

University of Arkansas at Monticello

Clinical Internship Handbook



University of Arkansas at Monticello
School of Education

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CLINICAL INTERNSHIP HANDBOOK

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CLINICAL INTERNSHIP ADMISSION

Candidates seeking admission into Transition Point III: Clinical Internship of the teacher education program will initiate the process for admission by retrieving an application for admission to clinical internship at www.uamont.edu/education. Candidates will initiate the application for admission by submitting the completed application to the partnership coordinator in Willard Hall Room 104. The application for admission to Clinical Internship will be submitted to the partnership coordinator during the semester prior to the candidate's clinical internship semester. Candidates who are applying for admission and are currently enrolled in pre-requisite courses must successfully complete the courses before full admission is granted.

Candidates' applications will initially be reviewed by the partnership coordinator. Candidates who have not completed all requirements for admission are not eligible for admission to Clinical Internship (an exception will be made when candidates are currently enrolled in the pre-admission courses listed below or are currently in the process of completing the minimum semester hours for admission).

During the clinical internship, the candidate will be responsible for the development of artifacts that demonstrate competency in the established performance criteria. Candidates are responsible for maintaining a teacher work sample portfolio through Chalk and Wire and placing the appropriate artifacts into the electronic portfolio. The candidate's teacher work sample portfolio will be reviewed and graded at the exit of the clinical internship.

Candidates will complete the following for admission into the Transition Point III: Clinical Internship I.

- Acquire cumulative GPA of 3:00 or better
- C or better in all General Education courses
- B or better in the following
 - EDUC 3203 Education Psychology: Developing Learners
 - EDUC 3563 Effective Instructional and Management Strategies
 - All 3000-4000 level Major courses
- Successful completion of the remainder of major degree program of study with the **exception of the clinical internship I and II and methods courses**
- Completion of pre-internship signature assessments and field experiences
- PRAXIS II: Subject Assessment(s) (Passing scores for the appropriate licensure area)
- ACT qualifying scores (Reading – 20, Math – 20, Writing – 6)
- State of Arkansas, F.B.I., and Child Maltreatment background check
- Resume

Candidates will complete the following for admission into the Transition Point IV: Clinical Internship II.

- Cumulative GPA of 3:00 or better
- Completion of formative observations and summative evaluations for Internship I
- B or better in major methods courses

Candidates will complete the following for admission into the Transition Point V: Program Completion.

- Cumulative GPA of 3:00 or better
- Completion of the Teacher Work Sample Portfolio
- Completion of all degree requirements
- Completion of formative observations and summative evaluations for Internship II
- PRAXIS II: Principles of Learning and Teaching (PLT)
 - Passing score for appropriate grade level
- Foundations of Reading Assessment
 - K – 6 Elementary Education Majors Only
- Child Maltreatment, Parental Involvement, and Youth Suicide Prevention Awareness Training
 - All Candidates
- Science of Reading Awareness Training
 - Music Education Candidates Only

Any intern who has been convicted of a felony is not allowed to participate in the Clinical Internship. Interns who have been arrested for crimes which could result in a felony conviction may be removed from their internship placement pending legal resolutions. Please note that the Arkansas Department of Education will not issue a teaching license to individuals with a felony conviction.

CLINICAL INTERNSHIP PLACEMENT

Clinical Internship placements are made in terms of providing the best experience possible. The University of Arkansas at Monticello School of Education and the administration of the public school districts will determine placement of interns. An attempt to accommodate the preferences regarding location is considered, but the final decision for placement is based on a variety of factors. All interns are placed in sixteen partner school districts for all clinical experiences. These districts are Cleveland County, Crossett, Dermott, Dewitt, Drew Central, Dumas, Fordyce, Hamburg, Hampton, Hermitage, Lake Village, McGehee, Monticello, Star City, Warren, and Woodlawn. Interns are provided the opportunity to select two preferences for internship placements; however, these preferences are not binding. Clinical Internship placements outside of the sixteen partner school districts are rare and require an appeal to the Teacher Education Committee. All expenses for placement outside of the partner school districts will be the responsibility of the intern.

The partnership coordinator and the administration of the public school district will collaboratively determine placement for all interns in the partner districts. Interns must not contact the schools regarding placement until they have been advised to do so by the partnership coordinator or the dean of School of Education. Interns ready to enter the senior-year clinical internship experience must attend an informational meeting prior to the beginning of the experience. This meeting will be organized by the partnership coordinator.

Changes in placement or assignment will not be made unless extenuating circumstances develop. Such changes will be initiated only by the partnership coordinator or university based teacher educators working with the partner school district. Interns will not initiate a change in assignment of schools. Placement changes must be approved by the Teacher Education Committee.

SCHOOL BASED TEACHER EDUCATOR SELECTION CRITERIA

The University of Arkansas at Monticello and the administration of the public school districts will place interns with only those school based teacher educators who meet the following criteria:

1. At least three years of teaching experience in the area(s) of supervisory assignment;
2. Must be trained in the Teacher Excellence and Support System (TESS) and receive a proficient score on the TESS evaluation;
3. Fully certified in the area(s) of teaching and experience;
4. Willingness to cooperate fully in the operation and improvement of the clinical experience program;
5. Desire to be a school based teacher educator for interns;
6. Desire to improve one's own teaching and supervisory skills;
7. Completion and return of formative and summative evaluations;
8. Approval by public school and School of Education administrators;

LENGTH OF ASSIGNMENT

Clinical Internship begins on the first day contracted teachers are required to report at the intern's assigned public school. The beginning date for interns may vary because many school districts use different school calendars. The last day for each semester of clinical internship will be the last day of regular class at UAM. All intern candidates will complete 15 weeks of clinical experience in their assigned public school during Clinical Internship I and 15 weeks during Clinical Internship II for a total of 30 weeks in the School of Education Clinical Internship experience.

Interns will follow the calendar of the school district in which they are placed, therefore, interns will observe the vacation periods of their assigned schools rather than UAM's vacation schedule. Interns will attend all pertinent pre-service and in-service workshops and activities participated in by the public school faculty. Interns must be present in their assigned school/classroom for the entire school day that they are scheduled to be in the school, except for emergency situations. In every event of absence, the intern will notify the principal(s), the school based teacher educator, the university based teacher educator, and partnership coordinator prior to the beginning of the school day. The intern will provide copies of the assignment and plans for each day's classes to the school based teacher educator in the event of absence. Failure to follow this procedure may result in the termination of the internship placement and assigned an incomplete or failing grade.

UNIVERSITY BASED TEACHER EDUCATORS

The UAM partnership coordinator and dean of School of Education will assign a university based teacher educator to each intern. This educator and the school based teacher educator will work as partners in assessing the intern's competencies and in preparing plans for their professional development. The university based teacher educator will hold regular conferences with both the school based teacher educator and intern regarding such matters as performance and appropriate participation of the intern at particular stages of the year.

ROLES AND RESPONSIBILITIES

Roles and Responsibilities of the School Based Teacher Educator

School based teacher educators will be co-selected by the administration of the school district and the UAM School of Education. The Arkansas Department of Education requires that all school based teacher educators hold a standard teaching license with three years of teaching experience and must be trained in the Teacher Excellence and Support System (TESS) and receive a proficient score on TESS evaluation;

As a mentor, the school based teacher educator will be expected to:

- Acquaint the intern with classroom, school, and district environment and policies. (especially those related to classroom management)
- Provide specific directions for all work assignments and due dates;
- Provide opportunities for the intern to observe effective teaching. (The intern needs to see his/her school based teacher educator in action. This modeling will help the intern consistently improve his/her preparation and implementation of lessons.)
- Participate in team teaching tasks for either parts of lessons or entire lessons. (The school based teacher educators will stay in the classroom and team teach with the intern until he/she feels comfortable with the situation.)
- Incrementally provide full teaching responsibilities to the intern. (This is done gradually and after several months of communication and confidence building.)
- Work diligently to assist intern in improving classroom management skills.)
- Assist the intern in developing an understanding of ALL students in the class. (Each year challenging students will be a part of the classroom. School based teacher educators must communicate with the intern the special needs of these students and how to effectively provide instruction for them.)
- Guide the intern in planning for instruction. (Communication, planning, and organization are keys to a successful year.)
- Function as a resource person in matters pertaining to classroom and professional practice.
- Collaborate with the university based teacher educator and other mentors at a school site or UAM to conduct meetings of interns, school based teacher educators and the university based teacher educator. The purpose of these meetings is to discuss problems, concerns, and accomplishments and to plan future activities for interns assigned to that particular building. The meetings should be conducted approximately three to four times per semester depending upon school schedules.

- Constructively evaluate the teaching of the intern. School based teacher educators will complete two formative evaluations and one summative evaluation for the intern during each semester of Clinical Internship. Interns will have a total of six school based teacher educator evaluations over the semester. Information from both formative and summative evaluations should be shared with the intern and the university based teacher educator. School based teacher educators are responsible for assisting interns in their professional development. This implies an active role that involves providing interns with objective feedback on their instruction, listening and responding to professional concerns, assisting in the development of instructional strategies, and modeling positive attitudes regarding continuous professional development.

Roles and Responsibilities of the Interns

Interns will conduct themselves professionally while performing all duties at their assigned public schools. Specifically, they will:

- Meet all deadlines!
- Recognize and accept that the school based teacher educator is ultimately responsible for the learning of the children in the classroom.
- Maintain an ethical and professional attitude toward all members of the school and community including administrators, faculty, staff, students, and parents.
- Know, follow, and enforce rules, regulations, and policies of the cooperating school and school based teacher educator.
- Be available for regular planning and conference sessions with school based teacher educators and university based teacher educators.
- Prepare written lesson plans for lesson assignments in advance of teaching as prescribed.
- Improve teaching skills by being a reflective, observant of other teaching methods and taking constructive criticism positively.
- WITHOUT EXCEPTION, notify the school based teacher educator, university based teacher educator, partnership coordinator, and the building level administrator prior to the start of the school day if an absence from the internship assignment is unavoidable.
- Follow the school district's calendar and be in attendance at the school site for the total school day including lunch. Tardiness and excessive absences on the part of the intern are a reflection of a lack of commitment and are unacceptable in the internship program.
- Handle routine discipline problems and refer serious problems to the school based teacher educator and/or principal. **Under no circumstances should an intern administer corporal punishment.**
- Develop a level of competency by the end of the experience that will enable him/her to make a successful entry into the induction phase of teaching;
- Develop skills in reflective self-assessment.
- Work actively with school based teacher educators and university based teacher educators to facilitate the learning of children and youth.
- Not be compensated while receiving university credit.
- Be present and working at the school site every day for the entire school day with the exception of approved professional dates.

- Attend all parent-teacher conferences which do not conflict with regularly scheduled university classes or seminars.
- **Adhere to the Arkansas Code of Ethics.**

In order to fulfill these responsibilities, interns must keep the same hours, perform the same duties, attend the same functions, and have many of the same privileges as other faculty. Interns should perform lunch, playground, bus and other duties, and assist in sponsoring clubs, help with yearbook and the school paper, assist with evening music, drama, and athletic events, etc. when appropriate to the grade level and subject area of assignment. Interns should attend faculty meetings, as well as faculty pre-service and in-service workshops.

Roles and Responsibilities of the University Based Teacher Educator

Planning and communication

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

Supporting intern learning

- Help the school based teacher educator to plan and play an active role in supporting and evaluating the intern. Assist the school based teacher educator in developing learning-to-teach activities for the intern (including initial, midterm, and final evaluations).
- Observe the intern regularly and conduct follow-up conferences with the intern regarding the planning and teaching of each observed lesson. Provide oral and written feedback.

Roles and Responsibilities of the Partnership Coordinator

The UAM partnership coordinator will:

- Screen all pre-service records to assure eligibility for admission to Transition Point III and IV – Clinical Internship I and II;
- Provide public school administrators with interns' placement records and co-select assignments prior to beginning the internship year;
- Co-construct mutually beneficial K-12 school arrangements;
- Notify interns of placements prior to beginning the internship year;
- Maintain communication with building level administrators regarding interns;
- Notify interns and university based teacher educators of assignments;
- Assure that interns are visited, assisted, and evaluated on a regular basis;
- Meet with school based teacher educators and building level administrators periodically to discuss the internship experience and to provide training for supervision; and
- Work with building level administrators, university based teacher educators, school based teacher educators, and interns to resolve problems during the internship experience.

INTERN ABSENCES

The UAM School of Education recognizes that district faculty and staff have policies concerning absences. **However, since the internship is a part of the UAM academic program, interns must be present in their assigned public school/classroom for all scheduled hours during Internship I and Internship II, except for emergency situations. A maximum of three absences per semester will be permitted.** Any absences exceeding the maximum of three will require a doctor's excuse. If for any reason the limit of three days is exceeded during one semester, the intern will be given an incomplete and will be required to make-up the days missed over the three days. The presence and performance of each intern must be monitored by both the school based teacher educator and university based teacher educator. The following provisions will guide the above policy:

1. Interns may be allowed to attend professional meetings, but only with the prior approval and encouragement of school based teacher educators and university based teacher educators, as well as administrators.
2. Interns will be required to attend a variety of seminars and workshops sponsored by both the public school and the university. A calendar detailing the dates and times of all university-sponsored activities will be provided to interns, school based teacher educators, university based teacher educators, and building level administrators.
3. Interns are required to attend all School of Education Internship Seminars in order to receive credit. In the event that an intern is unable to attend a seminar, it will be necessary for the intern to develop an alternative experience in cooperation with the partnership coordinator. This absence must be approved by the partnership coordinator.
4. If absence or tardiness becomes excessive, the intern shall receive a grade of "I" and shall be required to successfully complete additional experiences in the school. The partnership coordinator, working with supervisors and administrators, will arrange for and prescribe this additional assignment. In case of excessive absence, an intern may be withdrawn from the experience.
5. If the supervisors, administrators, and the partnership coordinator determine that there have been excessive absences, inadequate performance and/or the inability of the intern to cope with assigned responsibilities and arrangements, they will not allow continuation of the placement, and the intern may be withdrawn from the internship and assigned an incomplete or failing grade.

In every event of absence, the intern will notify the building level administrator(s), the school based teacher educator, the university based teacher educator, and the partnership coordinator prior to the beginning of the school day. The intern will provide copies of the assignment and plans for each day's classes to the school based teacher educator teacher in the event of absence. Failure to follow this procedure may result in the termination of the internship placement and assigned an incomplete or failing grade. The intern must complete and submit the required absence form (page 22) to the School of Education partnership coordinator within two days of the absence. If absence is for personal reasons, the intern must complete and submit the required absence form (page 22) for pre-approval to the School of Education partnership coordinator within five days of the absence.

If any time the school based teacher educator or university based teacher educator judges an intern's absence to be excessive, the university based teacher educator will inform the intern verbally and in writing that continued absences will affect his/her ultimate evaluation, or that the assignment may be terminated. Any circumstance, such as pregnancy or extended illness, that may require an interruption or delay in completion of clinical internship, will be addressed on an individual basis. Candidates should contact the partnership coordinator for additional information.

OUTSIDE WORK RESTRICTIONS

Students completing Clinical Internship should not plan to work due to the full-time commitment of the 15-credit internship experience. If work is unavoidable, it should be noted that ***at no time may interns use these activities as an excuse for not meeting responsibilities during the professional internship year.***

CALENDAR

Interns will follow the calendar of the school district in which they are placed rather than the University of Arkansas at Monticello's calendar. They will attend all pertinent pre-service and in-service workshops and activities participated in by public school faculty and will be present and working from the first day of the public school year forward. Interns will follow the Spring Break of the school in which they are placed rather than the University of Arkansas at Monticello's Spring Break. Their experience is to mirror that of public school faculty as closely as possible. UAM does not require that an intern remain at the school site after the last day of UAM classes.

SUBSTITUTE TEACHING POLICY FOR INTERNSHIP I AND II

The role of the intern is that of team teacher, under the guidance of the school based teacher educator. Whenever the school based teacher educator is absent, the school should provide a substitute teacher to oversee the intern in carrying out his or her planned responsibilities. However, interns may assume the role of substitute teacher (not compensated) in the absence of their school based teacher educator **only during Internship II**. This should occur on an extremely limited basis and only in the intern's assigned classroom provided that someone is designated to serve in a supervisory capacity and the intern has demonstrated a reasonable degree of competence. Any substitute experience must have the prior approval of the partnership coordinator and the building level administrator at the P-12 school level.

Note:

Intern I and Intern II candidates may be compensated for substitute teaching when the act of substitute teaching is not part of the actual internship experience.

CONFIDENTIALITY

Classroom Discussions: The clinical experiences are an important part of the learning experiences and will be discussed in courses. Just as teachers are expected to respect the privacy and dignity of the children and families with whom they work and follow the requirement of the Family Educational Rights and Privacy Act (FERPA), interns must use discretion. In casual conversations or social situations, interns should not relate stories from classrooms or schools that may be embarrassing to teachers or students, or that include sensitive information about a child or family. When discussing classroom situations in class, interns will be discrete and should use a fictitious name for the student involved if it is necessary to include individual or family information in an explanation or if the situation is particularly difficult. All names will be masked on any written or visual work shared in class or used in an assignment. When discussing teaching practices observed in the field, a tone of professional courtesy will be maintained.

Interviews: Pseudonyms will be used and identifying information will be screened/masked when reporting interviews with children/youths/adults. If an assignment requires the intern to interview an adult, the purpose of the interview and the uses of the material will be clearly stated or given to the interviewee in writing.

Photographs/Videotapes/Audiotapes: Permission of the classroom teacher to make students' photographs/videotapes/audiotapes or to use them in displays/portfolios must be obtained. Occasionally there are circumstances that require that a student's whereabouts be kept secret and photographs are not allowed. Some schools and districts require written permission from parents/guardians for taking any photographs, videotapes, or audiotapes. School district policies must always be followed.

Portfolios: If students' work or interview material is used in a portfolio, pseudonyms will be used and names and personal identifying information will be screened/masked.

District Requirements: Any other district or school requirements regarding confidentiality must be followed.

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

DRESS AND DEPORTMENT IN SCHOOLS

Professional dress and grooming are expected from all interns. Interns must dress appropriately when in schools and attending seminars at UAM. Interns will be viewed and judged as professionals by students, parents, teachers, and other people in the building. If an intern is uncertain about the specifics regarding how one should dress, it should be discussed with the school based teacher educator and the university based teacher educator. Interns will be polite and considerate of other adults in the building including the principal, custodians, secretaries, paraprofessionals, etc.

Professional dress includes refraining from wearing the following: tank tops, tee shirts, short skirts, hats or caps, casual flip flops, see-through clothing and shorts. Interns with multiple piercings may be asked to remove some of their jewelry. Remember you are on a year-long interview; first and consistent impressions are important. Be aware of oral language (including grammar and use of appropriate words). Note that all schools are tobacco-free and weapon-free zones. Do not take any tobacco product or weapon onto school property, including the parking lot. Interns may be required to cover tattoos, depending on school and school district rules.

ILLEGAL SUBSTANCES

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

CODE OF ETHICS

The School of Education adheres to the Arkansas Code of Ethics established by the Arkansas Department of Education. Violation of these principles will result in probation, suspension, or dismissal of the internship. The Arkansas Code of Ethics may be found at
<http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/professional-licensure-standards-board/code-of-ethics-for-arkansas-educators>

UNACCEPTABLE INTERNSHIP PERFORMANCE

The school based teacher educator, administrators, other school personnel, and/or the university based teacher educator are required to notify the partnership coordinator immediately when an intern has demonstrated unacceptable performance in one or more areas in the internship placement. Each case will be handled individually based on the specific situation. In general, the following are some options that may be considered:

- The partnership coordinator will assess the seriousness of the situation. This may include an on-site visit. The partnership coordinator may also discuss the situation with the school based teacher educator, the cooperating principal, the university based teacher educator, the dean of education, the Teacher Education Committee and/or the intern.
- The partnership coordinator will be notified regarding the unacceptable quality of the intern's performance.
- Information relevant for remediation of the intern will be sought from the School of Education records, including but not limited to his or her advisor, former and current instructors, and the university based teacher educator.
- The intern will be formally notified regarding problems to be addressed by the partnership coordinator, the dean of education, or the Teacher Education Committee.
- Whenever feasible, the partnership coordinator, the university based teacher educator, the school based teacher educator, and the intern will develop a plan that includes:

- *Specific areas of needed improvements
- *Strategies for implementation
- *Specific outcomes desired
- *Assessment tools that may be used to monitor performance
- *Specified persons responsible for assessing outcomes
- *A timeline
- *Consequences for not completing the plan adequately
- *Specific deadlines
- *Date and signature of the intern, university based teacher educator, school based teacher educator, and the partnership coordinator

The intern, university based teacher educator, school based teacher educator, and the partnership coordinator will each receive copies of the plan.

Strategies for implementation may include but are not limited to:

- Added contact between the university based teacher educator and the intern through increased assignments and additional observations/conferences.
- Added contact between the university based teacher educator and the school based teacher educator to monitor progress and provide for additional interventions
- Observation and/or evaluation by qualified individuals such as the cooperating building level administrator or college faculty
- Requirement of additional coursework or tutoring
- Modification and/or accommodations that are deemed appropriate

The university based teacher educator, the school based teacher educator, and the partnership coordinator will document ALL interactions in the remediation process. This documentation must include a description of major points of discussion, conclusions reached, and dates.

In remediation situations, the interests of the intern, the University, and the teaching profession will be accommodated by:

- Involving the intern in the decision process
- Providing time to make necessary growth
- Keeping extensive written documentation
- Showing evidence of processing in a timely manner
- Basing all final evaluations on the performance of the intern at the end of internship

Possible outcomes from the steps outlined above include:

- The intern satisfactorily meets the requirements of the plan and is allowed to complete the clinical internship.
- The intern makes significant progress but does not make adequate progress in some or all identified areas of improvement. The partnership coordinator may choose to extend this clinical internship experience with the agreement of the school based teacher educator, cooperating building level administrator, and the university based teacher educator or may assign the intern to an additional clinical internship experience in the subsequent semester.
- The intern makes little or no progress in remediating the identified area(s) of concern. Under these circumstances, the clinical internship will be terminated and the dean of education, the partnership coordinator and other appropriate University personnel will discuss consequences (regarding grades, future enrollment options, degree options, etc.) and options (i.e., personal counseling, career counseling, degree, etc.) with the intern.
- The intern may decide to withdraw from the Clinical Internship. Under these circumstances, the partnership coordinator, the dean of education and other appropriate University personnel will discuss consequences and options (i.e., personal counseling, career counseling, degree, etc.) with the intern.

TERMINATION OF CLINICAL INTERNSHIP PLACEMENTS

The partnership coordinator may terminate a clinical internship placement assignment under the following situations:

- School based teacher educator or cooperating principal requests termination.
- Intern requests withdrawal.
- A major disruption at the school hinders completion of the clinical internship experience.
- It is determined that the presence of the intern is an impediment to the education of the students in the assigned teaching classroom.
- The intern has made little or no progress in remediating identified area(s) of concern.
- The intern is in violation of Arkansas Code of Ethics.
- Other good cause is determined.

The partnership coordinator will place a notice of termination in the intern's file and send a written statement concerning the termination to:

- Intern
- School based teacher educator
- Cooperating building level administrator
- Cooperating superintendent
- University based teacher educator
- Dean of education

SUGGESTIONS FOR INTERNSHIP

- Exhibit a positive attitude and a determination to do your very best. Although you still consider yourself a student, you are well on your way to becoming a professional. An average performance will not be good enough.
- Be determined to show enthusiasm and to prove you have definite contributions to make to the teaching profession.
- Consider internship a full-time task.
- Show sensitivity to personal qualities and habits, which appear to be conducive to teaching success such as: promptness, dependability, genuine interest in school and community affairs, good speech habits, and maturity.
- Be congenial at all times.
- Look the part of a professional.
- Establish positive working relationships with all stakeholders.
- Learn the names of your students.
- Follow the rules of the school.
- Attend all required meetings.
- Become familiar with instructional materials.
- Become familiar with the curriculum frameworks and standards.
- Be an alert observer.
- Show initiative. Your involvement should be active rather than passive.

- Think and plan ahead. Budget time wisely. Plan carefully and consistently. Anticipate your responsibilities. Look for ways in which you can best fit into the classroom.
- Keep accurate and up-to-date records.
- Avoid having to be reminded of deadlines.
- Learn as much as can from your school based teacher educator, both in classroom management techniques and in teaching strategies.
- Engage in professional reading.
- Consider joining the appropriate professional organizations.
- Employ a variety of approaches to teaching.
- Know and evaluate yourself.
- Exhibit a high level of mature judgment concerning confidential matters. Examples of confidential matters include but are not limited to such things as: student IQ scores, individual achievement test scores, psychological test information, names of students on free or reduced lunch, and family information.

COURSE WORK COMPLETION PRIOR TO CLINICAL INTERNSHIP II

All college course work should be completed prior to the admission of Clinical Internship II, or the second semester of the Clinical Internship. Only in extreme situations should students complete coursework during the 15-credit Clinical Internship II.

It should be noted that licensure paperwork is not processed until all college work has been completed and all Praxis exams passed. Thus, licensure will be delayed for those candidates not completing all degree requirements after the Clinical Internship experience. Candidates will not become program completers of the UAM Teacher Education Program until ALL course work is completed, licensure tests are passed, and Clinical Internship requirements fulfilled. Additionally, candidates who are not program completers will not be allowed to participate in the commencement ceremony.

TRANSFER POLICY FOR CLINICAL INTERNSHIP I AND II

To ensure that educator candidates who enter the UAM School of Education Internship I and II transitions point of the teacher education program are well-prepared and ground in the School of Education Conceptual Framework as required by the Council for the Accreditation of Education Preparation (CAEP), candidates must complete no less than twelve hours of the professional education core at the University of Arkansas-Monticello as part of the admission requirements to the Clinical Internship. Any course substitutions for professional core courses prior to the internship must be approved by the Dean of the School of Education.

Placement in the Clinical Internship program for educator candidates at UAM is only for persons enrolled in one of the approved teacher education programs in the School of Education, which includes K – 6 Elementary Education, Middle Childhood Education, and Music Education.

GRIEVANCE OR APPEAL PROCEDURES

During the clinical internship, problem situations may arise which require special attention. When such situations do arise, it is recommended that specific procedures be followed to resolve the problem at the level closest to the situation prior to moving to the next level. If an intern believes that a situation is becoming uncomfortable and could lead to a poor experience, he/she should first discuss these concerns with their school based teacher educator. If unresolved at that level, the School of Education Partnership Coordinator should be consulted. The third level involves the Dean of the School of Education. Problems that remain unresolved may be appealed through the normal procedures established by the School of Education.

EVALUATIONS

All formative observations and summative evaluations conducted by the university based teacher educator and school based teacher educator will be documented using the Teacher Candidate Rating Instrument (TCRI). The TCRI serves as both the formative and the summative assessment instrument. The instrument should be used to assist interns with growth and development throughout their teacher preparation program; it does not correlate with the A, B, C, D, F, grading system. Intern I students should seldom be scored higher than progressing on many, if any, of the specific criteria. Interns are expected to demonstrate progress in the classroom as they move through their program. When interns complete Internship II, they should demonstrate teaching effectiveness with no ineffective performance on any of the criteria. As interns begin their teaching careers, they will set goals to achieve the "Highly Effective Level." NOTE: If at any time during the semester an intern is receiving mostly "1" ratings on the TCRI, the partnership coordinator must be notified immediately.

The TCRI is adapted from Danielson, C. (2007) *Enhancing Professional Practice: A Framework for Teaching* and from Pathwise Classroom Observation System developed by ETS.

Conducting Formative and Summative Observations and Scoring (TCRI)

Instructions:

1. Conduct a pre-observation interview 15-30 minutes prior to the scheduled observation and review the intern's *Class Profile*, *Lesson Plan*, and *Pre-Conference Interview* forms to provide oral feedback.
2. During the classroom observation, script evidence observed by documenting information which supports criteria listed in Domain 2 and 3. (NOTE: Formative observations are conducted separately by the school based teacher educator and university based teacher educator; however, the summative observation is conducted as a joint endeavor by the school based teacher educator and university based teacher educator.)
3. Using the *TCRI* to score all criteria listed for Domain 1, 2, 3, and 4, based upon the evidence observed and documented from the pre-conference interview and evidence observed and documented from the classroom observation. Circle or mark the appropriate descriptor.
4. Conduct a reflection conference using the reflection questions from the *Interview Protocol for a Postconference* to provide oral feedback. Complete and sign the Formative/Summative Observation Summary/Feedback after the post conference is completed to provide written feedback.

5. Use page 5 of the *TCRI* and score Domain 4, based upon the evidence provided and documented from the post-observation interview. Circle or mark the appropriate descriptor. Also, attach a copy of any specific evidence which demonstrates intern's had a positive impact on the K-12 students' learning.

6. Complete *TCRI* rubric in Chalk and Wire to provide written feedback in the comment sections of each of the 22 components of the *TCRI*.

Formative Observation and Summative Evaluation Schedule

<u>Internship I</u>
<ul style="list-style-type: none">• Two (2) formative observations by the university education supervisor• Two (2) formative observations by the school based teacher educator• One (1) summative evaluation by the university education supervisor• One (1) summative evaluation by the school based teacher educator
TOTAL: Six Observations Four (4) Formative Observations Two (2) Summative Evaluations
<u>Internship II</u>
<ul style="list-style-type: none">• Two (2) formative observations by the university education supervisor• Two (2) formative observations by the school based teacher educator• One (1) summative evaluation by the university education supervisor• One (1) summative evaluation by the school based teacher educator
TOTAL: Six Observations Four (4) Formative Observations Two (2) Summative Evaluations
<u>Total of 12 Observations</u>

Formative Observation: A collaborative process, concerned primarily with the professional growth and development of the individual intern. Consists of a pre-observation conference, classroom observation, analysis of the lesson, post-observation conference, and post-conference analysis.

Summative Evaluation: Used to make a recommendation relative to the merit of the intern's overall performance. In this case, recommending the Intern I student for Internship II or recommending the Intern II student for graduation.

Clinical Educator

**University of Arkansas-Monticello
School of Education
Teacher Educator Performance Survey**

The purpose of this survey is to give you an opportunity to rate the School Based Teacher Educators and University Based Teacher Educators. Your feedback will be helpful in our efforts to improve programs in the School of Education.

Teacher Educator Name _____ Date _____

- School Based Teacher Educator (SBTE)
 University Based Teacher Educator (UBTE)

Semester (Please indicate Fall/Spring and Year) _____

A. Please indicate items that describe your role:

Teacher Educator Candidate	
School Based Teacher Educator	
University Based Teacher Educator	

Grade Level Instructed _____
Subject (secondary level) _____

B. Please circle the expression that best describes the teacher educator performance in each of the following areas:

1. Level of Support given to the teacher educator candidate by the teacher educator:

Highly Supportive		Supportive		Adequate		Unsupportive	
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Comments:

2. Feedback on teaching given to the teacher educator candidate by the teacher educator:

Very Helpful		Helpful		Adequate		Unhelpful	
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Comments:

3. Recommendations provided to the teacher educator candidate by the teacher educator:

Very Helpful		Helpful		Adequate		Unhelpful	
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Comments:

4. Evidence of collaboration between the teacher educator and the teacher educator candidate:

Very Positive		Positive		Adequate		Negative	
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Comments:

5. Support given to the teacher educator:

Highly Supportive		Supportive		Adequate		Unsupportive	
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Comments:

6. Teacher Educators are responsible for observations 3 times per semester.

- a. Was the number of visits adequate to facilitate teacher educator candidate learning?

YES		NO	
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- b. Was timely feedback received?

YES		NO	
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- c. Did the teacher educator keep all scheduled observations?

YES		NO	
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Comments:

Clinical Internship Absence Form
University of Arkansas at Monticello – School of Education
Office of Partnership Coordinator

All absences during Clinical Internship must be documented by completing this form for each absence and submitting it to the partnership coordinator. Additionally, the school based teacher educator, principal, and university based teacher educator must be notified of each absence. Failure to report absences may result in removal from the Clinical Internship.

Intern Name: _____

School: _____

School based teacher educator: _____

University based teacher educator: _____

Date of Absence: _____

Full day of absence

Partial day of absence (From _____ to _____)

Other (please specify) _____

Reason for absence:

Formative/Summative Observation Feedback Summary

Intern _____ **School** _____

Strengths of the Lesson

Areas for Growth

We have participated in a conversation on the above items.

School based teacher educator/University based teacher educator signature

Date _____

Intern signature _____ Date _____

Interview Protocol for a Preconference Conference

Intern _____ School _____

Grade Level(s) _____ Subject(s) _____

Observer _____ Date _____

Questions for discussion:

1. To which part of your curriculum does this lesson relate?
2. How does this learning fit in the sequence of learning for this class?
3. Briefly describe the students in this class, including those with special needs.
4. What are your learning outcomes for this lesson? What do you want the students to understand?
5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.
6. How will you differentiate instruction for different individuals or groups of students in the class?
7. How and when will you know whether the students have learned what you intend?
8. Is there anything that you would like me to specifically observe during the lesson?

Interview Protocol for a Postconference (Reflection Conference)

Intern _____ School _____

Grade Level(s) _____ Subject(s) _____

Observer _____ Date _____

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your plan? If so, how and why?

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?

6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?