The Teachers College  
Department Educational Leadership/Middle Secondary Teacher Education  
Alternate Route/Restricted License Internship Syllabus

Course: ED 894 Restricted License Internship I, 6 credit hours  
Prerequisite: ED 893 Restricted License Internship I

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Description
This is a one-semester alternate route/restricted license internship. Candidates participate, under supervision, in full-time teaching at the secondary school level in an accredited public school or the equivalent. Observation is stressed throughout the internship and is a cooperative effort of the school and the university. While internship is designed to be two six semester hour courses, candidates who do not obtain an initial license at the end of the first year will continue to be supervised and assessed by the school and the university until the candidate earns an initial license or until the restricted license expires or is not renewed.

CONCEPTUAL FRAMEWORK OF THE TEACHERS COLLEGE

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.

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.
This course addresses the following Knowledge, Skills, and Dispositions outcomes:

Knowledge, Skills, and Dispositions for New Conceptual Framework

Candidates exhibit knowledge of
1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

Candidates demonstrate practical ability to
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. create learning experiences commensurate with a student’s level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

Candidates exhibit dispositions that exemplify

1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all students to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.
9. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
12. a willingness to learn from other professionals in the field.

Outcomes (Applicable KSDE Standards in parentheses)
The intern will demonstrate the following skills:

1. Prepares clear, logical sequential lesson (7, 3)
2. Selects a variety of materials and has them readily available for the lesson (7)
3. Prepares a lesson appropriate for students developmental needs (7, 2)
4. Prepares several different instructional strategies (7, 4)
5. Selects activities which encourage critical thinking, problem solving, and decision making (7, 4)
6. Creates interdisciplinary learning experiences that employ reading and thinking strategies (7, 11, 4)
7. Plans opportunities for students to demonstrate understanding throughout the lesson (7, 4, 5)
8. Exhibits knowledge of content and essential concepts (1)
9. Manages and makes effective use of materials and space (5)
10. Promotes student involvement, e.g., through individual and cooperative learning activities (2, 7)
11. Uses available classroom technology appropriate for lesson (12)
12. Uses questioning effectively in different ways for particular purposes (2)
13. Makes effective use of instructional time, e.g., introduction, transitions, and closure (5)
14. Adapts plans as needed (2)
15. Conveys information, ideas, concepts, and directions effectively (6, 5)
16. Uses appropriate oral and written communications (6)
17. Uses appropriate voice intonation and volume (6)
18. Uses humor and/or enthusiasm effectively (6, 5)
19. Uses varied, specific, and accurate feedback (6)
20. Communicates high academic expectations (6, 5)
21. Knows and addresses students by name (6)
22. Encourages interaction in a mutually respectful and friendly manner (5)
23. Communicates high behavioral expectations and maintains an orderly student-centered environment conducive to learning, health, and safety (5)
24. Analyzes the classroom environment proactively to prevent undesirable behavior (5)
25. Keeps students on task, reinforces appropriate behavior (5)
26. Handles disruptions fairly and firmly with verbal and non-verbal techniques (5, 6)
27. Exhibits ability to complete multiple tasks simultaneously (5)
28. Presents lesson applicable to content objectives or justifies changes in the lesson (1, 4)
29. Provides appropriate practice for the content outcomes (1, 8)
30. Demonstrates knowledge of lesson content, incl. accurately answering student questions (1)
31. Provides real world examples or application of the material (1)
32. Uses terminology/vocabulary appropriate to the content (1, 6)
33. Presents content in the appropriate sequence, including review if applicable (1)
34. Uses teaching strategies appropriate to the content area (1, 4)
35. Collects evidence that students have learned the content (1, 8)
36. Ensures students have requisite skills necessary for understanding and applying content (1, 8)
37. Presents or clarifies lesson objectives to the learners (1, 4)
38. Seeks and accepts feedback from a variety of sources, including other professionals and students, for insight and direction (10)
39. Is open to new ideas and continually refines practice through self-examination (13)
40. Uses reflective practices in planning, monitoring, assessing, and instructing (13, 4, 8)
41. Actively works to advance own knowledge and use of instructional materials, including technology, for teaching and learning (13, 9)
42. Reflects on lessons taught including written reflections on lesson plans (13)
43. Demonstrates professional behavior (9)
44. Demonstrates ethical behavior (9)
45. Models values and dispositions commonly expected of teachers (9)
46. Attends to diversity (3)
47. Participates in professional activities (9)
48. Works and communicates effectively with others (10)
49. When appropriate, makes adaptations for "exceptional" students (3)
50. Demonstrates appropriate communication skills (6, 10)

Attendance
Interns are expected to be on the job every day. The importance of regular attendance cannot be over-emphasized. It is the responsibility of the intern to notify the principal of illness or an extreme emergency. Interns should also plan to participate in out of classroom school activities.

Teacher Work Sample (TWS)
The Teacher Work Sample (TWS) is a required assignment for Alternate Route interns. A passing score is 94 (70% of the 134 total possible points) and interns must receive a passing score on the TWS to pass ED 894 Internship II.

Successful interns should have an impact on student learning. Their students should gain substantive knowledge and skills. Interns should be able to demonstrate that they can deliver an effective instructional unit, employ meaningful classroom
assessments and analyze and reflect on their experiences. The purpose of this assessment is to evaluate the degree of impact interns have on students learning by examining:

- Their ability to analyze their classroom context and make instructional decisions based upon that analysis.
- Their ability to construct and deliver an instructional unit.
- Their ability to construct challenging, meaningful classroom assessments.
- Their students’ learning.
- Their ability to provide information on assessment data, student achievement, and the school accreditation status.
- Their ability to analyze and reflect on their experience to promote their own professional growth.
TWS Requirements
You are required to teach a multiple week instructional sequence. Please see the TWS Prompt and Evaluation Rubric for specific instructions. This is posted on www.emporia.edu/teach/; select TWS Gateway and click on TWS Prompt & Rubric. The template, student samples, and other information are also available under TWS Gateway.

Journaling and Reflecting
Interns learn to be reflective practitioners when observing during the beginning and end of the internship experience. To document these observation experiences and other facets of this experience, interns are required to maintain a journal noting what went well during the school day, what did not go well, and what was learned from the observation or experience. Journal entries should be made weekly or when specific learning experiences occur. The journal should be available for review by the visiting supervisor.

Grades
The indicators used on the ESU Intern assessment forms have been identified to assess the culminating phase of the preservice experience and have been aligned with the Teachers College Conceptual Framework and state professional standards. Interns will be assessed according to their levels of achievement and provided with written documentation regarding their progress. 90% of the internship grade will be based on assessments by mentors and supervisors and 10% of the internship grade will be based on participation in discussions on Blackboard and attendance at ESU sponsored seminars for interns.

The following is the indicator marking procedure to be used by the mentor teacher(s) and university supervisor(s): When the evaluator marks each indicator on the form, he/she will mark: Exceeds Expectations, Meets Expectations, Needs Improvement or Not Applicable.

- Exceeds Expectations - Demonstrates exemplary implementation of the indicator.
- Meets Expectations - Clearly understands and implements the indicator.
- Needs Improvement - Demonstrates lack of knowledge and ineffective implementations of indicators.
- Not Applicable - This category is marked when the indicator is not observed in the lesson.

The following explanations provide a detailed definition of intern performance levels:

Exceeds Expectations – The Intern clearly demonstrates exemplary implementations of a majority of the indicators. Examples should be provided in the Comment section. Few problems occur. He/She is self-directed and always assumes responsibility. The intern is very successful, demonstrating exceptional skills, and earns from 70 to 100 points.

Meets Expectations – The intern clearly understands and implements a majority of the indicators. He/She usually assumes responsibility and successfully demonstrates effective skills. The intern is readily aware of problems, and those problems are usually corrected by the intern. Sometimes he/she is self-directed.

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

Not Applicable – This is marked when the indicator is not observed in the lesson. If this indicator should have been observed in the lesson, Needs Improvement is marked. 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:

- Exceeds Expectations = 2 points per item
- Meets Expectations = 1 point per item
- Needs Improvement = no (0) points
- Not applicable = no points gained or lost. If “Not Applicable”, the total number of items used to compute percentages will be reduced accordingly.

Final Grades  (This counts for 90% of the intern’s grade.)
70 – 100=A  50 – 69=B  40 – 49=C  30-39 =D  29 or Less= F
Student [Intern] Accommodations Policy:
Emporia State University will make reasonable accommodations for persons with documented disabilities. Students [interns] need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students [interns], the Office of Disability Services, and the professor will be strictly confidential. Office of Disability Services and Non-Traditional Student Programs is 242 SE Morse Hall, 620/341-6637 Voice, 620/341-6646 TTY, or via e-mail disabser@emporia.edu

Academic Dishonesty Policy
At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, such activities as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving appropriate credit). If an act of academic dishonesty is committed in this course, the instructor has the option of failing the student [intern] for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.
EMPORIA STATE UNIVERSITY
Assessment of Alternate Route/Restricted License Intern

Note: Applicable standards have been coded under the Comments sections.

Intern: _______________________________ Date: _______________________________

District No./School: _______________________ Subject/Grade Level: _______________________________

Observation/Assessment Number: 1 2 3 4 5 Assessment Type: _____ Routine ______ Final

If Final Assessment, Recommended Grade ______

Mentor Teacher: ___________________________ Supervisor: _______________________________

Time/Date Next Visit: ______________________ Duration of Visit ____________________________

Intern Signature*: __________________________ University Supervisor or Mentor Teacher Signature*:

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

Intern Preparation: (Check all that apply)

All lesson plans are: _____ Available _____ Organized & sequential _____ Satisfactory

TWS Progress (Ed. Supervisor): _____ Satisfactory Progress _____ Unsatisfactory Progress _____ Completed

Written reflections (journal/plans): _____ Satisfactory Progress _____ Unsatisfactory Progress

Conference with Intern

Conference with Mentor Teacher

Separate Conference with intern and Mentor Teacher

Joint Conference with intern and Mentor Teacher

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

(Parts I & II to be completed while observing a lesson. Observation results and general progress should be discussed with both the intern and the mentor teacher.)
### Topic of the Lesson:

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**PART I: THE TEACHER AS A CREATIVE PLANNER**

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

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

#### Applicable Standards

- 7, 3
- 7
- 7, 2
- 7, 4
- 7, 4
- 7, 11, 4
- 7, 4, 5

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**PART II: THE TEACHER AS AN EFFECTIVE PRACTITIONER**

#### A. Teaching the Lesson (Also consider items 46, 48, 49 & 50)

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
<th>Comments:</th>
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<tbody>
<tr>
<td>8.</td>
<td>Exhibits knowledge of content and essential concepts</td>
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<td>9.</td>
<td>Manages and makes effective use of materials and space</td>
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<td>10.</td>
<td>Promotes student involvement, e.g., through individual and cooperative learning activities</td>
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<tr>
<td>11.</td>
<td>Uses available classroom technology appropriate for lesson</td>
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<tr>
<td>12.</td>
<td>Uses questioning effectively in different ways for particular purposes</td>
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<td>13.</td>
<td>Makes effective use of instructional time, e.g., introduction, transitions, and closure</td>
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<td>14.</td>
<td>Adapts plans as needed</td>
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</table>

#### Applicable Standards

- 1
- 5
- 2, 7
- 12
- 2
- 5
- 2

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#### B. Communicating

<table>
<thead>
<tr>
<th></th>
<th>Not Applicable</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
<th>Comments:</th>
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<tbody>
<tr>
<td>15.</td>
<td>Conveys information, ideas, concepts, and directions effectively</td>
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<td>16.</td>
<td>Uses appropriate oral and written communications</td>
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<td>17.</td>
<td>Uses appropriate voice intonation and volume</td>
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<td>18.</td>
<td>Uses humor and/or enthusiasm effectively</td>
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</table>

#### Applicable Standards

- 6, 5
- 6
- 6
- 6, 5
19. Uses varied, specific, and accurate feedback
20. Communicates high academic expectations
21. Knows and addresses students by name

### C. Managing the Classroom Environment

<table>
<thead>
<tr>
<th>Standard</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>22. Encourages interaction in a mutually respectful and friendly manner</td>
<td>5</td>
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<tr>
<td>23. Communicates high behavioral expectations and maintains an orderly student-centered environment conducive to learning, health, and safety</td>
<td>5</td>
</tr>
<tr>
<td>24. Analyzes the classroom environment proactively to prevent undesirable behavior</td>
<td>5</td>
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<tr>
<td>25. Keeps students on task, reinforces appropriate behavior</td>
<td>5, 6</td>
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<tr>
<td>26. Handles disruptions fairly and firmly with verbal and non-verbal techniques</td>
<td>5</td>
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<tr>
<td>27. Exhibits ability to complete multiple tasks simultaneously</td>
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### D. Demonstrating Content Knowledge

<table>
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<tr>
<th>Standard</th>
<th>Comments</th>
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<tbody>
<tr>
<td>28. Presents lesson applicable to content objectives or justifies changes in the lesson</td>
<td>1, 4</td>
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<tr>
<td>29. Provides appropriate practice for the content outcomes</td>
<td>1, 8</td>
</tr>
<tr>
<td>30. Demonstrates knowledge of lesson content, incl. accurately answering student questions</td>
<td>1</td>
</tr>
<tr>
<td>31. Provides real world examples or application of the material</td>
<td>1, 6</td>
</tr>
<tr>
<td>32. Uses terminology/vocabulary appropriate to the content</td>
<td>1</td>
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<tr>
<td>33. Presents content in the appropriate sequence, including review if applicable</td>
<td>1, 4</td>
</tr>
<tr>
<td>34. Uses teaching strategies appropriate to the content area</td>
<td>1, 8</td>
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<tr>
<td>35. Collects evidence that students have learned the content</td>
<td>1, 8</td>
</tr>
<tr>
<td>36. Ensures students have requisite skills necessary for understanding and applying content</td>
<td>1, 4</td>
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<tr>
<td>37. Presents or clarifies lesson objectives to the learners</td>
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### (PARTS III & IV TO BE COMPLETED BY UNIVERSITY SUPERVISOR IN CONSULTATION WITH THE MENTOR TEACHER AND INTERN)

#### PART III: THE TEACHER AS A CRITICAL THINKER

### A. Reflecting and Inquiring

<table>
<thead>
<tr>
<th>Standard</th>
<th>Comments</th>
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<tbody>
<tr>
<td>38. Seeks and accepts feedback from a variety of sources, including other professionals and</td>
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</table>

### Applicable Standards

**Not Applicable**

**Exceeds Expectations**

**Meets Expectations**

**Needs Improvement**

**Comments:**

(Please note specific strengths & needs. Specify improvements needed. Give examples of how intern exceeds expectations.)
39. Is open to new ideas and continually refines practice through self-examination

40. Uses reflective practices in planning, monitoring, assessing, and instructing

41. Actively works to advance own knowledge and use of instructional materials, including technology, for teaching and learning

42. Reflects on lessons taught including written reflections on lesson plans

<table>
<thead>
<tr>
<th>PART IV: THE TEACHER AS A PROFESSIONAL</th>
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<tbody>
<tr>
<td>To be completed by the mentor teacher using indicators below each item as guidelines.</td>
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<table>
<thead>
<tr>
<th>43. Demonstrates professional behavior</th>
<th>9</th>
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<tbody>
<tr>
<td>• Presents a professional appearance</td>
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<td>• Is consistently punctual</td>
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<td>• Accepts responsibility, completes duties promptly and accurately</td>
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<table>
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<tr>
<th>44. Demonstrates ethical behavior</th>
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<tr>
<td>• Demonstrates good judgment</td>
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<td>• Follows district and building policies and procedures</td>
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<td>• Uses discretion in confidential situations</td>
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<tr>
<td>• Is honest and trustworthy</td>
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<thead>
<tr>
<th>45. Models values and dispositions commonly expected of teachers</th>
<th>9</th>
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<tbody>
<tr>
<td>• Demonstrates an appropriate attitude</td>
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<tr>
<td>• Receptive to feedback from the Coop/Mentor Teacher and University Supervisor</td>
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<td>• Demonstrates belief that all students can learn</td>
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<tr>
<th>46. Attends to diversity</th>
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<tr>
<td>• Uses a variety of instructional strategies/materials appropriate for diverse learners</td>
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<tr>
<td>• Plans assessments to allow students to demonstrate knowledge in a variety of ways</td>
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<tr>
<td>• Responds to diverse needs of all students (e.g., cultural, gender, academic, SES)</td>
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</table>
PART IV: THE TEACHER AS A PROFESSIONAL
(CONTINUED)

47. Participates in professional activities
   - Attends school faculty meetings
   - Participates in school sponsored activities such as workshops, in-service programs, and committees
   - Participates non-school activities such as state and national meetings, workshops, and committees

48. Works and communicates effectively with others
   - Relates to other professionals and parents in a respectful manner
   - Relates to students in a professional and caring manner
   - Is flexible in working with students and colleagues

49. When appropriate, makes adaptations for "exceptional" students
   - Uses available classroom devices to remove barriers for diverse populations
   - Provides adaptation for students on IEP’s
   - Provides enrichment or remediation opportunities when needed

50. Demonstrates appropriate communication skills
   - Uses standard written and oral English
   - Speaks and enunciates words clearly
   - Uses appropriate speaking voice (volume)

Comments:
(Please note specific strengths & needs. Specify improvements needed. Give examples of how intern exceeds expectations.)

Applicable Standards
9

NOTE: The intern is responsible for distributing copies of the evaluation to the supervisor(s) and to the mentor teacher(s).
ESU INTERN GRADING PROCEDURE

The indicators used on the ESU Intern assessment forms have been identified to assess the culminating phase of the pre-service experience and have been aligned with the Teachers College Conceptual Framework and state professional standards. Interns are expected to demonstrate they are Critical Thinkers, Creative Planners, and Effective Practitioners. Interns will be assessed according to their levels of achievement and provided with written documentation regarding their progress.

The following is the indicator marking procedure to be used by the mentor teacher(s) and university supervisor(s): When the evaluator marks each indicator on the form, he/she will mark: Exceeds Expectations, Meets Expectations, Needs Improvement or Not Applicable.

- **Exceeds Expectations** - Demonstrates exemplary implementation of the indicator.
- **Meets Expectations** - Clearly understands and implements the indicator.
- **Needs Improvement** - Demonstrates lack of knowledge and ineffective implementations of indicators.
- **Not Applicable** - This category is marked when the indicator is not observed in the lesson.

The following explanations provide a detailed definition of intern performance levels:

**Exceeds Expectations** – The Intern clearly demonstrates exemplary implementations of a majority of the indicators. Examples should be provided in the Comment section. Few problems occur. He/She is self-directed and always assumes responsibility. The intern is very successful, demonstrating exceptional skills, and earns from 70 to 100 points.

**Meets Expectations** – The intern clearly understands and implements a majority of the indicators. He/She usually assumes responsibility and successfully demonstrates effective skills. The intern is readily aware of problems, and those problems are usually corrected by the intern. Sometimes he/she is self-directed.

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

**Not Applicable** – This is marked when the indicator is not observed in the lesson. If this indicator should have been observed in the lesson, Needs Improvement is marked. 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:

- Exceeds Expectations = 2 points per item
- Meets Expectations = 1 point per item
- Needs Improvement = no (0) points
- Not applicable = no points gained or lost. If “Not Applicable”, the total number of items used to compute percentages will be reduced accordingly.
GRADES for ASSESSMENT OF INTERNS by Supervisors & Mentors and POINTS POSSIBLE:

<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>