

# University of Arkansas at Monticello

## UNIVERSITY BASED TEACHER EDUCATOR HANDBOOK



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**University of Arkansas at Monticello  
School of Education  
University Based Teacher Educator Handbook**

**The Role of the University Based Teacher Educator**

The university based teacher educator is a vital component of the UAM School of Education teacher preparation program. University based teacher educators serve as mentors to clinical interns by using their expertise and experience to guide the intern in the development of pedagogically sound and appropriate knowledge, skills and professional dispositions. They should be nurturing yet direct, and provide regular guidance and oral and written feedback to maintain minimum standard requirements that are consistent with the mission of the School of Education.

**University Based Teacher Educator Selection Criteria**

The University of Arkansas at Monticello School of Education and the administration of the public school districts will determine placement of interns. Interns will only be placed with those university 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) ;
3. Preferably a Master's degree or above;
4. Willingness to cooperate fully in the operation and improvement of the clinical experience program;
5. Experience in supervision and/or mentoring;
6. Desire to be a mentor to interns;
7. Desire to improve one's own teaching and supervisory skills;
8. Completion and return of formative and summative evaluations;
9. Approval by public school and School of Education administrators;

**Basic Expectations**

Clinical interns have completed many hours of field experiences in diverse settings prior to the clinical internship. Clinical interns are to assume as much responsibility for lesson planning, instruction, and other professional duties as quickly as possible. Please keep in mind that a realistic teaching experience, one that encompasses all the dimensions of the teaching role, is essential to the internship experience.

1. We recognize that ultimate responsibility for the performance of the public school students lies with the school based teacher educator. However, we encourage the school based teacher educator to allow the clinical intern to employ a variety of teaching strategies and thereby develop his/her own classroom style. Clinical interns should take the initiative in lesson planning and design. They are encouraged to use the internship as an opportunity to employ a variety of teaching strategies and develop their own

classroom style. The school based teacher educator should encourage clinical interns to do so but also suggest and demonstrate alternative teaching techniques and share ideas and materials without imposing a singular teaching style on the candidate.

2. University based teacher educators should be familiar with the School of Education conceptual framework and the educational mission of the School of Education. They should work with clinical interns to ensure that they meet candidate proficiencies.
3. The School of Education expects clinical intern I candidates to immediately engage in the classroom instruction and individually work with students. The clinical intern I candidate should be required to prepare and teach lessons no later than the second week. It is at the school based teacher educator's discretion as to how many lessons are to be prepared and taught during the clinical internship I. The university based teacher educators should make their first observation no later than the third or fourth week. The clinical intern should gradually assume responsibility for the entire teaching day under the guidance and assistance of the school based teacher educator. A "full teaching load" includes all of the responsibilities of the teacher, i.e., preparing and teaching lessons, grading, school-time duties (study halls, hall duty, recess), faculty meetings, any before and after school contract related activities (choir, band, P/T conferences, sporting events), etc.
4. The School of Education expects clinical intern II candidates to immediately assume responsibility for the entire teaching day under the guidance and assistance of the school based teacher educator.
5. **It is very important to identify serious problems with teaching performance, receptiveness towards constructive feedback, and professional behavior as early as possible. If the school based teacher educator, administrators, or other school personnel have a concern, they should immediately contact the university based teacher educator or the partnership coordinator. Interns are held to the same expectations of the Arkansas Code of Ethics as a licensed teacher.**

## **Roles and Responsibilities of the University Based Teacher Educator**

All university based teacher educators are expected to:

1. Assume responsibility for direct supervision of designated interns and uphold the policies of the clinical internship program.
2. Evaluate the performance of student teachers as indicated in *Formative Observation and Summative Evaluation Schedule*.
3. Complete at least six formal observations of the intern (three per semester).
4. Complete formative observations and collaborate with the school based teacher educator in completing the required final summative evaluations of interns and submitting in Chalk and Wire.
5. Complete a Clinical Educator Performance Survey for the school based teacher educator (pages 20-21) in Chalk and Wire.
6. Maintain and document close contact with each assigned intern on a weekly basis, by email, telephone or personal visit.
7. Confer regularly with the intern, the school based teacher educator, and the cooperating principal concerning the student teacher's performance and progress. Contact the

partnership coordinator *immediately* if major weaknesses are detected in an intern's performance. Develop and monitor any needed remediation plans for strengthening performance of a marginal intern.

8. Participate in planning and conducting in-service conferences for University and cooperating school personnel.
9. Attend professional development sessions for university based teacher educators held at the University.
10. Be trained in the Teacher Excellence and Support System (TESS) and knowledgeable of the TESS Observation Model.
11. Become familiar with the SOE programs and disseminate this information to public schools, colleagues, university departments, and the community.
12. Attend the informational meeting for university based teacher educators.
13. As schedules permit, attend meetings required of interns.
14. Be a presence in cooperating schools (provide information, professional assistance in keeping with particular experience and expertise, support for school and university initiatives).
15. Play an active role in informing the SOE of opportunities for effective collaboration with public schools.
16. Document any and all special circumstances that bear upon candidates' performance (unexplained absences, repeated tardiness, and unprofessional conduct of any sort).
17. Begin the placement with a courtesy visit to the school and school based teacher educator.
18. Inform the partnership coordinator about any concerns or deficiencies.

### **Roles and Responsibilities of the School Based Teacher Educator**

School based teacher educators will be selected by the administration of the school districts 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 be trained in the Teacher Excellence and Support System (TESS) with a proficient score on their 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 communication and confidence building.) See # 3 above
- The intern must have skills in classroom management. Since this is usually a challenging area for new teachers, school based teacher educators should work diligently to assist them in improving this skill.)
- 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. (Interns should use planning time wisely to prepare for the day, the afternoon, or the next day. 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.
- 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.** 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.

### **Preparing for the Clinical Intern**

The orientation process is essential for preparing for the arrival of the clinical intern along with providing her/him with information basic to successful adjustment to the class and school. The school based teacher educator should:

1. Prepare for the arrival of the clinical intern. Have appropriate materials ready, such as seating charts, faculty handbook and course outlines.

2. Help the clinical intern become familiar with the school as soon as she/he arrives.
  - a. From the beginning, accept the clinical intern as a co-worker of equal status and model professional appearance and behavior.
  - b. Introduce the clinical intern to administrators, guidance personnel and department faculty.
  - c. Introduce the clinical intern to the students, emphasizing the fact that she/he will be one of their teachers.
  - d. Review the policies the clinical intern is expected to follow, such as procedures relating to discipline, attendance, homework, make-up work, accidents and emergencies. Explain the added duties that the clinical intern will be required to assume, such as lunchroom or hall duty.
  - e. Tour relevant school facilities, point out available teaching resources and how they can be obtained, and secure a key to the faculty restrooms.
  - f. Expect the clinical intern to attend department and faculty meetings, participate in parent meetings and participate in professional development activities. **This is a requirement of the intern by the university.**

## **Lesson Planning**

The clinical intern must complete lesson plans using Charlotte Danielson's framework for teaching. University based teacher educators should:

1. Play an active role in helping the intern develop lesson planning skills.
  - a. Work with the clinical intern to formulate lesson plans that ask important questions and develop a sequence of instructional activities. Help the clinical intern formulate pivotal questions and develop discussion leadership skills.
  - b. Permit the clinical intern to draw upon your lesson plans and materials, but insist that he/she assume primary responsibility for preparing lesson plans and materials.
  - c. Ensure that the clinical intern develops a repertoire of appropriate instructional and assessment strategies.
2. Act as a coach and mentor. Clinical interns appreciate and respond favorably to being viewed as a colleague rather than as a subordinate.
  - a. Give the clinical intern regular feedback.
  - b. Be sensitive to the need to develop a sense of self-confidence in the clinical intern in both formal and informal conference situations.

## **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, 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.

### **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. 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. 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
4. If it is determined by supervisors, administrators, and the partnership coordinator excessive absences, inadequate performance and/or inability of the intern to cope with assigned responsibilities and arrangements will not allow continuation of the placement, 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, 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 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 18) 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 18) 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 in Internship II 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 Rights and Privacy Act, 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**

Interns must dress appropriately when in schools. 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. Interns will be polite and considerate of other adults in the building including the principal, custodians, secretaries, paraprofessionals, etc.

Professional education can be an intensely personal and challenging process. In method classes and field placements interns are expected to give and accept constructive feedback appropriately, and to react appropriately in stressful situations. Interns are also expected to take an active role in their own learning and contribute to the learning of fellow interns.

## **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 interns 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 by interns with the permission of the school based teacher educator.

## **Evaluations**

### **Assessing Candidate Performance**

As part of our Council for the Accreditation of Education Preparation (CAEP) accreditation process, the UAM School of Education has developed a TESS based scoring instrument, the Teacher Candidate Rating Instrument (TCRI), to assess the extent to which clinical interns have mastered the knowledge, skills, and dispositions to be quality professional educators.

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*.

## **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, university based teacher educator, and content area supervisor; 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. (NOTE: Intern I students should seldom be scored higher than progressing on many, if any, of the specific criteria.)
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:** A collaborative process, concerned primarily with the professional growth and development of the individual intern. The observation 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. The summative evaluation consists of the school based teacher educator and university based teacher educator conducting the pre-observation conference, classroom observation, analysis of the lesson, post-observation

conference, and post-conference analysis together. The school based teacher educator and university based teacher educator will be observing the same lesson at the same time, but each observer will score a separate TCRI in Chalk and Wire.

**Formative Observation and Summative Evaluation Schedule**

**Internship I**

- Two (2) formative observations by the university based teacher educator
- Two (2) formative observations by the school based teacher educator
- One (1) summative evaluation by the university based teacher educator
- One (1) summative evaluation by the school based teacher educator

TOTAL: Six Observations

Four (4) Formative Observations

Two (2) Summative Evaluations

**Internship II**

- Two (2) formative observations by the university based teacher educator
- Two (2) formative observations by the school based teacher educator
- One (1) summative evaluation by the university based teacher educator
- One (1) summative evaluation by the school based teacher educator

TOTAL: Six Observations

Four (4) Formative Observations

Two (2) Summative Evaluations

**Total of 12 Observations**

## 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

**Appendix A**  
**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:

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**Appendix B**  
**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 \_\_\_\_\_



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

Very Helpful		Helpful		Adequate		Unhelpful	
-----------------	--	---------	--	----------	--	-----------	--

Comments:

4. Evidence of collaboration with 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	
-----	--	----	--

b. Was timely feedback received?

YES		NO	
-----	--	----	--

c. Did the teacher educator keep all scheduled observations?

YES		NO	
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Comments:

## **Appendix D**

### **MISSION STATEMENT**

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified candidates. The School of Education embraces the responsibility to prepare candidates to live and work in a rapidly changing, diverse world. Candidates are challenged to achieve the highest level of proficiencies defined in the UAM School of Education's Conceptual Framework and as modeled by the UAM School of Education Faculty. The Conceptual Framework is comprised of five strands: knowledge, pedagogy, diversity, professionalism and technology. The candidates' understanding of the Conceptual Framework is progressively developed as they advance through the professional education programs. The UAM School of Education is dedicated to developing highly qualified professional educators as identified by the State of Arkansas through a partnership with the Southeast Educational Cooperative, area public schools, the university community, and supportive agencies in Arkansas's high-need geographical areas.

### **CONCEPTUAL FRAMEWORK**

The Conceptual Framework of the School of Education is organized around five strands that promote the following: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and technology skills. The core belief through all strands is that the diverse population of P-12 students can learn. This philosophy is shared by faculty and candidates alike and is infused throughout the curriculum and practice of faculty and candidates. The proficiencies identified either by indicators or standards within each strand define the performance of initial and advanced candidates in the undergraduate and graduate education programs.

## Appendix E

### 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?

## Appendix F

### Interview Protocol for a Postconference (Reflection Conference)

Teacher \_\_\_\_\_ School \_\_\_\_\_

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?