

Handbook for Supervisors, Mentor Teachers, and Principals



COLLEGE OF
**EDUCATION AND
HUMAN SCIENCES**

The College of Education &
Human Sciences

The Ferguson College of
Agriculture

The College of Arts & Sciences

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OSU Office of Educator Support

INTRODUCTION

Mission

The Mission of the Office of Educator Support (OES) at Oklahoma State University is to prepare professional educators who facilitate life-long learning and enrich the quality of life for people in PK-12 schools and other educational settings.

Leadership: We prepare candidates who are committed to the belief that professional educators providing quality education are the foundation of a prosperous and democratic society.

Ethics and Professionalism: We prepare candidates who demonstrate ethical and professional behavior in their interactions with students, families, colleagues, and communities.

Academics and Professional Roles: We prepare knowledgeable candidates who reflect upon the connections between academic research and their professional roles.

Inclusion: We prepare candidates who believe everyone deserves the opportunity to learn and can learn; candidates possess knowledge, skills, and dispositions to serve as effective professionals who understand and meet the needs of a diverse society.

Service Orientation and Community Outreach: We prepare candidates who value and engage in service and meaningful involvement with the learners/clients, families, and communities.

PK-12 Partnerships

OSU envisions the internship as a partnership between the university faculty, candidates, students, mentor teachers and principals. This handbook provides guidelines that will assist all stakeholders in developing and maintaining an atmosphere of communication, collaboration and trust among the members of this partnership.

Candidates will be placed in diverse school settings: a variety of socio-economic settings, a variety of geographic settings, and experiences working with diverse groups of students. Previous internship /field experiences will be considered when determining the internship placement.

Data on all field experience and internship placements is maintained by the OES. Initial and Advanced certification programs work directly with the Clinical Experiences Manager to best serve candidates and our partnering school districts with research-based experiences.

OSU is a land-grant institution that cherishes the opportunity to partner with PK-12 schools in the United States and abroad. We value and seek opportunities to collaborate and enhance the various professions that our candidates enter after graduation.

For any questions concerning the policies listed in this handbook, please contact Dr. Kathy Thomas, Clinical Experiences Manager, at 405-744-1088 or kathy.thomas@okstate.edu.

INTERNSHIP TEAM MEMBERS

The internship process is a collaboration among the candidate, the mentor teacher, the university supervisor, and the site principal. The following section describes each team member's role and offers suggestions on establishing and maintaining a strong relationship.

The Mentor Teacher

Mentor teachers play a vital role in Oklahoma State University's Professional Education Program and make an invaluable contribution to the internship experience. The mentor teacher works closely with the candidate, gradually providing the candidate with more responsibility for planning and implementing lessons in the classroom. Upon receiving the placement, the candidate is encouraged to visit with the mentor teacher, principal, and other faculty members in the partner school.

At the start of the internship, the mentor welcomes the candidate and provides practical information about the school and its culture to help ease the candidate's immersion into the community. Mentors encourage the candidate to get involved and assist the candidate in developing standards-based lessons. During their time together, the mentor helps the candidate move from assistant to lead teacher. It is important for the mentor to communicate expectations clearly while always modeling effective teaching strategies and professional behavior. The most effective mentors exhibit qualities of understanding, patience, and consistency as they hold the candidate to high standards and keep them accountable.

Mentor Teacher Requirements

- Passion for preparing and guiding the next generation of educators
- Possess a standard certificate for the subject area/grade level in which they are teaching.
- At least three years of classroom teaching experience in the area in which they hold certification
- Must be the teacher of record in the classroom where the candidate is placed

For concerns/questions about the candidate's performance in the classroom, contact the University Supervisor and Dr. Kathy Thomas, Clinical Experiences Manager, 405-744-1088 or kathy.thomas@okstate.edu.

The Candidate

The candidate is part of the teaching team and carries a great deal of responsibility for the ultimate success of the internship. The candidate is a pre-professional who will eventually plan and carry out lessons designed to benefit the students. They will support school policies and personnel and follow all school rules and regulations, including observing the school calendar and teacher contract hours. A successful candidate will understand that the internship is a full-time job so that daily attendance and preparation reflects the seriousness of this responsibility. Candidates will take part in out-of-class school activities such as PTA meetings, school board meetings, faculty and staff development meetings, extra-curricular activities, and routine teaching and non-teaching tasks, comply with all the rules, policies, and standards of the school that pertain to regular teachers.

Candidate Requirements:

- Responsible for his/her own medical treatment and is liable for his/her own actions. He/she is responsible for health expenses (including insurance) and liability insurance.

- Familiar with privacy concerns and acts according to laws dealing with confidentiality, including the Family Educational Rights and Privacy Act of 1974 (FERPA).
- Requests conferences with the mentor teacher and/or the University Supervisor as needed.
- Informs the University Supervisor in advance when the Mentor Teacher will be absent on the day of a scheduled observation.
- Informs the mentor teacher, the program faculty, and the University Supervisor of any absences, in advance if at all possible.

The University Supervisor

The University Supervisor is a liaison between the OSU Office of Educator Support and the partner school, mentor teacher, and candidate. The supervisor meets regularly with the candidate via email and/or phone and observes the candidate teach at least three times via GoReact, giving written feedback and recommendations after each video observation.

The Supervisor's role is to facilitate communication between the mentor teacher, the candidate, the OES/Faculty, and the partner school. Supervisors also play a critical role in providing specific feedback to the candidate regarding his or her strengths and areas for growth throughout this opportunity. In addition to a minimum of three formal observations, supervisors complete and electronically submit a midterm and final evaluation. The supervisor should provide the candidate with a printed copy of the completed evaluations and review each of them in detail with the candidate to promote growth and help the candidate improve.

Key Responsibilities:

- Hold regularly scheduled meetings with the Candidate.
- Complete evaluations and review videos of the candidate teaching via the GoReact software. Candidates should receive significant and detailed feedback a minimum of three times over the course of the internship. Feedback from the supervisor should be provided to the candidate within 2-5 days of receiving the recorded lesson.
- Facilitate conferences with the candidate and mentor teacher to complete both the mid-term evaluation and final evaluation using the CPAST Rubric.
- Conference regularly as needed with the Candidate via phone or email to discuss planning, learning strategies, classroom management, etc.

The Principal

The school principal plays a key role in facilitating and coordinating candidates. When available, the principal may conference with the candidate, the mentor teacher, and the university supervisor. A principal who works effectively with candidates will:

- Provide a positive environment that assists the candidate in understanding the school's philosophy, policies, and regulations.
- Orient faculty (including mentor teachers and other faculty members) to their roles in the internship.
- Stay informed of the progress of each candidate and offer support as needed.
- Read and become familiar with the handbook, including the OSU policy on using candidates as substitutes.

THE MENTOR/CANDIDATE RELATIONSHIP

The Mentor/ Candidate Relationship

To ensure effective evaluation and preparation of the teacher candidate, the relationship between candidates and mentors must be of a professional nature. Candidates are protected by [FERPA](#), and mentors should only consult with their own principal, the OES staff, program faculty, or the candidate's university supervisor if challenges arise.

A teacher candidate is a “need to know” party under FERPA rules for the mentor's students, given that candidates require the same information the mentor teacher needs to best serve student learning. The above rules apply to the relationship between the university supervisor and the teacher candidate.

Shifting Responsibility to the Candidate

Internship assignments are highly individual, and candidate needs may vary. Particularly at the beginning of the semester, involvement in classroom activities will depend upon the candidate's readiness to perform the tasks assigned. The mentor teacher and university supervisor will assess the candidate's abilities and determine how to gradually shift teaching responsibilities to the candidate. In no case will the candidate immediately assume total responsibility for the class.

Co-Teaching Models

From the very beginning of the internship, the teacher candidate and mentor can try out a variety of co-teaching models to determine which approaches best suit their teaching styles and meet the needs of their students. This experimentation is great for new candidates and allows them to collaboratively develop effective teaching strategies, share responsibilities, and explore what makes a dynamic and supportive learning environment.

[Co-Teaching Strategies & Examples](#)

Mentor Teacher Training and Resources

Mentors teachers can access more information about the co-teaching models as well as other resources and recommendations for hosting a teacher candidate. Please follow the instructions below to gain access.

Enrollment Link: <https://canvas.instructure.com/enroll/YXDFNC>

Alternatively, you can sign up at <https://canvas.instructure.com/register> and use the following join code: YXDFNC

EVALUATING THE TEACHER CANDIDATE

The Evaluation Process

Evaluation of the teacher candidate is a collaborative effort among the candidate, mentor teacher, and the university supervisor. The internship facilitates candidates' development as professional educators as they enhance their competencies in content, professional and pedagogical knowledge, classroom management skills, and dispositions delineated in the professional state and institutional standards. Multiple assessment strategies are used to evaluate candidates' performance and effect on student learning. The candidate, mentor teacher, and university supervisors work together to conduct assessments of the candidate's performance throughout the internship, with a focus on the

mid-term evaluation (formative evaluation) and the final evaluation (summative evaluation). Evaluation of candidates' performance in internship should reflect their demonstration of knowledge, skills, and dispositions reflected in the CPAST standards.

Candidate Preservice Assessment of Student Teaching (CPAST)

The CPAST is an instrument created by Ohio State University to assess interns during the student teaching process. There are currently approximately 100 institutions using this form nationally to meet their assessment goals.

[CPAST "Look Fors" Resource Guide](#)

[CPAST Tutorial Video](#)

[CPAST Rubric](#)

Three Observations

Over the course of the semester, each intern is required to undergo a total of three observations by a university supervisor. Before the scheduled observation, the teacher candidate should give the supervisor a copy of their lesson plan. The candidate and supervisor will schedule a post-observation meeting to discuss the lesson. These post-observation meetings are a great opportunity to provide specific feedback, discuss challenges, identify goals, etc.

Midterm/Final Evaluation Consensus Meetings

Each teacher candidate will have two formal evaluations during their internship semester. Conferences should be conducted among the candidate, mentor teacher, and university supervisor prior to completing the mid-term evaluation and prior to completing the final evaluation. The teacher candidate, mentor teacher, and university supervisor will schedule a midterm evaluation meeting and a final evaluation meeting to determine the candidate's CPAST scores.

- Preparing for a Consensus Meeting
Prior to each evaluation meeting, the mentor, teacher candidate, and supervisor should each independently fill out their own CPAST Rubric, providing a score for each of the CPAST items (A-U).
- During a Consensus Meeting
In the final evaluation meeting, the mentor, candidate, and supervisor will work through the CPAST forms as a team to determine a consensus score for each item. As the team arrives at a consensus score for each item, the supervisor will record the agreed upon scores in the [CPAST Consensus Form](#). As the team moves through each item, some scores are likely to differ. Evaluation scores and qualitative feedback should reflect the supervisor's and mentor teacher's independent views of candidate performance and should be shared openly with the candidate. While working to reach consensus, we encourage mentors and supervisors to provide vital feedback, discussing strengths and areas for growth. No matter how successful a candidate is, it is important to work together to identify some goals and areas for growth.
- After a Consensus Meeting
The university supervisor enters the consensus scores into the online evaluation form. The link to the evaluation form will be sent to supervisors by an OES staff member. In addition, the link to the evaluation form can always be found in the Supervisor Hub.

Semester Checklist

Each semester, OES will provide a suggested schedule and important deadlines with the [Internship Checklist/Suggested Schedule](#). We encourage the supervisor, teacher candidate, and mentor to use the checklist to keep track of all internship items as they progress through the semester. OES will provide a copy of the checklist as a google doc so that, if desired, team members can work together on a shared copy to track their progress.

INTERNSHIP APPLICATION AND PLACEMENT PROCESSES

Internship Application

Candidates complete an internship application process with the Office of Educator Support staff. Candidates SHOULD NOT meet with teachers or principals to establish their own placement or have others do so on their behalf. All internships occur in public schools.

Placement in Internship Assignment

Candidates are typically placed within an approximate 75-mile radius of the OSU Stillwater campus. For accreditation purposes, schools must meet certain requirements to give candidates diverse experiences across field experiences and internship. The state school report card (schoolreportcard.org) is used to determine appropriate sites by a combination of socio-economic make-up, racial/ethnic diversity, proximity to larger cities, and district size within the context of our regional service area and the State of Oklahoma.

Placements are based on the following criteria:

- OSU must have a contractual agreement with the participating school district
- The Principal and the Mentor Teacher/Educator must agree about the placement
- The Mentor Teacher/Educator must meet established criteria to work with a Candidate, and
- Program faculty recommendation for internship (based on academics, field experiences, and dispositions).

Confirmation of Placement

Requests are sent to school districts for placements. After the Office of Educator Support receives confirmation of the placement, the candidate receives a confirmation e-mail. The assignment is tentative until all internship requirements are completed.

Out-of-Area Request

A candidate requesting an out-of-area/out-of-state placement due to extenuating circumstances or seeking an assignment that provides exceptional professional experiences that would not be afforded by a local placement must submit a written request and receive the approval of the degree program area coordinator, the unit head, the Coordinator of Clinical Practices, and the OES Field Experiences Committee. Securing placements and supervision are the OES and the program area coordinator's responsibility.

Extenuating circumstances may include, but are not limited to, medical or health issues that would impede the progress of the pre-service candidate's internship, family issues that would cause a hardship in the pre-service candidate's ability to successfully complete the student teaching assignment, or an issue of personal concern that cannot be addressed through a change in local placement site. Financial exigency alone is not grounds for an out-of- area/out-of state placement.

Certificates for Professional Development (CPD)

OSU will issue a Certificate for Professional Development (CPD) to the mentor teacher who has submitted a final evaluation by the specified deadline as a token of appreciation for their service. The mentor teacher is notified via email with the link to the evaluation and that semester's deadline. Since the evaluation counts toward the candidate's grade, it must be received by the deadline, or a CPD will not be issued. This certificate can be applied to tuition for resident credit enrollments at OSU and OSU- Tulsa. It may be used for a partial payment for resident online courses, but it will not cover all tuition costs or fees.

A mentor teacher may choose not to use the CPD and can transfer it to another certified teacher/administrator within the same school district. However, the mentor teacher and the superintendent of the school district must sign the back of the certificate signifying approval of the transfer before it can be transferred to another certified teacher/administrator in the district.

Although the CPD is issued to the mentor teacher, some school districts have elected the "banking" method, whereby the CPD is sent to the district office. In this method, the mentor teacher of record is given the first option to use the CPD. The "banking" approach has many advantages for the school district since the district can ensure use of the certificates before the expiration date.

CPD Procedures and Policies

CPDs will not be issued to Mentor Teachers who fail to submit a final evaluation of the candidate's performance prior to the deadline provided by OES each semester (typically the Wednesday of the candidate's last week on site).

- This tuition waiver can only be used by a certified teacher or administrator for their own OSU tuition. It can only be transferred to another teacher/administrator within the district with superintendent approval. The number of hours the CPD can be used toward is listed on the top-right corner of the certificate.
- Individuals cannot receive cash in lieu of this tuition waiver. Certificates cannot be sold. See OSU Policy #3-0362, Reporting and Taxability of Assistantships, Fellowships, Scholarships, Fee Waivers and other payments to students.
- A redeemed CPD applies to the semester in which coursework is completed and must be turned in prior to the end of the semester. The course(s) that the CPD is being used toward must be completed prior to the CPD's redemption deadline listed on the front of the CPD. No more than six hours may be redeemed by one person during any one semester or summer session. Certificates pay for tuition only (not fees) for resident, extension, or OSU/Tulsa courses. It may pay a portion of the tuition for online courses.
- The certificate does not cover tuition for courses from which the teacher/administrator drops or withdraws.
- CPDs are applied to your account shortly after the initial drop/add deadline for the semester or summer session in which you are enrolled. Therefore, your Bursar bill will not reflect the credit until after the deadline. The Academic Calendar with drop/withdraw deadlines can be accessed at <http://registrar.okstate.edu>
- Please direct questions or submit the CPD to: Nina Weaver, Office of Educator Support, 325W Willard Hall, OSU, Stillwater, OK 74078, 405-744-8879 or nina.weaver@okstate.edu at the time of enrollment.

Candidates as Substitutes

The intent of the internship does not include the use of the candidate as a substitute teacher. To assure continued success for the candidate and the students, the school administration can use the candidate as a substitute for the assigned mentor teacher only in an emergency and only for a short time. The policy guidelines for substitute teaching are:

- In the unavoidable absence of the mentor teacher, the candidate may be allowed to assume responsibility only for the mentor teacher's classes. Should this event occur during the first four weeks of the internship, a suitable supervisor, such as a faculty member or a substitute teacher, must remain in the classroom with the candidate.
- While the candidate serves as a substitute teacher, the local district shall arrange for another teacher or administrator to provide on-going supervision of the candidate and students.
- Should the mentor teacher's absence extend beyond three (3) days, the school should, in cooperation with the university supervisor and the clinical experiences manager, arrange for continued supervision and/or change of assignment.
- The candidate may serve as the substitute for his/her mentor teacher in a non-emergency situation during the last two weeks of the internship. The candidate may be paid the established rate of pay as set by the local school district for serving as the substitute.

If you have any questions regarding the implementation of this policy, call Dr. Kathy Thomas, Clinical Education Manager 405-744-1088 or kathy.thomas@okstate.edu

KEY CONSIDERATIONS FOR CANDIDATES

The PPAT

The Praxis Performance Assessment for Teachers (PPAT) is a national assessment tool required by Oklahoma for certification of all teachers in public schools. The implementation of the Praxis Performance Assessment for Teachers or PPAT is a uniquely challenging experience for our candidates. Teacher candidates and OSU Supervisors need to be aware of the process as it is crucial for candidates to stay on top of deadlines. There are four tasks and four separate due dates that will be handled primarily through the internship course that each candidate is enrolled in.

At some point in the semester, the teacher candidate will need to video themselves teaching in order to meet a requirement of the PPAT. The candidate will need to select a particular class and collect parental permission forms to create a 15-minute video of their own teaching for reflection and evidence to be submitted with their PPAT. The mentor plays an instrumental role in collecting permission forms and helping the candidate prepare a lesson to video record. The supervisor may also serve in an advisory role. The candidate should begin planning and communicating with the mentor teacher from the beginning of the internship to ensure all protocols are in place and the PPAT is completed on time and effectively.

Click on the links below to learn more about the PPAT:

[Task Requirements and Rubrics for the PPAT Assessments](#)

[PPAT Assessment Candidate and Educator Handbook](#)

Length of Internship Assignments

Except for a few PK-12 programs, whose candidates may have two placements in one semester, all internships last throughout the university's fall or spring semester. When possible, depending on program preference, candidates may begin when the partner school begins the school year or returns from winter break.

Internship Schedule and Absences

Once the internship begins, candidates will follow the schedule of the school district to which they are assigned. The candidate must attend all meetings and events that the teachers in the partner school must attend. Like in-service teachers, candidates must be absent only for serious reasons (e.g., illness, death of a family member). If an absence is inevitable, the candidate must notify the mentor teacher, university supervisor, and the program faculty in advance. Absences that exceed two days may result in make-up days at the end of the semester. As with any course, excessive absences may result in failure of the internship.

Dress

Candidates are expected to dress professionally and to adhere to any dress code set forth by the school district. Visible jewelry for body piercing, facial hair, and visible tattoos may be considered inappropriate professional dress in some schools and districts. Candidates should consult the school handbook and the mentor teacher if questions arise.

Candidate Accommodations

Accommodations required by the candidate's plan on file with the OSU Student Disabilities Services Office will be followed during the internship. It is the candidate's responsibility to meet with the course instructor prior to the beginning of the semester to discuss these needs.

Insurance

School districts and Oklahoma State University DO NOT ensure a candidate during the internship; Candidates are responsible for carrying medical insurance.

By joining a professional organization such as the American Association of Educators (joinaae.org), candidates will have liability insurance during the internship. This is essential protection for candidates working in a school setting; student memberships are offered at a significantly reduced rate for many organizations.

Outside Activities/Classes during the Internship

The internship experience is considered the beginning of a candidate's professional career, and his/her energies should be directed toward making the most of the assignment. Therefore, outside employment or taking coursework other than the internship courses is not advised during the internship. If a candidate believes employment is a necessity, s/he must confer with the University Supervisor and Mentor to ensure such employment does not conflict with school site schedules or other professional obligations.

OSU Mental Health Resources

We know that this journey can be challenging, and at times, our teacher candidates may require additional support. The university offers several mental health services and resources that can be of assistance. At the beginning of each semester, we encourage you to familiarize yourself with

these resources. Please do not hesitate to share these resources with candidates and contact the Office of Educator Support to assist with any concerns.

[Supporting Students in Distress](#)

[Student Wellness Resources](#)

[Care Report](#)

ADDRESSING CONCERNS

Problem Solving Process

Most problems which arise during internship are resolved through daily conferencing and feedback. However, the following process should be followed if a problem is not resolved through communication between the candidate, mentor teacher, and university supervisor:

1. The University Supervisor or the Mentor should alert the Office of Educator Support (OES) representative and Program Coordinator to discuss any significant issue(s) or concerns.
2. The program coordinator will develop a plan of improvement (POI) to resolve the problem(s) with input from the mentor teacher, university supervisor, and staff.
3. The candidate will meet with the program coordinator and an OES staff member to discuss the POI and receive coaching on expectations/needs moving forward to be successful.
4. The candidate will follow the outlined POI; the university supervisor and mentor teacher will document the candidate's progress.
5. The University Supervisor will communicate to the program coordinator the Candidate's progress towards resolving the challenge(s).

Plan of Improvement (POI)

The Plan of Improvement (POI) is designed to assist in the problem-solving process. In cases where a teacher candidate fails to meet expectations, it may be necessary for OSU to develop a POI in order to address the issues. The Plan of Improvement is a proactive and supportive approach designed to assist teacher candidates who may be facing challenges or experiencing difficulties in specific areas of their internship semester. This plan is developed in collaboration between the college or university and the mentor teacher, with the goal of providing targeted support and resources to help the candidate grow and succeed in their teaching journey. The plan is not intended to be punitive but to provide a clear framework for improvement and a pathway towards becoming an effective and confident educator.

Removal from Internship Placement

If the Candidate fails to satisfactorily meet the POI, one of the following alternatives will occur:

1. The candidate is removed from the assignment and reassigned within the partner school or the school system.
2. The candidate is removed immediately from the internship in that school system.
3. The candidate is removed immediately from the internship.

NOTE: The Candidate has the right to appeal the decision to remove them from their internship placement. Appeals are sent to the Director of the Office of Educator Support.

UNIVERSITY SUPERVISOR PROCEDURES

Supervisor Requirements and Expectations

Supervisor should possess at a minimum the same qualifications as a Mentor Teacher: a certificate in the teaching area, at least three years of classroom teaching experience, pedagogical and curriculum expertise, knowledge of the basic principles of supervision, and effective team member skills. Supervisors should not be assigned to internships in a school where they currently work or have close ties. It may be necessary to conduct interviews to determine the best fit for the current needs in terms of geographic location, grade level, etc. In assigning supervisors to candidates, the needs of the candidate should be considered first. Since needs vary each semester, hiring of supervisors is done each semester according to needs.

Below are general expectations for all University Supervisors across OES Programs. The University Supervisor is a liaison between the OSU Office of Educator Support, the faculty member teaching the student teaching course, the partner school, the mentor teacher, and the candidate. The supervisor is expected to:

- Hold regularly scheduled meetings with the candidate (in-person or remotely).
- Observe the candidate teaching at least three times and provide substantive written and verbal feedback in the days after.
- Alert the program coordinator and/or an OES staff member to any significant issues or concerns.
- Engage in a three-way conference two or more times with the Candidate and the Mentor Teacher (mid-term and final evaluation).
- Provide written documentation of observation feedback, providing a copy for the candidate and maintaining a copy for the candidate's file.
- Conference with the candidate to discuss planning, learning strategies, classroom management, etc.
- Provide input to program faculty on the final grade for the internship.

Hiring Process

STEP 1: All applicants must fill out the [OSU Supervisor application](#). Program area faculty select university supervisors for their candidates

STEP 2: The program coordinator sends a list of university supervisors, their contact information (phone and email), and assigned candidate to the Clinical Education Manager (kathy.thomas@okstate.edu). Please submit this data in spreadsheet format, as it will be imported into the OSU-OES database.

STEP 3: The program coordinator sends a list of university supervisors with the information required by the department for payroll.

**An Employment Action (EA) form must be completed at least three weeks prior to the first date of the semester, or the University Supervisor will not have timely access to email, and their pay may be held. University Supervisors are either paid as either*

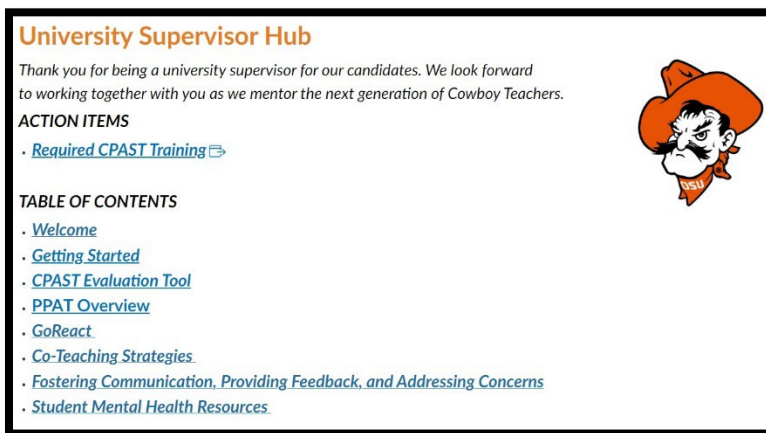
“Independent Contractors” if they are not a current OSU employee or “OSU Payroll Employees” if they are. Your administrative assistant processing the EA form will need this information.

STEP 4: The university supervisor completes required [CPAST Training](#).

STEP 5: The university supervisor completes any additional required training with the program area. This can be conducted in any manner the program area prefers, but it should include specifics regarding program standards, expectations, and preferred communication channels beyond the general expectations listed above.

Canvas Supervisor Hub

The supervisor hub provides our university supervisors with a helpful guide to this significant role. Within the supervisor hub, supervisors can access training modules, resources, and all relevant documents for the internship process. Instructions on how to join the supervisor hub will be shared upon being assigned a teacher candidate.



Starting the Semester

Supervisors will schedule an initial meeting with the teacher candidate and their mentor teacher in the first weeks of the semester. In this first meeting, it is important to cover the following:

- Expectations of the program (e.g., number of observations, feedback procedures, etc.)
- CPAST Evaluation Form
- The midterm evaluation conference with estimated timeline (schedule a tentative date)
- Exchange contact information
- Address any questions the cooperating teacher may have
- Please encourage candidates to reach out for support throughout the internship process.
- GoReact (If applicable)

Conducting Observations with GoReact

Beginning in Fall 2023, most of our program areas began using the GoReact online video tool. If your program is using GoReact, you will conduct observations remotely. Supervisors may also wish to conduct their post-observation meetings via GoReact, Zoom, etc. GoReact training will be provided each semester.

Key Features

- Time-stamped comments allow supervisors to address specific moments in the lesson

- Supervisors have the option to tie each comment to a specific CPAST item
- Interns can view their own teaching videos as a method of reflective practice
- GoReact is FERPA compliant

[GoReact Supervisor Instructions](#)

[GoReact Candidate Instructions](#)

RESOURCES

Co-Teaching Models

[Co-Teaching Strategies & Examples](#)

CPAST

[CPAST "Look Fors" Resource Guide](#)

[CPAST Consensus Form](#)

[CPAST Tutorial Video](#)

[CPAST Rubric](#)

FERPA

[OSU FERPA Resources](#)

GoReact

[GoReact Supervisor Instructions](#)

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OSU Mental Health Resources

[Supporting Students in Distress](#)

[Student Wellness Resources](#)

[Care Report](#)

PPAT

[Task Requirements and Rubrics for the PPAT Assessments](#)

[PPAT Assessment Candidate and Educator Handbook](#)

Semester Checklist

[Internship Checklist/Suggested Schedule \(Template\)](#)

University Supervisors

[OSU Supervisor Application](#)