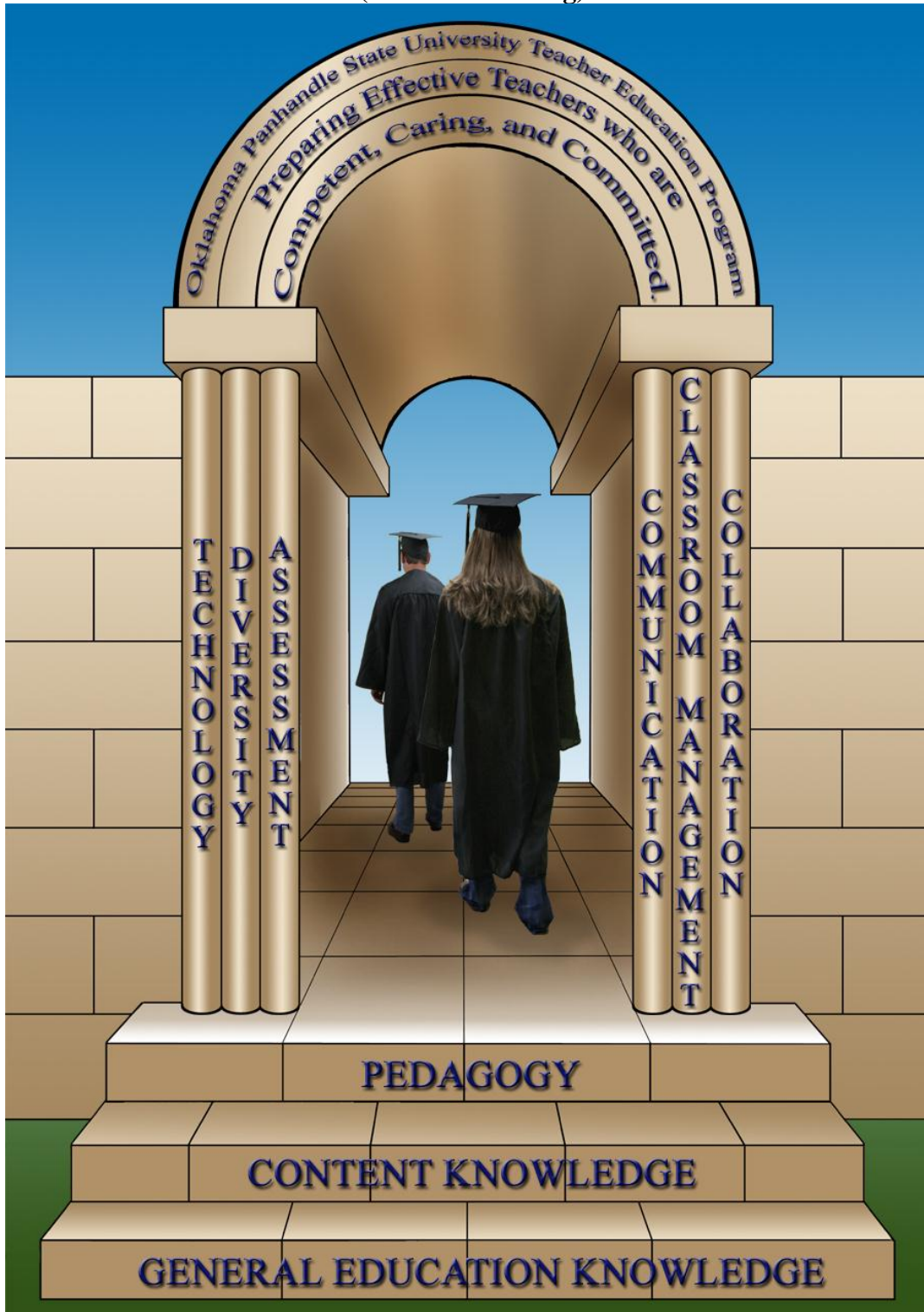


Intern Handbook

(Student Teaching)



Oklahoma Panhandle State University

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INTRODUCTION

The Intern experience is generally considered to be the highlight of the professional education program by teacher candidates at OPSU. Since the success of beginning teachers is so dependent upon a successful Intern assignment, it seems obvious that the cooperating teacher and school administrators are critical members of the teacher education team in providing quality laboratory teaching experiences.

This Intern handbook was prepared as a guide for both Interns and public school educators that are directly involved in this phase of the OPSU teacher education program. The university does not operate a laboratory school; therefore, the Intern assignments must be completed in nearby public schools under the competent and professional supervision of regular classroom teachers.

The Internship is an opportunity for the teacher candidate to initiate his/her teaching experience with the benefit of counsel and direct supervision of a master teacher(s). This experience will bring into sharp focus information from a variety of areas of learning and will enable the Intern to coordinate them into a meaningful set of academic experiences. Ultimately, the classroom experience will assist the student in forming a philosophy and a practical theory of education.

The cooperating teacher will be rewarded many times as they observe the Intern developing and maturing as a successful teacher under their guidance and supervision. The supervision of the Intern will provide the cooperating teacher access to current and new ideas in teaching, will partially fulfill a professional obligation in preparing prospective teachers for the field, and will enable the school district to establish a broader base for recruiting new classroom teachers. Each Intern will be coming to the cooperating teacher with similar, if not many of the same, apprehensions, fears, and uncertainties that were experienced at the beginning of the cooperating teacher's professional career. The cooperating teacher holds a key position to the student's successful entry into the teaching profession.

UNIVERSITY'S RECOGNITION OF PROFESSIONAL CONTRIBUTION

The education faculty of OPSU is cognizant of the fact that the cooperating teacher is the key supervisory person involved in the Intern process. The faculty greatly appreciates the cooperating teacher's assistance and contribution in the professional development of beginning teachers.

Usually the superintendents and/or principals of the participating schools are in the best position to identify and suggest cooperating teachers. The cooperating teacher should be willing to assume the responsibility of this important assignment rather than it being a delegated duty. Other individuals who may actively participate in the suggestion of cooperating teachers are the university professors who are responsible for the Intern program, the Interns themselves through specific requests, and the Field Placement Director. The final decision concerning an Intern's placement rests with the Dean of Education.

Generally, the cooperating teacher should possess a master's degree with three (3) or more years of successful teaching experience. Additional years of experience may be substituted for the master's degree; however, no Intern will be placed with a cooperating teacher having less than three (3) years actual classroom experience except in special circumstances.

The university faculty is always eager to assist and be of service to the cooperating teacher throughout the Intern assignment. They are available to discuss teaching problems, curriculum development, and to explore avenues for improving and strengthening the cooperation between the university and the school district.

As recognition of the value placed on the importance of the cooperating teacher, all cooperating teachers will be hired by OPSU as adjunct teachers. A payment of \$300 per Internship will be provided to cover expenses of required travel to the OPSU campus for the pre-service, mid-term, and other possible meetings. Cooperating teachers serving Interns with "split assignments" will have the payment divided equally among them.

The cooperating teacher(s) will be required to sign a contract with OPSU stating his/her understanding of the requirements of the Internship and the assurance of attending all required meetings on the OPSU campus. If the cooperating teacher(s) cannot fulfill this requirement, or breaks the contract, the adjunct payment will be revoked and the Intern may be placed in another location.

Information for Interns

The Internship is a full-semester assignment. The assignment will begin on the first day of the assigned school and will end on a date set by OPSU (this date may be prior to the end of the semester at the assigned school), with a minimum of three days that the Intern will be required to return to the OPSU campus for additional instruction. During the Internship, the Intern is expected to devote full time to the classroom and professional responsibilities.

The following conditions comprise the professional semester requirements:

1. It is the belief of the OPSU Teacher Education Program that practical experience is just as valuable as classroom learning. That is why there are so many field experiences built within our program. One of the most valuable experiences that a teacher candidate can have is that of “setting up the classroom for the first of the year.” For this reason, the OPSU Teacher Education Program has implemented the “August Experience.” All teacher candidates who have been accepted into the professional semester will be given the location of their Internship and the name of their cooperating teacher by the first of May of the year prior to their Internship. This will be for teacher candidates completing their Internship in the fall or spring semesters.

To fulfill the requirements of the August Experience, a teacher candidate must contact both the building principal of their assigned school and their assigned cooperating teacher toward the end of the spring semester. This will allow the teacher candidate and cooperating teacher to meet and become familiar with each other. The teacher candidate will need to set up future dates prior to the beginning of the school year for the following activities:

- a. One half-day minimum will be spent helping the cooperating teacher “set up” the classroom—creating bulletin boards, arranging desks, entering names in the grade book, etc.
- b. One half-day minimum is required to attend a pre-school professional development activity with the cooperating teacher, other teachers at the school, and the administration.
- c. The teacher candidate will be expected to attend his/her assigned school for the first day of class. Teacher candidates may miss the first day of their scheduled classes at OPSU if the first day of public school happens to be the same as OPSU’s. If this happens, the teacher candidate is to contact the Field Placement Director by calling 580-349-1414 or e-mail jmayer@opsu.edu who will issue a memo to the OPSU professor explaining the absence.
- d. The teacher candidate will be required to write a 3-5 page reflection paper about the August Experience.

It is expected that this August Experience will be one of the most beneficial of all pre-service experiences that OPSU can provide the teacher candidate. Therefore, there will be no exceptions to this requirement. All teacher candidates will participate or they will not be assigned to an Internship.

2. Teacher candidates must have completed all course work for certification in at least one area (Elementary, Secondary, P-12) prior to being admitted to their professional semester. This includes the completion of all correspondence courses (with grades recorded on transcript) and the finalization of “incomplete” grades.
3. A teacher candidate who completes a double major (or an additional endorsement area—if certification test is passed) will Intern in only one area unless the school district is willing to split the assignment into a primary and intermediate or a middle and senior high school level. A minimum of six (6) semester hours, the equivalency of eight (8) weeks of Internship, must be completed in each area where a credential is to be obtained.
4. Interns are required to return to the OPSU campus for two days plus the midterm seminar and final portfolio reviews. Dates for these meetings will be set by the School of Education prior to the Internship with the exception of the final portfolio review date. This date will be set during the midterm seminar by the Intern and his/her portfolio chair.
5. OPSU will place Interns within the OPSU service area. The only exception to this may be for an Intern in the area of Agriculture Education, or with special permission.
6. The Intern is expected to attend and participate in all the school activities that the cooperating teacher is expected to attend.
7. Record keeping is very important. Interns will be given folders of record forms to keep during their Intern experience. The weekly schedules are to be returned to the Director of Student Teaching on the Wednesday prior to the scheduled week. The classes the Intern will be teaching are to be identified. These schedules are placed in the student’s folder in the office of Teacher Education to be used by the college supervisors as they prepare to make their visits with the Interns.

Responsibility of the Intern

The Intern will share in many of the school’s responsibilities and must personally give attention to the following:

A. Employment during Internship

Students from the School of Education at Oklahoma Panhandle State University who are involved in an Internship may not include substituting as part of their Internship experience until after the completion of the minimum requirement of the State Regents. This will be approximately 13-14 weeks after the Intern's starting date for the semester-not counting holidays. In no way does this indicate that an Intern completes his/her Internship after 13-14 weeks, but it does allow substitute teaching in place of student teaching at that time. The Intern is assigned to his/her school from the first day of class until the date set by OPSU as the last day of Internship.

B. Family Responsibility during Internship

Childcare or family responsibilities should not affect the Intern's arrival time at school, his/her responsibilities during the day, or his/her departure time.

C. Vacation Periods

An Intern will observe the vacation periods of the particular school to which he or she has been assigned, not the university vacation schedule.

D. Absences during Internships

1. Interns are expected to be in the classroom every day.
2. All absences must be reported to the school to which the Intern is assigned as well as to the student's university supervisor.
3. More than five (5) absences (the required return trips to the OPSU campus do not count as absences.) for any reason may result in an extension of the Internship period. This extension may be at the same location or another, and may consist of one day to a full semester depending upon the circumstances.

E. Classroom Responsibilities

Specific classroom responsibilities of the Intern vary from program to program and while all professional situations cannot be provided through any Internship, the list below may serve as a guide in assessing how complete your Internship actually was. During Internship, the Intern should be expected to:

1. prepare a seating chart and learn the names of the pupils
2. study cumulative records to gain knowledge about the pupils
3. make a case study of a pupil

4. discuss his/her pupil's records with guidance personnel
5. discuss pupil behavior and progress with the cooperating teacher
6. work with individual pupils and with small groups
7. participate with the cooperating teacher in parent conferences
8. attend and participate in meetings, such as the PTA, where they meet the pupils' parents/guardians
9. attend community activities and social functions
10. share in the routine teacher tasks, such as selling milk and collecting fees
11. take roll and record attendance
12. regulate temperature, lighting, and other physical aspects of the room
13. apply techniques of opening and dismissing classes in a systematic and effective manner
14. help with problems of discipline and classroom management
15. assist with extra class activities such as working at athletic contests, chaperoning social activities, and helping with various clubs
16. help supervise playground, cafeteria, corridors, and study hall
17. participate in pupil groups, such as homerooms and clubs
18. supervise classroom study
19. manage a study hall
20. observe various teachers throughout the school
21. learn of the work of the special staff, such as the school nurse and speech therapist
22. develop and use acceptable writing skills on the chalkboard and overhead projector
23. prepare a bulletin board or other display
24. use different types of technological media
25. locate and use supplemental reference materials
26. learn to use the duplicator/copier
27. prepare, administer, and score classroom tests

F. Relationships

1. Intern - Cooperating Teacher Relationship

The Intern should view the cooperating teacher as a colleague in the classroom. The student must be keenly aware of the greater experience and responsibilities of the cooperating teacher.

The Intern should make every effort to form a professional relationship with the cooperating teacher. The cooperating teacher should be consulted about formal and informal school policies. As problems are encountered during the Intern experiences, the Intern should not hesitate to seek guidance from the cooperating teacher.

Constructive criticism should be expected and graciously accepted.

If the Intern is forced to miss school due to illness or other causes, the cooperating teacher should be informed in advance. The Intern is responsible for following the procedure of the school system in notifying proper personnel, principal, cooperating

teacher of any necessary absence. The university supervisor as well as local school officials should approve absences not due to illness.

Cooperating teachers are encouraged to permit the Intern to assume a major role in the planning and execution of teaching procedures. However, the cooperating teacher is legally responsible to the local board of education for the instruction of pupils in the classes and consequently, should review and approve the Intern's plans for methods, materials, and content. It is expected that cooperating teachers will permit some Interns more freedom than others. The cooperating teacher is urged to provide the Intern with as many different professional activities as possible.

2. Intern - Pupil Relationship

The pupil-teacher relationship is one of the most important factors in determining the success of the beginning teacher. Striking the right balance between friendliness and aloofness is largely a matter of judgment. An Intern needs to make some definite decisions concerning this relationship early in the Intern experience.

The following suggestions are offered.

- a. Get to know student names, abilities, and personal characteristics.
- b. Observe students in various situations, such as the classroom, in the laboratory, or in extracurricular activities.
- c. Avoid personal friendship with students. There is a fine line between friendliness and becoming "buddy-buddy." Students respect the teacher who is friendly, fair, and understanding; they often take advantage of the teacher who goes beyond these bounds, especially when the teacher is a beginner. Pupils will evaluate an Intern's effectiveness by performance and not by an effort to be a good friend.

3. Intern - Other Teaching Staff Relationships

The Intern serves with the regular teachers and is temporarily a member of the professional group that comprises the staff of the cooperating school.

An Intern should anticipate some disagreement among any group of colleagues. Where personal disagreements between teachers exist or where there are factions within a school, the Intern should not become involved.

The Intern should not discuss controversial school matters with individuals outside of the school. It is highly unethical for an Intern, as a guest in the school, to speak critically of the school or of its staff to anyone.

4. Intern - Administration Relationship

Every teacher contributes to the administration of the school. Taking attendance, reporting tardiness, requisitioning supplies, serving on teacher committees, and supervising study halls are examples of these responsibilities. The following list suggests steps the Intern can take to gain an understanding of the administrative aspect of school operations:

- a. Read the Teacher's Handbook. It sets forth the responsibilities of the teacher in the specific school, including arrival and departure times.
- b. Read the Student Handbook. It often explains regulations that relate to students and lists the activities available to students.
- c. Secure copies of the various administrative report forms such as tardiness and absence slips, library permits, and report cards. Study these forms and learn how to use them properly.
- d. Study the administrative structure of the school. Become familiar with the departmental organization, the guidance and health services, the administrative assistants' responsibilities, and the principal's role.

An informed teacher understands the school, is familiar with the job requirements, and knows, not only when and how to seek assistance, but from whom to seek the help. There are occasions when a pupil ought to see the guidance counselor, the librarian, or the nurse. Likewise, there are times when a teacher may need the principal's or vice principal's assistance in handling an unruly student.

An informed teacher is aware of how work with pupils relates to what other teachers are doing and to the school programs as a whole. Often a pupil or parent will question a teacher about school activities beyond classroom bounds. Not infrequently a superintendent, when interviewing a prospective teacher for a position, will seek to discover if the applicant understands the school's philosophy and total program. Consequently, an informed Intern helps build positive school-community relationships and enhances the chance of being selected for a position.

5. Intern - Community Relationship

While it takes time to get to know the community and the cultural heritage of the people who live in it, efforts to understand and appreciate the community and its inhabitants are expected of all teachers. Pupils are influenced by their local environment and their cultural background; an Intern's awareness of these influences will make it possible to utilize community resources in teaching and to recognize the impact of these influences in pupil responses and behavior.

Problem Interns

The majority of Interns enrolled at Oklahoma Panhandle State University will prove to be mature individuals capable of assuming adult responsibility in the classroom. In spite of the best programs of preparation, screening, and orientation to the Intern experience however, some students will enter this experience unable to cope with the demands of teaching. If a problem does develop, the cooperating teacher should immediately notify the Intern's university supervisor so that a suitable solution may be accomplished. The Field Placement Director and the Dean of Education also should be contacted when concerns arise.

Liability for Interns

While in the classroom and at all school functions, the Intern should be under the direction of the cooperating teacher and shall be subject to the rules and regulations of the school. The cooperating teacher and the Intern will be subject at all times to the authority of the principal of any school building involved and the administrative personnel of the school district.

The state does not provide insurance coverage for Interns. Teacher candidates from Oklahoma Panhandle State University are encouraged to become student members of NEA/OEA or other organizations (AAE, AFT, POE, etc.) so they can receive the liability coverage provided by the organizations.

Frequently Asked Questions

1. How many hours of actual teaching are required of the Intern in any particular class?

Although College Accrediting Agencies recommend that 135 college hours of teaching, exclusive of observation and participation be provided for Interns before they are granted degrees with standard teaching certificates, most cooperating teachers agree

that a particular number of clock hours cannot always be provided, nor can an arbitrary standard be set. Interns will, however, be provided with as much actual teaching experience as their readiness for teaching and the welfare of classroom pupils will permit. OPSU does not require a set number of actual teaching hours. The Internship is for an entire semester, and it is understood that the Intern will have ample time to experience an adequate amount of actual teaching experience.

2. In addition to actually teaching the class, what are some of the ways in which an Intern can participate in the on-going class?

There are many activities in which an Intern may participate. At first he may only observe the class and learn each student's name. He may ask to take care of some of the routine activities such as checking the seating plan for absences, securing needed supplies, checking papers, and participating in the various group activities of the class.

Other introductory activities may include:

- Preparing materials for class use
- Operating projectors and developing teaching materials
- Securing resource materials
- Assisting individual students
- Caring for bulletin boards
- Arranging field trips
- Observing other teachers
- Recording grades or attendance
- Grading papers of students
- Giving short examinations
- Making assignments
- Studying cooperating teachers lesson plans
- Describing related experiences to class
- Making a study of community resources
- Helping arrange furniture for various activities
- Assisting cooperating teacher in making case studies

3. What are some of the out-of-class activities in which Interns can participate?

The following list indicates some of the opportunities the Intern may have to learn more about the wider responsibilities of a teacher as a member of a community. It is well to remember that much of a teacher's work takes place outside the classroom. The list is not exhaustive but will suggest types of activities in which the Intern should not only observe, but whenever possible, should take active part in:

- Student Council meetings
- Assembly program or other public performance by pupils
- Lunch in the school cafeteria
- Dances and parties of pupils
- Athletic games, interscholastic and intramurals
- Field trip with students
- Community youth organizations (Scouts, church youth groups, etc.)
- Conferences with parent and teacher concerning a pupil
- Faculty meetings
- Teacher's meeting (local, district, state)
- Parent-Teacher Association Meetings
- Visits in homes of pupils
- Political meetings and rallies
- School plant examinations
- Conferences with superintendents, principals, school librarians, school nurses, etc.

4. How should an Intern dress during his Internship?

The old adage, "When in Rome, do as the Romans do," is still good advice in this case. Careful observation of your cooperating teachers and a little investigation on your part may be necessary to assure you of the most appropriate dress. There is a rule that is always sound: Use moderation and good taste in dress, cosmetics, and jewelry. Wear clothing appropriate to the subject field and the kind of activities in progress.

Perhaps Interns do not have really fine clothes, but Interns can always be well groomed, neat, and clean. Nothing helps a person more feel better than good grooming.

Men should wear coats and ties or sport shirts. Women should wear appropriate attire.

5. What responsibilities does an Intern have to a class in case of absence?

Interns should consider their teaching assignment in the same way a regular teacher does his/her work in matters of promptness, attendance, and duties. Reasons for being late or absent should be similar to those which an employed teacher would have, and should always be given to, and accepted by the cooperating teachers in advance.

The Intern should not engage in any activities that are in conflict with his/her Internship assignment.

6. What holidays will the Intern observe?

The Intern assignment is intended to provide an experience as near that of a regular teacher as is practical. Therefore, the Intern is expected to follow the schedule of the school in which he/she is teaching.

7. If I am asked to do substitute teaching, will I be paid for this service?

NO substitute teaching should occur until after the completion of the minimum requirement. Each Intern will be notified of this date depending upon the starting day of classes at his/her assigned school. Substitute teaching should not take place during the first 13-14 weeks; however, if an Intern is used as a substitute teacher, it is recommended that the administration of each school system pay the Intern for this service. Building Principals should use Interns for substitute teaching only as a “last resort” during the first 13-14 weeks. Interns will not be paid for substituting for their cooperating teacher.

8. What planning requirements does the Intern meet?

Good teaching does not happen by accident but is the result of sound planning by the teacher. The Intern should start planning to teach when he/she is acquainted with the students, knows their names, and something about their achievements and attitudes toward the subject being taught.

The Intern is expected to be prepared to teach the class at any time. This necessitates daily lesson planning. These plans should be flexible and include the specific goals or objectives, the instructional materials needed, the procedures to be followed to reach these objectives, and the ways in which progress is evaluated.

Interns are urged to confer with their cooperating teacher and the college supervisor both during and after the period of planning. Lesson plans should be received and approved by the cooperating teacher before actually directing the class. When plans have been discussed and the necessary revisions made, it is then time for the Intern to take over the reins of the class.

9. How may the Intern best utilize the cumulative records of his students?

Although cumulative records on students are available, their use should be infrequent and with the guidance of the cooperating teacher. Interns should remember

that these records are strictly confidential and should not be discussed with unauthorized individuals or agencies.

10. How is the final grade of the Intern determined?

The Dean of Education will assign the final grade for the Intern after careful consideration of evaluation given by the cooperating teacher(s), administrator, and university supervisors. The following scale will be used:

- 20% Evaluation(s) by Cooperating Teacher(s)
- 20% Evaluation(s) by University Supervisor(s)
- 10% Attendance at required seminars
- 10% Demonstrated responsibility in returning weekly teaching schedules and other required information to the Director of Student Teaching
- 40% Final Portfolio Review

11. What about conferences with the cooperating teacher?

The cooperating teacher should conduct frequent conferences with the Intern. The Intern should raise questions related to the teaching situation. It is especially important that the Intern ask questions concerning matters of classroom and building routine, problems of classroom control, materials of instruction, and teaching procedure.

12. What procedure should the prospective teacher follow in applying for a job?

1. Register with the Placement Office, located in Hamilton Hall, during the semester preceding the graduating semester. Spring graduates should register early in the preceding fall semester. Much time is required in assembling and preparing credential folders and hiring officials visit the campus very early in the spring semester. There is no charge for this service.
2. When the prospective teacher requests the services of the Placement Office, he/she fills out a registration form. The information from the registration form is supplemented by references obtained directly from his/her major professors, the supervisor of directed teaching, and others whom the candidate may name as references. Thus, there is included in his credential folder accurate, pertinent, confidential information that makes it of real value to the employer.

3. All candidates are encouraged to use personal initiative in securing positions. The Placement Office does not get you a job. It provides council and assistance in making contacts that may result in employment for you. Candidate qualifications and initiatives will determine success in securing a job.
4. All teaching vacancy listings are kept on file in the Placement Office and are made available to active registrants. If enrolled in school, check these listings from time to time. After graduation, notification will be by telephone or mail of vacancies for which the graduate is qualified. Be sure to report to the Placement Office when address or telephone number changes. This is important.
5. After signing a contract, notify the Placement Office immediately so that the available list can be updated. Please give details of position, such as location, assignment, employer, and salary. Candidate credentials will then be placed in the inactive file.

When signing a contract, each superintendent or prospective employer to application has been made should be notified of employment status.

When hiring officials come to the campus for the purpose of interviewing students, interview schedules are arranged in advance by the Placement Office. Appointments for interviews should be made prior to the day the actual interviews are to take place. This is important. If unable to keep an appointment, notify the Placement Office as soon as possible. Recruiting officials usually call the day preceding the scheduled date to see if students have shown interest and to determine if their trip will be worthwhile. Do come properly dressed.

The suggestions that follow are submitted for those who wish an outline of the information that should be contained in the first letter asking for consideration as an applicant for a teaching position. Letters of application should not be sent unless there is a vacancy. If in doubt, write a letter of inquiry.

1. If applying for a teaching position in a school located in a town or city, the letter should be addressed to the superintendent of schools. His/her name and correct initials should be used. If applying for a position in a rural school, the letter should be addressed to the clerk of the school board.
2. The first paragraph should state the source of information concerning the position and give the reason for the letter.

3. The body of the letter should give:
 - a. Personal information including whether single or married, age, etc.
Reference to places residency may be made. Church affiliation may be given or omitted. A small recent picture should be enclosed unless one is being sent with the credential folder from the Placement Office.
 - b. Teaching experience, if any. If applicant has not taught, it is well to mention courses in Internship, giving subjects and length of time devoted to this type of preparation.
 - c. References: If registration is on file, the Placement Office of Panhandle State University should be given as a reference. If not registered with the Placement Office, give the complete names, titles, and addresses of three or four references who are able to speak with authority about the applicant's character, personality, training and experiences. Permission should first be secured from these references. Mention that further information will be furnished if requested and that a personal interview may be set at the convenience of the superintendent.
4. An expression of appreciation for consideration received is appropriate.
5. It is good form to close the letter with "Yours respectfully."
6. The appearance of the letter is very important. The envelope should be properly addressed and clean. The form of the letter will cause it to attract favorable or unfavorable attention. If the appearance and form are right, the content will receive due consideration.

Information for Cooperating Teachers

In a publication of the Association of Teacher Educators, L. O. Andrews suggested that the role of the cooperating teacher must move from “dispenser of knowledge” to a more indirect process in working with Interns. According to the new concept, the teacher educator in the schools should have the ability to:

1. accept a college student as an equal and a professional colleague;
2. accept and live comfortable with the usual mistakes of the beginner;
3. refrain from almost all prescriptive directions;
4. lead a relaxed, professional discussion on learning, teaching, and a wide variety of methodologies;
5. accept the student’s evaluative observation and discussion of the teacher’s own activities and effectiveness while teaching;
6. diagnose learners’ interests, needs, and learning difficulties and assist learners in adapting to and using them; and
7. design individualized learning strategies.

These competencies all have implications for the necessity of working with an Intern in a more democratic manner. A periodic check of performance of these criteria may create some insights into the nature of the relationship between Intern and cooperating teacher.

Observation

The cooperating teacher’s responsibility to the Intern includes observation and evaluation. Although Interns will be observed with different interests, depending upon their experience, interest, and orientation, they should be analyzed in light of some common elements of the classroom situation. A checklist may be an effective way of organizing items to consider. Consider adapting the following checklist to your particular needs.

1. The Intern

- a. What image did the Intern project? Did his/her dress, mannerisms, and general approach contribute positively to this image?
- b. Did the Intern move around the room, changing physical location when the class changed pace or switched activities? Did these movements reinforce the progress of the lesson, or were they distracting?

- c. Note his/her speech in terms of volume, projection, fluctuation, grammar, vocabulary, and quality of interest. Were the characteristics appropriate to this class?
- d. Did his/her actions accurately reflect the announced purpose of his or her sense of values? For example, was the Intern courteous?
- e. Did the lesson give evidence of careful planning? Did it display a thoughtful and creative use of the resources available? Did it clearly fit into the current unity of study?
- f. How did the Intern conduct the classroom? Was any time wasted by poor management?

2. The Structure of the Lesson

- a. Did the lesson have a clear structure? Was its purpose announced at the beginning of the class? Did it follow a rationale? Was its purpose effectively carried out?
- b. Was the class period divided into several activities? Were these activities well integrated? How did the Intern provide for transitions?
- c. How did the class utilize homework or previous knowledge? Did the Intern give suggestions for further study and investigation? Was homework assigned as a natural outcome of the class?
- d. Was the time used to best advantage? Was incidental learning encouraged? Did the lesson plan have enough flexibility to capitalize on the special interests of students?
- e. Was the lesson successful as a whole? Why, or why not?
- f. Did the lesson relate to other courses, current events, or the personal interests of the students?
- g. How could the lesson be improved? What alternatives should be considered?

Upon observing an Intern's lessons, the cooperating teacher should provide feedback and guidance. Observations and evaluations are of little merit if suggestions for improvement are not provided. When evaluating the Intern's classroom performance, some of the suggestions below might be of assistance:

1. Suggestions for improvement should be positive whenever possible.
2. Ask questions of the Intern instead of merely listing good and weak points.
3. Use a variety of evaluative procedures and techniques.
4. Evaluation should be specific. Specific ideas can be implemented more readily than generalizations.

5. Evaluation should be individualized. No two Interns have the same needs or make progress at the same rate.
6. Offer suggestions for improvement or reinforcement of techniques as soon after the experience as possible.
7. Evaluation should focus on the activity instead of the person.
8. What actually happened?
9. Why did the class go well?
10. What was difficult about this lesson?
11. Why did the students become restless near the end of the period?
12. What was learned from the group discussion?
13. What caused the problem?

Evaluating Your Intern

The recent emphasis on Intern evaluation and its importance has prompted concern about the nature of the rights of the evaluator. Cooperating teachers have the obligations, authority, and ability to evaluate Interns. Their only concern is that due process is exercised. What does it mean to exercise due process in evaluation? The cooperating teacher will have followed due process if he/she completes the following steps:

1. Review the evaluative instruments and the keys
 - a. Explain to the Intern what each of the factors on the evaluation form means to you.
 - b. Indicate what you, the evaluator, expect from the Intern.
2. Observe the Intern. Indicate in the report the approximate amount of time or number of observations made.
3. Critique and analyze the Intern. Interns have a right to know that they are not doing well so they can attempt to improve.
4. Evaluate continuously.
5. Review the completed evaluation instrument with the Intern.

The following is a list of evaluative statements concerning supervisory techniques that were solicited from previous Interns. Although Interns react in terms of their own need or priorities, the statements reveal some of the most prominent concerns regarding techniques of evaluation by cooperating teachers:

- The teacher corrected me in front of the class. This was very devastating to me.

- The teacher never let me know that I had this problem until it was reported on the final evaluation form. I wish I had known sooner so that I could have worked on it.
- The teacher just doesn't say anything to me about how I am doing.
- The teacher said I was doing all right, but did not indicate when I was doing right or why I was doing all right.
- The teacher was very helpful in going over the lesson with me and telling me where I needed improvement.
- The teacher never seemed to threaten me in our discussions. He was careful to point out that all of us have areas where improvement is needed.
- I always knew where I stood.
- Criticism was always combined with praise.

Assessment

A conference between the cooperating teacher and the Intern should be held early in the Intern experience. At that time the nature of the assessment of the Intern experience should be discussed. The Intern should be made aware of the criteria and the procedure to be used during the Internship

The cooperating teacher and the university supervisor should regularly provide appropriate feedback to the Intern. The university supervisor should consult with both the Intern and the cooperating teacher as a part of each visit.

Interns should have the first formal evaluation completed by the midterm of the Internship. One copy of this evaluation should be given to the Intern, and another should be brought to the midterm seminar or forwarded to the Field Placement Director at Oklahoma Panhandle State University.

Near the conclusion of the semester, the second evaluation instrument should be completed. Again, the Intern should receive a copy, and a copy should be sent to the Field Placement Director at Oklahoma Panhandle State University.

It is imperative that the Interns have an opportunity to see these evaluations, sign them, and respond to them in writing if they so choose, before the evaluations are sent to OPSU.

So that evaluations for Interns will have a common meaning for all university supervisors and cooperating teachers, as well as for prospective employers, please use the following scale. Any scoring below a three, in any section, requires an explanation in the comments section.

- 3=Target (demonstrates skills, knowledge, dispositions beyond novice level; comparable to a seasoned teacher)
- 2=Acceptable (demonstrates skills, knowledge, dispositions expected from novice level; comparable to an inexperienced teacher)
- 1=Unacceptable (demonstrates skills, knowledge, dispositions below novice level; comparable to someone with little or no pedagogy)

Additional rubric guidelines are presented on page 28 of this handbook.

We hope these guidelines will be of help to you. Please do not hesitate to contact the Director of Student Teaching if we can assist in any way. We sincerely appreciate your help and trust this will be a rewarding experience for you, as well as the Intern.

The following pages present the required lesson plan format to be used by OPSU Interns; a suggested schedule of Internship involvement and submitting of evaluations; a copy of the evaluation form to be used by the cooperating teacher(s), administrator, and OPSU university supervisor(s); and the code of ethics of the education profession, adopted by the NEA in July, 1975.

LESSON PLAN
For use during Internship

Name

Grade Level

Topic

A. Objectives

B. Instruction

- a. Introduction
- b. Instructional process
- c. Closure

C. Assessment

D. Modifications/Accommodations

E. Reflection

LESSON PLAN FORMAT
Technical Details
For use during Internship

Name

Grade level

Topic

A. Objectives (specific/measurable) with reference to state competencies

B. Instruction

- a. Introduction – This can be a time to grab students’ attention/motivation about the content OR build background information for new content or review previous information OR state the purpose for learning the concept.
- b. Instructional process – The meat of the lesson that describes what the teacher and students will be doing/saying.
- c. Closure – The ending of the lesson that could include question/answer of material covered, review from teacher, or student activity that helps with understanding of material.

C. Assessment

This could include guided/independent practices or testing of information covered or a student activity that is assessed by a rubric. How to assess the expectations of the objectives? How to determine that students have learned?

D. Modifications/Accommodations

How to modify for ESL and special needs students.

E. Reflection

What changes because of time constraints, student participation, or material could be done next time in this lesson?

**SCHEDULE OF INTERN INVOLVEMENT
AND SUBMITTING EVALUATIONS**

*The following chart is to provide a suggested schedule
for Intern's actual classroom teaching loads.*

1st week.....	NONE
2nd week.....	Add 1 Subject/Class
3rd week	Add 1 Subject/Class
4th week	Add 1 Subject/Class
5th week	Add 1 Subject/Class
6th week	All Subjects
7th week	All Subjects
8th week	Evaluation 1...(brought to midterm seminar).....All Subjects
9th week	All Subjects
10th week.....	All Subjects
11th week.....	All Subjects
12th week	All Subjects
13 th week.....	Gradually Take Back Classes
14 th week.....	Gradually Take Back Classes
15 th week.....	Gradually Take Back Classes
16 th week.....	Evaluation 2 (returned w/Interns).....NONE

It is anticipated that Interns may take the opportunity to observe other classes during the last quarter of the assignment as the cooperating teacher is taking back the classes.

OKLAHOMA PANHANDLE STATE UNIVERSITY

Teacher Intern Evaluation

Effective Fall 2005

Intern Name: _____

Please use the following scale. Any scoring below a three, in any section, requires an explanation in the comments section.

3=Target (demonstrates skills, knowledge, dispositions beyond novice level; comparable to seasoned teacher)

2=Acceptable (demonstrates skills, knowledge, dispositions expected from novice level; comparable to inexperienced teacher)

1=Unacceptable (demonstrates skills, knowledge, dispositions below novice level; comparable to one with little or no pedagogy)

If Indicator is not observed during this observation, circle nothing

Please refer to OPSU Teacher Intern Evaluation Rubric Definitions for specific information about each Domain/Indicator.

Domain I: Teacher Management

1. **Preparation/** plans for delivery of lesson relative to objectives.

3 2 1

2. **Routine/** uses minimum class time for non-instructional routines thus maximizing time on task.

3 2 1

3. **Discipline/** clearly defines expected behavior. Encourages positive behavior and controls negative behavior.

3 2 1

4. **Learning Environment/** establishes rapport with students and provides pleasant, safe climate.

3 2 1

Subtotal _____ _____ _____ Total _____

Comments:

Domain II: Teacher Instructional Indicators

1. **Establishes Objectives/** communicates instructional objectives to students.

3 2 1

2. **Stresses Sequence/** shows how present topic is related to other topics or real life situations.

3 2 1

3. **Relates Objectives/** relates topics to existing student experiences.

3 2 1

4. **Involves all Learners/** uses a variety of methods to involve all learners.

3 2 1

5. **Explains Content/** objectives are met through a variety of methods.

3 2 1

6. **Explains Directions/** gives clearly stated directions related to learning objectives.

3 2 1

INTERN SCORING SUMMARY

Number of Indicators observed ____ x 3 = ____ (total possible points)

DOMAIN I Points _____

DOMAIN II Points _____

DOMAIN III Points _____

TOTAL Points _____

Divide total points by total possible points _____

(example—observed 9 indicators = 27 possible points, and received 21 total points—21/27= 77%)

90-100% = 3

60-89% = 2

Below 60% = 1

OVERALL SCORE (1-3) _____

COMMENTS:

Intern Signature Evaluator Signature Date
Intern Signature acknowledges receipt of evaluation. It does not signify agreement.

White copy returned to Education Office
Pink Copy given to Intern
Yellow Copy kept by Evaluator

Effective fall 2005

Domain I: Teacher Management

		Target	Acceptable	Unacceptable
1	Preparation/ Plans for delivery of the lesson relative to short-term and long-term objectives.	<p>The teacher:</p> <ul style="list-style-type: none"> Writes detailed lesson plans that are compatible with the long-term academic goals of the school. Ensures that all lessons are designed in a clear, logical and sequential format. Makes sure that all selected materials are available for use. Plans for efficient use of time. Ensures that lesson plans have continuity and are in proper sequence. Has evidence of excellent personal origination. Always uses information about individual students in planning developmentally appropriate activities. Selects activities to meet individual and group needs. Always confers with the library media specialist to identify available materials or to develop library related activities. 	<p>The teacher:</p> <ul style="list-style-type: none"> Writes lesson plans that are compatible with the long-term academic goals of the school. Ensures that lessons are designed in a clear, logical and sequential format. Makes sure that selected materials are available for use. Plans for efficient use of time. Ensures that lesson plans have continuity and are in proper sequence. Has evidence of personal origination. Uses information about individual students in planning developmentally appropriate activities. Selects activities to meet individual and group needs. Confers with the library media specialist to identify available materials or to develop library related activities. 	<p>The teacher:</p> <ul style="list-style-type: none"> Does not write lesson plans that are compatible with the long-term academic goals of the school. Does not ensure that lessons are designed in a clear, logical and sequential format. Does not make sure that selected materials are available for use. Does not plan for efficient use of time. Does not ensure that lesson plans have continuity and are in proper sequence. Does not have evidence of personal origination. Does not use information about individual students in planning developmentally appropriate activities. Does not select activities to meet individual and group needs. Does not confer with the library media specialist to identify available materials or to develop library related activities.

2	<p>Routine/ Uses minimum class time for non-instructional routines thus maximizing time on task.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • Consistently begins lessons promptly. • Clearly avoids distractions and unnecessary delays during the lesson. • Ensures that purposeful time-on-task continues until the end of the period. • Uses a maximum of 5% of the class time for non-instructional activities. • Uses a minimum of time checking attendance, keeping student records, and attending to routine matters. 	<p>The teacher:</p> <ul style="list-style-type: none"> • Begins lessons promptly. • Avoids distractions and unnecessary delays during the lesson. • Ensures that time-on-task continues until the end of the period. • Uses a maximum of 15% of the class time for non-instructional activities. • Uses a minimum of time checking attendance, keeping student records, and attending to routine matters. 	<p>The teacher:</p> <ul style="list-style-type: none"> • Does not begin lessons promptly. • Does not avoid distractions and unnecessary delays during the lesson. • Does not ensure that time-on-task continues until the end of the period. • Use more than 15% of the class time for non-instructional activities. • Does not use a minimum of time checking attendance, keeping student records, and attending to routine matters.
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3	<p>Discipline/ Clearly defines expected behavior. Encourages positive behavior and controls negative behavior.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • Consistently and actively monitors student conduct in the class. • Promotes self-discipline among all students. • Constructively corrects all disruptive behavior. • Consistently uses positive reinforcement techniques to maintain appropriate behavior. • Encourages all students to take responsibility for their own behavior. • Posts classroom rules and assures that rules are clearly defined and understood by all students. • Manages discipline problems clearly in accordance with administrative regulations and school board policies. • Focuses on all students' behavior rather than personality. 	<p>The teacher:</p> <ul style="list-style-type: none"> • Actively monitors student conduct in the class. • Promotes self-discipline among the students. • Constructively corrects disruptive behavior. • Uses positive reinforcement techniques to maintain appropriate behavior. • Encourages students to take responsibility for their own behavior. • Posts classroom rules and assures that rules are clearly defined and understood by students. • Manages discipline problems in accordance with administrative regulations and school board policies. • Focuses on the student's behavior rather than personality. 	<p>The teacher:</p> <ul style="list-style-type: none"> • Does not actively monitor student conduct in the class. • Does not promote self-discipline among the students. • Does not constructively correct disruptive behavior. • Does not use positive reinforcement techniques to maintain appropriate behavior. • Does not encourage students to take responsibility for their own behavior. • Does not post classroom rules nor assures that rules are clearly defined and understood by students. • Does not manage discipline problems in accordance with administrative regulations and school board policies. • Does not focus on the student's behavior rather than personality.
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4	<p>Learning Environment/ Establishes rapport with students and provides pleasant, safe, and orderly climate conducive to learning.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> • Consistently uses practices that convey a sense of importance for learning and teaching. • Establishes a climate in which all students are valued and respected. • Maintains a business-like atmosphere. • Consistently maintains a classroom that is functional, orderly, and attractive. • Reinforces learning efforts of all students. • Consistently displays a belief system that conveys the concept that all children can learn. 	<p>The teacher:</p> <ul style="list-style-type: none"> • Uses practices that convey a sense of importance for learning and teaching. • Establishes a climate in which students are valued and respected. • Maintains a business-like atmosphere. • Maintains a classroom that is functional, orderly, and attractive. • Reinforces learning efforts of students. • Displays a belief system that conveys the concept that all children can learn. 	<p>The teacher:</p> <ul style="list-style-type: none"> • Does not use practices that convey a sense of importance for learning and teaching. • Does not establish a climate in which students are valued and respected. • Does not maintain a business-like atmosphere. • Does not maintain a classroom that is functional, orderly, and attractive. • Does not reinforce learning efforts of students. • Does not display a belief system that conveys the concept that all children can learn.
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Domain II: Teacher Instructional Indicators

		Target	Acceptable	Unacceptable
1	Establishes Objectives/ Communicates instructional objectives to students	<p>The Teacher:</p> <ul style="list-style-type: none"> Consistently establishes the focus of the lesson. Consistently ensures that school academic goals are translated into common lesson objectives. Effectively communicates learning objectives in a logical way. Always ensures that the lesson's objectives reflect the readiness of the students. 	<p>The Teacher:</p> <ul style="list-style-type: none"> Establishes the focus of the lesson. Ensures that school academic goals are translated into common lesson objectives. Communicates learning objectives in a logical way. Ensures that the lesson's objectives reflect the readiness of the students. 	<p>The Teacher:</p> <ul style="list-style-type: none"> Does not establish the focus of the lesson. Does not ensure that school academic goals are translated into common lesson objectives. Does not communicate learning objectives in a logical way. Does not ensure that the lesson's objectives reflect the readiness of the students.
2	Stresses sequence/ Shows how the present topic is related to those topics that have been taught or that will be taught.	<p>The Teacher:</p> <ul style="list-style-type: none"> Clearly reviews the learning objective relative to prior learning. Always helps all students recall the most important concepts of previous learning. Effectively relates prior learning to what is to be learned. Consistently shows the relationship between today's lesson objectives and the long-range unit objective. 	<p>The Teacher:</p> <ul style="list-style-type: none"> Reviews the learning objective relative to prior learning. Helps students recall the most important concepts of previous learning. Relates prior learning to what is to be learned. Shows the relationship between today's lesson objectives and the long-range unit objective. 	<p>The Teacher:</p> <ul style="list-style-type: none"> Does not review the learning objective relative to prior learning. Does not help students recall the most important concepts of previous learning. Does not relate prior learning to what is to be learned. Does not show the relationship between today's lesson objectives and the long-range unit objective.

3	<p>Relates objectives/ Relates subject topics to existing student experiences.</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> • Consistently associates learning objectives with the students' experiences. • Effectively uses factors for transfer by showing similarities to students' experiences. • Clearly explains subject-topic relationships that are current or anticipated. • Always uses current happenings to relate objectives. • Often uses newspapers, magazines and other material to relate objectives to the students' world of experience. • Effectively conveys the importance of the lesson; says and clearly explains "why" we are doing things. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Associates learning objectives with the students' experiences. • Uses factors for transfer by showing similarities to students' experiences. • Explains subject-topic relationships that are current or anticipated. • Uses current happenings to relate objectives. • Uses newspapers, magazines and other material to relate objectives to the students' world of experience. • Conveys the importance of the lesson; says "why" we are doing things. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Does not associate learning objectives with the students' experiences. • Does not use factors for transfer by showing similarities to students' experiences. • Does not explain subject-topic relationships that are current or anticipated. • Does not use current happenings to relate objectives. • Does not use newspapers, magazines and other material to relate objectives to the students' world of experience. • Does not convey the importance of the lesson; does not say "why" we are doing things.
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4	<p>Involves all learners/ Uses signaled responses, questioning techniques, and/or guided practices to involve all students.</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> • Effectively uses appropriate questioning techniques to assure that all students expect to be called upon to respond to questions. • Consistently works with individual students and is successful. • Effectively plans questions for specific students resulting in correct learner responses. • Constantly assesses student learning during the presentation of the lesson to involve all students. • Effectively uses seating charts or other methods to assure that all students have been involved. • Always responds to student questions in an accepting manner. • Effectively uses reinforcement techniques. • Consistently gives students time to respond to questions- “think” time or “wait” time. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Uses appropriate questioning techniques to assure that all students expect to be called upon to respond to questions. • Works with individual students. • Plans questions for specific students resulting in correct learner responses. • Assesses student learning during the presentation of the lesson to involve all students. • Uses seating charts or other methods to assure that all students have been involved. • Responds to student questions in an accepting manner. • Uses reinforcement techniques. • Gives students time to respond to questions- “think” time or “wait” time. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Does not use appropriate questioning techniques to assure that all students expect to be called upon to respond to questions. • Does not work with individual students. • Does Not plan questions for specific students resulting in correct learner responses. • Does not assess student learning during the presentation of the lesson to involve all students. • Does not use seating charts or other methods to assure that all students have been involved. • Does not respond to student questions in an accepting manner. • Does not use reinforcement techniques. • Does not give students time to respond to questions- “think” time or “wait” time.
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5	<p>Explains content/ Teaches the objectives through a variety of methods.</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> • Consistently conducts the lesson using a variety of teaching methods that reinforce the learning objectives. • Effectively uses a variety of audio and visual media, materials and/or equipment to teach the objectives. • Always structures the presentation to enhance learning; divides complex tasks into steps. • Effectively provides concrete learning experiences. • Always presents ideas logically. • Consistently uses a variety of methods to involve students with content and to accommodate different learning styles. • Always presents with clarity. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Conducts the lesson using a variety of teaching methods that reinforce the learning objectives. • Uses a variety of audio and visual media, materials and/or equipment to teach the objectives. • Structures the presentation to enhance learning; divides complex tasks into steps. • Provides concrete learning experiences. • Presents ideas logically. • Uses a variety of methods to involve students with content and to accommodate different learning styles. • Presents with clarity. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Does not conduct the lesson using a variety of teaching methods that reinforce the learning objectives. • Does not uses a variety of audio and visual media, materials and/or equipment to teach the objectives. • Does not structure the presentation to enhance learning; divides complex tasks into steps. • Does not provide concrete learning experiences. • Does not present ideas logically. • Does not use a variety of methods to involve students with content and to accommodate different learning styles. • Does not present with clarity.
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6	<p>Explains directions/ Gives directions that are clearly stated and related to the learning objectives.</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> • Always states directions clearly on how to proceed in the lesson material. • Consistently gives clear directions on what to do in the lesson. • Always gives clear directions about the use of equipment, materials, text and other resources to be used in the learning process. • Clearly explains organization related to content. • Always explains group and/or individual assignment clearly. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • States directions clearly on how to proceed in the lesson material. • Gives clear directions on what to do in the lesson. • Gives clear directions about the use of equipment, materials, text and other resources to be used in the learning process. • Explains organization related to content. • Explains group and/or individual assignment clearly. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Does not state directions clearly on how to proceed in the lesson material. • Does not give clear directions on what to do in the lesson. • Does not give clear directions about the use of equipment, materials, text and other resources to be used in the learning process. • Does not explain organization related to content. • Does not explain group and/or individual assignment clearly.
7	<p>Models/ demonstrates the desired skills.</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> • Clearly verbalizes the content to be learned in explicit and understandable terms. • Consistently uses versatility in the demonstration process. • Effectively reinforces learning objectives through modeling. • Effectively uses objects as well as printed matter to demonstrate lesson objectives. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Verbalizes the content to be learned in clear and understandable terms. • Uses versatility in the demonstration process. • Reinforces learning objectives through modeling. • Uses objects as well as printed matter to demonstrate lesson objectives. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Does not verbalize the content to be learned in clear and understandable terms. • Does not use versatility in the demonstration process. • Does not reinforce learning objectives through modeling. • Does not use objects as well as printed matter to demonstrate lesson objectives.

8	<p>Monitors/ Checks to determine if students are progressing toward stated objectives.</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> • Constantly checks students' levels of progress in relation to learning objectives. • Expertly checks for comprehension through questioning. • Consistently encourages students to elaborate on responses. • Always checks for understanding at higher levels of learning-“how” and “why” of the answer. • Continually checks for student's ability to apply concepts of skills learned. • Always provides excellent feedback on student work. • Effectively uses student activity and preparation to check and analyze student progress. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Checks students' level of progress in relation to learning objectives. • Checks for comprehension through questioning. • Encourages students to elaborate on responses. • Checks for understanding at higher levels of learning-“how” and “why” of the answer. • Checks for student's ability to apply concepts of skills learned. • Provides feedback on student work. • Uses student activity and preparation to check and analyze student progress. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Does not check students' level of progress in relation to learning objectives. • Does not check for comprehension through questioning. • Does not encourage students to elaborate on responses. • Does not check for understanding at higher levels of learning-“how” and “why” of the answer. • Does not check for student's ability to apply concepts of skills learned. • Does not provide feedback on student work. • Does not use student activity and preparation to check and analyze student progress.
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9	<p>Adjusts Based on Monitoring/ Changes instruction based on the results of monitoring.</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> • Immediately and effectively changes teaching techniques as required by the situation. • Effectively stimulates critical thinking, creativity, decision-making and higher order thinking skills. • Consistently adjusts instruction to lower order thinking skills, if needed. • Always strives for a high level of mastery of essential skills. • Consistently accommodates students' learning styles as needed. • Effectively accommodates different learning rates. • Constantly uses a variety of evaluation techniques to measure the types of adjustments needed. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Changes teaching techniques as required by the situation. • Stimulates critical thinking, creativity, decision-making and higher order thinking skills. • Adjusts instruction to lower order thinking skills, if needed. • Strives for a high level of mastery of essential skills. • Accommodates students' learning styles as needed. • Accommodates different learning rates. • Uses a variety of evaluation techniques to measure the types of adjustments needed. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Does not change teaching techniques as required by the situation. • Does not stimulate critical thinking, creativity, decision-making and higher order thinking skills. • Does not adjust instruction to lower order thinking skill, if needed. • Does not strive for a high level of mastery of essential skills. • Does not accommodate students' learning styles as needed. • Does not accommodate different learning rates. • Does not use a variety of evaluation techniques to measure the types of adjustments needed.
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10	<p>Guides practice/ Requires all students to practice newly learned skills while under the direct supervision of the teacher.</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> • Continually moves around the classroom to assist individual students as they practice. • Consistently provides students with immediate feedback. • Always encourages individual students to ask questions. • Effectively groups students according to instructional needs. • Continually reminds students that work will be checked. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Moves around the classroom to assist individual students as they practice. • Provides students with immediate feedback. • Encourages individual students to ask questions. • Groups students according to instructional needs. • Reminds students that work will be checked. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Does not move around the classroom to assist individual students as they practice. • Does not provide students with immediate feedback. • Does not encourage individual students to ask questions. • Does not group students according to instructional needs. • Does not remind students that work will be checked.
11	<p>Provides independent practice/ Requires all students to practice newly learned skills without the direct supervision of the teacher.</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> • Effectively sets and maintains clear and reasonable independent work standards and due dates. • Consistently provides adequate time for practice of new skills without supervision after guided practice. • Always checks independent work and provides timely feedback. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Sets and maintains clear and reasonable independent work standards and due dates. • Provides practice of new skills without supervision after guided practice. • Checks independent work and provides feedback. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Does not set and maintain clear and reasonable independent work standards and/or due dates. • Does not provide practice of new skills without supervision after guided practice. • Does not check independent work and provide feedback.

12	<p>Establishes closure/ Summarizes and fits into context what has been taught.</p>	<p>The Teacher:</p> <ul style="list-style-type: none"> • Always effectively summarizes the lesson. • Always effectively ties the current lesson to yesterday's, today's, and/or tomorrow's lessons. • Constantly places the lesson in perspective. • Always uses the last minutes productively to close the lesson. • Effectively uses review, feedback and/or homework assignments as closure techniques. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Summarizes the lesson. • Ties the current lesson to yesterday's, today's ,and/or tomorrow's lessons. • Places the lesson in perspective. • Uses the last minutes productively to close the lesson. • Uses review feedback and/or homework assignments as closure techniques. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Does not summarize the lesson. • Does not tie the current lesson to yesterday's, today's, and/or tomorrow's lessons. • Does not place the lesson in perspective. • Does not use the last minutes productively to close the lesson. • Does not use review feedback and/or homework assignments as closure techniques.
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Domain III: Teacher and Student Products

		Target	Acceptable	Unacceptable
1	Lesson Plans/ Writes daily (or unit) lesson plans designed to achieve the identified objectives.	<p>The Teacher:</p> <ul style="list-style-type: none"> • Consistently and clearly describes techniques and methods to be used to teach the lesson. • Clearly states expected minimum mastery of lesson objectives. • Continually shows how the lesson objectives are consistent with the district's or school's objectives and mission. • Consistently shows the relationship to the state competencies. • Steadily designs lessons in a clear, logical, sequential format. • Has a variety of evaluation activities for all assignments. • Describes lesson activities in clear terms that are understood by all students. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Describes techniques and methods to be used to teach the lesson. • States expected minimum mastery of lesson objectives. • Shows how the lesson objectives are consistent with the district's or school's objectives and mission. • Shows the relationship to the state competencies. • Designs lessons in a clear, logical, sequential format. • Has a variety of evaluation activities • Describes lesson activities in clear terms. 	<p>The Teacher:</p> <ul style="list-style-type: none"> • Does not describe techniques and methods to be used to teach the lesson. • Does not state expected minimum mastery of lesson objectives. • Does not show how the lesson objectives are consistent with the district's or school's objectives and mission. • Does not show the relationship to the state competencies. • Does not design lessons in a clear, logical, sequential format. • Does not have a variety of evaluation activities. • Does not describe lesson activities in clear terms.

2	<p>Student Files/ Maintains written records of student progress.</p>	<p>The teacher's records:</p> <ul style="list-style-type: none"> • Are kept on student mastery of learning objectives and state competencies. • Are clear, neat, and accurate and readily available to all students. • Consistently indicate need for additional learning efforts. • Do not include any unfounded student information or other material that might lead to identity theft. • Are up-to-date and easily accessible. 	<p>The teacher's records:</p> <ul style="list-style-type: none"> • Are kept on student mastery of learning objectives. • Are clear, neat, and accurate. • Indicate need for additional learning efforts. • Do not include any unfounded student information. • Are up-to-date. 	<p>The teacher's records:</p> <ul style="list-style-type: none"> • Are not kept on student mastery of learning objectives. • Are not clear, neat, and accurate. • Do not indicate need for additional learning efforts. • Include any unfounded student information. • Are not up-to-date.
3	<p>Grading Patterns/ Utilizes grading patterns that are fairly administered and based on identified criteria.</p>	<ul style="list-style-type: none"> • The basis for determining grades is the advanced level of mastery of learning objectives. • The items on which students are graded relate to the school's goals and curriculum and the state competencies. • All students have had an equal opportunity to participate in the learning process. • Subgroups of the student population is evenly distributed within the mastery scale. 	<ul style="list-style-type: none"> • The basis for determining grades is the level of mastery of learning objectives. • The items on which students are graded relate to the school's goals and curriculum. • Students have had an equal opportunity to participate in the learning process. • No subgroup of the student population is greater at the low end of the mastery scale than other subgroups. 	<ul style="list-style-type: none"> • The basis for determining grades is not the level of mastery of learning objectives. • The items on which students are graded do not relate to the school's goals and curriculum. • Students have not had an equal opportunity to participate in the learning process. • A subgroup of the student population is greater at the low end of the mastery scale than other subgroups.

4	<p>Student Products/ Students demonstrate mastery of the stated objectives through projects, daily assignments, performance, and test scores.</p>	<ul style="list-style-type: none"> • A high level of mastery of the essential skills of the lesson is consistently demonstrated by all students. • High percentages of students achieving mastery of the essential skills of the lesson are distributed evenly over all subgroups. • All students demonstrate mastery of the essential skills of the lesson in a variety of ways other than written tests. • All students' progress is shown in other performance areas, such as school attendance, independent practices, and attention to mastery. 	<ul style="list-style-type: none"> • A high level of mastery of the essential skills of the lesson is demonstrated by all students. • Percentages of students achieving mastery of the essential skills of the lesson are distributed evenly over all subgroups. • Students demonstrate mastery of the essential skills of the lesson in a variety of ways other than written tests. • Students' progress is shown in other performance areas, such as school attendance, independent practices, and attention to mastery. 	<ul style="list-style-type: none"> • A high level of mastery of the essential skills of the lesson is not demonstrated by all students. • Percentages of students achieving mastery of the essential skills of the lesson are not distributed evenly over all subgroups. • Students do not demonstrate mastery of the essential skills of the lesson in a variety of ways other than written tests. • Students' progress is not shown in other performance areas, such as school attendance, independent practices, and attention to mastery.
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CODE OF ETHICS OF THE EDUCATION PROFESSION
Adopted by the NEA Representative Assembly, July, 1975

PREAMBLE

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nature of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive, and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

PRINCIPLE I: COMMITMENT TO THE STUDENT

The educator strives to help each student realize his/her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge, and understanding and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator-

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or their health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation unfairly:
 - a. Exclude any student from participation in any program;
 - b. Deny benefits to any student;
 - c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II: COMMITMENT TO THE PROFESSION

The educator profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In belief that the quality of services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified person.

In fulfillment of the obligation to the profession, the educator-

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make a false or malicious statement about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence a professional decision or action.