

Handbook for Supervisors, Mentor Teachers, and Principals



**The Colleges of Agriculture Sciences &
Natural Resources, Arts & Sciences,
Education, and Human Sciences**

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OKLAHOMA STATE UNIVERSITY
Professional Education Unit
Core Values and Conceptual Framework

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 clinical practice internships to improve the quality of education to enhance economic development in Oklahoma;
- 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 life long learners, and intellectually and ethically prepared to serve and lead in an increasingly complex, global society.

Professional Education Dispositions

Following is a list of professional dispositions all pre-service teachers should exhibit in coursework, field experiences, and student teaching. Faculty of professional education and specialization courses will assess candidates throughout the program. Any candidate exhibiting dispositions lower than Target will be offered remediation. **Candidates should demonstrate all of the elements listed below in any course or experience; descriptors listed below should be considered within the context of the particular course or experience. Rankings below target may affect PEU field/clinical placement decisions; placements are not guaranteed.**

Scale:

3 = Target – consistently exhibits descriptor behaviors

2 = Needs Remediation – inconsistently exhibits descriptor behaviors

1 = Unacceptable – does not exhibit one or more descriptor behaviors

Any ranking below Target (3) requires program response for student improvement.

Element	Descriptors	
Ethics	<ul style="list-style-type: none"> ○ Lawful behavior ○ Fairness ○ Academic integrity 	<ul style="list-style-type: none"> ○ Confidentiality ○ Self-regulation in discussing sensitive issues, including use of social media
Professionalism	<ul style="list-style-type: none"> ○ Professional behavior ○ Professional appearance 	<ul style="list-style-type: none"> ○ Performs assigned responsibilities ○ Takes ownership of personal performance and circumstances
Commitment to Education	<ul style="list-style-type: none"> ○ Persistence ○ Self-efficacy 	<ul style="list-style-type: none"> ○ Willingness, desire, effort in trying new methods
Respect for Diversity	<ul style="list-style-type: none"> ○ Believes that all students can learn ○ Promotes respect for differences ○ Caring 	<ul style="list-style-type: none"> ○ Patient ○ Persistent in helping individual learners reach full potential
Work Ethic	<ul style="list-style-type: none"> ○ Organization ○ Punctuality ○ Preparedness ○ Task completion 	<ul style="list-style-type: none"> ○ Dependability ○ Honesty ○ Integrity ○ Initiative in problem solving
Communication	<ul style="list-style-type: none"> ○ Oral communication ○ Written communication ○ Thoughtful and responsive listener and observer 	<ul style="list-style-type: none"> ○ Social skills ○ Awareness of organizational hierarchy ○ Confidentiality ○ Emotional intelligence
Learner Attributes	<ul style="list-style-type: none"> ○ Responsiveness to feedback ○ Self-regulated learner 	<ul style="list-style-type: none"> ○ Reflection on teaching and learning
Cooperative/ Collaborative Nature	<ul style="list-style-type: none"> ○ Commitment to involvement with all constituents and stakeholders ○ Service orientation 	<ul style="list-style-type: none"> ○ Builds and maintains professional peer relationships ○ Contributes to establishing a climate of learning
Flexibility	<ul style="list-style-type: none"> ○ Calmly handles unexpected changes ○ Modifies actions as appropriate 	<ul style="list-style-type: none"> ○ Adapts to situations of professional growth and development

Introduction

Mentor teachers, thank you for agreeing to host a teacher 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 clinical practice internship experience. OSU envisions the clinical practice internship experience as a partnership between the university faculty, candidates, students, classroom teachers, and administrators. 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. Robin Fuxa, Coordinator of Field Experiences and Clinical Practice, 405-744-1088, or robin.fuxa@okstate.edu.

Teacher candidates, you are now entering your final phase of the 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 skill that you will need in order to begin your clinical practice internship experience, 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 specialty program area will provide you with additional information specific to their requirements.

University supervisors, your role is to facilitate communication between the mentor teacher, the teacher candidate, the university, and the school site. You also play a critical role in providing specific feedback to the teacher 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 teacher candidate.

Data on all field experience and clinical practice 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. 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 that site.
5. program faculty recommendation for clinical practice (based on academics, field experiences, and dispositions)

Since OSU is a land-grant institution, we are particularly proud of partnering with Oklahoma public schools. Candidates will be placed in diverse school settings: a variety of socio-economic settings--such as rural, suburban, or urban schools--and experiences with diverse groups of students. Previous clinical/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 Clinical Practice Internship

In order to apply for a clinical practice internship, teacher candidates must be fully admitted to Professional Education, have passed the OSAT in your certification area(s), have completed Submission II requirements for your professional portfolio, and your GPA must be at least 2.5 in the following categories:

- overall,
- Professional Education courses,
- and Program Specialization courses (Exceptions: Secondary English Education 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 clinical practice.

All grades must be a “C” or better in past and current enrollment in the areas of Professional Education and Specialization Courses, or you will not be placed in clinical practice. Be aware that Professional Education coursework with grades of “C” and grades of “P” in field experience courses will not compute to a “C” average. 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 placement in any field experience or clinical practice. The candidate is responsible for associated fees, which may vary depending on in-state or out-of-state student 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 clinical practice 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 clinical practice.

Candidates will be notified in the event that 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 clinical practice until a final disposition is provided.

- 2) A candidate has any charges pending, no placement will be made into a field experience or clinical practice 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 clinical practice during the period of deferment.
 - b) Felony convictions that receive a deferred sentence will not be placed in field experiences or clinical practice until the terms of deferment have been successfully met.

Clinical Practice Internship Application Process

The semester before a teacher candidate intends to student teach, 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 students from all programs important information. These are held the following days/times with rooms posted and announced in a variety of ways:

For Spring Student Teaching

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

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

For Fall Student Teaching

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--such as rural, suburban, or urban schools--and

experiences with a diverse group of students. Previous clinical/field experiences will be considered when determining the internship placement.

Professional Experiences: Candidates will be placed in a location where professional experiences can develop. 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 intern must appeal to the Field Experiences Committee for consideration, and, if granted, the intern 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 teaching; 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 Clinical Practice Assignment

As a general rule, interns are placed within an approximate 75-mile radius of Stillwater and in the Tulsa area for OSU-Tulsa students. Candidates will be placed in Stillwater Public Schools on a limited basis. The school districts listed below are potential placement sites for candidates. For accreditation purposes, these schools have been designated Urban (U), Suburban (S) and Rural (R) to give candidates diverse experiences across field experiences and clinical practice. These designations are determined by a combination of socio-economic make-up, 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 that site.
5. program faculty recommendation for clinical practice (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 pre-clinical practice program requirements.

Length of Clinical Practice 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 school site begins the school year or returns from winter break.

Schedule

Once the internship begins, teacher 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 cooperating 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 building principal in advance. If you are absent more than two days, make up days may be required.

Dress

Clinical interns 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 Clinical Practices

Oklahoma State University envisions the clinical practice internship experience as a partnership amongst the candidate, the mentor teacher, the building 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 teacher 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 department. 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 clinical practice interns are evaluated in accordance with the 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 intern as part of the teaching team with gradually increasing responsibility for planning and implementation of lessons.
- Conference regularly with the intern, making sure he/she is free to ask questions and make suggestions, offering feedback on lessons taught, preferably in writing.
- Encourage the intern to reflect each day on class activities asking: “How can I increase student learning?”
- Schedule a conference with the intern during the first days of the internship to clarify the role he/she is expected to assume in the specific context.
- Observe the intern, complete an assessment of the lesson, and discuss the evaluation on a regular basis.
- Assist the intern in developing a professional attitude in all of her/his contacts with the school community.
- Acknowledge the intern 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 intern’s responsibilities with respect to making lesson plans, securing and organizing appropriate materials, and other necessary activities.
- Work with the intern to decide together well in advance of the time when a lesson or unit is expected to be taught.
- Invite the intern to attend staff development programs planned for teachers and administrators.
- Insure the intern is introduced to teaching at a rate appropriate for that intern. One possible approach is this three-phase process: a) the mentor teacher directly models lesson teaching,
 - the intern teaches comparable lessons using the mentor teacher’s lesson plans, and
 - the intern 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 teacher candidates may work collaboratively as well.)
- Keep a calendar of the clinical practice internship experience, showing the intern’s days present and days absent.
- Plan to be available after each observation by the OSU supervisor for conferencing with the Intern and the OSU supervisor. Conferences should be conducted among the intern and mentor teacher to complete the mid-term evaluation and to complete the final evaluation.
- Take the necessary steps to remove the intern if work is not satisfactory. Contact the university program area supervisor and Robin Fuxa, Coordinator of Clinical Practice, 405-744-1088 or robin.fuxa@okstate.edu, immediately should problems arise.

- Complete the mid-term and final evaluation of the intern. The evaluation link and deadline will be provided via email.

The Teacher Candidate

The candidate is part of the teaching team and carries a great deal of responsibility for the ultimate success of the clinical internship experience. 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 intern 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 clinical practice.
- 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 OSU supervisor as needed.
- Inform OSU supervisor in advance when mentor teacher will be absent on the day of a scheduled observation.
- Inform the mentor teacher and the OSU supervisor of any absences, in advance if 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 public school, mentor teacher, and intern. 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. Online training, supervision logs, and evaluations of the candidate are required for a supervisor to be reimbursed for mileage.

The supervisor is expected to:

- Hold regularly scheduled meetings with the intern.
- Visit the clinical site a minimum of three times during the internship period.
- Engage in a three-way conference two or more times with the intern and mentor teacher. Conferences should be conducted among the intern, mentor teacher, and university program area supervisor to complete the mid-term evaluation and to complete the final evaluation.
- Provide written documentation of observations, providing a copy for the intern and maintaining a copy for the intern's file.
- Conference with the intern to discuss planning, learning strategies, classroom management, etc.
- Participate in discussions with the intern and mentor teacher to decide in which other classrooms and/or building the intern will observe.
- Assign the final grade for clinical practice internship, giving substantial weight to the evaluation of the mentor teacher.

The Principal

The school principal plays an important role in facilitating and coordinating interns. When available, the principal may conference with the candidate, the mentor teacher and the supervisor. A principal who works effectively with interns will:

- Provide a positive environment for interns within the building.
- Orient faculty (including mentor teachers and other faculty members) to their roles in the clinical practice internship experience.
- Orient each intern concerning the school's philosophy, policies, and regulations.
- Assist each intern in becoming acquainted with the faculty and staff.
- Stay informed of the progress of each intern.
- Observe interns, providing them with feedback.
- Read and become familiar with the *Clinical Practice Handbook*, including the OSU policy on using interns as substitutes.
- Consider supporting added plan time for mentor teacher/teacher candidate teams as needed.

Structure of the Clinical Practice Internship

Clinical practice 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 program area supervisor will assess the candidate's abilities and determine his/her responsibilities and tasks. **In no case will the intern immediately assume total responsibility for the class.**

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

Collaborative Teaching Strategies & Examples

Strategy	Definition/Example
<i>One Teach, One Observe</i>	<p>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.</p> <p>Examples: 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>Tip: 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>
One Teach, One Assist	<p>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.</p> <p>Examples: 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 teacher candidates lead their first whole group lesson, the CT can be responsible for overseeing classroom management – allowing the TC to focus on pacing, questioning strategies, assessment, movement, etc.</p> <p>Tip: This strategy supports classroom 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 CT interrupting the lesson.</p>
Station Teaching	<p>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.</p> <p>Examples: 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 diagramming the specimen/sample, and a third station has students watching a short video of the specimen/sample moving in its natural setting.</p> <p>Tips: Stations cannot be hierarchical students must be able to start at any station. This is an excellent way to have student working in smaller groups; allow the TC 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, Special Educators, Title I teachers) can also lead stations. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>
Parallel Teaching	<p>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.</p> <p>Examples: 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>Tips: Place students facing their teacher with backs to the other teacher/group to reduce distractions. When teacher 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>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.</p> <p>Examples: Using the results from an 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</p>

	<p>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>Tips: 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>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.</p> <p>Examples: 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>Tips: A great way to incorporate learning styles into lessons; both instructors need to be clear on the outcome(s) of the lesson, as student should achieve the same objective but arriving there using different methods.</p>
Team Teaching	<p>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.</p> <p>Examples: Both instructors can share the reading of a 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>Tips: 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

Original Research Funded by a US Department of Education, Teacher Quality Enhancement Partnership Grant.

**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 School to which the Candidate (the OSU student) is assigned, and the Candidate. A breach in this agreement can result in the Candidate's removal from internship. Entering into clinical practice ("field experience" throughout this document), 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 field experience 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 field experience activities.
- D. The Candidate will prepare and participate in regular evaluation conferences and seminars, as required by the University or 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 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 field experience, additional days may be added to the field experience. Further absences may result in removal from placement.
- H. The Candidate is not an employee of the School or the University; therefore, is not entitled to financial remuneration during the field experience 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 field experience in the classroom where the Candidate is assigned.
- I. Travel to and from the field experience placement is the responsibility of the Candidate.
- J. If the Candidate does not perform satisfactorily during the field experience, the University may remove the Candidate from the School and terminate the field experience.
- 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 student 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 field experience.

I have read the Memorandum and agree to abide by the stated policies. In addition, I understand that if I do not meet all field experience practice 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, to school districts requesting it.

Student Signature

Student Name (Please Print)

Date

Oklahoma State University PEU or Program Representative Signature

Date

Special Needs of the Intern

Accommodations that are required by your plan on file with the OSU Student Disabilities Services Office will be followed during the clinical practice 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 SOEA (Student Oklahoma Education Association) or the POE (Professional Oklahoma Educators) they will have liability insurance during the internship experience.

Outside Activities/Classes during the Clinical Practice Internship

The clinical practice 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, you must confer with your program area supervisor to determine if such employment should continue, or if you should consider completing your internship another semester.

Evaluation Criteria for Clinical Practice

Evaluation of the clinical practice is a collaborative effort among the candidate, mentor teacher, and the university supervisor. The clinical practice 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 performance throughout clinical practice 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 clinical practice 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 clinical practice (student teaching) does not include the use of the teacher candidate as a substitute teacher. To assure continued success for both the teacher candidate and the students, the school administration has the discretion to use the intern 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 intern 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 intern.
2. During the period of time that the intern serves as a substitute teacher, the local district shall arrange for another teacher or administrator to provide on-going supervision of the intern 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 intern 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 Robin Fuxa, Coordinator, Clinical Practice, 405-744-1088 or robin.fuxa@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 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 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, at the time of enrollment.

Addressing Concerns and Plan of Improvement Form

Problem Solving Process

Most problems which arise during student teaching are resolved through daily conferencing. The following process should be followed if a problem isn't resolved through conferencing between the teacher candidate, the mentor teacher and/or university supervisor:

- a) The university supervisor will request a conference with the teacher candidate, the Program Coordinator and Professional Education Unit (PEU) representative to discuss the issue(s). This meeting will be held on the OSU campus.
- b) The program coordinator will develop a plan of improvement (POI form below) to resolve the problem(s) with input from the mentor teacher and university supervisor. The POI form to be used by all PEU programs is available under Field Experiences on the PEU website.
- c) A PEU representative will communicate the POI to the principal and to all involved parties.
- d) The teacher candidate will follow the outlined POI; the university supervisor and mentor teacher will document candidate's progress.
- e) The university supervisor will communicate to the program coordinator the teacher candidate's progress towards resolving the problem or issue.

Plan of Improvement

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

Removal from Student Teaching Placement

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

- A. The intern is removed from the assignment and reassigned within the school or the school system.
- B. The intern is removed immediately from clinical practice in that school system.
- C. The intern is removed immediately from the clinical practice internship.

NOTE: The student intern has the right to appeal the decision to remove them from their student teaching placement. Appeals are sent to the Associate Director of Professional Education.

OSU PEU Clinical Practice Plan of Improvement

Student: _____

CWID: _____

Expectations for student teaching:

- Follow all school rules and regulations
- Daily attendance and preparation
- Professional in dress and actions
- Acts in accordance with laws dealing with confidentiality
- Takes part in out-of-class school activities such as PTA, school board and faculty 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 OSU supervisor as needed
- Inform OSU supervisor in advance when mentor teacher will be absent on the day of a scheduled observation
- Inform the mentor teacher and the OSU supervisor of any absences, in advance if possible.
- Self-evaluate, solicit feedback, and seek immediate answers to problems
- Comply with all rules, policies and standards of the school that pertain to regular teachers

Explain which expectation is not being met:

Specific plan for remediation:

Consequences for failure to remediate (include date for review):

Teacher Candidate Signature Date

Program Coordinator Signature Date

Professional Ed. Signature Date

Review (check one): ___ Remediation has been met ___ Remediation has not been met

Date: _____

Procedures Related to University Supervisors for Student Teaching

Step 1: Program Area faculty select OSU Supervisors for their student teachers.

An OSU Supervisor should possess, at a minimum, the same qualifications as a Cooperating 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 student teachers 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 interns, the needs of the intern 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 OSU Supervisors, their contact information (phone and email), and assigned student teacher to the Coordinator of Field Experience and Clinical Practice (robin.fuxa@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 OSU 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 OSU Supervisor will not have timely access to email, and their pay may be held. OSU 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 OSU Supervisor completes 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 OSU 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 public school, cooperating teacher, and intern. The supervisor is expected to:

- Hold regularly scheduled meetings with the intern.
- Visit the clinical site a minimum of three times during the internship period.
- Engage in a three-way conference two or more times with the intern and cooperating teacher. Conferences should be conducted among the intern, cooperating teacher, and university program area 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 intern and maintaining a copy for the intern’s file.
- Conference with the intern to discuss planning, learning strategies, classroom management, etc.
- Participate in discussions with the intern and cooperating teacher to decide in which other classrooms and/or building the intern will observe.
- Give input to program faculty on the final grade for clinical practice internship.

Step 5: The OSU 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: OSU 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 student teacher performance **by the Friday of Finals Week each semester** can result in the OSU 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 _____ Student Teacher Name _____

School Site/District/Town _____ Cooperating 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 OSU Supervisor: _____

Received by PEU: _____ (initials) _____ (date)