the restricted license program. (1) During Internship, assessment of intern dispositions will be combined with both the midterm and final evaluations to be completed by the university/PDS supervisor, academic/content supervisor and mentor/cooperating teacher. (2) Interns will complete a self-assessment of dispositions at entry (to Restricted License program) and at completion (before the final evaluation of the Internship each semester).

**Explanation of Ratings:**

- **Exceptional:** The candidate’s performance is exceptional (always exceeds expectations) on the disposition, and the candidate demonstrates exemplary understanding and/or attributes of the disposition at a level expected of a beginning level, first-year teacher.
- **Target:** The candidate’s performance meets the expectations (sometimes exceeds expectations) on a disposition, and the candidate demonstrates a good understanding and/or attributes of the disposition.
- **Developing:** The candidate’s performance is below expectations but shows progress (occasionally meeting expectations) on a disposition, and the candidate is beginning to develop an understanding and/or attributes of the disposition.
- **Unsatisfactory:** The candidate’s performance lacks adequate development on a disposition, and the candidate does not demonstrate an understanding and/or attributes for the disposition.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Tag</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teacher Education Candidate: CAEP 1.1, 2.3, 3.3, 3.4</td>
<td></td>
</tr>
<tr>
<td>1. is punctual and reliable (meets deadlines regarding coursework, lesson plans, paperwork, email correspondence, etc. and has consistent, on-time attendance)</td>
<td>InTASC 9</td>
</tr>
<tr>
<td></td>
<td>CF: Service</td>
</tr>
<tr>
<td>2. *assumes responsibility (comes prepared to class/to teach, takes responsibility for actions, follows directions)</td>
<td>InTASC 7, 9, 10</td>
</tr>
<tr>
<td></td>
<td>CF: Applies</td>
</tr>
<tr>
<td>3. maintains a professional appearance and grooming</td>
<td>InTASC 9</td>
</tr>
<tr>
<td></td>
<td>CF: Service</td>
</tr>
<tr>
<td>4. *demonstrates ethical behavior; maintains confidentiality and integrity</td>
<td>KS Code of Conduct for Educators</td>
</tr>
<tr>
<td></td>
<td>InTASC 9, 9</td>
</tr>
<tr>
<td></td>
<td>CF: Service, CAEP 3.6</td>
</tr>
<tr>
<td>5. values collaboration with others while working toward a shared goal; actively participates in small and large group settings</td>
<td>InTASC 1, 3, 7, 8</td>
</tr>
<tr>
<td></td>
<td>CF: Belongs</td>
</tr>
<tr>
<td>6. *appropriate, respectful, truthful, trustworthy, and grammatically-correct in communications and interactions with others including use of social media and other technologies (includes verbal/non-verbal; speaking &amp; listening)</td>
<td>InTASC 3</td>
</tr>
<tr>
<td></td>
<td>CF: Service</td>
</tr>
<tr>
<td>7. demonstrates appreciation for individual differences and points of view and belief that all students can learn</td>
<td>InTASC 1, 2, 4, 5, 7, 8</td>
</tr>
<tr>
<td></td>
<td>CF: Service/Responds</td>
</tr>
<tr>
<td>8. accepts constructive feedback and demonstrates a deliberate effort toward improvement (initiative), including using reflective practice for self-improvement</td>
<td>InTASC 9, 10</td>
</tr>
<tr>
<td></td>
<td>CF: Engages/Reflects</td>
</tr>
<tr>
<td>9. actively seeks out opportunities to grow professionally; demonstrating curiosity and willingness to learn</td>
<td>InTASC 4, 8, 9, 10</td>
</tr>
<tr>
<td></td>
<td>CF: Engages/Belongs</td>
</tr>
<tr>
<td>10. demonstrates a positive outlook and perseverance (sees setbacks as an opportunity to learn)</td>
<td>InTASC 9, 10</td>
</tr>
<tr>
<td></td>
<td>CF: Responds</td>
</tr>
</tbody>
</table>

Interns are expected to receive consistent ratings in the Target or Exceptional columns in order to be advanced through each program decision point. However, some dispositions are viewed as essential (noted by *). Ratings below Target on these items may prevent a candidate from advancing in the program and/or lead to a remediation contract to address the deficiency(ies) even if the majority of the ratings falls within the expected range. Disposition ratings will be reviewed by the Restricted License Advisory Committee each semester.
### ESU Student Teaching Assessment Rubric (STAR) Crosswalk Matrix

<table>
<thead>
<tr>
<th>Rubric Construct (Aligns with 4 InTASC Categories)</th>
<th>Rubric Section (Aligns with InTASC Standards)</th>
<th>CAEP Component/Cross-Cutting Theme</th>
<th>Rubric Evaluation Item</th>
<th>Kansas Professional Education Standard</th>
<th>The Teachers College Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner &amp; Learning</td>
<td>1.1. Learner Development (inTASC 1)</td>
<td>CAEP 1.1</td>
<td>1.1a Developmentally Appropriate Instruction</td>
<td>Standard 1: Learner Development. The teacher 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, relevant, and rigorous learning experiences.</td>
<td>Provides Service to Society</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CAEP 1.4</td>
<td>1.1b Varied Instructional Strategies &amp; Resources</td>
<td></td>
<td>Provides Service to Society</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diversity</td>
<td>1.1c Appropriate Adaptations</td>
<td></td>
<td>Relies on Self-Reflection</td>
</tr>
<tr>
<td></td>
<td>1.2. Learner Differences (inTASC 2)</td>
<td>CAEP 1.1</td>
<td>1.2a Learner Background</td>
<td>Standard 2: Learning Differences. The teacher uses understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.</td>
<td>Provides Service to Society</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CAEP 1.4</td>
<td>1.2b Classroom Culture</td>
<td></td>
<td>Provides Service to Society</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diversity</td>
<td></td>
<td></td>
<td>Responds to Uncertainty &amp; Change</td>
</tr>
<tr>
<td></td>
<td>1.3. Learning Environment (inTASC 3)</td>
<td>CAEP 1.1</td>
<td>1.3a Student Rapport</td>
<td>Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.</td>
<td>Responds to Uncertainty and Change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CAEP 1.1</td>
<td>1.3b Pacing/Transitions</td>
<td></td>
<td>Responds to Uncertainty &amp; Change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CAEP 1.1</td>
<td>1.3c Classroom Management</td>
<td></td>
<td>Responds to Uncertainty &amp; Change</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>2.1: Content Knowledge (in TASC 4)</td>
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<td>CAEP 1.1</td>
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<td>CAEP 1.3</td>
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<td>CAEP 1.1</td>
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<td>CAEP 1.3</td>
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<td>CAEP 1.1</td>
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<td></td>
<td>CAEP 1.3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1a Content Representations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1b Content Clarity</td>
</tr>
<tr>
<td>2.1c Instructional Strategies for Content</td>
</tr>
</tbody>
</table>

| Applies Interdisciplinary Scholarly Knowledge |
| Responds to Uncertainty & Change |
| Applies Interdisciplinary Scholarly Knowledge |

<table>
<thead>
<tr>
<th>2.2: Innovative Applications of Content Knowledge (in TASC 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAEP 1.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.2a Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2b Real World Application</td>
</tr>
<tr>
<td>2.2c Cross-Curricular</td>
</tr>
</tbody>
</table>

| Applies Interdisciplinary Scholarly Knowledge |
| Applies Interdisciplinary Scholarly Knowledge |
| Applies Interdisciplinary Scholarly Knowledge |

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to engage learners through interdisciplinary lessons that utilize concept-based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.
<table>
<thead>
<tr>
<th>Instructional Practice</th>
<th>CAEP 1.1</th>
<th>CAEP 1.4</th>
<th>CAEP 1.1</th>
<th>3.1a Lesson Objectives</th>
<th>Standard 7: Planning for instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</th>
<th>Engages in Effective Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CAEP 1.1</td>
<td></td>
<td></td>
<td>CAEP 1.1</td>
<td>3.1b Build on Prior Learning</td>
<td>Engages in Effective Practice</td>
</tr>
<tr>
<td>3.1: Planning for Instruction</td>
<td>CAEP 1.1</td>
<td></td>
<td></td>
<td>CAEP 1.1</td>
<td></td>
<td>Responds to Uncertainty &amp; Change</td>
</tr>
<tr>
<td></td>
<td>CAEP 1.2</td>
<td>CAEP 1.2</td>
<td>CAEP 1.1</td>
<td>3.2a Varied Assessments</td>
<td>Standard 6: Assessment. The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.</td>
<td>Applies Interdisciplinary Scholarly Knowledge</td>
</tr>
<tr>
<td>3.2: Assessment (InfASC6)</td>
<td>CAEP 1.1</td>
<td>CAEP 1.2</td>
<td>CAEP 1.1</td>
<td>3.2b Data Analysis</td>
<td></td>
<td>Engages in Effective Practice</td>
</tr>
<tr>
<td></td>
<td>CAEP 1.1</td>
<td></td>
<td></td>
<td>CAEP 1.1</td>
<td>3.2c Feedback</td>
<td>Reiles on Self-Reflection</td>
</tr>
<tr>
<td></td>
<td>CAEP 1.5</td>
<td></td>
<td></td>
<td>CAEP 1.5</td>
<td></td>
<td>Engages in Effective Practice</td>
</tr>
<tr>
<td>3.3: Instructional Strategies (InfASC8)</td>
<td>CAEP 1.1</td>
<td></td>
<td></td>
<td>CAEP 1.1</td>
<td>3.3a Varied Instructional Strategies with Use of Technology</td>
<td>Responds to Uncertainty &amp; Change</td>
</tr>
<tr>
<td></td>
<td>CAEP 1.4</td>
<td></td>
<td></td>
<td>CAEP 1.4</td>
<td>3.3b Differentiation</td>
<td>Provides Service to Society</td>
</tr>
<tr>
<td></td>
<td>Diversity</td>
<td></td>
<td></td>
<td>Diversity</td>
<td></td>
<td>Engages in Effective Practice</td>
</tr>
<tr>
<td>Professional Responsibility</td>
<td>CAEP 1.1</td>
<td>4.1 Professional Development</td>
<td>Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</td>
<td>Engages in Effective Practice</td>
<td>Belongs to Professional Community</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>CAEP 1.1</td>
<td>4.1b Self-Reflection</td>
<td>Engages in Effective Practice</td>
<td>Belongs to Professional Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CAEP 1.2</td>
<td></td>
<td>Relies on Self-Reflection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1. Reflection &amp; Continuous Growth (in ASC 9)</td>
<td>CAEP 1.1</td>
<td>4.2 Collaboration</td>
<td>Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.</td>
<td>Engages in Effective Practice</td>
<td>Belongs to Professional Community</td>
<td></td>
</tr>
<tr>
<td>4.2. Collaboration &amp; Leadership (in ASC 10)</td>
<td>CAEP 1.1</td>
<td>4.2b Leadership</td>
<td>Belongs to Professional Community</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Directions for Completing the STAR Assessment and Disposition Assessment of ESU Restricted License Intern through Google Link

1. Go to the Google links for the STAR and Disposition emailed to you and save this link for the midterm and final evaluation times.

2. Complete the STAR assessment for the Restricted License Intern.
   - Fill in all the required fields in the top section as you can; if you do not know the RL Intern’s ID #, please make sure the Intern’s name is correct on the google form.
   - Please type your email address accurately! This is what sends a copy of your evaluation of the Intern to you for forwarding to the Intern!
   - Please mark the correct type of Evaluation – either Midterm or Final (Block 3-Elementary/Phase II-Secondary/All Restricted Licensure).
   - The subject must be marked Restricted Licensure.
   - The form requires clicking the appropriate “button” for the most appropriate assessment of the Intern in each construct. Each construct should be answered as best as possible. There are no NA’s.
   - If any required field is not marked, the form cannot be submitted until these are completed.
   - Complete the four parts of the form by clicking the buttons AND typing your comments in the boxes provided at the bottom of each construct; you may type as much as desired even if it more than fills a box. Comments are helpful to the Intern!!
   - Please check your answers carefully to ensure you have evaluated the intern as accurately as possible.
   - Finish by clicking the SUBMIT button!

3. Complete the Disposition assessment for the Restricted License Intern (similar to STAR instructions above).
   - Candidate Name is the Intern’s name
   - Content Area is again marked Restricted Licensure
   - Check for accuracy in entering your email as indicated in STAR instructions above.
   - Time of Completion should be marked Internship (restricted licensure)

4. To make the STAR and/or Disposition form official after you have submitted the evaluation through Google, please e-mail Debra Rittgers at restrictedlicense@emporia.edu a short statement: “I completed (intern’s name) final evaluation/disposition on-line.” This will serve as your official signature.
   - In place of the intern’s signature, we ask that he/she also send an email to Debra Rittgers at restrictedlicense@emporia.edu with the following statement: “This email confirms that I have read and discussed my final assessment/disposition with my Mentor Teacher. I understand that my signature (this email) does not necessarily indicate agreement.”

Please do NOT share the google link you receive with your intern. These are for your use only as the mentor teacher.

Thank you for your help in keeping these assessments for the Restricted License Intern valid and accurate!

5. If you have questions about:
   STAR assessment or Disposition assessment, contact Field Placement/Restricted License at restrictedlicense@emporia.edu – 620-341-5654.

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Emporia State University Evaluation of Student Teacher/Intern
Evaluation Procedures using the Student Teacher Assessment Rubric (STAR)

The indicators used on the Emporia State University Student Teacher Assessment Rubric assess the culminating phase of the pre-service experience. These indicators have been aligned with the Teachers College Conceptual Framework and the Kansas state professional standards. Candidates are expected to engage in effective practice, respond to uncertainty and change, apply interdisciplinary knowledge, rely on self-reflection, provide service to society, and belong to professional community.

Student teachers/interns are to be assessed according to their levels of achievement and provided with written documentation regarding their progress. At minimum, this assessment should be completed at the midterm and final point of the semester by the cooperating/mentor teacher, the education supervisor and the content/academic supervisor. Each should complete her/his own separate evaluation of the student/intern. Completion of this evaluation rubric should not be based on a single observation but instead on the performance and progress of the student teacher/intern from the beginning of the field experience to the point of evaluation. (Please see list of Possible Sources of Evidence for the STAR for evaluating each of the indicators.)

When marking an indicator, the cooperating/mentor teacher(s) and supervisor(s) should mark one of the following:

- **Highly Effective** (Exemplary) (2 points) – The student teacher/intern demonstrates implementation of the indicator at the level of a successful beginning teacher or beyond. Marking this level would indicate the student teacher/intern is above the level expected for a student teacher. This would indicate the student teacher/intern is very successful and demonstrates exceptional skill for the indicator. Examples as to how the student teacher/intern has achieved the Highly Effective level should be specified in the “Feedback & Suggestions” section associated with the indicator.

- **Effective** (Target) (2 points) – The student teacher/intern demonstrates implementation of the indicator at a level expected for a student teacher/intern. (This is the expected level of performance for student teachers by the Final Evaluation.)

- **Developing** (1 point) – The student teacher/intern demonstrates a developing level of implementation for the indicator but at a level below that expected of a student teacher. He/she struggles to fully implement the indicator successfully into practice. Suggestions for growth of this indicator should be included in the “Feedback & Suggestions” section associated with the indicator.

- **Ineffective** (0 points) – The student teacher/intern demonstrates a lack of knowledge and/or ineffective implementation of indicator. He/she performs well below the expected level of performance for a student teacher. Some remediation may be necessary for the student teacher/intern this this area. Examples of how the student teacher/intern needs to improve with specific suggestions for improvement should be included in the “Feedback & Suggestions” section associated with the indicator.

**Maximum Points Possible:** 50 points (Expectation is achievement of “Effective” (2 points) for each indicator by the final student teaching/internship evaluation.)

**Minimum Level of Proficiency:** 35 points

- For those candidates earning a score below 35 on any evaluation during the semester, cooperating/mentor teachers and supervisors will consult with the Office of Field Placement and Licensure to determine if a performance contract is needed for the candidate. If this is evaluation is a final evaluation, it could mean failure to pass student teaching/internship and/or remediation and extension of student teaching.

- Candidates must achieve an average of 35 or higher on the average of all final student teaching evaluation to pass student teaching/internship.

<table>
<thead>
<tr>
<th>FINAL GRADES:</th>
<th>POINTS POSSIBLE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>45 - 50</td>
</tr>
<tr>
<td>B</td>
<td>40 - 44</td>
</tr>
<tr>
<td>C</td>
<td>35 - 39</td>
</tr>
<tr>
<td>D</td>
<td>30 - 34</td>
</tr>
<tr>
<td>F</td>
<td>29 or less</td>
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</tbody>
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Emporia State University: (STAR) Student Teacher Assessment Rubric-- Possible Sources of Evidence

Construct 1: Learner and Learning
To ensure that each student learns new knowledge and skills, Interns must understand that learning and developmental patterns vary individually, that students bring unique individual differences to the learning process, and that students need supportive and safe learning environments to thrive.

1.1 Learner Development: The intern planned instruction based on the learning and developmental levels of all students.

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1a Developmentally Appropriate Instruction</td>
<td>☐ The evidence indicates that the intern planned the same instruction for all students with no consideration given to students’ varying developmental levels.</td>
<td>☐ The evidence indicates that the intern demonstrated a partial understanding of students’ developmental levels, planning instruction that aligned to the developmental levels of most (at least 50%) of the students; however, instruction was still inappropriate for specific groups of students.</td>
<td>☐ The evidence indicates that the intern demonstrated an accurate understanding of students’ developmental levels, planning instruction that aligned with overall subsets of student’s developmental levels. (Captured needs of groups/subsets of students but could not address the individualized needs of all students.)</td>
</tr>
<tr>
<td>1.1b Varied Instructional Approaches &amp; Resources</td>
<td>☐ The evidence indicates that the intern used instructional approaches and resources not relevant to the lesson or were inappropriate for students.</td>
<td>☐ The evidence indicates that the intern used appropriate instructional approaches and resources to support learning goals but did not actively engage students in learning.</td>
<td>☐ The evidence indicates that the intern used varied instructional approaches and resources aligned to the instructional purposes of the lesson and appropriate to support learning goals, actively engaging students in the learning.</td>
</tr>
<tr>
<td>Possible Sources of Evidence for Learner Development:</td>
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<tr>
<td>-----------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Lesson/unit plans</td>
<td>KPTP</td>
<td></td>
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</tr>
<tr>
<td>Observation/Video</td>
<td></td>
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<tr>
<td>Weekly conference notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly lesson evaluations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate reflections</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

- The evidence indicates that the intern did not recognize the need to and/or did not attempt to provide adaptation of plans and instruction to make the lesson accessible and challenging to meet students’ learning needs.
- The evidence indicates that the intern recognized the need and attempted to provide adaptation of plans and instruction to make the lesson accessible to and challenging to meet the students’ learning needs but the adaptation was inappropriate.
- The evidence indicates that the intern recognized the need and was able to provide for appropriate adaptations of plans and instruction to support student learning needs, making learning accessible and challenging for most but not all students.
- The evidence indicates that the intern recognized the need and was able to select a variety of appropriate adaptations of plans and instruction to support students’ individual learning needs to make learning accessible and challenging for all students in the classroom.
1.2 Learner Differences: The intern recognized and fostered individual differences to encourage a positive classroom culture.

<table>
<thead>
<tr>
<th>Ineffective</th>
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<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.2a Learner Background</strong></td>
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</tr>
<tr>
<td>○ The evidence indicates that the intern demonstrated a lack of familiarity with students’ backgrounds (analysis of students’ readiness for learning and prior experiences).</td>
<td>○ The evidence indicates that the intern demonstrated only partial familiarity with the students’ background (analysis of students’ readiness for learning and prior experiences) and/or was unable to use this information to inform instruction.</td>
<td>○ The evidence indicates that the intern demonstrated familiarity with groups (but not individuals) of students’ background (analysis of students’ readiness for learning and prior experiences) and was able to use this information to inform instruction.</td>
<td>○ The evidence indicates that the intern demonstrated familiarity with the each students’ background (analysis of students’ readiness for learning and prior experiences) and was able to use this information to inform instruction.</td>
</tr>
</tbody>
</table>

| 1.2b Classroom Culture | | | |
| ○ The evidence indicates that the intern did not incorporate knowledge of individual students to create a classroom culture of respect and rapport that meets the needs of all students. | ○ The evidence indicates that the intern used partial analysis of students’ backgrounds to create a positive culture of respect and rapport in the classroom but tailored to specific populations of students versus meeting the needs of all students. | ○ The evidence indicates that the intern accurately analyzed students’ backgrounds to create a positive culture of respect and rapport in the classroom that meets the needs of all students. | ○ The evidence indicates that the intern accurately analyzed students’ backgrounds to create a positive culture of respect and rapport in the classroom that meets the needs of all students and can articulate the connection between specific strategies, content and delivery used to meet the needs of individual students and groups of students in the classroom. |

Possible Sources of Evidence for Learner Differences:
- Lesson/unit plans
- Pre/post assessment
- Weekly conference notes
- Candidate reflections
- Behavior/office referrals
- Interactions of candidate with students and/or parents
- PK-12 student reflections/contributions of personal experiences in classroom setting
- PK-12 student writings
- Classroom rules/expectations (demonstration of fairness)
- KPTP
### 1.3 Learning Environment: The intern encouraged a classroom environment conducive to learning.

<table>
<thead>
<tr>
<th></th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.3a Student Rapport</strong></td>
<td>☐ The evidence indicates that the intern has little or no positive rapport with the students (e.g., the intern may respond disrespectfully to students or ignore their questions or comments).</td>
<td>☐ The evidence indicates the intern is fair in the treatment of students and establishes a basic rapport with them (e.g., the intern address students’ questions or comments but does not inquire about their overall well-being).</td>
<td>☐ The evidence indicates the intern has a positive rapport with students and demonstrates respect for and interest in all students (e.g., the intern makes eye contact and connects with individual students).</td>
<td>☐ The evidence indicates that the intern has a positive rapport with students and demonstrates respect for and interest in individual student’s experiences, thoughts and opinions (e.g., the intern responds quietly, individually, and sensitively to student confusion or distress).</td>
</tr>
<tr>
<td><strong>1.3b Pacing/Transitions</strong></td>
<td>☐ The evidence indicates that the intern uses transitions that are inefficient with considerable time lost. Students are disengaged.</td>
<td>☐ The evidence indicates the intern transitions between learning activities but with some loss in instructional time. Students remain engaged in lesson.</td>
<td>☐ The evidence indicates that the intern transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations such as whole class, cooperative learning, small groups and independent learning.</td>
<td>☐ The evidence indicates that the intern uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and whole class learning situations.</td>
</tr>
<tr>
<td><strong>1.3c Classroom Management</strong></td>
<td>☐ The evidence indicates that the intern is often unaware of behavior issues and/or failed to address the behavior issues appropriately or at all.</td>
<td>☐ The evidence indicates that the intern monitors for and appropriately responds to behavior (both positive and negative behaviors) but responses to behavior are inconsistent.</td>
<td>☐ The evidence indicates that the intern has set clear expectations for student behavior that includes monitoring and responding to student behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual student needs.</td>
<td>☐ The evidence indicates that the intern uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors in the classroom. Response to student behavior is consistent, appropriate and effective for meeting the individual needs of all students.</td>
</tr>
</tbody>
</table>

**Possible Sources of Evidence:**
- Interactions with students
- Feedback to students
- Classroom rules/expectations
- Observation/Video
- Candidate reflections
- Weekly lesson evaluations
Construct 2: Content Knowledge

Teachers must have a deep and flexible understanding of their content area(s) and be able to draw upon it as they work with students to access information, apply knowledge in real world settings and work with meaningful issues.

2.1 Content Knowledge: The intern demonstrated a thorough knowledge of content.

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
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</thead>
<tbody>
<tr>
<td>2.1a Content Representations</td>
<td>○ The evidence indicates that the intern demonstrated limited knowledge of the important content in the discipline.</td>
<td>○ The evidence indicates that the intern demonstrated knowledge of the important content using explanations that were accurate and clear but limited in scope, leading to student confusion.</td>
<td>○ The evidence indicates that the intern displayed knowledge of the important content in the discipline by using multiple representations and explanations, clearly identifying how concepts related to one another.</td>
</tr>
<tr>
<td>2.1b Content Clarity</td>
<td>○ The evidence indicates that the intern was unable to identify possible student misconceptions or confusion or provided explanations that were illogical or inaccurate.</td>
<td>○ The evidence indicates that the intern was able to identify possible student misconceptions/confusion but is not always able to provide an effective alternate explanation.</td>
<td>○ The evidence indicates that the intern was able to identify possible student misconceptions/confusion and to re-explain topics to ensure understanding.</td>
</tr>
<tr>
<td>2.1c Instructional Strategies for Content</td>
<td>○ The evidence indicates that the intern used inappropriate content-related strategies, including ineffective question and discussion techniques.</td>
<td>○ The evidence indicates that the intern used appropriate content-related strategies, including beginning level questioning and discussion techniques, but developmentally inappropriate terminology/language to build understanding of content for all students.</td>
<td>○ The evidence indicates that the intern used appropriate content-related strategies, including effective questioning and discussion techniques, and developmentally appropriate terminology/language to build an understanding of content for all students.</td>
</tr>
</tbody>
</table>

Possible Sources of Evidence:
Lesson/unit plans
Observation/video
Weekly lesson evaluations
Candidate reflections
Candidate developed assessments
Weekly conference notes

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2.2 Innovative Applications of Content Knowledge: The intern provided a variety of innovative applications of knowledge.

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2a Problem Solving</td>
<td>The evidence indicates that the intern did not or inappropriately used problem solving as a way to explore content.</td>
<td>The evidence indicates that the intern used problem solving as a way to explore content; however, the lesson was almost entirely teacher-directed, limiting independent, creative and critical thinking by the students.</td>
<td>The evidence indicates that the intern used problem solving as a way to explore content with a balance between teacher-directed and student-led learning activities in such a way that it encouraged independent, creative and critical thinking by the students.</td>
</tr>
<tr>
<td>2.2b Real World Application</td>
<td>The evidence indicates that the intern could not provide meaningful connections between lesson content and real world application of content.</td>
<td>The evidence indicates that the intern provided meaningful connections between the lesson content and real-world experiences.</td>
<td>The evidence indicates that the intern provided meaningful connections between the lesson content and real-world experiences by providing an opportunity for students to apply learning using real world application of content.</td>
</tr>
<tr>
<td>2.2c Cross-Curricular</td>
<td>The evidence indicates that the intern focused on specific content only with no cross-curricular learning opportunities.</td>
<td>The evidence indicates that the intern provided cross-curricular learning opportunities; however, the connections between content and other disciplines were not clear and/or left students confused.</td>
<td>The evidence indicates that the intern provided meaningful and purposeful cross-curricular learning opportunities, with clear connections between content and other disciplines.</td>
</tr>
</tbody>
</table>

*mentor/coop teach/Supervisors

Possible Sources of Evidence:
Lesson/unit plans
PK-12 student projects/assignments
Observation/video
Weekly lesson evaluations
Construct 3: Instructional Practice

Effective instructional practice requires that teachers understand and integrate planning, instructional strategies and assessment in coordinated and engaging ways.

3.1 Planning for Instruction: The intern used methods and techniques that are effective in meeting student needs.

<table>
<thead>
<tr>
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<th>Effective</th>
<th>Highly Effective</th>
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</thead>
<tbody>
<tr>
<td>3.1a Lesson Objectives</td>
<td>○ The evidence indicates that the intern developed lesson objectives that were inappropriate or too general to guide lesson planning and/or were not aligned with district, state, and/or national standards, including College and Career Readiness Standards (CCRS).</td>
<td>○ The evidence indicates that the intern planned activities using student-appropriate objectives that were aligned with district, state and/or national standards, including CCRS, but did not include measureable goals.</td>
<td>○ The evidence indicates that the intern planned challenging activities using student-appropriate and measureable objectives that aligned with district, state and/or national standards, including CCRS.</td>
</tr>
<tr>
<td>3.1b Build on Prior Learning</td>
<td>○ The evidence indicates that the intern sequenced instruction with no consideration given to students’ prior knowledge of the content or how the content connects to previous or future learning.</td>
<td>○ The evidence indicates that the intern attempts to build on students’ prior knowledge and identify how the content connects to previous and future learning but is not completely successful.</td>
<td>○ The evidence indicates that the intern appropriately plans and sequences instruction to build on student’s prior learning and clearly identifies how the content connects to previous and future learning.</td>
</tr>
</tbody>
</table>

Possible Sources of Evidence:
Lesson/unit plan aligned to standards
KPTP
Candidate reflections
Weekly conference notes
Weekly lesson evaluations
Observation/video
<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ The evidence indicates that the intern did not provide opportunities</td>
<td>○ The evidence indicates that the intern provided a single opportunity for</td>
<td>○ The evidence indicates that the intern provided multiple opportunities for students to demonstrate learning by using</td>
<td>○ The evidence indicates that the intern provided multiple opportunities for students to demonstrate learning by using</td>
</tr>
<tr>
<td>for students to demonstrate learning by using formative, summative,</td>
<td>students to demonstrate learning by using a formative, summative, informal</td>
<td>formative, summative, informal and/or formal assessments and/or only used informal assessments to check student</td>
<td>formative, summative, informal and/or formal assessments. Assessments were differentiated choices to match a full range</td>
</tr>
<tr>
<td>informal and/or formal assessments.</td>
<td>and/or formal assessment and/or only used informal assessments to check</td>
<td>understanding. (*Must demonstrate use of more than just informal &amp; summative assessments.)</td>
<td>of student needs and abilities. (*Must demonstrate use of more than just informal &amp; summative assessments.)</td>
</tr>
<tr>
<td></td>
<td>student understanding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ The evidence indicates that the intern did not analyze student</td>
<td>○ The evidence indicates that the intern attempted to analyze student</td>
<td>○ The evidence indicates that the intern analyzed student learning data identifying student strengths and areas for</td>
<td></td>
</tr>
<tr>
<td>learning data to inform future instruction.</td>
<td>learning data but struggled to effectively utilize the data to inform future</td>
<td>growth to inform future instruction to meet the learning needs of the student group as a whole.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>○ The evidence indicates that the intern did not provide or provided</td>
<td>○ The evidence indicates that the intern provided general feedback to</td>
<td>○ The evidence indicates that the intern provided substantive, specific and timely feedback to students about their</td>
<td></td>
</tr>
<tr>
<td>inappropriate feedback to students about their performance.</td>
<td>students about their performance.</td>
<td>performance.</td>
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</table>

**Possible Sources of Evidence:**
- Candidate developed assessments
- KPTP
- Lesson/unit plans
- Candidate reflections on assessments & data
- Candidate feedback to students
- Observation/video
- Weekly conference notes

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### 3.3 Instructional Strategies: The intern delivered comprehensive instruction for students.

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3a Varied Instructional Strategies &amp; Technology</td>
<td>○ The evidence indicates that the intern did not use available technologies as an instructional strategy.</td>
<td>○ The evidence indicates that the intern used appropriate instructional strategies, including use of at least one available technology, to engage and challenge students.</td>
<td>○ The evidence indicates that the intern used a variety of instructional strategies, including available technologies, to engage and challenge students in a variety of learning situations.</td>
</tr>
<tr>
<td>3.3b Differentiation</td>
<td>○ The evidence indicates that the intern taught the lesson using the same strategies for all students with little thought given to differentiating instruction.</td>
<td>○ The evidence indicates that the intern differentiated instruction for a small subset of students (only a few students) but most strategies were targeted to the group as a whole.</td>
<td>○ The evidence indicates that the intern used multiple strategies to differentiate and scaffold information so it is accessible to all students.</td>
</tr>
</tbody>
</table>

Possible Sources of Evidence:
- Observation/video
- Lesson/unit plans
- Weekly lesson evaluations
- Candidate reflection
- KPTP
Construct 4: Professional Responsibility

Creating and supporting learning environments that result in students achieving at the highest levels is an intern’s primary responsibility. To do this well, interns must engage in professional self-renewal, which means they regularly examine their own practice through self-reflection and collaboration and accept support and feedback from mentor teachers/supervisors that assures a continuous cycle of self-improvement.

4.1 Reflection and Continuous Growth: The intern engaged in reflection and continuous growth.

<table>
<thead>
<tr>
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<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1a Professional Development</td>
<td>☐ The evidence indicates that the intern did not participate in professional development.</td>
<td>☐ The evidence indicates that the intern actively participated in professional development opportunities relevant to student learning but was unable to make application of the professional development in their teaching.</td>
<td>☐ The evidence indicates that the intern engaged in professional development opportunities relevant to student learning and attempted application of activities in their teaching.</td>
</tr>
<tr>
<td>4.1b Self-Reflection</td>
<td>☐ The evidence indicates that the intern did not reflect on her/his practices or was unable to accurately self-assess her/his performance.</td>
<td>☐ The evidence indicates that the intern demonstrated the ability to reflect on practices and could identify strengths and opportunities for improvement.</td>
<td>☐ The evidence indicates intern demonstrated the ability to reflect on her/his practice, identify strengths and opportunities for improvement and took action on this information, leading to self-improvement.</td>
</tr>
</tbody>
</table>

Possible Sources of Evidence:
- Professional development attendance log
- Candidate reflections on professional development implementation on lesson/future lessons
- Candidate reflection to video recordings (KPTP)
- Use of analysis of student assessment data to improve instruction/demonstrate student growth (KPTP)
- Weekly conference notes (with goals)
4.2 Collaboration and Leadership: The intern participated in collaboration and leadership opportunities.

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>☐ The evidence indicates that the intern did not collaborate with colleagues* about school issues.</td>
<td>☐ The evidence indicates that the intern met with and discussed school issues with colleagues* and other stakeholders.</td>
<td>☐ The evidence indicates that the intern collaborated on multiple occasions with colleagues* and stakeholders in leadership, school, and professional activities.</td>
<td>☐ The evidence indicates that the intern collaborated with multiple stakeholders in school and professional activities using a variety of methods of communication.</td>
</tr>
</tbody>
</table>

*mentor/coop teach/Supervisors

Possible Sources of Evidence:
Candidate reflections
Copies of communications with colleagues
Weekly conference notes
Meetings attended (IEP, PLC, etc.)
List of leadership activities (resume/vitae)

Note to Mentor Teachers:
1. Submit through a link in Google emailed to you as the Mentor Teacher.
2. Email the confirmation of completing this form to: restrictedlicense@emporia.edu with “I completed (intern’s name) final evaluation on-line.” In the body of the email.

THANK YOU!!

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Mentor Agreement for Restricted License Intern

Mentor Teacher qualifications and characteristics should include: a bachelor’s degree and licensure endorsement in the area that the intern is seeking full licensure, a minimum of three years’ experience with at least one semester in the district, demonstrated above-average ability as a teacher, excellent communication skills, time and willingness to provide attention and assistance to the assigned intern, and evidence of continued professional growth (study, travel, and/or other professional duties). The building principal must agree that this teacher is capable of assuming the responsibilities of a mentor teacher and provide some release time to observe and evaluate the intern. Should you feel uncomfortable or unqualified to evaluate the intern, please notify your building principal and the ESU director of the restricted license program (shall6@emporia.edu). This is for University purposes, not for the State Mentoring Program.

Mentor’s Name: ____________________________ School District: ____________________________

Licensure Area: ________________________________________________________________

Mentor’s Address: ________________________________________________________________

Mentor’s Phone Number: ____________________________ Alternate Phone number: ____________

Mentor’s email address: __________________________________________________________

Principal’s Name: ____________________________ School Phone Number: ____________

Intern’s Name: ____________________________

I understand the Conceptual Framework of The Teachers College at Emporia State University as printed in the manual. I will conference each week with the intern in the first month or two of the internship. I will assess the intern’s progress on a continuous basis and at a minimum do a formal evaluation at the midpoint and final week during both semesters of the internship. These evaluations need to be done online through Google (link to be emailed to you) with the PDF in the email received forwarded to the intern.

Please report any concerns to Ms. Shannon Hall immediately.

Signed: ____________________________ Date: ____________________________

Please return this form as soon as possible. Email the information to restrictedlicense@emporia.edu, or mail to: Restricted License Office-Campus Box 4036, Emporia State University, 1 Kellogg Circle, Emporia, KS 66801-5415
Examples of Lesson Plan Templates
SAMPLE LESSON PLANS

Daily Lesson Plan

Subject: Grade Level: Date:

Objective(s):

District Outcome(s) and/or State/National Standard(s):

Materials Needed:

Introduction/Set:

Communication of Objective(s):

Input:

Modeling:

Guided Practice:

Check for Understanding:

Independent Practice/Assignment (as appropriate):

Closure/Wrap up:

Assessment/Evaluation:

Adaptations:

References/Resources Used:
No-Nonsense Lesson Planning Form *

Teacher’s Name: ____________________________ Grade: ____________________________

Lesson Topic/Title: ______________________________________________________________________________________

Objectives/Outcomes: By the end of this lesson, students will be able to:

______________________________________________________________________________________________

______________________________________________________________________________________________

Instructional Activities: (Briefly, describe what you and the students will DO to achieve the objectives of this
lesson):

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

Evaluation: (Whether you assess student’s success during or at the end of this lesson, or wait until the end of the
unit, describe what and how you’ll check as evidence your students have achieved the lesson’s objectives)

______________________________________________________________________________________________

______________________________________________________________________________________________

Place a check mark to the left of any special conditions listed below that may apply to this lesson:

_____ May require more preparation/set-up time than usual

_____ I will need to secure materials NOT available to school including:

______________________________________________________________________________________________

______________________________________________________________________________________________

_____ Lesson will require special safety precautions.

_____ Other special concerns: ________________________________________________________________

______________________________________________________________________________________________

* Lesson plan form developed by Dr. Scott Irwin, ESU Science/Mathematics Education Center, 1993.
Literacy First Instructional Model
(Lesson Plan has been modified to meet Phase I requirements)

<table>
<thead>
<tr>
<th>Intern’s Name</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Mentor Teacher’s Name</td>
<td></td>
</tr>
<tr>
<td>Lesson Date &amp; Time</td>
<td></td>
</tr>
<tr>
<td>Unit &amp; Lesson Titles</td>
<td></td>
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<tr>
<td>Grade Level(s)</td>
<td></td>
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<tr>
<td>Content Standards</td>
<td></td>
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<tr>
<td>Essential Question</td>
<td></td>
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<tr>
<td>Objectives (“SWBAT…”)</td>
<td></td>
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<tr>
<td>Key Terms &amp; Concepts</td>
<td></td>
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<tr>
<td>Materials Needed (including digital links)</td>
<td></td>
</tr>
</tbody>
</table>

**ARK:** Activate Relevant Knowledge (20%)
- beginning -

1. [ ____ minutes] Description of task (what will the teacher do and what will the students do?)
2. [ ____ minutes] Description of task (what will the teacher do and what will the students do?)
3. [ ____ minutes] Description of task (what will the teacher do and what will the students do?)

*Edit this section to fit your lesson*

**TIP/SAP:** Teacher Input (20%)/Student Active Participation (45%)
- middle -

1. [ ____ minutes] Description of task (what will the teacher do and what will the students do?)
2. [ ____ minutes] Description of task (what will the teacher do and what will the students do?)
3. [ ____ minutes] Description of task (what will the teacher do and what will the students do?)

*Edit this section to fit your lesson*

**ISS:** Identify Student Success (15%)
- end -

1. [ ____ minutes] Description of task (what will the teacher do and what will the students do?)
2. [ ____ minutes] Description of task (what will the teacher do and what will the students do?)
3. [ ____ minutes] Description of task (what will the teacher do and what will the students do?)

*Edit this section to fit your lesson*

**Lesson Adaptations for ELL & Special Education Students**

Modified by Dr. Amanda Lickteig
Emporia State University, 2018