

# Handbook for Supervisors, Mentor Teachers, and Principals



**PROFESSIONAL  
EDUCATION**

**The College of Education & Human  
Sciences, the Ferguson College of  
Agriculture, and the College of Arts &  
Sciences**

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**OKLAHOMA STATE UNIVERSITY**  
**Professional Education Unit**  
**Core Values and Conceptual Framework**

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The Mission of the Oklahoma State Professional Education Unit is to prepare professional educators who facilitate life-long learning and enrich the quality of life for people in public schools and other educational settings. The Professional Education Unit's conceptual framework includes core values listed below and emphasizes content knowledge, diversity and service.

**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, and practice social justice.

**Academics and Professional Roles** – We provide opportunities to prepare knowledgeable Candidates who reflect upon the connections between academics and their professional roles as related to the following areas:

- Content knowledge
- Integration
- Human growth and development including special populations
- Learning environment
- Technology
- Teaching/professional practice and assessment

**Diversity** - We prepare Candidates who believe everyone deserves the opportunity to learn and can learn; they 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 of the learners/clients, their families and communities.

As a School Partner, your role is to collaborate with the Professional Education Unit to:

- Provide leadership for our Candidates during their internships to improve the quality of education to enhance economic development in Oklahoma, the nation and the world.
- Model a culturally diverse, intellectually stimulating and dynamic community and be a leader in innovative practices in your educational setting; and
- Immerse our Candidates in the learning community and provide opportunities for them to develop and demonstrate competence in the professional roles for which they are preparing and to assist the Professional Education Unit in;

- Being recognized as a leader in the professional education community;
- Advancing knowledge and practice through creative and critical research; and
- Educating Candidates to be lifelong learners, and intellectually and ethically prepared to serve and lead in an increasingly complex, global society.

## Professional Education Dispositions

Professional dispositions are formally assessed a minimum of twice during your academic program, once early during the program and once later in the program (see program coordinator for info. on which courses they've identified for this). However, dispositions affect your professional life in and out of school, and we want to be certain you're well-prepared to have a successful tenure as an educator.

With that in mind, dispositions may be addressed and recorded at *any* point in your program, whether a formal or informal interaction and whether interacting with a peer, staff member, or faculty member. We believe it's vital to celebrate your successes as well as speak with you about areas that could raise challenges for you as a professional, and this is why we have this guiding document as a starting place to be able to work with you on your professional dispositions.

Dispositional concerns are often a reason candidates are not successful. Please know that if faculty or staff members speak with you about your dispositions, they are doing so because they want you to be successful. As someone in a professional program, however, it is also important to be aware that dispositional challenges **may affect your ability to be placed for field experiences or clinical practice**; placements are not guaranteed.

Candidates who are not successful will be provided remediation and guidance tailored to them, and except in egregious cases or when problems *persist* over time, candidates who encounter dispositional challenges generally go on to be successful educators. Do not be alarmed at constructive feedback over the course of your program, as this is a learning environment. This assessment offers an opportunity to learn more about your own dispositions and grow in that aspect of your preparation as an education professional.

To view the assessment rubric, visit our website:

[https://education.okstate.edu/sites/default/files/peu/peu\\_dispositions\\_assessment.pdf](https://education.okstate.edu/sites/default/files/peu/peu_dispositions_assessment.pdf)

## Defined Terms

As used in this Handbook, the following terms shall have the meanings specified below:

**Candidate:** A candidate is any field observer or intern in a pre-professional experience at a partner school.

**Mentor Teacher:** mentors are the teachers in the classrooms who work with candidates in allowing them to observe, plan, implement lessons, and participate in any/all activities that occur during the school day. Mentors must have a minimum of three years' classroom experience prior to hosting a candidate.

**Partner School:** any school that hosts candidates in either field experiences and/or internships.

**Principal:** the principal of the school is the first contact who assists the Professional Education Unit in making assignments of candidates to mentors. The principal often orients the candidate to the school's philosophy, policies, and regulations.

**University Supervisor:** A former teacher or a university faculty/staff member with significant teaching experience in the same content area as the candidate. This person monitors the internship and acts as a liaison between the Professional Education Unit (PEU), the partner school, the mentor teacher, and the candidate. The supervisor visits the school and observes the candidate in the classroom.

## **Introduction**

### Mentor Teachers

Thank you for agreeing to host a Candidate this semester. You play a vital role in Oklahoma State University's Professional Education Program and make a valuable contribution as a School Partner to the internship experience. OSU envisions the internship as a partnership between the University Faculty, Candidates, Students, Mentor Teachers and Principals. In this handbook, you will find guidelines that will assist you in developing and maintaining an atmosphere of communication, collaboration and trust among the members of this partnership.

If you have any questions concerning the policies listed in this handbook, please contact Dr. Kathy Thomas, Coordinator of Field Experiences and Clinical Practice, 405-744-1088, or [kathy.thomas@okstate.edu](mailto:kathy.thomas@okstate.edu)

### Candidates

You are now entering your final phase of your Professional Education Program at Oklahoma State University. As a Candidate in Professional Education, you have completed all of the course requirements that provide the content knowledge and the pedagogical skills that you will need in order to begin your internship, also often referred to informally as student teaching. The internship will provide you with an opportunity to practice, reflect and augment your knowledge and skills in a supportive environment. You will now have the opportunity to perform many of the duties and to make many of the instructional decisions of a classroom teacher. This document provides key information regarding OSU's Professional Education Unit's requirements, policies and procedures. Your program area faculty will provide you with any additional information specific to their requirements.

### University Supervisors

Your role is to facilitate communication between the Mentor Teacher, the Candidate, the University and the Partner School. You also play a critical role in providing specific feedback to the Candidate regarding his or her strengths and areas for growth throughout this opportunity. Your role is also evaluative; in addition to your minimum of three formal observations, you will complete a midterm and final evaluation, which you will go over in detail with the Candidate and provide the Candidate with a copy.

## Our Partnerships with OK Public Schools and International Schools

Data on all field experience and internship placements is maintained by the Professional Education Unit and Assessment Specialist. Initial and Advanced certification programs work directly with the Coordinator of Field Experiences and Clinical Practice to best serve Candidates and our partnering school districts with research-based experiences.

Since OSU is a land-grant institution, we are particularly proud of partnering with Oklahoma public schools; likewise OSU and the College of Education & Human Sciences value and seek international collaboration since international experiences positively affect the individual and enhance the various professions that our Candidates enter after graduation.

Candidates will be placed in diverse school settings: a variety of socio-economic settings, a variety of geographic settings such as rural, suburban, or urban schools, and experiences working with diverse groups of students. Previous internship /field experiences will be considered when determining the internship placement. See the Professional Education Diversity Statement for clarification: <http://education.okstate.edu/peu/diversity>.

### **Requirements for the Internship**

In order to apply for an internship, Candidates must be fully admitted to Professional Education, have taken and received a score on the Oklahoma Subject Area Test (OSAT) in their certification area(s) by the deadline to apply for internship, have completed Submission II requirements for their professional portfolio, and their GPA must be at least 2.5 in the following categories:

- Overall,
- Professional Education courses, and
- Program Specialization courses (Exceptions: Secondary English Education, Elementary Ed., and Family and Consumer Science Education require a 2.75 in this category).
- Must be enrolled in or have already completed remaining field experiences to meet 60 hours of diverse field experiences prior to the internship.

All grades must be a “C” or better in past and current enrollment in the areas of Professional Education and Specialization Courses, or the Candidate will not be placed in internship. Candidates must be aware that Professional Education coursework with grades of “P” in field experience courses will not compute into the GPA. Meeting these minimal criteria do not necessarily guarantee a placement.

### **State Background Check**

In alignment with Oklahoma state statutes and administrative code (OS §70-6-190, OS §70-3-104, OAC 210:20-9-98), the Oklahoma State University (OSU) Professional Education Unit (PEU) requires a state level background check (name check) on ALL non-certified Candidates **prior** to attending any field experience or internship. The Candidate

is responsible for associated fees, which may vary depending on in-state or out-of-state candidate status. The PEU may request an updated background check as needed. While we make every effort to place Candidates in the best possible field experience or internship situation, school districts do review background checks and past criminal history in terms of their own policies and may decline hosting a particular Candidate for field experiences or internship.

Candidates will be notified in the event a background check is returned containing a report of criminal activity:

1. Where disposition data is not shown or further explanation of the charge or disposition is needed, the candidate will be responsible for providing a certified copy of the disposition. No placement will be made into a field experience or internship until a final disposition is provided.
2. If a Candidate has any charges pending, no placement will be made into a field experience or internship until satisfactorily resolved and documented with either a cleared background check or a certified copy of the disposition of charges.
3. In the event that incorrect information is returned in a background check, it is the Candidate's responsibility to obtain documentation proving the misidentification.
4. In the case of a deferred sentence:
  - a) Misdemeanor convictions that receive a deferred sentence may receive a placement in field experiences or internship during the period of deferment.
  - b) Felony convictions that receive a deferred sentence will not be placed in field experiences or internship until the terms of deferment have been successfully met.

### **Internship Application Process**

The semester before a Candidate intends to internship, s/he must complete the Clinical Practice Internship Application Packet (Appendix A) and attend an Intent to Student Teach meeting, in which the Professional Education staff will provide Candidates from all programs important information. These are held the following days/times with rooms posted and announced in a variety of ways:

For Spring Internship

Stillwater – 1st Wednesday in September, 5:00pm

Tulsa – TBA (contact Prof. Ed. by Aug. 31 for details)

For Fall Internship

Stillwater – 1st Wednesday in February, 5:00pm

Tulsa – TBA (contact Prof. Ed. by Jan. 31 for details)

\*Interviews take place this same evening, immediately following Intent to Student Teach meeting.

Your program area faculty will discuss particular placements with you, and, along with information gathered at the Intent to Student Teach meeting, you will fill out your Clinical

Practice Internship Application (Appendix A). You should not meet with teachers or principals in an attempt to establish your own placement or have others do so on your behalf. The following guidelines should be considered when listing your placement preferences in the space provided on the application.

Public Schools: All internships occur in public schools.

Placement in Diverse and Geographic Settings: Candidates will be placed in school settings in a variety of socio-economic settings, geographic settings (rural, suburban, or urban schools), and in diverse settings. Previous internship/field experiences will be considered when determining the internship placement.

Professional Experiences: Candidates will be placed in a location where professional experiences can be developed. You will not be placed in a school where you have existing relationships. In addition, you will not be placed in the school system you attended.

Finances: Finances cannot be considered when determining the internship placement.

Out of Area/State Placements: Out-of-area/out-of-state placements are rare and only granted in extreme cases. To request an out-of-area/out-of-state placement, Candidates should refer to the policy on the OSU Professional Education website. Note that the Candidate must appeal to the Field Experiences Committee for consideration, and, if granted, the Candidate bears all financial responsibility associated with placement, travel to on-campus meetings, supervision, and fees charged by a cooperating institution. Some programs facilitate international student internship; check with your program for details.

**NOTE:** Check with your program area for information about any additional placement requirements for your certification area prior to completing your application.

### **Placement in Internship Assignment**

Candidates are placed within an approximate 75-mile radius of Stillwater and in the Tulsa area for OSU-Tulsa. For accreditation purposes, these schools have been designated Urban (U), Suburban (S) and Rural (R) to give Candidates diverse experiences across field experiences and internship. These designations are determined 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:

1. OSU must have a contractual agreement with the participating school district
2. The Principal and the Mentor Teacher/Educator must be in agreement about the placement
3. The Mentor Teacher/Educator must meet established criteria to work with a Candidate, and
4. A qualified OSU Supervisor must be available for travel to the partner school.
5. 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 Professional Education Office receives confirmation of the placement, you will receive a confirmation e-mail. Once we have received confirmation, your assignment is tentative until you complete all internship program requirements.

### **Length of Internship Assignments**

With the exception of a few PK-12 programs, whose Candidates 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.

### **Schedule**

Once the internship begins, Candidates will follow the schedule of the school district to which s/he is 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 Principal at the Partner School in advance. If you are absent more than two days, make up days may be required. 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. It is advisable to err on the side of caution if in doubt.

## **Roles of Individuals Involved in Internship**

Oklahoma State University envisions the internship as a partnership among the Candidate, the Mentor Teacher, The Principal, and the University Supervisor. To ensure a successful experience, this quartet must develop an atmosphere of communication and trust. This section identifies each person's role and offers suggestions on establishing and maintaining the relationship.

### **The Mentor Teacher**

To qualify as a mentor teacher, the teacher must:

1. Possess a standard certificate for the subject area/grade level in which they are teaching.
2. Possess at least three years of classroom teaching experience in the area in which s/he is certified.
3. Demonstrate knowledge of the curriculum.
4. Demonstrate teacher effectiveness as evidenced by student achievement.
5. Possess knowledge of the basic principles of supervision.
6. Demonstrate qualities of an effective team member.

7. Be a strong collaborator who is comfortable providing both specific praise and constructive feedback to a Candidate.

The Mentor Teacher works with the Candidate as a team teacher, gradually giving the Candidate more responsibility for planning and implementing lessons in his or her 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 this time, the Mentor Teacher may give the Candidate copies of instructional material/school handbook so they can become familiar with the school program before beginning the internship. It is extremely important for Mentor Teachers to conference daily with the Candidate, answering questions and giving feedback. The Mentor Teacher will observe the Candidate, give written feedback and recommendations, and complete formal mid-term and final evaluations. All OSU Candidates are evaluated in accordance with the Interstate Teacher Assessment and Support Consortium (InTASC) Standards as well as with standards specific to program areas.

The Mentor Teacher plays a vital role in the education of the Candidate and is expected to:

- Look upon the Candidate as part of the teaching team with gradually increasing responsibility for planning and implementation of lessons.
- Conference regularly with the Candidate, making sure he/she is free to ask questions and make suggestions, offering feedback on lessons taught, preferably in writing.
- Encourage the Candidate to reflect each day on class activities asking: “How can I increase student learning?”
- Schedule a conference with the Candidate during the first days of the internship to clarify the role he/she is expected to assume in the specific context.
- Observe the Candidate, complete an assessment of the lesson, and discuss the evaluation on a regular basis.
- Assist the Candidate in developing a professional attitude in all of her/his contacts with the school community.
- Acknowledge the Candidate as a professional with a need to know regarding special needs students, informing him/her of all special needs students with whom she/he will be working and making IEPs available.
- Clarify the Candidate’s responsibilities with respect to making lesson plans, securing and organizing appropriate materials, and other necessary activities.
- Work with the Candidate to decide together well in advance of the time when a lesson or unit is expected to be taught.
- Invite the Candidate to attend staff development programs planned for teachers and administrators.
- Ensure the Candidate is introduced to teaching at a rate appropriate for that Candidate. One possible approach is this three-phase process:
  - the mentor teacher directly models lesson teaching,

- the candidate teaches comparable lessons using the mentor teacher’s lesson plans, and
- the candidate plans and teaches lessons after making the plans available to the mentor teacher for review and suggestions. (See the seven collaborative teaching strategies below for ways mentor teachers and candidates may work collaboratively as well.)
- Keep a calendar of the internship, showing the Candidate’s days present and days absent.
- Plan to be available after each observation by the University Supervisor for conferencing with the Candidate and the University Supervisor. Conferences should be conducted among the Candidate and Mentor Teacher to complete the mid-term evaluation and to complete the final evaluation.
- Take the necessary steps to remove the Candidate if work is not satisfactory. Contact the University Supervisor and Kathy Thomas, Coordinator of Clinical Practice, 405-744-1088 or kathy.thomas@okstate.edu, immediately should problems arise.
- Complete the mid-term and final evaluation of the Candidate. The evaluation link and deadline will be provided via email.

### The Candidate

The candidate is part of the teaching team and carries a great deal of responsibility for the ultimate success of the internship. Not just a guest in the school, the Candidate is a pre-professional who will eventually plan and carry out lessons designed to benefit the students. A successful Candidate will:

- Support school policies and personnel, following all school rules and regulations including observing the school calendar and teacher contract hours.
- Understand that the internship is a full-time job so that daily attendance and preparation reflects the seriousness of this responsibility.
- Whether enrolled in an on-campus class or in an OSU internship, practicum, course, or activity involving domestic or foreign travel, he/she is 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.
- Investigate what “professionalism” means in the context of the school in which she/he is placed. She/he will dress, speak, write, and act professionally each day during internship.
- Be familiar with and act according to laws dealing with confidentiality, including the Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment.
- 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.

- Test new ideas within the context already established by the Mentor Teacher, making them available to the mentor teacher several days in advance of the lesson.
- Develop written lesson plans in advance, sharing them with the Mentor Teacher and discussing them before the lesson begins.
- Request conferences with the mentor teacher and/or the University Supervisor as needed.
- Inform the University Supervisor in advance when the Mentor Teacher will be absent on the day of a scheduled observation.
- Inform the mentor teacher and the University Supervisor of any absences, in advance if at all possible.
- Be continually involved in self-evaluation through such activities as journaling, examining the goals and outcomes of each instructional activity, reviewing videotapes of classroom activities (after securing necessary parental permission forms), soliciting feedback, and seeking immediate answers to problems.
- Comply with all the rules, policies, and standards of the school that pertain to regular teachers (from substance abuse to dress code, from parking to length of duty day, from classroom management to filing reports, etc.).

### The University Supervisor

The University Supervisor is a liaison between the OSU Office of Clinical Experience and the Partner School, Mentor Teacher, and Candidate. He or she meets regularly with the Candidate via email and/or phone and observes the Candidate teach at least three times, giving written feedback and recommendations after each observation. Annual training, supervision logs, and evaluations of the Candidate are required for a supervisor to be reimbursed for mileage.

The University Supervisor is expected to:

- Hold regularly scheduled meetings with the Candidate.
- Visit the site of the internship a minimum of three times during the internship period.
- Engage in a three-way conference two or more times with the Candidate and the Mentor Teacher.
- Conferences should be conducted among the Candidate, the Mentor Teacher, and University Supervisor to complete the mid-term evaluation and to complete the final evaluation.
- Provide written documentation of observations, 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.
- Participate in discussions with the Candidate and the Mentor Teacher to decide in which other classrooms and/or building the Candidate will observe.

- Assign the final grade for internship, giving substantial weight to the evaluation of the Mentor Teacher.

### The Principal

The school Principal plays an important 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 for Candidates within the school.
- Orient faculty (including Mentor Teachers and other faculty members) to their roles in the internship.
- Orient each Candidate concerning the school's philosophy, policies, and regulations.
- Assist each Candidate in becoming acquainted with the faculty and staff.
- Stay informed of the progress of each Candidate.
- Observe Candidates, providing them with feedback, if feasible.
- Read and become familiar with the Internship Handbook, including the OSU policy on using Candidates as substitutes.
- Consider supporting added plan time for Mentor Teacher/Candidate teams as needed.

### **Mentor/Candidate Relationships**

The relationship between candidates and mentors must be of a professional nature, as the mentor is evaluating the educator candidate. Further, in essence, the candidate is the mentor's student as his/her mentee. Thus, intimate relationships or other interactions one would not carry out with a P-12 student (such as drinking) should not be part of your interactions with a teacher candidate for the legal *and* ethical protection of all parties.

One exception to this is that as an intern, a teacher candidate is a "need to know" party under FERPA rules for his/her students, given that s/he needs the same information the mentor teacher does in order to best serve student learning.

The above rules apply to the relationship between the university supervisor and the educator candidate as well, as is so for interactions between the candidate and other district personnel.

### **Structure of the Internship**

Internship assignments are highly individualistic. Involvement in classroom activities will depend upon the individual's readiness to perform the tasks assigned. The Mentor Teacher and University Supervisor will assess the Candidate's abilities and determine his/her responsibilities and tasks. **In no case will the Candidate immediately assume total responsibility for the class.**

Some possible strategies by which a Candidate can be involved in the planning process are below:

## Collaborative Teaching Strategies & Examples

Strategy	Definition
<i>One Teach, One Observe</i>	<p><i>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</i></p> <p><b>Examples:</b> One teacher can observe for: specific types of questions asked by instructing teacher; teacher movement; charting student participation; specific on-task behaviors ; specific group interactions .</p> <p><b>Tip:</b> When observing collect data/evidence. Observation is not intended to make judgments, but to provide data on what is happening in the classroom and allow that information to impact future lessons.</p>
<i>One Teach, One Assist</i>	<p><i>An extension of One Teach, One Observe - one teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.</i></p> <p><b>Examples:</b> While one teacher has the instructional lead, the teacher assisting may ask clarifying questions, provide additional examples or be the “voice” for the students who don’t understand or are hesitant to share. As candidates lead their first whole group lesson, they can be responsible for overseeing classroom management – allowing the candidates to focus on pacing, questioning strategies, assessment, movement, etc.</p> <p><b>Tip:</b> This strategy supports class room management as students get their questions answered faster and behavior problems are addressed without stopping instruction. Pairs often identify a signal (standing under the clock) that allows for a quick conversation or opportunity to discuss something without the candidate interrupting the lesson.</p>
Station Teaching	<p><i>The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.</i></p> <p><b>Examples:</b> If co-teaching pairs were doing a literacy lesson they could divide into 3 stations: one working on fluency, one on reading comprehension and one on vocabulary. A science lesson may have students at one station viewing a specimen/sample under the microscope (magnifying glass), another station has students diagraming the specimen/sample, and a third station has students watching a short video of the specimen/sample moving in its natural setting.</p> <p><b>Tips:</b> Stations cannot be hierarchical. Students must be able to start at any station. This is an excellent way to have students working in smaller groups; allow the candidate the opportunity to build their confidence while teaching a mini-lesson multiple times; and keep the mentor teacher actively engaged with students. Other adults (Paraprofessionals, Title I teachers, Special Educators) can also lead stations. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>
Parallel Teaching	<p><i>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</i></p> <p><b>Examples:</b> After reading a selection from their text, the class is divided into two heterogeneous groups where they discuss a list of questions from the reading. For an elementary math lesson students are divided into two smaller groups where each teacher is able to support the use of manipulatives for solving problems.</p> <p><b>Tips:</b> Place students facing their teacher with backs to the other teacher/group to reduce distractions. When candidates view the CT timing and pacing can be supported as they learn. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>

Supplemental Teaching	<p><i>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.</i></p> <p><b>Examples:</b> Using the results from a math exam students are divided into two groups, one smaller group that didn't meet the expected score/requirement will work with one teacher who will reteach the concept(s) and provide support materials to help students understand and successfully complete the math problems. The other teacher will work with those students who successfully completed the exam; however these students will build on the same concepts and complete additional math problems.</p> <p><b>Tips:</b> Groupings are based on need identified from a specific exam or assessment. Both teachers should work with all students throughout the experience, making sure that one teacher (TC or CT) doesn't always work with the students who are struggling and/or need extensions. Group make-up is always changing.</p>
Alternative or Differentiated	<p><i>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</i></p> <p><b>Examples:</b> When doing a lesson on predicting students will take clues from what they have read so far to predict what will happen next. One teacher may lead a group of students through a brainstorming activity where they identify the significant events that have occurred so far in the story – putting each event on a white board. Based on those significant events the group together brainstorms what will happen next in the story. The other teacher accomplishes the same outcome but with his/her group, the students predict by connecting the specific items pulled out of the bag with the story (Shiloh – dirty dog collar, \$20 bill, moldy cheese, etc.).</p> <p><b>Tips:</b> A great way to incorporate learning styles into lessons; both instructors need to be clear on the outcome(s) of the lesson, as students should achieve the same objective but arrive there using different methods.</p>
Team Teaching	<p><i>Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</i></p> <p><b>Examples:</b> Both instructors can share the reading of an story or text so that the students are hearing two voices. The mentor teacher may begin a lesson discussing specific events; the TC may then share a map or picture showing specifics of the event.</p> <p><b>Tips:</b> Often pairs will begin the experience by team teaching a lesson, providing “fact time” in front of the classroom for the teacher candidate – this is much more scripted and staged, but does provide an opportunity for the students to view the teacher candidate as a “real” teacher. Team teaching takes intense planning, but the longer pairs work together the less time it takes as they know what each other is going to contribute.</p>

*While at a glance, they may appear as such, these collaborative teaching strategies are not hierarchical. They can be used in any order and/or combined to best meet the needs of the students in the classroom.*

Collaborative Teaching Strategies Copyright 2013, Modified from *The Academy for Co-Teaching and Collaboration* at St. Cloud State University  
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**OKLAHOMA STATE UNIVERSITY  
MEMORANDUM OF UNDERSTANDING**

The Memorandum of Understanding is an agreement among the following parties: Oklahoma State University Professional Education Program (called the "University"), the Partner School (called the "School") to which the OSU student (the "Candidate") is assigned, and the Candidate. A breach in this agreement can result in the Candidate's removal from internship. Entering into internship, the Candidate acknowledges her/his responsibilities and agrees to the following:

- A. The Candidate will read and adhere to School and University policies, procedures, programs, and operating standards. Examples may include but are not limited to the following: rules for hours of School operation and necessary absences, monthly and narrative reports, and continuity of services during University holidays, as planned in advance with the Office of Professional Education.
- B. The Candidate will be under the direction and supervision of the School and University representatives during the internship and agrees to follow all reasonable and lawful directions from school officials. The Candidate should expect to prepare for multiple teaching tasks with appropriate lesson plans.
- C. The Candidate will complete all documentation required by the University for the internship activities.
- D. The Candidate will prepare and participate in regular evaluation conferences and seminars, as required by the University or the Partner School.
- E. The Candidate has the responsibility to act professionally and ethically while maintaining confidentiality.
- F. The Candidate is responsible for his/her own health, accident, automobile, and professional liability insurance, as these are not provided by the University or the School. If the School has special health requirements (i.e. workshops), the Candidate is expected to meet the requirements of the School.
- G. If the Candidate misses more than two days of the internship, additional days may be added. Excessive absences, as with any course, may result in failing the internship. Individual programs may have stricter attendance policies so please refer to your internship syllabus.
- H. The Candidate is not an employee of the School or the University; therefore, is not entitled to financial remuneration during the internship unless otherwise arranged by the School and Candidate under the laws of the State of Oklahoma. The Candidate may be hired to substitute teach during the final two weeks of the internship in the classroom where the Candidate is assigned.
- I. Travel to and from the internship placement is the responsibility of the Candidate.
- J. If the Candidate does not perform satisfactorily during the internship, the University or the school site may remove the Candidate from the School and terminate the internship.
- K. The Candidate does not have any convictions, outstanding criminal charges or warrants of arrest pending against him/her in Oklahoma or in any other state jurisdiction.
- L. Candidate may not request or be placed in a district where their children attend, a relative is employed, or they have developed a personal relationship with an



employee. In addition, they may not be placed in a school system in which they or close relatives have attended. It is the Candidate's responsibility to report any such connections at his /her Intent to Student Teach interview and keep the PEU placement contact apprised immediately if a new potential placement is considered with such a connection.

- M. Some districts require drug tests of their employees. Therefore, the Candidate may be asked to participate in random drug testing. Failure to comply with such a request or testing positive for any illegal substance will result in termination of the internship.

I have read the Memorandum and agree to abide by the stated policies. In addition, I understand that if I do not meet all internship requirements, or if I provide false information, I will not be allowed to student teach. The information I have provided on my student teaching application is accurate and true to the best of my knowledge. I hereby request permission to student teach and authorize OSU to release any of the information I have provided, including transcripts or background check results, to school districts requesting it where a placement is being sought or has been secured on my behalf.

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Student Signature

Student Name (please print)

Date

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Oklahoma State University PEU or Program Representative  
Signature

Date

### **Special Needs of the Candidate**

Accommodations that are required by your 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 OSU do not insure a Candidate during the internship; Candidates are responsible for carrying medical insurance. By joining the OEA (Oklahoma Education Association) or the POE (Professional Oklahoma Educators) they will have liability insurance during the internship. This is essential protection for you as a professional working in a school setting; student membership is offered at a significantly reduced rate for both 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 professional assignment. Therefore, outside employment or taking coursework other than the internship courses is definitely 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 doesn't conflict with school site schedules or other professional obligations.

### **Evaluation Criteria for Internship**

Evaluation of the internship 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, 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. Candidates, school faculty, and University Supervisors jointly conduct assessments of Candidate's performance throughout internship with a focus on the mid-term evaluation (formative evaluation) and the final evaluation (summative evaluation).

Although particular competencies are specified for teaching at different levels (preschool, elementary, middle, or high schools) or for different subject matters, the following general competencies are expected to be demonstrated by the Candidates in OSU's Professional Education Programs. Evaluation of Candidates' performance in internship should reflect their demonstration of knowledge, skills, and dispositions reflected in the InTASC standards:

## **InTASC Core Teaching Standards**

### **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 understands how children learn and develop, and can provide learning opportunities that support their cognitive, social, personal, and physical development.

### **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.

### **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 these aspects of 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.

### **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.

### **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.

#### **Use of 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 both the Candidate and the students, the school administration has the discretion to use the Candidate as a substitute for the assigned mentor teacher only in an emergency and only for a short period of time. The policy guidelines for substitute teaching are:

1. In the unavoidable absence of the mentor teacher, the Candidate may be allowed to assume responsibility only for the classes of the Mentor Teacher. 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.
2. During the period of time that 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.
3. Should the Mentor Teacher's absence extend beyond three (3) days, the school should, in cooperation with the University Supervisor and the clinical practice coordinator, arrange for continued supervision and/or possible change of assignment.
4. 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 Kathy Thomas, Coordinator, and Clinical Practice, 405-744-1088 or [kathy.thomas@okstate.edu](mailto:kathy.thomas@okstate.edu)

#### **Certificates for Professional Development**

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 his/her 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.

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 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.

**Procedures and Policies for use of Certificates for Professional Development (the information below is also printed on the back of the actual certificate)**

Certificates of Professional Development will not be issued to Mentor Teachers who fail to submit a final evaluation of Candidate’s performance prior to the deadline provided by PEU 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 front right hand corner of the certificate.
- Individuals cannot receive cash in lieu of this tuition waiver. Certificates cannot be sold. See OSU Policy #3-0362.9, 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 front of 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.
- 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 deadlines. The Academic Calendar with drop/withdraw deadlines can be accessed at <http://registrar.okstate.edu>
- Please direct questions or submit the CPD to: Kathleen Colson, Office of Professional Education, 325H Willard Hall, OSU, Stillwater, OK 74078, 405-744-9506, at the time of enrollment.

## **Addressing Concerns and Plan of Improvement Form**

### **Problem Solving Process**

Most problems which arise during internship are resolved through daily conferencing. The following process should be followed if a problem isn't resolved through conferencing between the Candidate, the Mentor Teacher and/or University Supervisor:

- a) The University Supervisor or the Mentor may alert the Professional Education Unit (PEU) representative and Program Coordinator to discuss any issue(s) or concerns.
- b) The program coordinator will develop a plan of improvement (POI form below) to resolve the problem(s) with input from the Mentor Teacher, University Supervisor, and Professional Education staff. The POI form to be used by all PEU programs is available below.
- c) The candidate will meet with the Program Coordinator and a PEU staff member to discuss the POI and receive coaching on expectations/needs moving forward to be successful.
- d) A PEU representative will communicate the POI to the Principal and to all involved parties.
- e) The Candidate will follow the outlined POI; the University Supervisor and Mentor Teacher will document the Candidate's progress.
- f) The University Supervisor will communicate to the program coordinator the Candidate's progress towards resolving the challenge(s).

### **Plan of Improvement**

The *OSU Internship Plan of Improvement* on the following page is designed to assist in the problem solving process.

### **Removal from Internship Placement**

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

- A. The Candidate is removed from the assignment and reassigned within the partner school or the school system.
- B. The Candidate is removed immediately from internship in that school system.
- C. 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 Professional Education.

## OSU PEU Field Experiences/Clinical Practice Plan of Improvement

Candidate \_\_\_\_\_

Banner ID: \_\_\_\_\_

### Expectations for field experiences/clinical practice:

- Required hours completed and verified; punctual attendance
- Candidate is actively involved in the experience as outlined in course materials
- Professional dress
- Compliance with legal responsibilities (FERPA; controlled substances; ADA; local, state and federal laws)

### Professional Dispositions

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Professionalism<ul style="list-style-type: none"><li>○ Engagement</li><li>○ Communication &amp; responsiveness</li><li>○ Collaboration</li><li>○ Emotional maturity</li><li>○ Organization &amp; dependability</li></ul></li><li>• Advocacy<ul style="list-style-type: none"><li>○ Professional standards</li><li>○ Students &amp; families</li><li>○ Emerging trends/initiatives</li></ul></li><li>• Respect for Diversity<ul style="list-style-type: none"><li>○ Empathy</li><li>○ Equity</li><li>○ Diversity/Inclusiveness</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Professional Growth<ul style="list-style-type: none"><li>○ Problem-solving skills</li><li>○ Continuous improvement</li><li>○ Self-regulation</li><li>○ Setting goals</li></ul></li><li>• Commitment to Student Learning<ul style="list-style-type: none"><li>○ Belief in student ability and desire to <u>learn</u></li><li>○ Engages families in student learning</li></ul></li><li>• Ethics<ul style="list-style-type: none"><li>○ Professional ethics/confidentiality</li><li>○ Adheres to school &amp; university <u>rules/guidelines</u></li><li>○ Expresses concerns properly &amp; <u>professionally</u></li></ul></li></ul> |
|---|---|

### Explain which expectation or expectations are the focus of the conversation:

-

### Specific plan for success in this area or these areas:

### Follow up process (include date or pattern – every 2 weeks, e.g. -- for review):

Failure to address challenges/areas for growth, or new concerns arising, may result in removal from placement.

### Attachments:

\_\_\_\_\_  
Candidate Signature                      Date

\_\_\_\_\_  
Program Faculty Rep.                      Date

\_\_\_\_\_  
Professional Ed. Rep.                      Date

Review (check one):  Plan has been met     Plan has not been met    Date: \_\_\_\_\_

## **Procedures Related to University Supervisors for Internship**

### **Step 1: Program Area faculty select OSU Supervisors for their Candidates**

A University 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, academic competence, 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 or in the recent past have had close ties. All applicants must fill out the OSU Supervisor application at <http://tinyurl.com/osuprofedsuperapp>. 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, but the most economical travel route must also be strongly considered. Since needs vary each semester, hiring of supervisors is done each semester according to needs.

### **Step 2: The Program Coordinator sends a list of University Supervisors, their contact information (phone and email), and assigned Candidate to the Coordinator of Field Experience and Clinical Practice ([kathy.thomas@okstate.edu](mailto:kathy.thomas@okstate.edu))**

Please submit this data in spreadsheet format, as it will be imported into the OSUPEU 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 annual training offered by the Professional Education Unit.**

Verification of completion of this training will be required for the Supervisor’s end-of-semester mileage reimbursement to be approved. Below are general expectations for all University Supervisors across PEU Programs. The University Supervisor is a liaison between the OSU Office of Clinical Experience, 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.
- Visit the clinical site a minimum of three times for substantive observation with written feedback for each visit during the internship period.
- Engage in a three-way conference two or more times with the Candidate and the Mentor Teacher.



- 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. 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.
- Provide written documentation of observations, 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.
- Participate in discussions with the Candidate and the Mentor Teacher to decide in which other classrooms and/or building the Candidate will observe.
- Give input to program faculty on the final grade for the internship.

**Step 5: The University Supervisor completes 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.

**Step 6: University Supervisors submit their *Student Teacher Supervision Log and Travel Reimbursement Record* to the Field Experience Coordinator by the Friday of Finals Week.**

Failure to submit a completed *Student Teacher Supervision Log and Travel Reimbursement Record* and/or the expected evaluations of the Candidate's performance **by the Friday of Finals Week each semester** can result in the University Supervisor's travel reimbursement not being approved. **Travel less than 10 miles from place of employment (Willard Hall in Stillwater or Main Hall in Tulsa) will be considered "local" and should not be submitted for reimbursement.** Travel is calculated using the shorter distance from the destination: the supervisor's home or place of employment.

## Student Teacher Supervision Log and Travel Reimbursement Record

Instructions: This completed form must be returned to the Coordinator of Field Experience and Clinical Practice by the Friday of Finals Week each semester for travel reimbursement approval. Please print information other than signatures. Additional sheets may be attached if needed.

OSU Supervisor Name \_\_\_\_\_

Candidate Name \_\_\_\_\_

School Site/District/Town \_\_\_\_\_

Mentor Teacher Name \_\_\_\_\_

Purpose of Visit	Date	Arrival Time	Departure Time	Recommendations	Student Teacher's Signature	Cooperating Teacher's Signature
Introductory Conference						
Observation 1						
3-Way Conference						
Observation 2						
3-Way Conference						
Observation 3						
3-Way Conference						

Date Mid-Term Evaluation Completed: \_\_\_\_\_ Date Final Evaluation Completed: \_\_\_\_\_

Signature of University Supervisor: \_\_\_\_\_ Receive by PEU: \_\_\_\_\_ (initials) \_\_\_\_\_ (date) \_\_\_\_\_