Intern resources listed in this handbook can be accessed on the OEP Student Teaching webpage --
http://www.education.txstate.edu/oep/Resources/student-teaching.html
Resources specific to supervisors can be accessed through the ST Supervisors TRACS site. Location notation within
the handbook text is indicated after the resource (i.e. OEP webpage, Appendix, TRAC).
# INTERNSHIP HANDBOOK
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TEACHING INTERNSHIP HANDBOOK

PREREQUISITES FOR AN INTERNSHIP

An internship is a mentoring partnership between Texas State University and a school district. The program provides guidance and support to the intern during a year-long program. The intern is a salaried employee of the school district and an enrolled student of Texas State.

A Teaching Internship is an avenue for students to be recommended for certification without completing the requirement of student teaching. Students pursuing this avenue must meet each of the following conditions:

• Hold at least a Bachelor’s degree
• Attend a Student Teaching Round-Up the semester prior to seeking an internship
• Pass the appropriate content TExES exam(s)
• Be employed by a school district, based on probationary certification, for a teaching position
  o in most cases, beginning in the fall for a complete academic school year
  o hired as teacher-of-record
• Enroll in Texas State University and register for EDST 4380 (first semester) and EDST 4381 (second semester)
• Apply for probationary certification through the Texas Education Agency

This handbook has been prepared to guide interns, campus mentors, and university supervisors through the requirements of the one-year teaching internship program.

INTERNSHIP ASSIGNMENT

The intern is responsible for securing employment with a school district and contacting the Texas State Office of Educator Preparation (OEP) to start the internship paperwork. The campus administration will assign a mentor to provide on-going guidance for the intern and the OEP will assign a university supervisor to supervise the intern.

TEXAS EDUCATION CODE OF ETHICS

Teachers have a responsibility to perform their duties in a manner that is considered ethical and professional. In 2010 the State Board of Education adopted a new Code of Ethics. All pre-service and in-service teachers are required to uphold all aspects of this code. Code of Ethics (Appendix)

EDUCATOR PREPARATION INSTRUCTIONAL MODEL

Observations and evaluations in the Texas State Educator Preparation Program are based on the Danielson Framework for Teaching. The Framework provides a comprehensive picture of teaching and a common language for instructional planning and improvement dialogue. The Framework is not unlike other evaluation systems, such as PDAS, the Marzano model, and TAP. The components of these systems are based on effective teaching and learning practices. T-TESS (Texas Teacher Excellence and Support System) will become the Texas teacher evaluation system and is very similar to the Danielson Framework. “Texas State University Instructional Model for Education Students: Danielson Framework for Teaching” (Appendix, OEP webpage)
ROLES AND RESPONSIBILITIES WITHIN THE INTERNSHIP PROGRAM

University Supervisor
The supervisor serves as the University’s contact for the district and campus, providing information and clarification to the campus mentor and principal on issues that may arise regarding the specifics of having an intern on their campus. The supervisor partners with the campus mentor to guide and support the progress of the intern through the year. In addition, the supervisor encourages and coaches the intern as he/she addresses challenges and problems during the internship year. Following are the responsibilities of the university supervisor:

- Meet with the intern at the beginning of the internship to provide program guidelines and expectation.
- Meet with the campus mentor to inform him/her about the Texas State University intern program, as well as their role in the program.
- Assist the intern with any problems that may arise and provide guidance regarding teaching and internship requirements.
- Conduct scheduled classroom observations with the intern – a minimum of three during the first semester and three during the second semester. The components observed are those contained in the Danielson Framework for Teaching.
  - Conduct an individual feedback session with the intern after each observation.
  - Provide the intern with a written summary of each observation including both positive feedback and possible areas of improvement. Intern Observation Form (Appendix)
  - Provide the principal with a copy of each observation summary.
- Monitor and provide feedback on internship program assignments. The following are expectations of the intern, in addition to the Intern Portfolio Requirements described in the Intern section below.
  - Lesson plan submitted to supervisor prior to each announced observation
  - Weekly email to supervisor
- Conduct a first semester conference/assessment with the intern and campus mentor. Internship Assessment/Evaluation Form (Appendix)
- Conduct a final second semester conference/evaluation with the intern and the campus mentor. Internship Assessment/Evaluation Form (Appendix)
- Enter the final Internship Assessment/Evaluation in the ePortfolio system.
- Complete an Intern Contact Log in the ePortfolio system.
- Any problems that warrant intern dismissal or contract non-renewal must be discussed with the Director of the Office of Educator Preparation (512-245-7880).

Intern
The intern is an employee of the school district and, at the same time, an enrolled student with the University. Therefore, he/she must meet the responsibilities and expectations of both Texas State University and the requirements of the school district. Following are the responsibilities of the intern:

- Know and follow the rules and policies of the school district and the University. This includes any confidential information obtained through student records or conversations.
- Maintain an ethical and professional attitude toward all members of the school community. Do not discuss any concerns you have about the school or district, your campus mentor, other school personnel, or the students in any ways that could be interpreted as critical.
- Arrival and departure, as well as attendance for all meetings/events, should be in accordance with the campus policy for all teachers.
- Be available for observations and feedback sessions with the university supervisor, as well as the campus mentor.
- Develop quality lesson plans in advance of teaching and have them available for the campus mentor to review, as well as the supervisor when he/she comes to the school.
- Handle routine discipline problems immediately, and consult your campus mentor, campus administration, or university supervisor for constructive feedback regarding effective techniques.
• Assess personal growth as a teacher and reflect upon how teaching skills, classroom management, planning, and professional responsibilities can be improved. Set personal goals.
• Dress and act in a professional manner. Follow the dress code of your campus.
• Any concerns the intern has with the campus mentor should be discussed with the campus administrator. Any concerns the intern has with the relationship he/she has with the university supervisor should be discussed with the Director of the Office of Educator Preparation (512-245-7880).
• Complete the following internship program requirements. If necessary, additional suggestions/assignments will be made based on the intern’s professional growth needs.
  o Complete the Intern General Information form and submit to supervisor. **Intern General Information form (appendix)**
  o Submit a lesson plan to the supervisor prior to each announced observation. (three times during each semester)
  o Observe the mentor or other classroom teachers specified by the mentor three times each semester.
  o Submit a yearlong Internship Portfolio at the mid-point of the second semester. The portfolio should include:
    ▪ Classroom Behavior Management Plan
      • Description of the system at the beginning of the year
      • Changes implemented throughout the year with reasons for the changes
      • Description of the system at the end of the year
    ▪ Professional Development Log **PD Log Form (appendix)**
      • Documentation of workshops, conferences, mentor/classroom teacher observations, significant mentor meetings/conferences, and professional development attended during internship.
      • For each entry, identify at least one idea that will be implemented in the classroom or professionally. This could also include a significant learning experience from the mentor or other campus teacher.
    ▪ Internship Reflection (2-5 pages, double spaced, professionally written)
      • A self-evaluation of the internship experience
      • A description of how you see yourself developing as a teacher in the future.
      • Identify personal strengths and areas for growth, with plans for improvement.

**Campus Mentor**
The campus mentor serves as a professional mentor, providing regular on-site support and guidance to the intern. The experienced mentor is a safe sounding board, confidante, cheerleader, and trusted counselor for the intern. Mentor teachers are selected by the campus principal. Following are the responsibilities of the campus mentor:
• Accept the intern as a professional.
• Introduce the intern to other campus staff.
• Acquaint the intern with materials and resources available on the campus.
• Provide the intern with information concerning classroom management procedures, discipline policies, class schedules, and other class/campus policies.
• Encourage the intern to be creative and try new teaching techniques.
• Complete the following internship program requirements:
  o Facilitate opportunities for the intern to observe in the mentor’s classroom or other classrooms specified by the mentor three times each semester.
  o Observe the intern three times each semester and provide verbal and written feedback. **Intern Observation Form (Appendix)**
  o Review the intern’s lesson plan for mentor announced observations.
  o Complete the fall semester and spring semester assessments with the university supervisor. **Intern Assessment/Evaluation Form (Appendix)**
Participate in the fall assessment conference and the spring evaluation conference. The supervisor will schedule these with the mentor and the intern.

- Any concern with the intern should be discussed with the campus administration and/or the university supervisor.

TENAS STATE UNIVERSITY POLICIES

In addition to the above requirements, the following university policies also pertain to the internship program.

- The intern is entitled to the same protection of law accorded to any teacher and the principal in the school where he/she is employed. This protection does not apply in cases where there is use of excessive force in the discipline of students or negligence resulting in bodily injury to students, nor does the protection apply to the operation or use of any motor vehicle.
- The University does not provide the intern with liability insurance. Interns should pursue insurance coverage offered by organizations such as ATPE and TCTA.
- Administering medicine to students is against school board policy in most school districts. Even if a parent or teacher gives you approval, interns should decline. Always send the student to the school nurse for medication.
- Interns are not to drive their own cars to take students on field trips or to deliver them anywhere away from campus. If interns are asked to do so, they should respectfully explain why they cannot comply. Interns could be legally liable for any accidents or injuries.
- Corporal punishment administered by the intern (even in the mildest form) is not permitted at any time.
- Interns should always use good judgment when touching students in the classroom. They should discuss school policy regarding this with the campus mentor.
- Confidentiality must be maintained at all times. This includes information about students, information about parents, information shared by the campus mentor or other campus staff member, or information in the student file.
- First impressions are extremely important. Interns should dress appropriately and professionally at all times. Good grooming and hygiene are part of the professional image you create.

EVALUATION AND GRADES

Assessment of the intern’s performance during observations and for both semester evaluations is based on expectations related to planning, classroom management, instructional, and professional responsibilities. These expectations are based on best practices and outlined in the Texas State University Instructional Model for Education Students: Danielson Framework for Teaching found in the appendix of this handbook. A final grade for the internship will be Pass/Fail.

FINAL DETAILS TO REMEMBER

Take the required TExES content exams before applying for a teaching position. School districts are looking for highly qualified beginning teachers. Attend a Student Teaching Round-Up meeting the semester prior to seeking an internship. Contact the Office of Educator Preparation for more information, if needed, making sure they are informed of your internship situation.

Acquire a letter from Texas State University verifying your eligibility for probationary certification. Human resource personnel will need to make a copy of the letter for the intern’s personnel file.
TEXAS STATE UNIVERSITY
TEACHING INTERNSHIP HANDBOOK
APPENDIX

Texas Education Code of Ethics
Danielson Framework for Teaching Structure
Intern Observation Form
Intern Assessment/Evaluation Form
Intern General Information Form
Professional Development Log Form

NOTE: This handbook is a PDF. Therefore, all forms contained in this appendix are part of the PDF. However, documents can be accessed on the OEP webpage or requested from the university supervisor.
Texas Administrative Code

RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.
   (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
   (B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
   (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
   (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
   (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
   (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
   (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
   (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
   (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
   (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
   (K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
   (L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
   (M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.
   (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
   (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
   (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
   (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
   (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
   (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
   (G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.
   (A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
   (B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
   (C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
   (D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
   (E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
   (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or
minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;
(ii) the subject matter of the communication;
(iii) whether the communication was made openly or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.
<table>
<thead>
<tr>
<th>Domain</th>
<th>Component and Elements</th>
<th>Indicator Highlights</th>
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| 2: Classroom Environment | 2a. Creating an Environment of Respect and Rapport  
• T interactions with sts, including both words and actions  
• St interactions with other sts, including both words and actions | • Respectful talk and turn-taking  
• Respect for st’s background and life beyond classroom  
• T and st body language  
• Physical proximity  
• Active listening |
|                  | 2b. Establishing a Culture for Learning  
• Importance of the content and of learning  
• Expectations for learning and achievement  
• Student pride in work | • Belief in value the work  
• High expectations, supported through both verbal and nonverbal behaviors  
• Expectation and recognition of quality  
• Expectation and recognition of effort and persistence  
• Confidence in st’s ability are evident T’s and st’s language and behaviors  
• Expectations for st to participate |
|                  | 2c. Managing Classroom Procedures  
• Management of instructional groups  
• Management of transitions  
• Management of materials and supplies  
• Performance of non-instructional duties | • Smooth functioning of all routines  
• Little or no loss of instructional time  
• Sts playing an important role in carrying out the routines  
• Sts knowing what to do, where to move |
|                  | 2d. Managing St Behavior  
• Expectations  
• Monitoring of st behavior  
• Response to st misbehavior | • Clear standards of conduct, possibly posted, and possibly referred to during a lesson  
• Absence of acrimony between T and st concerning behavior. Fairness.  
• T awareness of st conduct  
• Preventive action when needed by the T  
• Absence of misbehavior. Reinforcement of positive behavior. |
|                  | 2e. Organizing Physical Space  
• Safety and accessibility  
• Furniture arrangement and use of physical resources | • Pleasant, inviting atmosphere  
• Safe environment  
• Accessibility for all st  
• Furniture arrangement suitable for learning activities  
• Effective use of physical resources, including computer technology by st and T |
| 3: Instruction   | 3a. Communicating with Students  
• Expectations for learning  
• Directions and procedures  
• Explanations of content  
• Use of oral and written language | • Clarity of the purpose of the lesson  
• Clear directions and procedures specific to the lesson activities  
• Absence of content errors and clear explanations of concepts  
• Sts’ comprehension of content  
• Correct and imaginative use of language |
|                  | 3b. Using Questions and Discussion Techniques  
• Quality of questions/prompts  
• Discussion techniques  
• Student participation | • Questions of high cognitive challenge, formulated by both st and T  
• Questions with multiple correct answers, or multiple approaches even when there is a single correct response  
• Effective use of st responses and ideas  
• Discussion in which T steps out of central, mediating role  
• High levels of st participation in discussion |
|                  | 3c. Engaging Students in Learning  
• Activities and assignments  
• Grouping of students  
• Instructional materials and resources  
• Structure and pacing | • Activities are aligned with the goals of the lesson  
• St enthusiasm, interest, thinking, prob-solving, etc.  
• Learning tasks that require high-level thinking and are aligned with lesson obj.  
• Sts are highly motivated to work on tasks and persistent even when tasks are challenging  
• Sts actively “working,” rather than watching while T “works”  
• Suitable pacing of lesson: neither dragging nor rushed, with time for closure and st reflection |
|                  | 3d. Using Assessment in Instruction  
• Assessment criteria  
• Monitoring of st learning  
• Feedback to st  
• St self-assessment and monitoring of progress  
• Lesson adjustment | • T paying close attention to evidence of st understanding  
• T posing specifically created questions to elicit evidence of st understanding  
• T circulating to monitor st learning and to offer feedback  
• Sts assessing their own work against established criteria  
• T adjusting instruction in response to evidence of st understanding (or lack of it) |
|                  | 3e. Demonstrating Flexibility and Responsiveness  
• Lesson adjustment  
• Response to st  
• Persistence | • Incorporation of st’s interests and daily events into lesson  
• Adjustment of instruction in response to st understanding (or lack of it)  
• Seizing teachable moment |
<table>
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<th>Ongoing Components – Elements – Indicators</th>
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<tr>
<td><strong>1: Planning and Preparation</strong></td>
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</table>
| 1a. Knowledge of Content and Pedagogy | • Plans reflect important concepts in the discipline  
• Plans accommodate prerequisite relationships among concepts and skills  
• Clear and accurate explanations  
• Accurate answers to st questions  
• Feedback to st that furthers learning  
• Interdisciplinary connections in plans and practice  |
|  
• Knowledge of content and the structure of the discipline  
• Knowledge of prerequisite relationships  
• Knowledge of content-related pedagogy  |
| 1b. Demonstrating Knowledge of Sts | • Formal and informal info. about st gathered by T for use in planning instruction  
• St interests and needs learned and used by T in planning  
• T participation in community cultural events  
• T-designed opportunities for families to share heritage  
• T-created database of st with special needs available for T use  |
|  
• Knowledge of child and adolescent development  
• Knowledge of the learning process  
• Knowledge of st’s skills, knowledge, and lang. proficiency  
• Knowledge of st’s interests and cultural heritage  
• Knowledge of st’s special needs  |
| 1c. Setting Instructional Outcomes | • Outcomes of a challenging cognitive level  
• Statements of st learning, not st activity  
• Outcomes central to the discipline and related to those in other disciplines  
• Assessment of st attainment  
• Outcomes differentiated for st of varied ability  |
|  
• Value, sequence, alignment  
• Clarity  
• Balance  
• Sustainability for diverse students  |
| 1d. Demonstrating Knowledge of Resources | • District-provided materials  
• A range of texts  
• Internet resources  
• Materials provided by professional organizations  
• Teachers participating in continuing professional education courses or groups  
• Community resources, guest speakers  |
|  
• Resources for classroom use  
• Resources to extend content knowledge and pedagogy  
• Resources for st  |
| 1e. Designing Coherent Instruction | • Lessons that support instructional outcomes and reflect important concepts  
• Instructional maps that indicate relationships to prior learning  
• Activities that represent high-level thinking  
• Opportunities for student choice  
• The use of varied resources  
• Thoughtfully planned learning groups  
• Structured lesson plans  |
|  
• Learning activities  
• Instructional materials and resources  
• Instructional groups  
• Lesson and unit structure  |
| 1f. Designing Incorporating St Assessments | • Lesson plans indicating correspondence between assessments and outcomes  
• Assessment types suitable to the style of outcome  
• Variety of performance opportunities for st  
• Modified assessments available for individual st as needed  
• Expectations clearly written, with descriptors for each level of performance  
• Formative assessments designed to inform minute-to-minute decision-making by the T during instruction  |
|  
• Congruence with instructional outcomes  
• Criteria and standards  
• Design of formative assessments  
• Use for planning  |
| **4: Profess. Respon.** |  |
| 4a. Reflecting on Teaching | • Accurate reflections on lesson  
• Citations of adjustments to practice, drawing on a repertoire of strategies  |
|  
• Accuracy  
• Use in further teaching  |
| 4b. Maintaining Accurate Records | • Routines/systems that track st completion of assignments  
• Systems of information regarding st progress against instructional outcomes  
• Processes of maintaining accurate non-instructional records  |
|  
• St completion of assignments  
• St progress in learning  
• Non-instructional records  |
| 4c. Communicating with Families | • Frequent and culturally appropriate information sent home regarding the instructional program and st progress  
• Two-way communication between the T and families  
• Frequent opportunities for families to engage in the learning process  |
|  
• Information about the instructional program  
• Information about individual students  
• Engagement of families in instructional program  |
| 4d. Participating in a Professional Community | • Regular T participation with colleagues to share and plan for st success  
• Regular T participation in professional courses or communities that emphasize improving practice  
• Regular T participation in school initiatives  
• Regular T participation in and support of community initiatives  
• Participation with supervisor in professional discussions emphasizing improvement of practice  
• Participation with mentor and other campus staff to plan for instruction  
• Participation in grade-level planning, faculty meetings, and PLCs, as appropriate  |
|  
• Relationships with university and campus colleagues  
• Involvement in a culture of professional inquiry  
• Service to the school  
• Participation in school and district projects  
• Participation in university and campus events/meetings/training  |
| 4e Growing and Developing Professionally | • Frequent attendance in courses/workshops; regular academic reading  
• Participation in learning networks with colleagues; regular sharing of feedback  
• Participation in professional organizations supporting academic inquiry  
• Active exploration/solicitation for answers/solutions to challenges  
• Response to feedback through acknowledgement, active listening and consideration, and implementation  |
|  
• Enhancement of content knowledge and pedagogical skills  
• Receptivity and responsiveness to feedback from colleagues  
• Service to the profession  |

Office of Educator Preparation, College of Education, Texas State University  
24 August 2015
| Improvement/growth in performance | Self-generated personal goals for ongoing performance improvement  
Completion of assigned tasks in a timely and quality manner |
|----------------------------------|-------------------------------------------------------------------|
| 4f. Showing Professionalism     | T with reputation as someone who can be trusted and often being sought as a sounding board  
T frequently reminding participants during committee or planning work that students are the highest priority  
T supporting students, even in face of difficult situations or conflicting policies  
T challenging existing practice in order to put students first  
T consistently fulfilling school district mandates regarding policies and procedures  
Adherence to TxState professionalism guidelines  
Supporting at learning/behavioral needs through researching characteristics and strategies, and designing differentiation  
Consistent adherence to university, supervisor, and mentor's expectations (including assignments and work ethic) |
| • Integrity and ethical conduct | • Equitable service to all students  
• Advocacy  
• Sound judgment and decision-making  
• Compliance with university, school, and district regulations |
TEXAS STATE UNIVERSITY
Intern Classroom Observation Form
Based on the Danielson Framework for Teaching

Intern:  Observer:  Observer’s Role: Supervisor or Mentor
Campus:  Grade:  Subject/Lesson Observed:
Date:  Beginning Time:  Ending time:

NOTE: At the time of the observation, “observations and comments” should document the degree to which the intern demonstrates the components in Domain 2 and 3 and any applicable component in Domains 1 and 4. Suggestions should be made for areas in need of improvement.

<table>
<thead>
<tr>
<th>Observations and Comments</th>
<th>Suggestions</th>
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<tbody>
<tr>
<td><strong>Domain 2: CLASSROOM ENVIRONMENT</strong></td>
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</tr>
<tr>
<td>2a. The intern creates an environment of respect and rapport</td>
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<tr>
<td>2b. The intern establishes a culture for learning</td>
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<tr>
<td>2c. The intern manages classroom procedures</td>
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<tr>
<td>2d. The intern manages student behavior</td>
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<tr>
<td>2e. The intern organizes physical space</td>
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</table>

| Domain 3: INSTRUCTION | |
|-----------------------| |
| 3a. The intern communicates with students | |
| 3b. The intern uses questioning and discussion techniques | |
| 3c. The intern engages student in learning | |
| 3d. The intern uses assessment in instruction | |
| 3e. The intern demonstrates flexibility and responsiveness | |
## Ongoing Components (Domains 1 and 4)

<table>
<thead>
<tr>
<th>Comments</th>
<th>Suggestions</th>
</tr>
</thead>
</table>
| **Domain 1: PLANNING AND PREPARATION**
1a. The intern demonstrates knowledge of content and pedagogy
1b. The intern demonstrates knowledge of students
1c. The intern sets instructional outcomes
1d. The intern demonstrates knowledge of resources
1e. The intern designs coherent instruction
1f. The intern designs student assessment | |
| **Domain 4: PROFESSIONAL RESPONSIBILITIES**
4a. The intern reflects on teaching
4b. The intern maintains accurate records
4c. The intern communicates with families
4d. The intern participates in a professional community
4e. The intern grows and develops professionally
4f. The intern shows professionalism | |
**TEXAS STATE UNIVERSITY**  
**INTERN ASSESSMENT/EVALUATION**  
Updated June 2015

Based on the Danielson Framework for Teaching  
*This form should be completed at the end of the first semester as an interim assessment of the intern’s performance and at the end of the second semester as a final evaluation.*

NOTE: Some wording of the FfT has been added or modified by Texas State to more appropriately align with the intern’s role. Adjustments appear in italics.

<table>
<thead>
<tr>
<th>Intern _____________________________</th>
<th>Date of Assessment or Evaluation _____________________</th>
<th>Grade or Subject ____________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School/District __________________________</th>
<th>Supervisor __________________________</th>
<th>Mentor __________________________</th>
</tr>
</thead>
</table>

**Key:**
- **Ad (4)** = Advanced – Displays: a strong understanding of the component; highly effective implementation of component with no need for guidance and/or support; a significant level of independence; growth, often self-generated.
- **E (3)** = Effective – Displays: a solid understanding of the component; generally consistent and effective implementation of component with some need for guidance and support; growing independence; progress and growth.
- **Ac (2)** = Acceptable – Displays: a lack of full understanding of the component; inconsistent or partially successful implementation; the need for moderate guidance and support; moderate level of dependence; the need for more growth, although improvement is occurring.
- **DNMS (1)** = Does Not Meet Standard – Displays: little to no understanding of the component; very limited to no successful implementation of component; frequent errors occur and a lack of judgment may exist within the context of the component, even with continual guidance and support; a high level of dependence; the need for significant improvement.
- **NA** = Not Applicable

### Domain 1: Planning and Preparation

#### The Intern:

<table>
<thead>
<tr>
<th>Components and Elements</th>
<th>Ad (4)</th>
<th>E (3)</th>
<th>Ac (2)</th>
<th>DNMS (1)</th>
<th>NA</th>
</tr>
</thead>
</table>

1a. Demonstrates knowledge of content and pedagogy.
- Knowledge of content and the structure of discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

1b. Demonstrates knowledge of students
- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students’ skills, knowledge, and language proficiency
- Knowledge of students’ interests and cultural heritage
- Knowledge of students’ special needs

1c. Demonstrates ability to set instructional outcomes.
- Value, sequence, and alignment
- Clarity
- Balance
- Sustainability for diverse students

1d. Demonstrates knowledge of resources.
- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

1e. Demonstrates ability to provide coherent instruction.
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1f. Demonstrates ability to design student assessments.
- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

### Comments for Domain 1:
### Domain 2: Classroom Environment

The Intern:

<table>
<thead>
<tr>
<th>Component and Elements</th>
<th>Ad (4)</th>
<th>E (3)</th>
<th>Ac (2)</th>
<th>DNMS (1)</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Creates an environment of respect and rapport.</td>
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<tr>
<td>- Teacher interactions with students, including both words and actions</td>
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<td>- Student interactions with other students, including both words and actions</td>
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<tr>
<td>2b. Establishes a culture for learning.</td>
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<tr>
<td>- Importance of the content and of learning</td>
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<td>- Expectations for learning and achievement</td>
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<td>- Student pride in work</td>
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<tr>
<td>2c. Manages classroom procedures.</td>
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<tr>
<td>- Management of instructional groups</td>
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<td>- Management of transitions</td>
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<tr>
<td>- Management of materials and supplies</td>
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<td>- Performance of non-instructional duties</td>
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<td>2d. Manages student behavior.</td>
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<tr>
<td>- Expectations</td>
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<tr>
<td>- Monitoring of student behavior</td>
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<td>- Response to student misbehavior</td>
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<td>2e. Organizes Physical Space</td>
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<td>- Safety and accessibility</td>
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<tr>
<td>- Furniture arrangement and use of physical resources</td>
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</tbody>
</table>

Comments for Domain 2:

### Domain 3: Instruction

The Intern:

<table>
<thead>
<tr>
<th>Component and Elements</th>
<th>Ad (4)</th>
<th>E (3)</th>
<th>Ac (2)</th>
<th>DNMS (1)</th>
<th>NA</th>
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</thead>
<tbody>
<tr>
<td>3a. Communicates with students.</td>
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<tr>
<td>- Expectations for learning</td>
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<tr>
<td>- Directions and procedures</td>
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<tr>
<td>- Explanations of content</td>
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<tr>
<td>- Use of oral and written language</td>
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<tr>
<td>3b. Uses appropriate questioning and discussion techniques.</td>
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<tr>
<td>- Quality of questions/prompts</td>
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<tr>
<td>- Discussion techniques</td>
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<td>- Student participation</td>
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<td>3c. Engages students in learning.</td>
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<td>- Activities and assignments</td>
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<td>- Grouping of students</td>
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<tr>
<td>- Instructional materials and resources</td>
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<td>- Structure and pacing</td>
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<td>3d. Uses assessment in instruction.</td>
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<tr>
<td>- Assessment criteria</td>
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<tr>
<td>- Monitoring of student learning</td>
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<tr>
<td>- Feedback to students</td>
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<tr>
<td>- Student self-assessment and monitoring of progress</td>
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<td>- Lesson adjustment</td>
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<tr>
<td>3e. Demonstrates Flexibility and Responsiveness</td>
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<td>- Lesson adjustment</td>
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<td>- Response to Students</td>
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<tr>
<td>- Persistence</td>
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</tbody>
</table>

Comments for Domain 3:
### Domain 4: Professional Responsibilities

**The Intern:**

<table>
<thead>
<tr>
<th>Components and Elements</th>
<th>Ad (4)</th>
<th>E (3)</th>
<th>Ac (2)</th>
<th>DNMS (1)</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Reflects on teaching.</td>
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<tr>
<td>- Accuracy</td>
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<tr>
<td>- Use in further teaching</td>
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<td>4b. Maintains accurate records.</td>
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<tr>
<td>- Classroom student completion of assignments</td>
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<td>- Classroom student progress in learning</td>
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<tr>
<td>- Non-instructional records</td>
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<tr>
<td>4c. Communicates with families.</td>
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<tr>
<td>- Information about the instructional program</td>
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<tr>
<td>- Information about individual students</td>
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<tr>
<td>- Engagement of families in the instructional program</td>
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<tr>
<td>4d. Participates in a professional community.</td>
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<tr>
<td>- Relationships with University and campus placement colleagues</td>
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<tr>
<td>- Involvement in a culture of professional inquiry</td>
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<tr>
<td>- Service to the school</td>
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<tr>
<td>- Participation in school and district projects</td>
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<td>- Participation in University and campus placement events/meetings/trainings</td>
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<td>4e. Demonstrates professional growth and development</td>
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<tr>
<td>- Enhancement of knowledge and skills</td>
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<tr>
<td>- Service to the profession</td>
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<tr>
<td>- Receptivity and responsiveness to feedback</td>
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<tr>
<td>- Improvement/growth in performance</td>
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<td>4f. Demonstrates professionalism.</td>
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<tr>
<td>- Integrity and ethical conduct</td>
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<tr>
<td>- Advocacy</td>
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<tr>
<td>- Equitable service to all students</td>
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<tr>
<td>- Sound judgment and decision-making</td>
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<tr>
<td>- Compliance with university/campus/district regulations</td>
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</tbody>
</table>

**Comments for Domain 4:**

**Campus Mentor’s Summary Comments:**

**Supervisor’s Summary Comments:**

---

**Intern’s Signature/Date**

**Mentor’s Signature/Date**

**Supervisor’s Signature/Date**
# TEXAS STATE UNIVERSITY INTERNSHIP PROGRAM

## Intern General Information

**Intern** ___________________________________________ Year ______________

Email Addresses:
- TxState _______________
- Home _______________
- Campus _______________

Phone Numbers:
- Cell _______________
- Home _______________
- Classroom _______________

TEA ID # ____________________
- Texas State Net ID # _______________

Campus Room # ______
- Conference time (beginning and ending) _______________

**NOTE:** Attach a classroom schedule.

---

**Mentor Teacher** ___________________________________________ Email _______________

Phone Numbers:
- Cell _______________
- Classroom _______________

Conference time (beginning and ending) _______________

---

**District** ___________________________ **Campus** ___________________________

Campus Address ____________________________________________________________

Campus Phone ___________________________

Principal ___________________________ Email ___________________________

---

**University Supervisor** ___________________________

TxState Email ___________________________

Phone Number ___________________________
# TEXAS STATE UNIVERSITY
## PROFESSIONAL DEVELOPMENT LOG FOR INTERNS

Intern ______________________________  Campus __________________  Year _________

NOTE: Table cells expand as information is entered. Additional rows may be added.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event (workshops, conferences, mentor/classroom teacher observations, significant mentor meetings/conferences, staff development)</th>
<th>Significant Learning Experience (For each entry, identify at least one idea that will be implemented in the classroom or professionally. This could include a significant learning experience from mentor or other campus teacher. Briefly describe the results.)</th>
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</table>