



ARKANSAS
TECH
UNIVERSITY

College of Education

Cohort Training Handbook

Table of Contents

College of Education Contact and Mailing Addresses	1
Cohort Model	2
Mission Statement.....	2
Vision	2
Goals	2
We Believe	2
Cohort Team Members	3
Expectations of Cohort Teachers Clinical Practice Supervisors (CPS).....	5
Cohort: A Professional Development Partnership for Student Learning.....	5
Arkansas Tech and Partnership Schools Policies and Procedures.....	6
I. Fiscal Policies:.....	6
II. Job Descriptions:.....	6
A. Clinical Practice Supervisor (CPS.....	6
B. The Intern.....	6
C. The Cohort Director (Director of Teacher Education Student Services.....	7
D. Cohort Site, Field-Based, Principal	7
III. Procedures	7
A. Dismissal of an Intern.....	7
B. Documentation	8
C. Cohort Membership Requirements	8
IV. Evaluation	8
Purpose of Cohort.....	9
The Development of a Team for Professional Renewal	9
Key Skills for CPS.....	9
Common Questions Concerning Cohort	11
Protocol for Solving Intern Concern(s)	12
Mentoring an Intern	13
Description of the Internship Experience	13
Level One.....	13
Level Two.....	13
Level Three	13
Level Four	13
Framework for Professional Practice	14
Planning and Preparation.....	14
Lesson Planning	15
Roles and Responsibilities	17
Role of the Intern.....	17
Role and Responsibilities of Mentor Teachers,.....	18
Cohort Supervisor, or Field-based Supervisor.....	18
EVALUATION.....	19
Evaluation of the Intern	19

Intern Grades.....	20
Keys to Effective Observations	21
Student Internship	22
Formative Observation and Intervention Form	22
Arkansas Teaching Standards	23
Standard #1: Learner Development	23
Standard #2: Learning Differences	23
Standard #3: Learning Environments	23
Standard #4: Content Knowledge	24
Standard #5: Application of Content	24
Standard #6: Assessment	24
Standard #7: Planning for Instruction	24
Standard #8: Instructional Strategies	24
Standard #9: Professional Learning and Ethical Practice	25
Standard #10: Leadership and Collaboration.....	25
The CAEP Standards	25
Appendix A	26
Accessing Observation Forms	26

College of Education Contact and Mailing Addresses

Arkansas Tech University
College of Education and Health
Attention: *Name of Contact*
Crabaugh Hall
1310 North El Paso Avenue
Russellville, AR 72801-2222

Dr. Tim Carter
College of Education
Dean

Crabaugh 214
479-964-3217
tcarter@atu.edu

Dr. Brett Stone
Curriculum and Instruction
Associate Dean

Crabaugh 212
479-968-0344
bstone10@atu.edu

Dr. Pam Dixon
Curriculum and Instruction
Department Head

Crabaugh 203
479-964-0583 ext. 3204
pdixon3@atu.edu

Dr. David Bell
Director Educator Licensure and Support Services

Crabaugh 308B
479-968-0392
dbell@atu.edu

Ms. Veronica Scott
Director of Teacher Education

Crabaugh 109B
479-968-0290
vscott@atu.edu

Cohort Model

Mission Statement

Collaboration of educators at all levels will result in opportunities for the improvement of educational product and process.

Vision

To develop an educational system that produces superior, effective, professional teachers.

Goals

1. To enhance the program for the development of high quality teacher education professionals for the 21st century.
2. To build a community of learners that will include public schools, university, parents, teachers, and students.
3. To accomplish the simultaneous renewal of PreK-16 as envisioned in ACT 236.

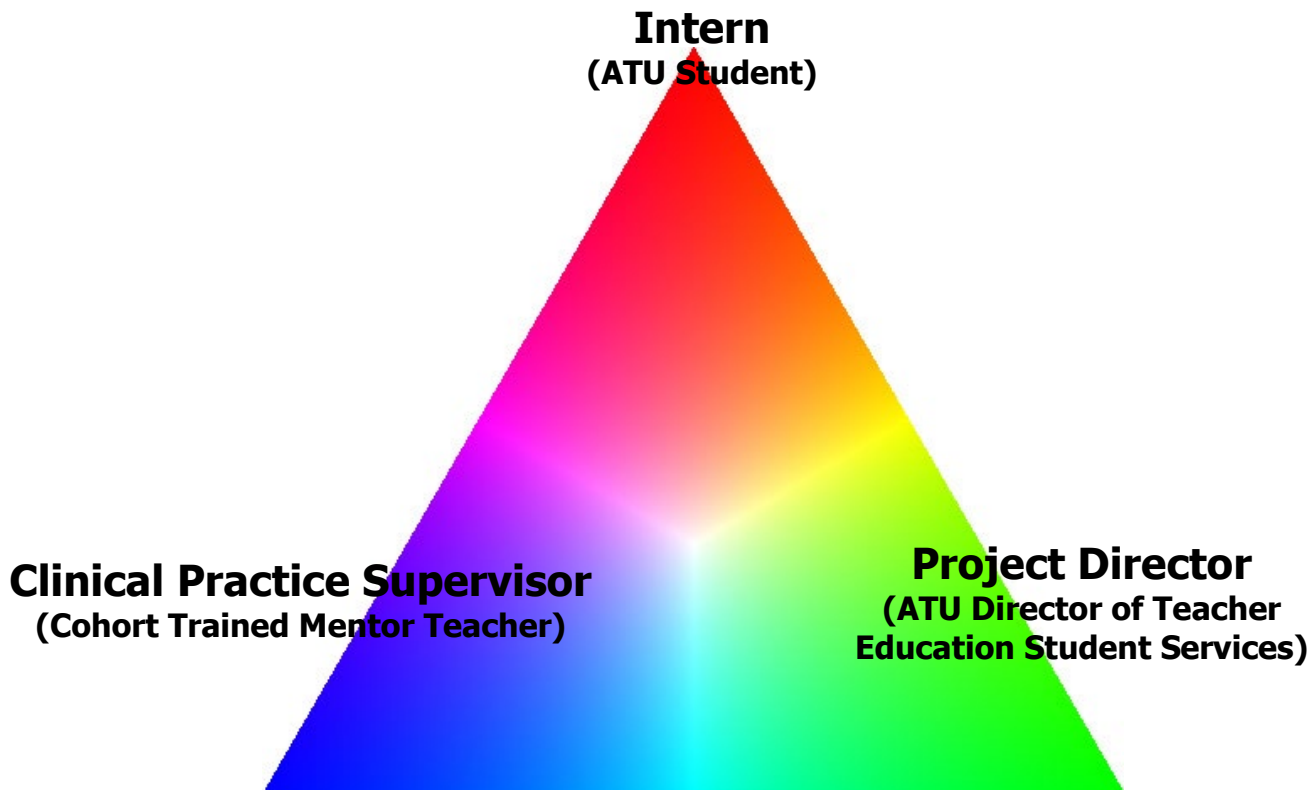
We Believe

1. Classroom teachers are capable of taking on the additional responsibility of mentoring/training new teachers.
2. The whole is greater than the sum of its parts. (cohort supervision model)
3. Stakeholders (public schools, parents, university, and community) can function successfully as a team.
4. Growth occurs over time.
5. Reciprocal professionalism is essential to success.
6. Most mentors and interns want to do a good job.
7. Flexibility in problem solving produces greater results.
8. Honest and open communication is crucial.
9. Greater consistency in expectations and outcomes is possible.
10. Not all interns have the disposition to be classroom teachers.
11. Not all good teachers are automatically good mentors.

Cohort Team Members

The Clinical Practice Supervisor (CPS) works in conjunction with Arkansas Tech University as the on-site classroom teacher with three years' classroom teaching experience who:

- Is TESS trained
- Supports and mentors the intern
- Models teaching strategies that address the varied learning styles and needs of children
- Models classroom management techniques and guides the intern's development of them
- Assesses and redirects interns, providing timely and appropriate feedback, evaluation, and reflection throughout the semester
- Promotes an atmosphere where all involved can learn and grow



The Intern is a pre-service professional whose focus, first and foremost, is on student learning, and who:

- Exhibits dedication to the profession, is on time, dresses professionally, plans and prepares for instruction effectively, spends the time needed to be effective even after hours, and behaves professionally with the CPS, administrators, parents, and students
- Is knowledgeable of standards and familiar with frameworks
- Is flexible, receptive to new ideas, and open to constructive criticism
- Is a resource for the Clinical Practice Supervisor
- Is a teacher and a learner
- Assists and directs student learning
- Implements discussed strategies
- Provides performance-based instruction
- Learns from experience and reflection

The Project Director is the Director of Teacher Education Student Services at Arkansas Tech University who:

- Interacts with the ATU Dean of the College of Education, Department Head for Curriculum and Instruction, the offices of Academic Affairs and Purchasing, and the designated CPS at each cohort site to maintain and record cohort activity and success
- Provides the link between university and public-school systems, preparation and practice, and interns and Clinical Practice Supervisors
- Facilitates cohort team building
- Provides direction and assistance with recruitment and placement of interns and problem solving
- Serves as a bridge to smooth the transition from student to teacher candidate to intern to in-service professional
- Promotes the clear communication of expectations of Clinical Practice Supervisors and interns
- Serves as a sounding board and provides objective guidance when needed
- Serves as a resource to Clinical Practice Supervisors and interns

Expectations of Cohort Teachers Clinical Practice Supervisors (CPS)

1. Provide a collaborative experience that is focused on student learning.
2. Complete Cohort Honorarium Request and W-9 form. The CPS is compensated in the amount of \$420.00 for one intern for the full term (16 weeks). Honorarium may be adjusted by # of interns and weeks served.
3. Complete observations over the course of the semester using TESS-aligned forms (two if half-semester intern). An email with the password needed to submit the electronic observation forms along with links to the observations forms will be sent by the Director of Teacher Education Student Services.
4. Complete the two online exit evaluation forms, including assignment of a letter grade (A, B, C, D, F) for internship. (The link and directions for completing the surveys will be sent from the office of Director Teacher Education Student Services near the end of the semester.)

Cohort: A Professional Development Partnership for Student Learning

Objectives for the Cohort Model are:

- Create a partnership in which the cohort school engages simultaneously and jointly with Arkansas Tech University to produce stronger teachers for the present and the future.
- Establish an on-going, long-term, data driven and collaborative professional development structure to support the implementation of a standards-based curriculum and performance-based instruction and assessment in the school and in the unit to ensure student achievement for all students.
- Improve the content knowledge, instructional skills, critical thinking and reflective decision making of in-service and pre-service teachers.
- Increase student learning at the cohort school.
- Improve the overall quality of the teacher preparation program at Arkansas Tech University by maximizing unit support of the intern/clinical practice instructor relationship.

Arkansas Tech and Partnership Schools Policies and Procedures

I. Fiscal Policies:

- A. Payment to the Clinical Practice Supervisor (CPS) and additional resource personnel will be determined by the Dean of the College of Education as outlined in the College of Education Budget.
- B. Effective since Dec. 10, 2016, each CPS will receive \$420.00 for the 16-week supervision of one intern. If a CPS does not have an intern for any period of time during a semester, there will not be a monetary compensation for that semester. Sharing an intern between classrooms will necessarily split supervision and subsequent compensation for supervision during any given semester.

II. Job Descriptions:

- A. Clinical Practice Supervisor (CPS). A CPS is an in-service adjunct faculty of Arkansas Tech University who is an on-site classroom teacher at designated cohort schools with a minimum of three (3) years classroom teaching experience and has completed TESS training. The CPS is responsible for attending any meetings, modeling professional behavior, observing the intern, and providing feedback from evaluation of the intern as needed. The CPS supports and mentors the intern; models teaching strategies that address the varied learning styles and needs of children; models classroom management techniques and guides the intern's development of them; assesses and redirects interns, providing timely and appropriate feedback, evaluation and reflection throughout the semester; and promotes an atmosphere where all involved can learn and grow. Specific responsibilities of Clinical Practice Supervisor include:
 - attends cohort training;
 - models professional behavior;
 - maintains open lines of communication within the team and with ATU;
 - maintains appropriate records in regards to the intern's performance;
 - evaluates the teaching experience in terms of the teaching competencies required for licensure by the state of Arkansas (TESS);
 - assigns and submits a final grade in internship to the Director of Teacher Education Student Services.
- B. The Intern. A pre-service professional whose focus, first and foremost, is on student learning and who:
 - exhibits a dedication to the profession, is on time, dresses professionally, plans and prepares for instruction effectively, spends the time needed to be effective even after hours, and behaves professionally at all times, with CPS, ATU faculty and administration, public school administrators, parents and students;
 - is knowledgeable of standards and familiar with Arkansas curriculum frameworks;
 - is flexible, receptive to new ideas and open to constructive criticism;

- is a resource to the CPS;
 - is a teacher and a learner;
 - assists and directs student learning in large and small groups;
 - provides performance-based instruction;
 - implements constructive feedback and strategies for improvement; and
 - learns from experience and reflection.
- C. The Cohort Director (Director of Teacher Education Student Services). The Project Director, Director of Teacher Education Student Services at Arkansas Tech University, is responsible for assigning interns to each school. The director communicates with the Cohort site (Field-Based Principal) to ensure intern welfare. The director will provide counsel, support and supervision as needed. The director:
- interacts with the Dean of the School of Education, Department Head for Curriculum and Instruction, the offices of Academic Affairs and Human Resources, and the designated cohort site and CPS to maintain and record cohort activity and success, and to support the link between university and public school;
 - facilitates cohort team building; and
 - provides direction and assistance with recruitment and placement of interns, recruitment of CPSs, and problem solving.
- D. Cohort Site, Field-Based, Principal. The principal is the primary contact person for the assignment and coordination of cohort site activities for interns and CPSs. The principal will provide guidance and support, as needed, for the cohort team and interns.

III. Procedures:

The Director Teacher Education Student Services and the Cohort site work together to determine Intern assignments; if need be, Interns will be assigned to a CPS on the Cohort Team on a rotational schedule based on the availability of interns.

A. Dismissal of an Intern

- a. If it appears that the teacher intern will receive a grade of “C” or lower, the cohort team will meet to discuss the problem and alternatives for completion of the internship. The cohort team will counsel the intern or may request assistance in the counseling of the intern to initiate, implement and document subsequent actions taken for improvement of the intern’s performance. If no improvement is shown and there is still the possibility of a grade of “C” or below, the CPS will inform the Director of Teacher Education Student Services of the problem and the alternatives that have been discussed with the intern. If remediation efforts are not successful this disclosure should be made in a timely manner, early enough in the term of internship that the intern can withdraw at least cost. If an intern receives a grade below “C”, the intern will not be recommended to receive a teaching license.

B. Documentation

- i. Work with the intern should be appropriately documented and a folder kept at the cohort site. Arkansas Tech University will receive original documentation from intern and will store them on campus by semester for assessment and future reference. The cohort group may keep a site-based duplicate copy to be
 - a sampling of lesson plans
 - documentation of any action taken to formalize recommendations for improvement

C. Cohort Membership Requirements

- i. Classroom teachers in a field-based school will submit a request for membership to the cohort team by registering for cohort training with Arkansas Tech University.
- ii. The College of Education requires that all members have a minimum of three years of teaching experience.
- iii. Members must have completed TESS training.
- iv. Members must complete cohort training every two years.

IV. Evaluation:

- A. Evaluation of the Intern's performance will be conducted by the CPS and/or appropriate cohort members at least four times during the semester for a full semester placement and recorded using the online Formative Observation and Intervention instrument.
- B. The intern will receive a mid-term evaluation by the cohort team. Any problems will be documented.
- C. An exit competency evaluation outlining standards for performance for beginning licensure will be completed by the CPS at the close of the semester.
- D. An evaluation of all aspects of the Arkansas Tech University Internship program will be completed by the CPS at the close of each semester.

Purpose of Cohort

The Development of a Team for Professional Renewal

A Cohort is a companion who accompanies another and shares another's experiences; it is a thing made to match or harmonize with another.

A Cohort is more than a co-teacher in a classroom. A Cohort serves as a mentor, coach and evaluator of performance.

Cohort teachers model best practices and reflect on their own pedagogy through this collaborative experience.

Key Skills for CPS

1. Interpersonal Ease – Relating to and directing others. Open; nice manner; knows when to stroke, when to hold back, when to assert; gives intern time to express feelings; lets intern know of his/her interest in them.
2. Group Functioning – Understanding group dynamics. Able to facilitate team work. Ability to get a group moving and keep a group going in a positive direction.
3. Educational Content – Knowledge of school subject matter. Demonstrating expertise in subject area; knows a great deal about teaching; what doesn't know will find out.
4. Initiative-Taking – Starting or pushing activities, moving directly toward action. Assertive, clear sense of what he/she wants to do; ability to poke and prod to get things done.
5. Trust/Rapport-Building – Developing a sense of safety. Openness, reduced threat; good relationship building; knows how to get people to ask for help.
6. Collaboration – Creating relationships where influence is mutually shared. Offers ideas, opinions, information, positions and stances; leads and directs, but as peers; doesn't judge or put down; has ideas of his/her own, but flexible enough to maintain the others' way of doing things; take into consideration differences in people's preferences, beliefs, and values; clarity about the intentions, goals or outcomes of the team; asks self, will my contribution move the team towards its goal? Removes ideas, etc., when sees that they are blocking the team from moving forward; involves intern in decision making; stimulates intern's thinking on issues; uses summarizing, clarifying, acknowledging or empathizing paraphrases effectively as well as paraphrases which can shift focus or logical level to facilitate discovery; listens attentively to others' ideas with mind and body; allows time for thought after asking a question or making a response; rewords what others are saying to further understand their positions and points of view; waits until it seems appropriate before jumping into the dialogue; restrains impulsivity to respond immediately when own emotional button is pushed positively or negatively; asks questions that cause self and others to recall knowledge, information, ideas, past experiences; asks questions that cause self and others to describe facts, express opinions and positions, clarify, explain, interpret, infer, show significance, identify implications or consequences; asks questions that cause self and others to predict, postulate, extrapolate, create, imagine, or make new

connections; asks questions that cause self and others to make personal connections or personal relationships, express personal values or beliefs, and identify likes and dislikes; asks questions that cause self and others to choose, commit, act, determine when to follow through; acts as if others mean well, assumes others' intentions are positive; pursues a balance between advocacy and inquiry, respects individual's right to get into or stay out of the dialogue; presents reasons for holding a position and how arrived at when advocating a position; inquires of others regarding the reasons for holding a position and how they arrived at it.

7. Confrontation - Direct expression of negative information, without generating negative affect. Can challenge in a positive way; will lay it on the line about what works and what won't; is factual; can point out things and get away with being blunt; able to tell people where they are wrong so that they will accept it and work to change/improve; invites a conversation or conference.
8. Conflict Mediation – Resolving or improving situations where multiple incompatible interests were in play. Effects compromise; able to mediate and get others to align attitudes; can handle people who are upset; keeps cool.
9. Confidence-Building – Makes all feel confident and competent. Doesn't patronize; has a way of drawing out intern's ideas; makes people feel great about themselves; like a shot of adrenaline boosting the mind, ego, talents, and professional expertise of the entire team.
10. Supportive – Providing nurturing relationship, positive affective relationship. Able to accept harsh things other say; a certain compassion for others; patient; constructively critical; enthusiastic.
11. Diagnosing Individuals – Forming a valid picture of the needs/problems of an intern as a basis for action. Realizing when an intern needs help; has an ability to focus in on problems; picks up the real message; selection and concentration on specifics; sensitive, looks at classroom priorities first; asks questions, seeks information; causes awareness of data about intern's teaching behaviors.
12. Diagnosing Organizations – Analyzes situation, recognizes problems. Anticipates classroom problems; helps all to know where we should be going; helps the team look at data.
13. Administrative/Organizational – Organized. Prepared in advance; good at prioritizing, scheduling; knows how to set things up.
14. Managing/Controlling – Orchestrating the improvement process. Coordinating activities, time, and people; direct influence on others. Prepared task master, keeping the process going; can delegate rather than feel must do everything themselves.
15. Resourceful – Locating and providing information, materials, practices, and equipment useful to interns. Brings ideas and experience to interns; has the newest research, methods, articles, and training.
16. Demonstration – Modeling best teaching behaviors in classroom and meetings.

Common Questions Concerning Cohort

What issues surround having another teacher (this intern) in my classroom?

- Lose “total” control of your classroom, observe, and support the intern
- Discipline problems discussed with Intern first, then the class as a whole.

What issues surround having another teacher (this intern) in my school?

- Interns meet regularly to create a comfort network
- Do not talk negatively about Interns and students with co-workers. (Keep communications positive and professional)

What things should be done in our school to support this intern’s success?

- Tour of building and introduction to faculty
- Meetings on a regular basis
- Recognition of Intern success
- Honest constructive feedback

How will we effectively team for student learning?

- Communicate on a daily basis
- Weekly progress reports on student achievement (between Intern and CPI)
- Incorporate library use and technology use into curriculum of the Intern.

What are the many and varied tasks that might help me and my intern to increase student learning and maximize the intern’s professional development at the same time?

- Plan together with the Intern when appropriate
- Help Intern take advantage of professional development opportunities.
- Explain and exemplify advantages of P.D. and belonging to professional organizations.

What should the course of the semester look like/be designed for?

- Create an action plan to provide some detail in expectations of interns and their mentors.
- Intern will take over classes gradually and give them back gradually with minimum of two full weeks of teaching experience.
- First week and last week will be dedicated to observation, portfolio and reflection.

How can the intern’s exit portfolio be used effectively?

- Keep data on past student portfolio to help other Interns (with consent of those Interns)
- Discuss growth with the Intern
- Portfolio to be completed one week prior to due date for review

Protocol for Solving Intern Concern(s)

At the ***first sign of difficulty***, the CPS will document all concern(s) for the performance of the intern.

The CPS will plan and implement a course of action to address concern(s) making the intern fully aware of the need to show improvement within a reasonable limit of time (early enough to consider dropping internship by mid-term in the semester).

If the CPS feels there is not sufficient progress being made to resolve the concern(s) regarding the intern and believes that the intern is performing at the “C” or below level:

1. The CPS will discuss concern(s) with the building principal and the Director of Teacher Education Student Services.
2. Based upon the nature of the concern(s), a decision will be made that either:
 - a. The CPS will discuss concern(s) with the intern or
 - b. The building principal will discuss the concern(s) with the intern or
 - c. The Director of Teacher Education Student Services will discuss the concern(s) with the intern or
 - d. A combination of all or some of the above may be arranged.
3. The Director of Teacher Education Student Services will meet with appropriate personnel to plan and implement any course of action to address concern(s).

Mentoring an Intern

Description of the Internship Experience

The internship experience is an intense, semester-long, full-time assignment. In order to gain essential competencies in an organized manner, it is suggested that the experience be divided into four levels with appropriate tasks assigned at each level.

Level One is primarily a period of orientation and observation during which the intern learns school procedures and becomes acquainted with the students, faculty, and administration. As the intern becomes generally familiar with the situation, plans should be made for a more active classroom role.

Level Two is the period when the intern begins to assume some of the responsibilities of the classroom teacher. These may include general classroom procedures, working with small groups, planning and teaching individual lessons for small groups, and assisting the mentor teacher. Observations of teaching techniques and management procedures with a great deal of interaction between the intern and mentor teacher are essential in order for students to understand “why” events are occurring in the classroom. As the intern gains confidence and competency, responsibility should increase. In both Level One and Level Two, the mentor teacher is primarily responsible for overall planning and instruction.

Level Three is when the intern begins to assume total responsibility for planning and teaching. This should begin with the intern having total responsibility for one class. The lessons for this class should be critiqued by both the mentor teacher and campus-based supervisors. Classes should be added until the intern is assuming full responsibility for all aspects of the teaching and learning process. The intern is expected to do as much full-time teaching as time, energy, and skill will permit. The mentor teacher, with assistance from the campus-based supervisor(s)/liaison, will judge the intern’s readiness to teach and will increase responsibilities according to the competencies demonstrated.

Level Four is the period when the intern begins to return responsibility to the mentor teacher. This might be done in the reverse order in which responsibility was assumed. During this time, the intern once again observes and assists. The emphasis is on answering questions that resulted from the internship experience and enhancing professional development.

At all four levels, the mentor teacher and the campus-based supervisor(s)/liaison must share the responsibility of determining if and when the intern has developed the necessary skills. If an intern fails to progress through the levels at a rate which would result in competency in all levels within the allocated time, a meeting of the intern, mentor teacher, and campus-based supervisor(s)/liaison should be called.

Framework for Professional Practice

Planning and Preparation

Designing Coherent Instruction

Learning Activities, Instructional Materials and Resources, Instructional Groups,
Lesson and Unit Structure

Achieving a distinguished level of performance:

1. Objectives are valuable and establish high expectations and relate to the overall curriculum framework and standards.
2. All objectives are clearly written, are stated in terms of student learning and permit viable methods of assessment.
3. Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
4. All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
5. Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
6. The lesson or unit's structure is clear and allows for different pathways according to student needs.
7. The proposed approach to assessment is completely congruent with the instructional objectives, both in content and process.
8. Students are aware of how they are meeting the established standards and participate in planning the next steps.

Lesson Planning

Interns are expected to have a written plan for EACH AND EVERY LESSON that they teach. The lesson(s) they teach will follow their supervising teacher progression and content standards. The format may vary, but the planning process should include consideration of the following:

I. Introduction and/or Development of a Concept or Procedure:

Goal(s)

State the long-range goals for the lesson you plan.

Objective(s)

State the cognitive, affective and/or psychomotor objectives for the lesson.

Set (Focus)

Describe how you will move the class physically and/or mentally from the previous lesson to the current lesson.

Describe the activity you will use to stimulate interest in, and attention to, the lesson, describe how you will introduce and develop the concept or procedure.

II. Teaching/Learning Activity Outline

List the steps you intend to follow in accomplishing the objective(s) of the lesson. Include learner adaptations and environmental modifications. Briefly describe guided activity; independent activity (if any), etc.

Classroom Discussion

List questions to be asked and possible responses of the student and teacher. Describe how you will engage all students in discussion.

Small Group Instruction

Describe how you will use small group instruction to insure all students are achieving the lesson objective.

Higher Order Thinking Skills/Problem Solving

Describe the thinking and problem-solving skills emphasized in students' performance in this lesson.

Technology

Technology can be many things including use of reference materials, visual equipment and materials, audio equipment and materials, computer hardware and software, and networks to assist in the learning process. Technology may involve people, procedures, ideas, devices, and organization for analyzing problems; and devising, implementing, evaluating, and managing solutions to those problems in situations in which learning is purposive and controlled.

Describe the integration of technology into this lesson; include teachers' and students' use of technology in the achievement of the lesson's objective(s).

III. Assessment of Learning

Describe the activity or activities (formal and informal) you will use to gather evidence for the achievement of the objective.

Describe the evidence (formal and informal) you expect to result from the activity that will indicate whether the students have met the objective(s).

Describe how you will assess your lesson plan, the process, and indicate areas needing adjustment or improvement.

IV. Closure

Describe how you will bring the lesson to a close.

Describe how you will provide performance feedback to the students.

Describe how you will move the class physically and/or mentally from this lesson to the next lesson.

Roles and Responsibilities

Role of the Intern

Interns are students of teaching. To study teaching is the main goal in the internship experience. The internship experience provides an opportunity for students to develop teaching skills while working with students and subject matter under supportive supervision in an actual classroom situation. The experience furnishes a learning situation for interns to demonstrate the knowledge, skills, and disposition that indicate a “readiness” to teach and warrants recommendation for their standard licensure.

The Intern should:

1. Be aware that internship is a primary responsibility and that attendance and preparation should reflect the seriousness of this responsibility.
2. Promptness and dependability are professional characteristics. Any employing school district has a right to expect that teachers of that district possess these characteristics. Internship is one opportunity to demonstrate these characteristics. The internship experience is a full day requirement for a minimum of 15 weeks. The full day is defined by the policy of the school as to what constitutes the school day. For example, Russellville schools define the school day as being 8:00 a.m. to 4:00 p.m. Each intern is expected to observe the full school day. Any deviation might include such things as arriving late, leaving early, or leaving campus during the conference or planning period. Continuous infractions may result in the intern being dropped from internship. Any absence requires that the Mentor Teacher, Campus-based Supervisor or Tech Liaison and the Director of Teacher Education Student Services be notified as early as possible. If the cause is not of an emergency nature, prior approval should be obtained. If the cause is an emergency, the Campus-based supervisor and Director of Teacher Education Student Services should be contacted as soon as possible. Any days missed, for whatever reason, will be required to be made up.
3. Take part in regularly scheduled evaluation conferences with the Field-based supervisor, the Cohort supervisor, and/or the Campus-based supervisor as appropriate to placement; take and act upon constructive feedback positively and in a professional manner.
4. Maintain a personable and caring, but professional relationship with the students.
5. Recognize and assume the responsibility for handling confidential information
6. Examine one’s attitudes toward and expectations for the students. In doing so, one should:
 - respect the student as a person
 - recognize the worth of each student
 - recognize what is reasonable to expect from students in terms of maturity, motivation, and responsibility
 - temper language to suit the classroom environment
 - maintain acceptable disciplinary techniques in cooperation with the mentor teacher(s)
7. Dress according to the school's standards and in line with the Dress Code Policy found on the Teacher Education website at:
<https://www.atu.edu/teachereducation/docs/DressCodePolicy.pdf>
8. Be familiar with school policies and services.
9. Perform according to licensure standards and ethics.

Role and Responsibilities of Mentor Teachers, Cohort Supervisor, or Field-based Supervisor

The major role of a supervisor is to act as a mentor and professional role model. For the intern, the mentor teacher reflects the reality of the teaching profession and must guide and coach the intern toward the role of a professional educator. In this supportive role, the student intern should have the opportunity to test different models of instruction and classroom approaches to guide and improve his or her developing experience with the supervisor's guidance and support.

Mentor Teachers should:

1. Model professional behavior for the intern—professional behavior toward students, toward administration and colleagues, toward the community, and toward the intern.
2. Plan for the arrival of the intern by:
 - providing a work place for the intern
 - providing a set of texts or other needed materials
 - providing class/school schedules and student rosters
 - providing policy handbooks, both for faculty and students
 - reading the Internship Handbook (found on the ATU Teacher Education website at: <http://www.atu.edu/teachereducation/>)
 - completing the short training videos found at the aforementioned site
3. Welcome the intern as a colleague would be welcomed remembering to:
 - introduce the intern to administration, colleagues and students
 - invite the intern for lunch with teachers
 - point out bathroom, lounges, etc.
4. Explain:
 - school discipline policies
 - classroom management plans
 - class schedules/school schedules - arrival and departure times
 - special assignments of duties and activities such as cheerleading sponsor, senior class sponsor, lunchroom duty, and committee assignments
5. Model professional behavior in the areas of:
 - planning
 - use of a variety of teaching strategies
 - human relation skills
 - evaluation of students
 - relationships with students, administration, and colleagues
6. Provide opportunities for the intern to move gradually into the professional role of teacher.
7. Give constructive criticism as needed for the purpose of increased professional growth. Genuine praise for a job well done is an essential part of the process.
8. The Cohort Supervisor (CS) will evaluate the intern four times using the TESS (FFT) and Arkansas Teaching Standards (InTASC)-aligned [and for some programs (e. g., Middle Level, Health and Physical Education, etc.), program standards-aligned] observation form. The CS will share the results of the observation with the intern and electronically submit the four observations to the Director of Teacher Education Student Services, and be responsible for

recommending a final grade to the Director of Teacher Education Student Services. The Field-based Supervisor will work with the Campus-based Supervisor to evaluate intern performance.

9. Immediately contact the Campus-based Supervisor or Director of Teacher Education Student Services, as appropriate, if problems arise, or there is any indication that the intern may be unable to successfully complete the internship experience. This may include, but is not limited to, deficiencies in subject matter, unprofessional dress or speech, lack of preparation concerning teaching assignments, excessive tardiness or absenteeism, inflexibility in terms of acceptance of constructive criticism, and unprofessional relationships with students or colleagues.

EVALUATION

Evaluation of the Intern

Evaluation of the intern is a continuous process. The evaluation procedure is explained to, and discussed with, the intern who becomes a part of the evaluation team. Areas of strengths and weaknesses are discussed along with specific suggestions and recommendations. Formative evaluation will be ongoing.

The Formative Observation and Intervention Form will be completed by the Campus-Based Supervisor or CPS a minimum of four (4) times during the internship experience. The instrument will be used as a basis for post-teaching conferences to provide feedback for reflection and to guide goal setting for continuous professional development.

The formal summative instrument used for evaluation at the end of the internship is the **Exit Competency**. The Exit Competency is a comprehensive list of licensure standards that interns will be expected to exhibit during the internship experience at all sites. In addition, the mentoring teacher will be asked to evaluate the program of preparation and ATU's support and supervision provided during internship using appropriate forms that will be emailed toward the end of the semester.

The purpose of the evaluation process is to improve the clinical experience for Arkansas Tech University Interns.

Intern Grades

The progress toward goals and objectives should be noted, recorded, and discussed periodically. When evaluating the intern for grading purposes, the appropriate mentoring teacher should base decisions upon the following evaluation guidelines:

FOR GRADE "C"

Intern should approximate the following requirements:

1. Be regular in attendance; be on time in arrival and departure.
2. Dress professionally.
3. Complete all required work on time.
4. Be cooperative and professional at all times.
5. Take and act upon constructive feedback positively in a professional manner.
6. Keep lesson plans on file for each lesson for which they have primary responsibility.
7. Keep students engaged in worthwhile activities the full period.
8. Demonstrate appropriate management skills.
9. Integrate technology into curriculum.

FOR GRADE "B"

Satisfy all conditions for a grade of "C" and approximate the following:

1. Show initiative in carrying out responsibilities and show attention to detail.
2. Demonstrate the ability to select activities.
3. Elicit positive responses from the students.
4. Show growth and demonstrate reflective thinking.
5. Enhance learning with use of technology.

FOR GRADE "A"

Satisfy all conditions for a grade of "B" and approximate the following:

1. Exhibit outstanding and consistent initiative and originality in carrying out responsibilities.
2. Exhibit masterful application of principles of learning and teaching through demonstrating an outstanding ability to select activities.
3. Elicit positive and sustained response from the students.
4. Show significant growth and increase in reflective thinking.
5. Demonstrate use of technology as a substantive tool for learning.

If the intern receives a grade below "C", the intern will not be recommended for licensure and will be obligated to repeat the internship experience. If it appears that the student will receive a grade below "C", the Campus-Based Supervisor or liaison, as appropriate, must inform the Director of Teacher Education Student Services of the problem and alternatives that have been discussed with the intern. This disclosure should be made in a timely manner so that the intern can withdraw from internship if remediation efforts are not successful.

Keys to Effective Observations

Observation occurs when the CPS purposefully gathers data by objectively recording *evidence* of performance according to a set of standards for that performance.

To record evidence:

- State the facts. Avoid descriptors like “chaotic”; instead describe what made the room chaotic such as students wandering aimlessly around the room, students talking in loud voices about after-school activities, paper wads being thrown, etc.
- Make sure comments are descriptive rather than judgmental (e.g., good, excellent, poor, fair).
- Use phrases instead of complete sentences.
- Use abbreviations; provide a legend (e.g., Ss = Students, T=Teacher).
- Attempt to identify 2-3 behaviors for each criterion.
- Refrain from making suggestions while scripting.

Feedback:

- Feedback should be *descriptive* rather than *evaluative*.
- Feedback should be *specific* rather than *general*.
- Feedback should take into account the needs of *both* mentor and the intern.
- Feedback should be directed toward *behavior* which the receiver can do something about.
- Feedback should be *well-timed*.
- Feedback should be checked to ensure *clear* communication.

Questions to Aid in Reflective Practice following observations:

What was the most successful part of the lesson today?

What part of the lesson seemed least effective?

What did you do to ensure learning of diverse learners?

Were there students who did not reach the learning goals? How many? Why do you think this happened?

How comfortable are you with the material you taught today? Can you describe how you came to know this material?

Think about the methods and activities you used in class. Can you think of other methods and activities that might be more effective?

Do you have a clear sense of what the students learned today? If so, how did you get this information? How will you use it?

Try to articulate your satisfaction or dissatisfaction with the lesson. Be honest, be specific about what led you to your conclusion.

Student Internship Formative Observation and Intervention Form

The Formative Observation and Intervention Form was adapted from Danielson's Framework for Teaching; the Arkansas Teacher Excellence Support System (TESS) is built around these:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibility

It includes 22 Elements of good teaching and is aligned to the Arkansas Teaching Standards (InTASC Standards). These 10 standards are grouped into four categories. They include:

- The Learner and Learning
 - Standard #1 Learner Development
 - Standard #2 Learning Differences
 - Standard #3 Learning Environments
- Content
 - Standard #4 Content Knowledge
 - Standard #5 Application of Content
- Instructional Practice
 - Standard #6 Assessment
 - Standard #7 Planning for Instruction
 - Standard #8 Instructional Strategies
- Professional Responsibility
 - Standard #9 Professional Learning and Ethical Practice
 - Standard #10 Leadership and Collaboration

To download and print the evaluation forms in Word documents, please visit:
<https://www.atu.edu/teachereducation/campusbasedsupervisors.php>



Arkansas Teaching Standards

The Arkansas Department of Education has adopted the 2011 Model Core Teaching Standards developed by Interstate Teacher Assessment and Support Consortium (InTASC) to replace the Arkansas Standards for Beginning Teachers (1995). InTASC is a program of the Council of Chief State School Officers (CCSSO). These new **Arkansas Teaching Standards** are to be used in identifying competencies for all teachers and for advising teacher preparation programs in all Arkansas colleges and universities.

The standards have been grouped into four general categories to help users organize their thinking about the standards (Model Core Teaching Standards: A Resource for State Dialog, InTASC, 2011):

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw

upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.

Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining

practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The CAEP Standards

The CAEP Standards and their components flow from two principles:

- Solid evidence that the provider's graduates are competent and caring educators, and
- There must be solid evidence that the provider's educator staff have the capacity to create a culture of evidence and use it to maintain and enhance the quality of the professional programs they offer.


The five CAEP Standards flow from these principles and the standards of evidence that define them are the backbone of the accreditation process. They define quality in terms of organizational performance and serve as the basis for accreditation reviews and judgments.

These drivers of accreditation spring from a broad consensus across a very diverse group of stakeholders: providers, teachers, parents, critics, unions. They were also widely circulated and reviewed.

The CAEP Standards reflect the voice of the education field – on what makes a quality educator.

Appendix A

Accessing Observation Forms

1. Visit <http://www.atu.edu/teachereducation/>.
2. Select the appropriate Formative Observation Form
3. Key the scripted observation notes in the google form. (It is not necessary to be concerned with correct punctuation, complete sentences, etc.)
4. Remember to enter both email addresses!
5. Submit the  appropriate password – this was emailed to you!
6. A copy of the observation tool is also available on the website in a printable Word format for note taking and scripting during observations.