EMPORIA STATE UNIVERSITY
THE TEACHERS COLLEGE

ALTERNATE ROUTE INTERNSHIP HANBOOK

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Mission

The mission of The Teachers College, the school personnel preparation unit of Emporia State University, is to develop professionals who are critical thinkers, creative planners, and effective practitioners. Our graduates are skilled practitioners who are prepared with essential knowledge, skills, and dispositions in their fields of specialization. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students. The vision of The Teachers College and personnel preparation unit is to prepare quality professionals who can positively impact the education profession and improve the learning of PK-12 students.

Professional programs are designed to reflect the current knowledge base and effective practices. Curricular coherence is strengthened through faculty study and dialogue on purpose, course content, and intended candidate learning outcomes.

Outcomes for Teacher Candidates and Other School-Based Professionals:

Knowledge
Candidates will exhibit knowledge of:
1. general education within an intellectual framework
2. essential concepts of their content studies
3. philosophical, historical, social, and theoretical foundations of education
4. theories of human physical, cognitive, social, and emotional development
5. characteristics and equitable treatment of diverse learners
6. essential concepts of planning, assessment, and instruction
7. appropriate technology and how it may be used to enhance teaching and learning
8. techniques to integrate professional studies with essential concepts from their general studies and content studies
9. (proposed) legal and ethical issues and practices of education

Skills
Candidates will be able to:
1. integrate and use concepts from their general, content, and professional studies in their teaching environment
2. demonstrate professional performance that reflects current theory, research, and practice
3. implement non-biased techniques for meeting needs of diverse learners
4. use and support effective communication techniques in order to develop a positive learning environment
5. demonstrate creative planning and curriculum integration to promote learning of all students
6. employ appropriate assessment techniques in order to measure the development and learning of their students
7. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving
8. make use of appropriate technology in their teaching environment

Dispositions
Candidates will demonstrate a:
1. commitment to professionalism and ethical standards
2. desire to analyze concepts and clinical practices, to experiment, and to evaluate and/or initiate innovative practices
3. dedication to life-long learning by participating in professional organizations and keeping current with research in their field
4. belief in having high expectations for all learners
5. respect for cultural and individual differences by providing equitable learning opportunities for all
6. desire to communicate with family and community members to make them partners in the educational process
7. commitment to collaboration with other professionals to improve the overall learning of students
Conceptual Framework Model

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: especially, the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs and non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.
Program Guidelines
Introduction

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 and administration are deeply grateful for the enthusiastic cooperation and positive influence of our school partners, who give so unselfishly of their time and efforts. These educators enable ESU teacher candidates to successfully transition from the university classrooms to the real world of teaching.

* 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.
The Intern

Teaching is an exciting time when candidates are at the point in their education where they will be able to practice what they have learned. The internship is the culminating phase of the alternate route/restricted license program when interns are expected to integrate educational theory and knowledge with the practical problems of actual classroom teaching. They are expected to demonstrate that they are critical thinkers, creative planners, and effective practitioners.

It is assumed that interns will bring to this semester an understanding of students, their growth patterns, their interests, and some teaching strategies. This understanding should have developed through the study of educational theory and direct experiences in working with students. Interns should have an understanding of subject matter and insight into skills, concepts, understandings, and attitudes they propose to teach.

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. An alert observer who can intelligently interpret what is observed builds up a reservoir of vicarious experiences upon which to draw in later years. Interns should be involved in dialogue on a daily basis with those in the school regarding these observations and experiences. (See Appendix A--Behavior of Good Interns.)

How to Succeed as an intern

(Items 1-22 were 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.** Eliminate other employment at this time; 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. (*Note that special permission from the director is required to take other courses!* ) Consider a reduction in outside activities and reserve time for school activities or community activities related to internship.

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.

3. **If possible, contact your mentor teacher(s) prior to starting your job.** Offer to come and visit with the teacher prior to reporting for work.

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 even if it is tough.** Changes in assignments will not occur because 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. Sample lesson plans are provided in Appendix F.

7. **Dress like a professional to establish a positive prospective 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. Interns who look the same age as the students they teach should be particularly careful to dress professionally.
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.

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, but it is mandated by law. (See Appendix B -- Intern Code of Ethics.)

11. **Seriously consider purchasing professional liability insurance.** 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 Association of American Educators (www.kanaae.org), National Education Association or the American Federation of Teachers.

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:

   - 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** issued by the Kansas State Department of Education. (See Appendix C.) You might also use these standards as a supplement to Appendix A. (Behaviors of Good Interns.) Incorporating these objectives into the classroom 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 person/people with whom you may share negative concerns, complaints, fears, anything that bothers you or anything you are really proud of! Remember that you education supervisor is the leader of your internship team. **Send your supervisor(s) your schedule at the beginning of the year.** Find out when their office hours are as well as how to reach the supervisor(s) by phone and/or email. If you do not receive a response, contact the program director Dr. Kirsten Limpert (620-341-5654 or email: klimpert@emporia.edu). If there are problems during the internship, supervisor(s) may require weekly written reports and may make unscheduled visits.

**Legal Aspects and Requirements of Internship**

**Restricted License**

It is required by law that each intern be officially licensed as a teacher or school specialist to be employed in an accredited public or private Kansas schools. For the alternate route program this is a restricted teacher or school specialist license. This license is issued by the Kansas State Department of Education (KSDE) for the alternate route program subject area(s). This license may be reissued twice for a total of three 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.

**Internship Contract**

In compliance with legislative action taken by the state of Kansas, the intern must have a teaching or school specialist contract with the school district. A copy of the contract must be on file at ESU.

**TB/Health Certificate**

Kansas law requires that anyone working with students on a regular basis in school settings to have a health clearance. A TB/Health clearance form can be obtained from VH 208. If the TB clearance expires during internship, the intern should check with school administrators to see if a new TB clearance needs to be obtained. Note that an intern must wait a full year for the next TB test. The intern is responsible for obtaining a current clearance to avoid being asked to leave the internship placement site and should present the new certificate to the building principal(s).

**Attendance**

Interns are required to report on the first day of their contract unless other arrangements have been made with the school or district. Interns are must be on the job every day.

**Employment During Internship**

Interns should not have outside employment during the internship and as much as is possible should limit extra-class activities such as coaching that could take needed time or energy for internship. If the intern is employed and there are problems during internship, the intern may be withdrawn from the assignment until such time that full attention may be given to internship.

**School Activities/Out of Classroom Activities**

Interns should plan to participate in school activities. Questions often arise as to the type, number, and 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. The intern is expected to attend faculty meetings, parent-teacher meetings, and other meetings of a professional nature that are available.

**Grading**

A description of the ESU internship grading procedure is available on the first page of the Assessment of Student Teacher/Intern form. Note the grading scale for mentor teachers and university supervisors to use when assigning midterm and final grades. **Mentor teachers and university supervisors need to make sure that the letter grade assigned reflects the actual number of points given.** (See Appendix L) Both the mentor
teacher and university supervisor(s) are expected to document by giving examples or making specific suggestions when either indicator, “Target” or “Needs Improvement” is marked.

The intern grade represents an average of the grades suggested by the mentor teacher and the university supervisor(s), plus participation in seminars and ED 893 & ED 894 online Blackboard internship courses. In order for an intern to be recommended for full licensure, a grade of “C” or better is required in all internship courses.

Completion of the Teacher Work Sample is required and will be in assigned a pass/fail grade but will not be a part of the internship grade. A failing score will result in an incomplete for ED 894 Internship II and the project will need to be redone. See Teacher Work Sample handout you received at orientation or go to http://www.emporia.edu/teach/tws/ for specific grading criteria and submission deadlines for the TWS. Successful completion of the TWS requires a minimum score of 94 (70% of the total 134 points).

**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.
5. Analyze the reasons for loss of control.
6. Discuss the control techniques used by the mentor teacher.
7. Plan activities to keep students busy 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 the intern is not perceived as indecisive or not in control.
13. Have confidence that techniques of control can be learned.

Some “don’ts”:
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.

**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, and what was learned from the observation or experience.

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 university supervisor(s) visits as evidence that the intern is reflecting.
The Mentor Teacher

Qualifications
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 in the area that the intern is seeking full licensure. In addition, the district coordinator 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 year’s experience, at least one semester of which has been in the host 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 to not knowingly assign an intern to any mentor teacher who has not expressed a willingness to serve in that role.

Responsibilities of a Mentor Teacher

Understanding the Conceptual Framework of The Teachers College
The faculty of The Teachers College at Emporia State University have utilized a number of sources to establish a knowledge base that is the foundation for all professional education programs. Among these sources are: theory, wisdom of exemplary practice in model schools, research findings, state licensing requirements, contributions of learned societies and professional organizations, advisory councils, and an outgrowth of faculty development activities. Educational philosophers have traditionally guided the development of knowledge bases, along with research in teaching and educational practice (Fenstermacher, 1986). The systematic development of a set of beliefs about schools and teaching provides aspiring educators with a focus for thinking about curriculum and learning in order to perform professionally.

Each program in The Teachers College reflects systematically designed and explicitly stated outcomes and competencies, supported by a specific knowledge base. Professional preparation programs are more than a mere collection of courses and experiences that interns complete to receive a recommendation for initial licensure. These preparation programs produce graduates 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. (See the conceptual framework earlier in this handbook.)

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: especially, the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs and non-professional education programs offered within The Teachers College devote themselves to the proposition
that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

**Understanding the Mission of The Teachers College**

As reviewed and confirmed on November 4, 2009, by The Council of Teacher Education, the desired outcomes for teacher candidates are specific *knowledge, skills, and dispositions*. (See the conceptual framework presented earlier in this handbook for these outcomes and related competencies.)

**Weekly Conferencing**

During the first month or two, the mentor teacher should conduct *at least one planned conference each week* with the intern to discuss progress. A suggested list of topics for these conferences might include:

1. Orientation regarding school policies, regulations, and other information of value to the intern (See Appendix D -- Checklist for Preparation for an Intern.)
2. Classroom policies and procedures
3. Preparation of the physical environment of the classroom
4. Teaching strategies
5. Grading Systems
6. Teacher-made and standardized tests
7. Classroom control
8. Understanding students (individual differences)
9. Homework versus supervised study
10. Teacher-student relations
11. Progress during the semester/year
12. Professionalism
13. Community resources
14. Teacher-teacher relations and teacher-administrator relations
15. Self-evaluation (See E--Self-Rating Scale for Interns.)
16. Use and availability of building teaching materials

**Assessment and Documentation**

Assessment and documentation of the intern’s progress should be a continuous process. The intern is entitled to receive progress reports at regular intervals from the mentor teacher. At a minimum, formal evaluations should be conducted several times during the year. (See Appendices L & M.) This form is used as a formal evaluation at the midpoint of the intern placement and during the final week of each semester. If an intern is having problems or is apprehensive about being evaluated, consider using a formal evaluation more frequently. The intern should be given a hard copy of any assessment—whether formal or informal. Mentor teachers are expected to complete formal evaluations on-line via the Internet, which may be accessed at: [http://indri.emporia.edu/StAssess/StudentTeacherAssessmentForm.aspx](http://indri.emporia.edu/StAssess/StudentTeacherAssessmentForm.aspx). In place of a signature, email Dr. Kirsten Limpert at klimpert@emporia.edu that the assessment has been completed.

The alternate route program director records the final grades based on recommendations from the university supervisor(s) and the mentor teacher. Mentor teachers are encouraged *not to inflate grades*. Make sure that assigned grades are consistent with the scales on the evaluation form. Note that a different scale is used to assign midterm and final grades. Also specific comments or suggestions are expected for “Target” and “Needs Improvement” if either of those are checked.

**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 form is to a large degree left to the discretion of the mentor teacher and school.

The Importance of Lesson Planning
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.

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 observational 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. 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. (See Appendix F for sample lesson plans.)

Facilitating Good Classroom Management
Classroom control is often a major problem for interns. See page 9 for information that might be helpful to an intern relevant to discipline and classroom management and review course materials from ED 879 Classroom Management.

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 in each placement 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.

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. The director of alternate route program, Dr. Kirsten Limpert (phone: 620-341-5654; email: klimpert@emporia.edu) is available to confer with concerned mentor teachers and/or principals.
University Supervisors
Education and Academic

The Role of University 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.

Number of Assessment Visits
Education Supervisors
One initial visit (May be conducted by phone.)
Two formal assessments each semester
Meetings with intern and mentor teachers during each visit

Academic Supervisors
One formal assessment each semester
Meetings with intern and mentor teachers during each visit

A person with both an educational and academic background in the content area of the intern may serve as both the education and academic supervisor.

On-Campus Supervisor Meeting With Interns
An on-campus orientation meeting will be held in June where you will meet your 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.

An assessment may be scheduled on the same day as the initial visit to collect “baseline” data regarding the skills and abilities the candidate brings to the internship experience. Sometime before students arrive the intern should spend getting acquainted with the school. It is important that the intern become familiar with the layout of the building, the school program including policies and regulations, the staff, and community.

Visits
Visits need to be scheduled in advance so that the supervisor does not waste travel time and arrive at a time when the intern is not teaching. The intern, the mentor teacher, and the other education 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 telephoning the supervisor if he/she is ill or has an emergency. If the supervisor is notified by e-mail, the intern should phone the supervisor to confirm the message was received. It is also important to communicate with the other university supervisor, if applicable, so that visits are scheduled throughout the semester and an intern is not assessed several times on the same day or week. The education supervisor is also responsible for getting a copy of each assessment to the academic supervisor if applicable.

Supervisors should 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 university supervisor will generally follow the pattern below:

- An observation 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. *Note that an education supervisor must confer with the mentor teacher to accurately complete sections III & IV of assessment form.*)

During the observation, the supervisor will be assessing the progress the intern is making as a professional engaged in effective practice and responds to uncertainty and change and will complete Parts I, II, III and IV of the assessment form. Results of the assessment (Parts I, II, III and IV) should be discussed with both the intern and the mentor teacher. Parts V and VI of the form, which address progress as a professional engaged in effective practice and self-reflection *should be completed in consultation with the mentor teacher and the intern.* To facilitate better understanding, the supervisor is expected to note specific strengths and needs in the comments section. If a supervisor indicates that an intern scores at the target level or needs improvement, at least one comment and/or example is expected for documentation. (See Appendix L.)

**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.

Encourage interns to be actively involved in evaluation. (See Appendix E-- Self-Rating for Interns, for a self-rating scale for interns, which should be used periodically. See Appendix L for the intern assessment form used by education supervisors during observations.) The indicators on this assessment form have been identified to assess the culminating phase of the alternate route/restricted license program. Interns are expected to demonstrate that they meet the six proficiencies that define the professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community. Interns will be assessed according to the level of achievement and provided with written documentation. If the education supervisors have concerns about an indicator/factor not on the evaluation form, they are encouraged to express these concerns in the narrative section of the form.

**Who completes the Assessment of Alternate Route/Restricted License Intern form?** The Assessment of Student Teacher/Intern form will be completed by the mentor and the education supervisor(s) (See Appendix L.). The mentor teacher uses this link for evaluating interns online:

http://indri.emporia.edu/StAssess/StudentTeacherAssessmentForm.aspx
University supervisors use the form on their laptop OR go to this link:  
http://indri.emporia.edu/StAssess/SupervisorAssessmentForm.aspx  
unless other arrangements are made with the internship director, Dr. Kirsten Limpert (620-341-5654;  
klimpert@emporia.edu).

May a education supervisor access and complete the assessment form online at the internship site?  
Supervisors are encouraged to utilize a laptop computer to conduct assessments while in the intern’s classroom.  
A laptop will be provided if necessary and instructions on using the online form will be provided.  
Note that the laptop will not enable a supervisor to print until it has been connected to a compatible printer, which may or may not be available at the internship site.  Supervisors are expected to distribute hard copies to the intern, the mentor teacher and the other education and academic supervisor as appropriate.

How often are the forms completed?  
The education supervisor completes the Assessment of Student Teacher/Intern form during each visit with the exception of the initial visit. (See Appendix G for Initial Visit Checklist.)  Interns should expect three or more supervisor visits during the internship semester.  The mentor teacher is expected to complete the form online for a midterm and final assessment each semester.  University supervisors or mentor teachers may elect to use and submit the form as an informal progress report at other intervals during the internship to provide additional feedback.  Interns may elect to ask university supervisors or mentor teachers to complete this form at other times and indicate that it is a routine assessment on the form.

What happens to the form once it is completed?  
The form should always be reviewed by the intern with the mentor teacher or university supervisor.  In place of a signature, both the mentor teacher and the intern should send an email to Dr. Limpert (klimpert@emporia.edu) to indicate that the completed form has been reviewed.  This email does not mean the intern agrees with the rating given, only that it has been reviewed.  The intern should maintain a copy of each assessment in his/her internship notebook for review by university supervisors and mentor teachers.  

Supervisors are expected to provide a hard copy of the university assessment form to the intern and any other supervisors assigned to the intern.  The education supervisor should monitor the midterm and final evaluations from mentor teachers to ensure that interns are provided with written and oral feedback documenting their progress.

Procedures for Assigning Final Grades
The university supervisor has the responsibility for assignment the final internship grade.  He/she should review the final evaluation from the mentor teacher and discuss the grade with the mentor teacher if the grade is substantially different from the grade assigned by the supervisor.  The grading form should be completed by the university supervisor and returned to the director of the program no later than the end of finals week. (See Appendix H -- Internship Grade Report.)

The university supervisor is responsible for entering:
  a. Grade recommendations from
     (1) Education Supervisor
     (2) Academic Supervisor
     (3) Mentor Teacher
  b. The average or final grade

Filing Travel Expenses
University supervisors are responsible for submitting travel expenses to the Alternate Route Administrative Assistant by the end of the semester.  Ideally requests for reimbursement of travel expense will be submitted by the day of the end of finals week.  If this is not possible, travel requests should be submitted by the last
work day before graduation. This is especially important at the end of the spring semester when accounts must be reconciled and closed for the fiscal year.

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 mentor teacher and/or school administrator. Interns should contact their mentor 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 mentor 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 mentor teacher and or 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, or an unsatisfactory grade. 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 mentor 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.

Program director, Dr. Kirsten Limpert should be contacted at 620-341-5654 or klimpert@emporia.edu when any of the parties involved believes it is necessary.

While early termination is very rare in the alternate route licensure program, it is possible for this to occur. When there is cause to consider early termination of an internship, a due process procedure will be implemented. (See Appendix I -- Procedure of Due Process for Early Termination of an Off-Campus Teacher Education Assignment.)

Feedback from Interns
Interns will provide feedback regarding their mentor teachers and university supervisors by completing appropriate forms (see Appendices J & K) at the Intern’s final meeting.
Appendices
Appendix A
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, Cooperating Teacher Academy.
Appendix B

INTERN CODE OF ETHICS

1. All information which the intern receives about pupils in class or school is to be kept confidential.

2. Interns must be an example to their students in every way -- physically, mentally, ethically.

3. Interns should maintain the dignity necessary to gain the respect of pupils.

4. Interns should show enthusiasm concerning the learning experiences being developed with pupils.

5. Interns should be sympathetic and courteous toward all pupils.

6. Interns should be contributing members of the learning community.

7. Disciplinary measures used by interns should conform to the policies of the school.

8. Interns should be interested in and ready to assist with the improvement of a class.

9. Interns must be completely impartial in dealing with students and must take into consideration individual abilities, interests, and capabilities for learning. and must constantly strive to be fair while judging pupil’s actions.

10. Interns should refrain from imposing religious or political views upon pupils, and should exhibit a broad-minded, tolerant attitude toward other groups and individuals.
Appendix C

PROFESSIONAL EDUCATION STANDARDS

Standard #1: The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Knowledge
1. The educator understands major concepts, assumptions, debates, and processes of inquiry, and ways of knowing that are central to the discipline being taught and can create opportunities that make these aspects of subject matter meaningful for all students.
2. The educator understands that students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

Performance
1. The educator represents and uses differing viewpoints, theories, "ways of knowing," and methods of inquiry in teaching of subject matter concepts.
2. The educator evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
3. The educator engages students in constructing knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
4. The educator develops or adapts and uses curricula that encourages all students to see, question, and interpret ideas from diverse perspectives.

Standard #2: The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.

Knowledge
1. The educator understands how learning occurs--how students construct knowledge, acquire skills, and develop critical thinking--and knows how to use instructional strategies that promote learning for all students.
2. The educator understands that students' physical, social, emotional, moral, and cognitive development influences learning and knows how to address these factors when making instructional decisions.
3. The educator is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Performance
1. The educator assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (physical, social, emotional, moral, and cognitive) and that leads to the next level of development.
2. The educator stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
3. The educator seeks to discover students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.
Standard #3: The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Knowledge
1. The educator understands and can identify differences in approaches to learning and performance and can design instruction that helps use students' strengths as the basis for growth.
2. The educator understands that diversity, exceptionality, and limited English proficiency affect learning.
3. The educator knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
4. The educator understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
5. The educator has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
6. The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.

Performance
1. The educator identifies and designs instruction appropriate to students' stages of development, strengths, and needs.
2. The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.
3. The educator makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.
4. The educator can identify when and how to use appropriate services or resources to meet diverse learning needs.
5. The educator seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
6. The educator brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
7. The educator creates a learning community in which individual differences are respected.
8. The educator is able to recognize learning problems and collaborate with appropriate special services personnel.

Standard #4: The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.

Knowledge
1. The educator understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization, and recall) and how these processes can be stimulated.
2. The educator understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, and independent study).
3. The educator knows how to enhance learning by using a wide variety of materials, including human and technological resources, primary documents and artifacts, texts, reference books, literature, and other print resources.
4. The educator understands the principles and techniques used in effective reading instruction.

Performance
1. The educator meets the learning needs of all students by evaluating how to achieve learning goals and by choosing alternative teaching strategies and materials.
2. The educator uses multiple teaching and learning strategies to engage all students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities, and that help all students assume responsibility for identifying and using learning resources.
3. The educator constantly monitors and adjusts strategies in response to learner feedback.
4. The educator varies his or her role in the instructional process (instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of all students.

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5. The educator develops a variety of clear, accurate presentations and representations of concepts using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

6. The educator uses a variety of reading strategies that are appropriate for students' diverse reading abilities and that support further growth and development.

**Standard #5: The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

**Knowledge**
1. The educator uses knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
2. The educator understands how social groups function and influence people and how people influence groups.
3. The educator knows how to help students work productively and cooperatively in complex social settings.
4. The educator understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
5. The educator recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help all students become self-motivated.
6. The educator understands crisis intervention strategies.

**Performance**
1. The educator creates a smoothly functioning learning community in which all students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
2. The educator engages all students in individual and cooperative learning activities that help them develop the motivation to achieve by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading all students to ask questions and pursue problems that are meaningful to them.
3. The educator organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of all students in productive tasks.
4. The educator maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
5. The educator helps the group to develop shared values and expectations for student interaction, academic discussion, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
6. The educator analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
7. The educator organizes, prepares students for, and monitors independent and group work in such a way that allows for full and varied participation of all individuals.
8. The educator can participate in the implementation of crisis intervention strategies.

**Standard #6: The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**

**Knowledge**
1. The educator understands communication theory, language development, and the role of language in learning.
2. The educator understands how differences in culture, gender and exceptionality can affect communication in the classroom.
3. The educator recognizes the importance of non-verbal as well as verbal communication.
4. The educator knows about and can use effective verbal and non-verbal communication techniques.

**Performance**
1. The educator models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to non-verbal cues given and received).
2. The educator develops learner expressions in speaking, writing, and other media.
3. The educator knows how to ask questions and stimulate discussion in different ways for particular purposes (e.g. probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk taking and problem solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.)

4. The educator communicates in ways that demonstrate sensitivity to differences in culture, exceptionality and gender (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation.)

**Standard #7: The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.**

**Knowledge**
1. The educator understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
2. The educator knows how to use contextual considerations (e.g. instructional materials; individual student interests, needs, and aptitudes; and community resources) in planning instruction to create an effective bridge between curriculum goals and students’ experiences.
3. The educator understands methods for teaching reading.
4. The educator understands the impact of using data from building, district, state, and national assessments to guide program development.

**Performance**
1. The educator creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
2. The educator creates short- and long-term plans that are linked to all students’ needs and performance and adapts the plans to ensure and capitalize on the progress and motivation of all students.
3. The educator responds to unanticipated sources of input, evaluates plans in relation to short- and long-term goals, and systematically adjusts plans to meet all students’ needs and enhance learning.
4. The educator uses instructional strategies that help all students develop reading skills and that assist poor readers in gaining information.
5. The educator uses data from building, district, state, and national assessments to guide program development.

**Standard #8: The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.**

**Knowledge**
1. The educator understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, selected response and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
2. The educator knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
3. The educator knows the importance of aligning standards, goals, instruction, outcomes, and assessments.

**Performance**
1. The educator appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, educator-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of all learners, evaluate all students’ progress and performances, and modify teaching and learning strategies.
2. The educator solicits and uses information about students’ experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
3. The educator uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
4. The educator evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interaction, questioning, and analysis of student work.
5. The educator monitors his or her own teaching strategies and behavior in relation to student success, modifying plans, and instructional approaches accordingly.
6. The educator maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents, and other colleagues.
7. The educator knows how to align standards, goals, instruction, outcomes, and assessments.

Standard #9: The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

Knowledge
1. The educator uses a variety of self-assessment and problem-solving strategies for reflecting on his or her practice and the way that practice influences students' growth and learning and affects the complex interactions between student and educator.
2. The educator is aware of major areas of research on teaching and of resources available for professional learning.
3. The educator understands the school improvement process (QPA) in Kansas schools.

Performance
1. The educator uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
2. The educator draws upon professional colleagues within the school and other professional resources as supports for reflection, problem solving, and new ideas, actively sharing experiences and seeking and giving feedback.
3. The educator demonstrates the skills necessary to contribute to the school improvement process (QPA) in Kansas.

Standard #10: The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

Knowledge
1. The educator understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system within which he or she works.
2. The educator understands how factors in the students' environment outside of school (e. g. family circumstances, community environments, health, and economic conditions) may influence students' lives and learning.

Performance
1. The educator participates in collegial activities designed to make the entire school a productive learning environment.
2. The educator consults with parents, counselors, other educators within the schools, and professionals in other community agencies.
3. The educator identifies and uses community resources to foster learning for all students.
4. The educator establishes respectful and productive relationships with parents or guardians from diverse home and community situations and seeks to develop cooperative partnerships in support of learning and well-being for all students.
5. The educator talks with and listens to all students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

Standard #11: The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

Knowledge
1. The educator has depth of knowledge in his or her subject matter.
2. The educator understands the importance of integrating knowledge from a discipline across and within other fields.
3. The educator has knowledge of reading and thinking skills that pertain to learning a discipline and to integrating that discipline to other content fields.
4. The educator understands the relationships among and between various subject matter fields.

Performance
1. The educator creates interdisciplinary learning experiences that allow all students to integrate knowledge, skill, and methods of inquiry from several subject areas.
2. The educator effectively uses multiple representations and explanations to help all students construct new knowledge by building on prior student understandings.

3. The educator, as an individual and a member of a team, selects and creates integrated learning experiences that are appropriate for curriculum goals, relevant to all learners, and based upon principles of effective instruction.

4. The educator uses reading and thinking skills strategies to assist all students in learning about the relationships among and between various subject matter fields.

Standard #12: The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.

Knowledge
1. The educator understands different kinds of technologies available to society and the roles these technologies play.
2. The educator has knowledge of the uses of a variety of media communication tools and techniques to enrich learning opportunities.
3. The educator understands how technology and other instructional tools can be used to enhance instructional practices, enhance professional development, and facilitate professional productivity.
4. The educator understands the sociological, ethical, and economic issues related to technology use.
5. The educator understands the role of technology in gathering, analyzing, and presenting information and managing educational change.

Performance
1. The educator utilizes a variety of appropriate instructional technology and tools to prepare and deliver instruction.
2. The educator plans and teaches lessons in which all students apply technology and other instructional tools and resources appropriately and effectively.
3. The educator uses appropriate technology to gather, analyze, and present information, enhance professional development and learning, and facilitate professional productivity.

Standard #13: The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

Knowledge
1. The educator understands how and why the American system of education developed.
2. The educator has critical awareness of the norms and values inherent in the American system of education.
3. The educator understands how social forces have shaped and continue to shape American education.
4. The educator is aware of the ethical standards that should guide the professional teacher’s interaction with all students, colleagues, parents, and members of the community.
5. The educator understands how educational policy is formulated and how it affects classroom practices.
6. The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.

Performance
1. The educator uses knowledge of historical, philosophical, and social foundations of education to guide interaction with all students, colleagues, parents, and community members in a manner that demonstrates respect for them as persons.
2. The educator uses knowledge of historical, philosophical, and social foundations of education to guide instruction, educational practices, and decision making.
3. The educator supports policies and practices that promote student welfare and development.
4. The educator follows all legal requirements for working with all students, other teachers, administrators, and parents.
Appendix D

MENTOR TEACHER CHECKLIST FOR PREPARATION FOR AN INTERN

Before the intern arrives, I:

_____ have learned about the background of the intern,

_____ have read the university internship materials and understand the role of the mentor teacher,

_____ have become aware of the legal status of interns in Kansas,

_____ have become familiar with the policy of my school and district concerning the responsibilities of interns,

_____ have had pre-teaching contact with the intern,

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

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

_____ 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 faculty members 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,

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

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

SELF-RATING SCALE FOR INTERNS

The following is a self-appraisal chart which you should study carefully and periodically rate yourself:

Directions to interns: Rate yourself according to the following scale:

<table>
<thead>
<tr>
<th></th>
<th>1 Good</th>
<th>2 Average</th>
<th>3 Poor</th>
</tr>
</thead>
</table>

Personal Characteristics
1. Am I careful about my personal grooming, dress, and appearance? 1 2 3
2. Am I conscious of the effect of my voice and speech upon students? 1 2 3
3. Do I make every endeavor to keep physically and mentally fit? 1 2 3
4. Do I have a sympathetic and considerate attitude toward my students? 1 2 3

Classroom Management
1. Is my classroom neat, clean, attractive, and cheerful? 1 2 3
2. Do I attempt to keep my room well ventilated, heated, and lighted? 1 2 3
3. Do I seat students according to their physical needs? 1 2 3
4. Have I systematized the handling of supplies, books, and multisensory aids? 1 2 3
5. Do I practice what I preach? If I expect students to be neat and orderly, am I likewise? My closets, desk, cabinets? 1 2 3

Relationship with Students
1. Are my classroom procedures democratic? 1 2 3
2. Do I use self-control and relax, especially when situations become tense? 1 2 3
3. Do I teach children as well as subject matter? 1 2 3
4. Do I encourage rather than criticize wherever possible? 1 2 3
5. Do I secure desirable conduct from every student? 1 2 3
6. Am I fare, firm, and friendly with my students? 1 2 3
7. Do I help students to think critically? 1 2 3

Teaching Techniques
1. Do I understand the objectives of education and attempt to relate learning to them? 1 2 3
2. Do I plan my work effectively, allowing for democratic student participation? 1 2 3
3. Do I encourage student effort that shows initiative and originality (student participation)? 1 2 3
4. Have I experimented with methods and techniques of making my teaching more effective? 1 2 3
5. Am I sufficiently flexible so that I can meet unexpected situations gracefully and cheerfully? 1 2 3
6. Am I enthusiastic about my work? 1 2 3
7. Are the daily objectives made known to the students? 1 2 3
8. Have I provided for corrective and remedial instructions for students? 1 2 3
9. Do I use multisensory aids to make my teaching more interesting and understandable? 1 2 3
10. Do I systematically attempt to solve my problems as they arise? 1 2 3
Professional Attitudes
1. Am I doing anything to grow professionally? 1 2 3
2. Do I read professional magazines and books? 1 2 3
3. Am I open-minded toward changing details of my philosophy when and where necessary? 1 2 3
4. Am I considerate of faculty and others on the school staff? 1 2 3
5. Do I refrain from discussing classroom situations and personalities with those they do not concern? 1 2 3
6. Am I free from petty religious, racial, and social problems? 1 2 3

Cultural and Outside Interests
1. In addition to reading magazines and books, do I read the newspaper thoroughly so that I am informed about current problems of the day? 1 2 3
2. Do I conscientiously try to improve myself culturally? 1 2 3
3. Is my use of the English language acceptable? 1 2 3
4. Am I a constant learner? 1 2 3
Appendix F

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’ll 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.
Appendix G

Initial Visit Checklist

Date: _________________

Intern: ___________________________  Education Supervisor: ___________________________

Mentor Teacher: _____________________  Subject/Grade Level: __________________________

District/School: _____________________  Duration of Visit: ______________________________

____  1. Supervisor had made contact with building administrator.
____  2. Intern or site coordinator has turned in:  
   1) Health Certificate
   2) Blood Borne Pathogen Certificate
   3) Restricted License

____  3. Supervisor(s), mentor teacher, and Intern have exchanged phone numbers (home and/or cell numbers).
____  4. School and class schedules have been shared with the education supervisor.
____  5. Intern is maintaining an orderly notebook with daily journal, plans (including daily reflections), evaluations (routine, midterm, and final), schedules, etc.
____  6. Intern has been introduced to faculty and school personnel.
____  7. Intern has been informed of & provided with emergency procedures.
____  8. The Teachers College Conceptual Framework, the basis for evaluation, has been reviewed.
____  9. Mentor teacher has established conference times for planning, evaluation, and feedback.
____ 10. The TWS unit and a plan for beginning this project was discussed.
____ 11. The Teacher Work Sample (TWS) requirements and polices have been reviewed by the intern.
____ 12. The intern handbook has been reviewed.
____ 13. Lesson plan format has been discussed with the intern.
____ 14. A schedule of assessments has been discussed.
____ 15. On-line assessment has been discussed with the mentor teacher http://indri.emporia.edu
____ 16. Assessment of Alternate Route/Restricted License Intern form (Appendix L), documentation procedures, and the due process policy (Appendix I) have been reviewed.
____ 17. The education supervisor has responded to any other questions or concerns.
____ 18. Next visit-assessment date/time: ______________________________

__________________________________________  ______________________________________
Intern Signature  Education Supervisor Signature
EMPORIA STATE UNIVERSITY
Alternate Route Licensure Program
Internship Semester Grade Report

Grade Form Completed by ____________________________  Internship Grade____
(Education Supervisor)  (Signature)

Student Teacher:  Semester/Year :

District:

School(s):

It is the responsibility of the education supervisor to recommend a final semester grade for internship in which the student is enrolled based on points awarded by each evaluator using their last evaluation. Please indicate points assigned and final grade for each person listed. Academic supervisor grades and mentor grades can be obtained in the Alternate Route office at the end of each semester. Return this form by Thursday of test week each semester. Your consideration will be appreciated.

<table>
<thead>
<tr>
<th>INTERNSHIP GRADE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluators</td>
</tr>
<tr>
<td>Education Supervisor:</td>
</tr>
<tr>
<td>Academic Supervisor:</td>
</tr>
<tr>
<td>Mentor Teacher:</td>
</tr>
</tbody>
</table>

Total Points (Final Pts Only) Awarded for Internship Grade: ____ divided by (# evaluators) ____ =

______ (Average Points Awarded)

Grade Assigned re Internship Grade Scale: (Refer to chart following) ______

<table>
<thead>
<tr>
<th>Final Grade Scale:</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>70-100</td>
</tr>
<tr>
<td>B</td>
<td>50-69</td>
</tr>
<tr>
<td>C</td>
<td>40-49</td>
</tr>
<tr>
<td>D or F</td>
<td>39 or less</td>
</tr>
</tbody>
</table>

Participation in Seminars and Internship Course on Blackboard is also a part of the internship grade. The above grade will be lowered from an A to an A- or A- to B+, etc. if intern did not attend a seminar or did not complete all assignments on Blackboard. If both weren’t complete, the grade will go from an A to a B+ or an A- to B, etc. Alternate Route Director will enter the final grade. If the intern did not pass the TWS, an incomplete will be given until the TWS has a passing score.

Final Grade __________________

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Appendix I

EMPORIA STATE UNIVERSITY
THE TEACHERS COLLEGE

PROCEDURES OF APPEAL OF DUE PROCESS FOR EARLY TERMINATION OF AN ALTERNATE ROUTE/RESTRICTED LICENSE INTERNSHIP
Created 6/30/2008

The following statement of procedures and policy pertains to Emporia State University’s alternate route/restricted license interns. The following steps shall apply unless the alternate route program director or designee determines that an emergency situation exists at which time an intern may be immediately removed from an internship. Should an immediate removal from an internship be deemed necessary at any step of this procedure, the intern may file an appeal beginning at step 5.

1. Within a week of identified deficiencies or problems, the mentor teacher shall meet with the intern to discuss the deficiencies or problems in an attempt to resolve them and document the date of occurrence. If this meeting does not occur, the intern will contact her/his education supervisor to determine a plan of action.

2. For deficiencies or problems that continue, the mentor teacher, intern, and education and/or academic supervisors shall within two weeks of the date of occurrence documented in step 1 jointly detail in writing the intern’s deficiencies or problems, identify specific ways to remedy them, and specify a timeframe for improvement. The intern will be informed in writing that not meeting the expectations specified could result in early termination of his/her internship or an unsatisfactory grade. If this meeting does not occur, the intern will contact her/his education supervisor to determine a plan of action.

3. If deficiencies or problems are not resolved in accordance with the timeframe for improvement specified in step 2, the education supervisor will notify the alternate route program director or designee of the deficiencies or problems, and the director or designee will set up a joint meeting of the mentor teachers, intern, intern supervisor(s), and her/him to clarify the problem, mediate the positions of all parties, and identify resolutions that are acceptable to all parties. Following the meeting, a contract signed by all parties will specify the expectations of the intern and the timeframe for improvement, including a date by which expectations must be met.

4. On or before the date by which expectations must be met, as specified in the contract, the intern will be informed by the director or designee whether she/he will be allowed to continue or be withdrawn from the internship. If the intern is withdrawn from an internship, she/he will be given notification in writing as to the reasons for the withdrawal, date withdrawal is effective, and information regarding appeal procedures.

5. If the intern is withdrawn from his/her internship, then he/she may appeal the decision and requests that the Associate Dean of The Teachers College convene an Intern Retention Appeals Committee. The intern must submit his/her appeal in writing within three (3) days of the notice of withdrawal from an internship. The intern will not be allowed to continue an internship during the appeal process.

6. Within five (5) days of receiving the request for an appeal, the Associate Dean shall appoint members to an Intern Retention Appeals Committee and schedule a hearing.
7. The Intern Retention Committee shall be composed of the following five (5) voting members:
   - Two (2) school representatives
   - Academic area representative
   - Elementary or secondary education representative
   - ESU teacher education intern from the academic area if possible (appointed by the chair of the Academic area)

   The Associate Dean of The Teachers College will convene the Intern Retention Committee and serve as a non-voting chair of the committee. A committee member may be replaced only if the intern can demonstrate a conflict of interest as judged by the Associate Dean of the Teachers College.

The Intern Retention Appeals Committee must meet within 10 business days of the date of the appeal.

8. For the purpose of answering any questions that might arise, the following persons should attend the meeting of the Intern Retention Appeals Committee:
   - Intern
   - Alternate Route Program Director or designee
   - Education Supervisor
   - Academic Supervisor (if applicable)
   - Mentor teachers

   In the event one or more of the required members cannot attend, the Associate Dean of The Teachers College will approve a substitute.

   Neither the University nor the intern may be represented by legal counsel at the meeting of the Intern Retention Appeals Committee. However, the intern may invite one additional person to attend.

9. The place of the hearing shall be determined by the College and shall be held at a location that is reasonably convenient for all parties involved.

10. The intern shall present his/her own case to the Intern Retention Appeals Committee.

11. Within 24 hours of the meeting, the Intern Retention Appeals Committee shall make one of the following decisions:

   (a) Uphold the decision to withdrawal the intern from his/her internship. If the committee’s decision is option (a), the intern may appeal to the Dean of the Teachers College and subsequently to the Vice President of Academic Affairs.

   (b) Reinstate the intern to his/her current internship. If the committee’s decision is option (b), the intern will return to his/her current placement at a time specified by the committee.

   (c) Permit the intern to complete the internship as stipulated in a written contract (e.g. redemption, lengthen time). If the committee’s decision is option (c), the intern must agree to the stipulations and fulfill them. The program director or designee, mentor teacher, and education and academic supervisors will determine if the conditions have been fulfilled by the intern. Failure on the part of the intern to meet the stipulations will result in a failing grade for the internship.

12. The intern shall be informed in writing of the findings and decision of the committee within 48 hours following the meeting of the Committee.
EMPORIA STATE UNIVERSITY
THE TEACHERS COLLEGE

I have read and understand the content of the document titled “Procedures of Appeal of Due Process for Early Termination of an Alternate Route/Restricted License Internship.”

__________________________________________  __________________________________________
(signature of intern)  (date)

__________________________________________

(PRINT IN NAME AND ADDRESS ONLY)

Name __________________________________________________________

Address _________________________________________________________
    (street)  (city)  (state)  (zip)

Intern ID# ________________________  ESU Intern Email Address ______________

Home Phone # ________________________  Cell Phone ____________________________

H/TC/Common/AltRouteRestrictedProgInfo/AltRouteAppealProcedure
EMPORIA STATE UNIVERSITY
Alternate Route/Restricted License Program

INTERN FEEDBACK FORM
To be completed by the Intern
(All Responses Will Be Confidential)

Mentor Teacher*  Grade/Subject  Date

Building  District No.  District Name

Circle the appropriate response.

YES  NO  1. The mentor teacher welcomed and accepted me in a professional manner.

YES  NO  2. An orientation to the school building, its facility, the resource materials and facilities
was conducted.

YES  NO  3. The mentor teacher met with me to evaluate my progress and plan for future improvements.

YES  NO  4. The mentor teacher gave assistance in solving problems.

YES  NO  5. The mentor teacher observed my teaching and discussed my strengths as
well as areas needed improvement.

YES  NO  6. The mentor teacher’s mid-term and final evaluation were clearly communicated
and meaningful to me.

YES  NO  7. The mentor teacher was supportive, even when making suggestions for improvement.

*PLEASE USE REVERSE SIDE FOR SPECIFIC COMMENTS*
Appendix K

EMPORIA STATE UNIVERSITY
Alternate Route/Restricted License Program

Assessment of Education/Academic Supervisor by the Intern

(Fill Out A New Feedback FORM FOR EACH Supervisor)

Supervisor Name: ____________________________ Date: __________________

Check Whether: ___Education Supervisor ___Academic Supervisor

Check your restricted licensure area(s)

___Business
___History/government (Social Studies)
___English language arts
___Journalism
___Mathematics
___Psychology
___Speech/Theatre
___Biology
___Chemistry
___Earth Science and Space Science
___Physics
___School Counselor
___Library Media

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:
Appendix L
Emporia State University Supervisor Assessment of Student Teacher or Intern Grading Procedures

The indicators used on the Emporia State University Student Teacher/Intern assessment form assess the culminating phase of the pre-service experience and have been aligned with the Teachers College Conceptual Framework and state professional standards. Students 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 will be assessed according to their levels of achievement and provided with written documentation regarding their progress.

When marking an indicator, the cooperating teacher(s), mentor(s) and university supervisor(s) will mark: Target, Acceptable, Needs Improvement, or Not Applicable.

Target - Demonstrates implementation of the indicators at the level of a successful beginning teacher.
Acceptable - Demonstrates implementation of the indicators as would be expected for a student teacher.
Needs Improvement - Demonstrates a lack of knowledge and/or ineffective implementation of indicators.
Not Applicable - Is marked only when the indicator is not observed in the lesson. It is not to be used to communicate that a student teacher is not yet teaching or is teaching using the teachers' lesson plan or a scripted plan.

The following explanations provide a detailed definition of student teacher performance levels:
**Target** – The student teacher/intern clearly demonstrates implementation of a majority of the indicators at the level of a successful beginning teacher. Examples should be provided in the Comment section. Few problems occur. He/She is self-directed and always assumes responsibility. The student teacher/intern is very successful, demonstrating exceptional skills, and earns from 70 to 100 points.

**Acceptable** – The student teacher/intern clearly demonstrates implementations of a majority of the indicators as would be expected for a student teacher, who is still learning. He/She usually assumes responsibility and successfully demonstrates effective skills. The student teacher/intern is readily aware of problems, and those problems are usually corrected by the student teacher/intern. Sometimes he/she is self-directed.

**Needs Improvement** – The student teacher/intern demonstrates lack of knowledge and/or ineffective implementation on a substantial number of indicators. The student teacher/intern is not routinely aware of difficulties and demonstrates ineffective skills. The person seldom assumes responsibility.

**Not Applicable** – Is marked only when the indicator is not observed in the lesson. It is not to be used to communicate that a student teacher/intern is not yet teaching or is teaching using the teachers' lesson plan or a scripted plan. This category should not be consistently marked.

The scale below indicates the number of points required to earn a specific at the end of the semester:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>2 points per indicator</td>
</tr>
<tr>
<td>Acceptable</td>
<td>1 point per indicator</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>no (0) points</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>no points gained or lost. If “Not Applicable,” the total number of indicators used to compute percentages will be reduced accordingly.</td>
</tr>
</tbody>
</table>

**FINAL GRADES:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>70 – 100</td>
</tr>
<tr>
<td>B</td>
<td>50 – 69</td>
</tr>
<tr>
<td>C</td>
<td>40 – 49</td>
</tr>
<tr>
<td>D</td>
<td>30 – 39</td>
</tr>
<tr>
<td>F</td>
<td>29 or less</td>
</tr>
</tbody>
</table>
EMPORIA STATE UNIVERSITY
University Supervisor Assessment of Student Teacher/Intern

Date: __________________  Supervisor: __________________________

Student Teacher/Intern: __________________________  Assessment: _____ Routine _____ Final  _____ Conference with Student Teacher/Intern
   If Final, recommended grade ______

Subject/Grade Level: __________________________  Observation/Assessment: 1 2 3 4 5  _____ Conference with Cooperating/Mentor Teacher

Cooperating Teacher/Mentor: __________________________  Duration of Visit: __________________________  _____ Joint Conference with Student Teacher/Intern and Cooperating/Mentor

Teacher
District No./School: __________________________  Time/Date Next Visit: __________________________

Student Teacher/Intern Signature*: __________________________  Cooperating/Mentor Teacher Signature*: __________________________

*Signatures are not required when the assessment is submitted on-line. Supervisor may sign a hard copy for student teachers/interns to use re job hunting.

<table>
<thead>
<tr>
<th>Student Teacher/Intern Preparation: All lesson plans are:</th>
<th>PRT Guidebook (Ed. Supervisor; not Alt. Route):</th>
<th>__ Satisfactory Progress ____ Unsatisfactory Progress ____ Completed ____ N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Check all that apply)</td>
<td>TWS Progress (Ed. Supervisor):</td>
<td>__ Satisfactory Progress ____ Unsatisfactory Progress ____ Completed ____ N/A</td>
</tr>
<tr>
<td>____ Available</td>
<td>Written reflections (journal/plans):</td>
<td>__ Satisfactory Progress ____ Unsatisfactory Progress</td>
</tr>
<tr>
<td>____ Organized &amp; sequential</td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ Adequate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check the appropriate box to indicate the level of achievement during the student teaching/internship experiences covered by this assessment. If “Target” or “Needs Improvement” is checked, provide at least one comment per subsection to support the indicator(s) marked.

Topic of lesson:
(Parts I through IV to be completed while observing a lesson. Observation results and general progress should be discussed with both the student teacher/intern and the cooperating/mentor teacher.)
### PART I: THE PROFESSIONAL ENGAGES IN EFFECTIVE PRACTICE (Section 1)

#### A. Lesson Planning (Also consider indicators 46 & 49)

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepares clear, logical sequential lesson</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Selects a variety of materials and has them readily available for the lesson</td>
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<td></td>
<td></td>
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<tr>
<td>3. Prepares a lesson appropriate for students’ developmental needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Prepares several different instructional strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Selects activities which encourage critical thinking, problem solving, and decision making</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Creates interdisciplinary learning experiences that employ reading and thinking strategies</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. Plans opportunities for students to demonstrate understanding throughout the lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### B. Teaching the Lesson (also consider indicators 46, 48, 49 & 50)

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Exhibits knowledge of content and essential concepts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Manages and makes effective use of materials and space</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Promotes student involvement, e.g., through individual and cooperative learning activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Uses available classroom technology appropriate for lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PART II: THE PROFESSIONAL RESPONDS TO UNCERTAINTY AND CHANGE
(Also consider indicators 26 & 37)

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Uses questioning effectively in different ways for particular purposes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Makes effective use of instructional time, e.g., introduction, transitions, and closure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Adapts plans as needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PART III: THE PROFESSIONAL ENGAGES IN EFFECTIVE PRACTICE (Section 2)

#### A. Communicating

15. Conveys information, ideas, concepts, and directions effectively
16. Uses appropriate oral and written communications
17. Uses appropriate voice intonation and volume
18. Uses humor and/or enthusiasm effectively
19. Uses varied, specific, and accurate feedback
20. Communicates high academic expectations
21. Knows and addresses students by name

#### B. Managing the Classroom Environment

22. Encourages interaction in a mutually respectful and friendly manner
23. Communicates high behavioral expectations and maintains an orderly student-centered environment conducive to learning, health, and safety
24. Analyzes the classroom environment proactively to prevent undesirable behavior
25. Keeps students on task, reinforces appropriate behavior
26. Handles disruptions fairly and firmly with verbal and non-verbal techniques
27. Exhibits ability to complete multiple tasks simultaneously

### PART IV: THE PROFESSIONAL APPLIES INTERDISCIPLINARY KNOWLEDGE

#### A. Demonstrating Content Knowledge

28. Presents lesson applicable to content objectives or justifies changes in the lesson
29. Provides appropriate practice for the content outcomes
30. Demonstrates knowledge of lesson content, incl. accurately answering student questions
31. Provides real world examples or application of the material
32. Uses terminology/vocabulary appropriate to the content
33. Presents content in the appropriate sequence, including review if applicable
34. Uses teaching strategies appropriate to the content area
35. Collects evidence that students have learned the content
36. Ensures students have requisite skills necessary for understanding and applying content
37. Presents or clarifies lesson objectives to the learners
(PARTS V & VI TO BE COMPLETED BY UNIVERSITY SUPERVISOR IN CONSULTATION WITH THE COOPERATING/MENTOR TEACHER AND STUDENT TEACHER/INTERN. While the cooperating/mentor teacher is the person who is best able to provide the knowledge for completion of Parts V and VI, it is the responsibility of the university supervisor to complete the section based on teacher input during the site visit.)

PART V: THE PROFESSIONAL RELIES ON SELF-REFLECTION

A. Reflecting and Inquiring

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.</td>
<td>Seeks and accepts feedback from a variety of sources, including other professionals and students, for insight and direction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>Is open to new ideas and continually refines practice through self-examination</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>40.</td>
<td>Uses reflective practices in planning, monitoring, assessing, and instructing</td>
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<td></td>
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<tr>
<td>41.</td>
<td>Actively works to advance own knowledge and use of instructional materials, including technology, for teaching and learning</td>
<td></td>
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<tr>
<td>42.</td>
<td>Reflects on lessons taught including written reflections on lesson plans</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART VI: THE TEACHER PROVIDES SERVICE TO SOCIETY (indicators 43, 44, 46, 49, 50) and THE TEACHER BELONGS TO PROFESSIONAL COMMUNITY (indicators 45, 47, 48)

A. Demonstrating Professional Behavior and Addressing Diversity

43. Demonstrates professional behavior
   - Presents a professional appearance
   - Is consistently punctual
   - Accepts responsibility, completes duties promptly and accurately

44. Demonstrates ethical behavior
   - Demonstrates good judgment
   - Follows district and building policies and procedures
   - Uses discretion in confidential situations
   - Is honest and trustworthy

45. Models values and dispositions commonly expected of teachers
   - Demonstrates an appropriate attitude
   - Receptive to feedback from the Coop/Mentor Teacher and University Supervisor
   - Demonstrates belief that all students can learn

46. Attends to diversity
   - Uses a variety of instructional strategies/materials appropriate for diverse learners
   - Plans assessments to allow students to demonstrate knowledge in a variety of ways
   - Responds to diverse needs of all students (e.g., cultural, gender, academic, SES, ELL)
### PART VI: THE TEACHER PROVIDES SERVICE TO SOCIETY and THE TEACHER BELONGS TO PROFESSIONAL COMMUNITY (CONTINUED)

<table>
<thead>
<tr>
<th>Task</th>
<th>Not Applicable</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>47. Participates in professional activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Attends school faculty meetings</td>
<td></td>
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</tr>
<tr>
<td>- Participates in school sponsored activities such as workshops, in-service programs, and committees</td>
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<td></td>
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<tr>
<td>- Participates non-school activities such as state and national meetings, workshops, and committees</td>
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<tr>
<td>48. Works and communicates effectively with others</td>
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<tr>
<td>- Relates to other professionals and parents in a respectful manner</td>
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<tr>
<td>- Relates to students in a professional and caring manner</td>
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</tr>
<tr>
<td>- Is flexible in working with students and colleagues</td>
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<td>49. When appropriate, makes adaptations for &quot;exceptional&quot; students</td>
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<td>- Uses available classroom devices to remove barriers for diverse populations</td>
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<td>- Provides adaptation for students on IEP's</td>
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<tr>
<td>- Provides enrichment or remediation opportunities when needed</td>
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<tr>
<td>50. Demonstrates appropriate communication skills</td>
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<tr>
<td>- Uses standard written and oral English</td>
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<td>- Speaks and enunciates words clearly</td>
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<td>- Uses appropriate speaking voice (volume)</td>
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**Comments:**

(Please note specific strengths & needs. Specify improvements needed. Give examples of how candidate meets the Target performance level.)

**NOTE:** The student teacher/intern is responsible for distributing copies of the evaluation to the supervisor(s) and to the cooperating/mentor teacher(s).
Appendix M

Memo

To: Mentor Teachers

From: Phillip Bennett, Dean of The Teachers College

Regarding: Completing Assessment of Alternate Route/Restricted License Intern

Attached are instructions for completing the intern evaluation online. All mentor teachers are expected to complete the intern evaluation online. If you do not have internet access, please contact the alternate route program director Dr. Kirsten Limpert (620-341-5654; klimpert@emporia.edu).

An important reason for the online form is that we must aggregate data for our accrediting agency and intern data will have to be entered into our database. It is a sizeable task to enter every intern final evaluation and your help will make our job much easier. Also, evaluations done on-line look much more professional for the intern.

After you enter the form online, it would be helpful if you would email Dr. Kirsten Limpert at klimpert@emporia.edu so we will know that your evaluation has been completed. Just a short statement like: "I completed (intern’s name) midterm or final evaluation online on (date)." is all that would be needed.

The attached summary, Accessing Intern Evaluations Online, may be useful to you in the evaluation process. Please do not hesitate to contact Dr. Limpert or me (pbennett@emporia.edu) if you have questions, and thanks for helping us with our intern evaluations.
Appendix M Continued

Directions for Completing the Mentor Teacher’s Assessment of ESU Intern Online

1. Go to the website: https://indri.emporia.edu/StudentTeacherAssessment/
   Please do not share the web address with others as we have not created a password protection for the site.

2. Click on Assessment Form and complete the form.
   - Fill in as many of the blanks in the top section as you can
   - Some parts of the form are “buttons” that only require a click of your mouse.
   - The signature lines do not need to be completed but an email should be sent (See #7 below.).
   - Complete the four parts of the form by clicking the buttons AND typing your comments in the boxes provided at the right; you may type as much as desired even if it more than fills a box. When the form is printed there will be a separate page that will show all comments.

3. Once you have completed the entire form, click “submit” at the bottom. The completed/submitted form will remain on the screen until you close the document or open a “New Form.”

4. How to make changes after submitting the form.
   - After you have submitted the evaluation and find that you need to make a change, you can edit the form and then click the update button to submit the corrected form.
   - Once you have closed out of the document, you will no longer be able to make further changes/corrections. If additional changes are required you will need to email Dr. Kirsten Limpert at klimpert@emporia.edu. List any change(s) needed. You will receive a reply to your email once the change(s)/correction(s) have been made.

5. Before printing it is **VERY IMPORTANT** to change the page setup to landscape (click on File at the top; move the mouse selector down to and click on Page Setup; click on Landscape; click OK.) **You may also want to do a “Print Preview” to make sure the margins don’t need to be adjusted.**

6. Print the form; notice the last page contains all of your comments by section.

7. To make the form official after you have submitted the evaluation on-line, please e-mail Dr. Kirsten Limpert at klimpert@emporia.edu a short statement: “I completed (intern’s name’s) final evaluation 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 Dr. Kirsten Limpert at klimpert@emporia.edu with the following statement: “This email confirms that I have read and discussed my final assessment with my Mentor. I understand that my signature (this email) does not necessarily indicate agreement.”

8. If you want to enter data for another intern click on “New Form” (located next to the submit button) and repeat the above steps.

9. If you have questions about this assessment, contact:
   - Dr. Kirsten Limpert (620-341-5654); klimpert@emporia.edu
   - Technical problems, contact Phil Bennett (620-341-5367), pbennett@emporia.edu
Appendix M Continued

Accessing Intern Evaluations Online

Faculty Access
University Supervisor Evaluation Forms
1. Go to the website: http://indri.emporia.edu
2. Log in using your ESU ID and password
3. Click on Student Portfolio
4. Click on Candidate Selection (in the green bar across the top)
5. Click on Search (right below the words Candidate Selection)
6. Enter interns last and first name or ID number in the search box(s)
7. Click on View Candidates (just to the left of Search) and you should see the intern’s name
8. Click on Phase Support Data in the green row across the top and on the drop-down menu go to Supervisor Assessments
9. Click on Next Record at the top to scroll through all of the supervisor evaluations

Mentor Teacher Midterm and Final Evaluation Forms
1. If necessary, follow steps 1-7 above
2. On the same Phase Support Data drop-down menu as above go to Student Teacher Assessments
   - These are the intern’s cooperating teachers evaluations
   - Final Assessment or Midterm Assessment is indicated at the top of the form
   - Only subsection and total scores are shown on this page
3. Click on Show Form (bottom left) to see the complete evaluation
4. Click on the Explorer back arrow to go back to the totals page
5. Click on the Next button to go to the next form

Candidate/Intern Access
University Supervisor Evaluation Forms
1. Go to: http://indri.emporia.edu
2. Log in using your ESU ID and password (You may get a message something like "You are not currently active, click to activate;" if so, go ahead and activate)
3. Click on My Portfolio
4. Click on Phase Support Data in the row across the top and on the drop-down menu go to Supervisor Assessments
5. Click on Next Record to scroll through all of your supervisor evaluations

Mentor Teacher Midterm and Final Evaluation Forms
1. If necessary, follow steps 1-3 above.
2. On that the same Phase Support Data drop-down menu as above go to Student Teacher Assessments
   - These are your cooperating teacher’s evaluations
   - Final Assessment or Midterm Assessment is indicated at the top of the form
   - Only subsection and total scores are shown on this page
3. Click on Show Form (bottom left) to see the complete evaluation
4. Click on the Explorer back arrow to go back to the totals page
5. Click on the Next button to go to the next form