



**HOLMES CENTER FOR SCHOOL PARTNERSHIPS
AND EDUCATOR PREPARATION**

Internship in Teaching
Handbook

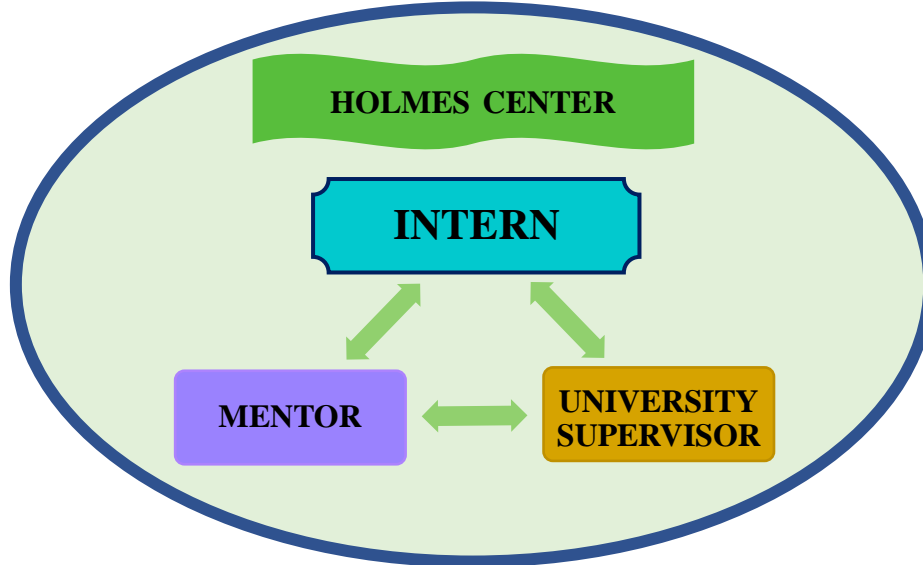
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ORGANIZATIONAL STRUCTURE



Roles Defined

Holmes Center: is responsible for the Internship in Teaching that leads to teacher licensure in New Hampshire; collaborates with program faculty, mentors, university supervisors, school district partners, the state department of education ([NHDOE](#)), and other agencies to maximize the learning experiences of interns; recommends interns for teaching licensure in NH.

Intern: as an intern, the teacher candidate works under the direct supervision of the mentor; shares students and classroom with the mentor; asks for and listens to mentor for advice, feedback, and wisdom; plans and implements lessons utilizing a scaffolded, co-teaching relationship with the mentor; builds rapport with students and teaches responsively, using formative and summative assessments to inform practice; works reflectively on personal goals aspiring for best practice in all educator competencies. See section, [The Intern](#), for more information.

Mentor (cooperating teacher): shares space and students with the intern and assumes the primary role in assisting the intern to become a competent, creative professional; provides pedagogical and content knowledge; plans and implements lessons utilizing a scaffolded, co-teaching relationship; provides feedback, support, and encouragement; completes the mid-term and end-of-term evaluations on Taskstream and shares them with the intern; and doesn't hesitate to reach out to the university supervisor and/or Holmes Center for questions and concerns. Mentoring is essential to teacher development. See section, [The Mentor Teacher](#), for more information.

University Supervisor: provides feedback, support, and encouragement as well as pedagogical and content knowledge to intern; completes four formal observations at site visits, including previewing lesson plans and goals and then debriefing in person and in writing after the observation is completed; completes the mid-term and end-of-term evaluations on Taskstream and shares them with the intern; and doesn't hesitate to reach out to the university supervisor and/or Holmes Center for questions and concerns. See section, [The University Supervisor](#), for more information.

THE INTERN

Interns will differ as to the pace of progression, and all phases of the internship (orientation, observation, participation, and teaching) should be carefully planned and take place through a gradual induction period that is specific to the needs of the intern and the setting. There is no required schedule for acclimating to the placement, but the Internship Calendar, the pacing guide in this handbook ([Appendix C](#)), and in the internship syllabus you receive will assist in planning. The goal is to be in a position of full-time lead teaching for as long as possible (at least two weeks) while receiving coaching from the mentor teacher through a co-teaching model. See [Appendix A](#) for a co-teaching infographic and the link to a training video. In addition, [Appendix E](#) is a useful checklist of the following requirements.

The Internship in Teaching is the crux of Decision Point IV for the PSU Holmes Center Road to Certification. For more information, in addition to the following pages of this section, see the Decision Point IV Checklist in [Appendix B](#), the Holmes Center website page [Road to Teacher Certification](#) and the teacher candidate handbooks for undergraduate students and for graduate students.

Seminar I: Preparing for the Internship

This seminar takes place before or in the early days of the Internship in Teaching. In fact, it is considered part of Decision Point III. The Holmes Center will host a meeting to explain the ins and outs of your internship. Mentors and University Supervisors will experience similar material in their internship overview and training sessions. Seminar I includes:

- Overview of your internship calendar including dates for events such as resume workshopping, Seminar II, and Seminar III
- Overview of the Internship in Teaching policies and this handbook
- Review of the Evaluation Competencies Rubric for your program
- Co-teaching training
- Lesson planning expectations and guidance
- Review of the NH Codes of Conduct & Ethics

Getting Started Developing a Collaborative Classroom

The intern and the mentor teacher develop a collaborative, professional team to establish the classroom as a positive learning community (see [Appendix D](#) for suggestions). This includes making a plan together for integrating the intern as a partner teacher in the classroom. Interns engage in “learning by doing” as they work to master content and pedagogy using the program evaluation rubric (see [Appendix N](#) for program specific links) to set competency goals. Understanding the thinking and reasoning behind the many varied decisions teachers must make throughout the day is a critical objective. Interns engage in active listening to the mentor teacher’s “thinking out loud” in order to learn processes and procedures in context. Through a well-developed relationship, interns are encouraged to ask how and why specific structures are designed.



Guided Leadership & Lead Teaching – The Bulk of the Internship

The intern moves into an active leadership role with close guidance and continued co-teaching support from the mentor teacher. (Mentor responsibilities are explained in the Mentor section on [page 13](#) and listed in [Appendix H](#).) The intern will begin orchestrating multiple classroom demands while continuing to discuss processes and procedures with the mentor teacher. The intern sees the mentor teacher as a coach who assumes a role of “curiosity,” asking the intern questions about plans and strategies. The intern engages in purposeful risk-taking without fear of judgement or failure.

Activities during this phase include, but are not limited to:

- Utilizing the program evaluation rubric to set competency goals
- Planning, implementing, and reflecting on effective teaching strategies
- Building a repertoire of effective classroom management techniques for use during the transition to lead teaching
- Observing and working to understand the mentor teacher’s varied teaching strategies that address differentiation and using formative and summative assessments to inform instruction
- Engaging in discourse based on formative and summative observations
- Using feedback from the mentor teacher and personal reflection (see suggestions in [Appendix G](#)) to inform both professional goals and teaching plans
- Looking ahead toward the future
- Drafting resume and attending Seminar II

See [Appendix E](#) for a more in-depth list of intern responsibilities. Interns gradually assume the position of lead teacher (see the internship syllabus or the pacing guide in [Appendix C](#) for pacing guidelines). This does not mean the mentor teacher is relinquishing responsibility but rather a shift in who has the lead role. Interns will utilize their plan books and should only need thoroughly written lesson plans when they are to be formally observed (see [Lesson Plans](#) section below). The mentor teacher continues to guide, coach, co-teach, and observe, providing feedback as often as possible.

Activities in this phase include, but are not limited to:

- Lead teaching full-time
- Using effective differentiation strategies, summative and formative assessments, as well as relationships with students to inform planning and implementation of lessons
- Utilizing the mentor teacher to assist with small groups and individuals using various co-teaching models
- Reflecting on competency goal progress and growth as a teacher with feedback based upon multiple data sources such as observations and student assessments
- Continuing with ongoing discourse about planning and teaching
- Initiative for exploring, collaborating and experimenting with innovative ideas

Lesson Plans

Experienced teachers do not write formal lesson plans for every lesson they teach every day. Time does not allow for that, nor would it be an effective use of their time. They have, however, spent countless hours over their years of teaching, considering content, curriculum requirements, best practice pedagogy, and the developmental and individual needs of their students. They have developed and continue to enhance their own effective planning and teaching skills.

That kind of experience takes time. Therefore, in the beginning, interns are expected to write detailed lesson plans for the lessons they are teaching. Universal Design for Learning Lesson resources provide guidelines for the factors that should be considered during lesson plans (see [Appendix F](#)). Lesson plans should be submitted to the mentor teacher for approval the day before a lesson will be taught. Rationale for this requirement includes:

- Intentionally consider all factors of the planning process.
- Gain “muscle memory” so that, eventually, the process will become ingrained and formally written plans will no longer be necessary.
- Envision the lesson and determine specific planning questions to ask of the mentor teacher.
- Lesson plans serve as a valuable record, particularly when interns reflect immediately following the lesson. What went well? What surprises did I experience? How long did each segment take? What will I do differently next time?

The intern and the mentor teacher, determine together the format for written plans that will best meet their needs (e.g. outline form, table form, etc.); interns are encouraged to try different formats to find one that best suits their learning and planning styles. Two possible lesson plan formats are included at the end of [Appendix F](#).

In addition, interns are expected to keep a plan book in a format of their choice (e.g. traditional, in a digital document, on a lesson plan website, etc.). It is suggested that interns begin by trying the mentor teacher’s method and then working to develop an effective method that suits their own style and needs. The plan book should be the primary tool for recording plans by the time the intern is engaged in lead teaching; thoroughly written lesson plans should not be necessary unless a lesson will be formally observed.

Seminar II: Preparing for Employment

This seminar takes place during the internship (see the calendar for your internship semester for the exact date) and is considered an excused absence from your placement. Like all seminars, this seminar is required. The purpose of this seminar is for interns to learn about the hiring process for educators. It is an opportunity for interns to meet NH administrators who will share their expectations and advice for applications, resumes, cover letters, and interviews. Interns will dress professionally for this networking experience.

Performance Evaluations

Interns are in a constant state of reflection and self-evaluation as they work toward competency growth for best practice while working for and with their students. Keeping a journal and/or a list of questions for the mentor, university supervisor, program advisor, the Holmes Center, and/or for further research is highly encouraged. See [Appendix F](#) for lesson planning resources and [Appendix G](#) for sample reflection questions. In addition, interns use the evaluation rubric to set and work toward competency-based goals.

Evaluation of interns is an important component of the teacher education program and is a rigorous multi-dimensional process. The formula for the calculation of the final grade for the internship varies by program. The competency domains of intern evaluations for all programs (see [Appendix N](#) for program-specific rubric links) are:

- Pedagogy
- Classroom Atmosphere
- Reflective Practice
- Professionalism
- Content and Teaching

Interns receive both formative and summative feedback throughout the internship. Formative and summative assessments are used by mentor teachers, university supervisors, the Holmes Center, and program faculty to evaluate progress toward competencies.

Midterm and Final Evaluations

The mentor teacher and university supervisor complete midterm and final evaluations using a program-centered rubric that can be found on the Holmes Center Internship in Teaching Overview page under [Internship Evaluation Forms](#) (see program-specific rubric links in [Appendix N](#)). [Taskstream](#) is a cloud-based software that has been integrated with Canvas, so faculty and students can use these tools cohesively. Mentor teachers and university supervisors will receive a welcome email for logging into Taskstream to complete the evaluations. See [Appendix K](#) for a Taskstream guide. Contact the Holmes Center for technical assistance with Taskstream.

NH TCAP

New Hampshire TCAP requires interns to demonstrate strategies they will use to make learning accessible to their students. This entails explaining the thinking underlying teaching decisions and analyzing strategies used to teach 3-5 lessons to one set of students. Interns examine the effects of their instructional design and teaching practices on students' learning. This project is an opportunity to work on competency goals.

The TCAP Strands:

- I. Contextualizing Learners & Learning
- II. Planning & Preparing
- III. Instructing Students & Supporting Learning
- IV. Assessing Student Learning
- V. Reflecting & Growing Professionally
- VI. Using academic language

Candidates' Performance Across Strands:

- Establishing instructional focus
- Making content accessible
- Designing assessments
- Engaging students in learning
- Monitoring student learning
- Analyzing student work
- Using feedback to promote learning
- Using assessment to inform teaching
- Monitoring student progress
- Reflecting on learning
- Understanding language demands
- Developing students' academic language

Seminar course instructors provide guidance and chunking recommendations for this project. It is strongly recommended that interns follow the instructor's suggested deadlines. This project can be a useful tool for growth as a professional as well as a portfolio to share with prospective employers. For more TCAP overview information, see [Appendix L](#).

Winding Down & Learning from the Larger Community

Although it may be tempting for the intern to relinquish all responsibilities after the demands of lead teaching, this can be a time of extensive professional growth. While the mentor teacher transitions back into the lead teaching role, the intern continues to engage with the learners in the classroom as well as throughout the school. The mentor teacher and administrators can suggest other exemplary teachers to observe in varied contexts. Through observation and engagement, the intern can continue to build knowledge and skills of the teaching profession. Having exposure to other grade levels and various teaching styles and instructional content provides a repertoire of teaching strategies and styles for the intern.

Seminar III: Internship Wrap-up & Licensure Requirements

This seminar happens the day following the last scheduled day of the internship (see the calendar for your internship semester for the exact date). The Holmes Center will host an event to debrief and celebrate the completion of internships as well as presenting an overview of next steps for licensure. Recommendation for licensure by the Holmes Center will be explained as will the teacher candidate's role after recommendation.

Interns will set up a NH DOE account. New teacher candidates complete the New Hampshire Department of Education application that will be reviewed during Seminar III. Information is also available on the Holmes Center [NH Licensure Requirements](#) page as well as the NH DOE [NH Approved Educator Preparation Program Recommendation](#) page. An intern who desires licensure in another state should contact the Holmes Center and the Department of Education of the particular state.

Professionalism

Standards of Conduct & Ethics

Interns are obligated to meet all of the following conduct and disciplinary standards throughout their participation in the internship:

- The host school rules regarding lesson planning, assessment, attendance, professional demeanor, etc.;
- The role of the intern as described in this handbook;
- The competency expectations as outlined on the internship evaluation rubric (links in [Appendix N](#));
- The NH Codes of Conduct & Ethics for Educators ([Appendix M](#));
- The PSU Code of Student Conduct.

Abiding by Protocols of the Host School

The intern should become familiar with and abide by the host school's established protocols, including, but not limited to safety issues; emergency procedures; entering and exiting school property; communication with school personnel, homes, families and communities; social media; and field trips and special events.

Appropriate Attire and Appearance

The policies and culture of each individual school and/or district and the nature of the instructional activities define appropriate dress and grooming. It is the intern's responsibility to become familiar with the school's expectations for faculty appearance and maintain standards of dress and appearance. Interns should have a general discussion on choices of attire with the mentor teacher prior to the first day of the experience. Interns are expected to wear their school's ID (if issued) or their PSU ID while on school property.

Attendance

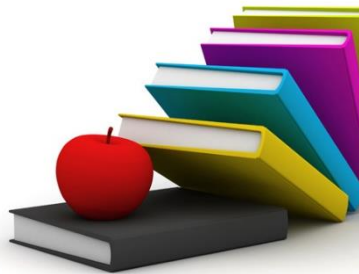
Interns have an obligation to be consistent and punctual in attendance. Interns should be in their assigned classroom at the time designated by their mentor teacher, school principal, and university supervisor. Best practice is only possible with preparation outside of school hours, and interns expect to spend time before and/or after school planning both with the mentor teacher and independently every day. Interns are expected to attend all workdays, in-service days, and professional development days with the mentor teacher. In addition, students are expected to attend seminars provided by the Holmes Center, and any internship absence due to these seminars will be excused.

It is expected that interns will not miss any days during the internship experience; but up to three absences may be excused. Absence for even part of a day counts as one absence. If extenuating circumstances arise, the intern must notify the mentor teacher and university supervisor as early as possible. In case of excessive or unexcused absences, the intern may be removed from the placement.

Transportation to and from Field Sites - Transportation to and from school sites is the responsibility of the teacher candidate. Plymouth State University does not assume any responsibility or liability for travel expenses related to field experiences.

Confidentiality

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEP), family histories, and more. Interns are encouraged to ask questions regarding confidentiality policies at the host school.



THE MENTOR TEACHER

Thank you for welcoming a Plymouth State University undergraduate/graduate intern into your classroom to complete the Internship in Teaching. You are an integral part of your intern's support team which directly includes a university supervisor, the clinical coordinator and whole Holmes Center team, as well as program faculty. The purpose of this team is to collaboratively facilitate the growth and success of the intern. Mentor teachers are encouraged to contact the intern's university supervisor, program coordinator, and/or the Holmes Center (see [Appendix N](#) for a contact list) at any time during the internship with questions, concerns and to request observations and/or visits. It is not necessary, nor recommended, to wait until the midterm evaluation to reach out for support.

As a mentor teacher, you are one of the intern's most important resources. You function as a coach to your intern and provide regular positive feedback, constructive debriefing, and meaningful suggestions to improve teaching. Your active involvement is essential to a successful Internship in Teaching experience.

Previous mentors have indicated that a checklist of expectations is helpful, and one is provided in this handbook ([Appendix H](#)). In addition, we invite your suggestions and comments for future revisions of this document.

Attendance

Interns have an obligation to be consistent and punctual in attendance. Interns should be in their assigned classroom at the time designated by their mentor teacher. Best practice is only possible with preparation outside of school hours, and interns are expected to spend time before and/or after school planning both with the mentor teacher and independently every day. Interns are expected to attend all workdays, in-service days, and professional development days with the mentor teacher. In addition, students are expected to attend seminars provided by the Holmes Center, and any internship absence due to these seminars will be excused.

It is expected that interns will not miss any days during the internship experience; but up to three absences may be excused. Absence for even part of a day counts as one absence. If extenuating circumstances arise, the intern must notify the mentor teacher and university supervisor as early as possible. In case of excessive or unexcused absences, the intern may be removed from the placement. Notify the clinical coordinator at the Holmes Center as soon as possible if attendance is an issue.

Developing a Collaborative Classroom

The intern and the mentor teacher develop a collaborative, professional team that will enrich the positive learning community of the classroom. This includes making a plan together for integrating the intern as a partner teacher in the classroom. Interns will differ as to the pace of progression, and all phases of the internship (orientation, observation, participation, and teaching) should be carefully planned and take place through a gradual phasing-in period that is specific to the needs of the intern and the setting. There is no required schedule for acclimating interns to the placement, but the pacing guide in [Appendix C](#) and in the internship syllabus serve as guides to assist in planning. The goal is for the intern to be in a position of full-time lead teaching for at least two weeks while receiving guidance and support from the mentor teacher through co-teaching. See [Appendix A](#) for a co-teaching infographic and the link to a training video.

Interns engage in “learning by doing” as they work to master content and pedagogy. Understanding the thinking and reasoning behind the varied decisions teachers must make throughout the day will be a critical objective. Interns should engage in active listening to the mentor teacher’s “thinking out loud” in order to learn processes and procedures in context. Through a well-developed relationship, interns are encouraged to ask how and why specific structures are designed.

Lesson Plans

In the beginning, interns are expected to write detailed lesson plans for the lessons they are teaching. Universal Design for Learning Lesson resources provide guidelines for the factors that should be considered during lesson plans (see [Appendix F](#)). Lesson plans should be submitted to the mentor teacher for approval the day before a lesson will be taught. Important rationale for this requirement includes:

- Intentionally consider all factors of the planning process.
- Gain “muscle memory” so that, eventually, the process will become ingrained and formally written plans will no longer be necessary.
- Envision the lesson and determine specific planning questions to ask of the mentor teacher.
- Lesson plans serve as a valuable record, particularly when interns reflect immediately following the lesson. What went well? What surprises did I experience? How long did each segment take? What will I do differently next time?

The intern and the mentor teacher, can determine together the format for written plans that will best meet their needs (e.g. outline form, table form, etc.); interns are encouraged to try different formats to find one that best suits their learning and planning styles.

In addition, interns are expected to keep a plan book in a format of their choice (e.g. traditional, in a digital document, on a lesson plan site, etc.). It is suggested that interns begin this by trying the mentor teacher’s method and then work to develop an effective method that suits their own style and needs. The plan book should be the tool for planning by the time the intern is engaged in lead teaching; thoroughly written lesson plans should not be necessary unless a lesson will be formally observed.

Performance Evaluations

Evaluation of interns is an important component of the teacher education program and is a rigorous multi-dimensional process. Each program area decides the formula for the calculation of the final grade for the internship. The domains of intern evaluation are:

- Pedagogy
- Classroom Atmosphere
- Reflective Practice
- Professionalism
- Content and Teaching

Interns are in a constant state of reflection and self-evaluation as they work toward competency growth for best practice while working for and with students. Keeping a journal and/or a list of questions for the mentor, university supervisor, program advisor, the Holmes Center, and/or for further research is highly encouraged. See [Appendix F](#) for Universal Design for Learning resources and [Appendix G](#) for sample reflection questions. In addition, interns use the evaluation rubric to set and work toward competency-based goals. Interns receive both formative and summative feedback throughout the internship. from the mentor teacher, university supervisor, the Holmes Center, and program faculty to evaluate progress toward competencies.

Prior to Midterm:

- Access the evaluation in Taskstream (see guide in [Appendix K](#))
- Establish weekly planning time schedule.
- Assist intern in using the pacing guide (see [Appendix C](#)) and/or internship syllabus for semester planning.
- Become familiar with the [evaluation rubric](#) competencies (see program-specific links in [Appendix N](#)) and collect data that shows understanding of these competencies.
- Help the intern set competency-based goals to accomplish by the midterm, and facilitate ongoing feedback for reflection and growth.
- Engage in professional discourse with your intern regarding all aspects teaching. See [Appendix F](#) for Universal Design for Learning resources and [Appendix G](#) for sample reflection questions.
- Complete observations with a pre- and post-conference for each. Provide oral and written feedback to the intern (see [Appendix I](#) for a sample observation record form). Resources for planning lessons with Universal Design for Learning considerations are provided in [Appendix F](#).

Guided Leadership

The intern moves into an active leadership role with close guidance and continued co-teaching support from the mentor teacher. The intern will begin orchestrating multiple classroom demands while continuing to discuss processes and procedures with the mentor teacher. The mentor teacher serving as a coach should assume a role of “curiosity,” asking the intern questions about plans and strategies while providing opportunities for risk-taking without fear of failure. See a list of activities on [page 8](#) of the section, The Intern.

Formal Evaluations

The mentor teacher and university supervisor complete midterm and final evaluations using a program-centered rubric that can be found on the Holmes Center Internship in Teaching Overview page under [Internship Evaluation Forms](#) (see program-specific links in [Appendix N](#)).

Taskstream is a cloud-based software that has been integrated with Canvas, so faculty and students can use these tools cohesively. Mentor teachers and university supervisors will receive a welcome email for logging into Taskstream to complete the evaluations. See [Appendix K](#) for a Taskstream guide. The Internship calendar lists the midterm and final evaluation windows. Contact the Holmes Center for technical support.

During the Midterm Evaluation Window

- Complete the midterm [internship evaluation](#) (program-specific links in [Appendix N](#)).
- Debrief/review the midterm evaluation with the intern and university supervisor.
- Submit the midterm evaluation in [Taskstream](#) (guide in [Appendix K](#)).
- Help the intern review previous goals and set new competency-based goals to accomplish by the end of the internship.



Lead Teaching

Interns gradually assume the position of lead teacher (see the internship syllabus or the pacing guide in [Appendix C](#) for pacing guidelines). This does not mean the mentor teacher is relinquishing responsibility, but it is more a shift in who has the lead role. Interns will utilize their plan books and should only need thoroughly written lesson plans when they are to be formally observed. The mentor teacher continues to guide, coach, co-teach, and observe, providing feedback as often as possible. See a list of activities on [page 8](#) in the section, The Intern.

Between Midterm and Final Evaluation

As the intern gradually assumes the position of lead teacher, the mentor teacher is not relinquishing responsibility. Rather, a shift in who is taking the lead role occurs.

- Continue to guide, coach, co-teach, and observe your intern, providing feedback and engaging in professional discourse whenever possible.
- Complete formative observations with a pre- and post-conference for each. Provide oral and written feedback to the intern. Focus observations on competency goals documented on observation records ([Appendix I](#)).
- Encourage initiative for exploration and experimentation with new ideas.

During Final Evaluation Window & Upon Completion

- Complete the final [internship evaluation](#) (program-specific links in [Appendix N](#)).
- Debrief/review the final evaluation with the intern and university supervisor.
- Submit final evaluation in [Taskstream](#) (guide in [Appendix K](#)).

THE UNIVERSITY SUPERVISOR

Thank you for being a university supervisor for the Holmes Center for School Partnerships and Educator Preparation at Plymouth State University. You are an important part of your intern's support team which directly includes the mentor teacher, the clinical coordinator and whole Holmes Center team, and program faculty. The purpose of this team is to collaboratively facilitate the growth and success of the intern.

The university supervisor's main concern is the intern's success at meeting competencies for teacher licensure. The university supervisor checks in with the intern and mentor teacher, schedules and completes at least four formal observations of the intern, and communicates with the Holmes Center and program faculty. Think of yourself as a coach for the intern as well as a liaison between the mentor/partner school and the university. Developing a professional relationship between yourself, the intern, and the mentor is important in the first weeks.

The intern and the mentor teacher develop a collaborative, professional team that will enrich the positive learning community of the classroom. Interns will differ as to the pace of progression, and all phases of the internship (orientation, observation, participation, and teaching) and will plan this with the mentor teacher early in the internship. There is no required schedule for acclimating interns to the placement, but the pacing guide in [Appendix C](#) and the internship syllabus serve as guides to assist in planning. Following a gradual phasing-in period that is specific to the needs of the intern and the setting, the goal is for the intern to be in a position of full-time lead teaching for at least two weeks while receiving guidance and support from the mentor teacher through co-teaching. See [Appendix A](#) for a co-teaching infographic and the link to a training video.

Interns engage in "learning by doing" as they work to master content and pedagogy. Understanding the thinking and reasoning behind the many varied decisions teachers must make throughout the day will be a critical objective. Interns should engage in active listening to the mentor teacher's "thinking out loud" in order to learn processes and procedures in context. Through well-developed relationships, interns are encouraged to ask how and why specific structures are designed.

It is expected that interns will not miss any days during the internship experience; but up to three absences may be excused. Absence for even part of a day counts as one absence. If extenuating circumstances arise, the intern must notify the mentor teacher and university supervisor as early as possible. In case of excessive or unexcused absences, the intern may be removed from the placement. Notify the clinical coordinator at the Holmes Center as soon as possible if attendance is an issue.

University supervisors are encouraged to contact the clinical coordinator at the Holmes Center or the intern's program coordinator (see [Appendix N](#) for a contact list) at any time during the semester with questions and concerns and to request observations and/or visits. It is not necessary, nor recommended to wait until the midterm evaluation to reach out for support for the intern.

Previous university supervisors have indicated that a checklist of expectations is helpful, and one is provided in this handbook ([Appendix J](#)). In addition, we invite your suggestions and comments for future revisions of this document.



Lesson Plans

In the beginning, interns are expected to write detailed lesson plans for the lessons they are teaching. Universal Design for Learning Lesson resources provide guidelines for the factors that should be considered during lesson plans (see [Appendix F](#)). Lesson plans should be submitted to the mentor teacher for approval the day before a lesson will be taught. Important rationale for this requirement includes:

- Intentionally consider all factors of the planning process.
- Gain “muscle memory” so that, eventually, the process will become ingrained and formally written plans will no longer be necessary.
- Envision the lesson and determine specific planning questions to ask of the mentor teacher.
- Lesson plans serve as a valuable record, particularly when interns reflect immediately following the lesson. What went well? What surprises did I experience? How long did each segment take? What will I do differently next time?

The intern and the mentor teacher, determine together the format for written plans that will best meet their needs (e.g. outline form, table form, etc.); interns are encouraged to try different formats to find one that best suits their learning and planning styles.

In addition, interns are expected to keep a plan book in a format of their choice (e.g. traditional, in a digital document, on a lesson plan site, etc.). It is suggested that interns begin this by trying the mentor teacher’s method and then work to develop an effective method that suits their own style and needs. The plan book should be the tool for planning by the time the intern is engaged in lead teaching; thoroughly written lesson plans should not be necessary unless a lesson will be formally observed.

Performance Evaluations

Evaluation of interns is an important component of the teacher education program and is a rigorous multi-dimensional process. Each program area decides the formula for the calculation of the final grade for the internship. The domains of intern evaluation are:

- Pedagogy
- Classroom Atmosphere
- Reflective Practice
- Professionalism
- Content and Teaching

Interns are in a constant state of reflection and self-evaluation as they work toward competency growth for best practice while working for and with students. Keeping a journal and/or a list of questions for the mentor, university supervisor, program advisor, the Holmes Center, and/or for further research is highly encouraged. See [Appendix F](#) for Universal Design for Learning resources and [Appendix G](#) for sample reflection questions. In addition, interns use the evaluation rubric to set and work toward competency-based goals. Interns receive both formative and summative feedback throughout the internship. from the mentor teacher, university supervisor, the Holmes Center, and program faculty to evaluate progress toward competencies.

Formal Evaluations

The mentor teacher and university supervisor complete midterm and final evaluations using a program-centered rubric that can be found on the Holmes Center Internship in Teaching Overview page under [Internship Evaluation Forms](#) (see [Appendix N](#) for program-specific

links). Taskstream is a cloud-based software that has been integrated with Canvas, so faculty and students can use these tools cohesively. Mentor teachers and university supervisors will receive a welcome email for logging into Taskstream to complete the evaluations. See [Appendix K](#) for a Taskstream guide.

Prior to Midterm:

- Access [Taskstream](#) (see guide sheet in [Appendix K](#)).
- Review the [evaluation form](#) (see program-specific links in [Appendix N](#)) and collect data that shows competency performance.
- Help the intern set competency-based goals to accomplish by the midterm.
- Check in regularly with the intern and mentor teacher, and communicate with the Holmes Center as needed.
- Schedule and complete two formal observations focusing on the domains of the evaluation, with a pre- and post-conference for each.
 - Collect formal lesson plans from the intern. Resources for planning with Universal Design for Learning considerations are located in [Appendix F](#).
 - Provide oral and written feedback to the intern (see [Appendix I](#) for a sample documentation form).

During the Midterm Evaluation Window

- Complete the midterm [internship evaluation](#) (program-specific links in [Appendix N](#)).
- Debrief/review the midterm evaluation with the intern, and check in with the mentor.
- Submit final evaluation in [Taskstream](#) (guide in [Appendix K](#)).
- Help the intern review previous goals and set new competency-based goals to accomplish by the end of the internship.

Between Midterm and Final Evaluation:

- Schedule and complete two formal observations with a pre- and post-conference for each, focusing on the domains of the evaluation.
 - Collect formal written lesson plans before the observation. Resources for planning with Universal Design for Learning considerations are provided in [Appendix F](#).
 - Provide oral and written feedback to the intern (see [Appendix I](#) for a sample observation form).
- Check in with intern and mentor teacher, and communicate with the Holmes Center as needed.

During the Final Evaluation Window & Upon Completion:

- Complete the final [internship evaluation](#) (program-specific links in [Appendix N](#)).
- Debrief/review the final evaluation with the intern and the mentor.
- Submit final evaluation in [Taskstream](#) (guide in [Appendix K](#)).

ADDRESSING CONCERNS AND PROBLEMS DURING THE INTERNSHIP

Internship Team Communication

The Holmes Center is dedicated to facilitating the success of all interns. Open and frequent communication among the intern, mentor teacher, university supervisor, program coordinator, and the Holmes Center is the key to a successful internship experience. See [Appendix N](#) for a contact list. When this professional team maintains high levels of effective communication, intern growth is maximized, and problems are minimized. The internship is a developmental process. Therefore, interns are supported in learning from their experiences and making the necessary adjustments to meet all requirements.

Any problems or concerns that arise related to the performance of the intern should be discussed with them by the mentor teacher and shared with the university supervisor and the Holmes Center. Information related to challenges should be documented and clearly communicated to the intern.

Focus Plan

If concerns linger, the Holmes Center and the program coordinator will collaborate to develop a focus plan support document for the intern. Focus plans inform the intern of areas of concentration and specific expectations and provide a time frame for improvement.

Removal From Internship

As stated above in the Intern section, [Standards of Conduct and Ethics](#), interns are expected to adhere to all of the following:

- The host school rules regarding lesson planning, assessment, attendance, professional demeanor, etc.;
- The role of the intern as described in this handbook;
- The competency expectations as outlined on the internship evaluation form;
- The NH Codes of Conduct & Ethics for Educators (Appendix M of this handbook);
- The PSU Code of Student Conduct.

Failure to adhere to any of these sets of expectations and/or unsatisfactory performance over a period of time may result in the student's removal from the internship experience.

C.A.R.E. Program

Through the use of a reporting tool, the [C.A.R.E. form](#), faculty, staff, students, and family members are able to alert the Dean of Student Affairs office when a student may be in need or when they may have experienced an emergency or significant incident impacting their ability to succeed- temporarily or long term- in the campus environment.

Withdrawal from Placement

There may be instances when a candidate wishes to withdraw from the internship. The decision to withdraw is the student's alone, but consultation with the coordinator of clinical experiences and academic advisor is strongly encouraged.

Appendices

Appendix A

What Is Co-Teaching?

Co-Teaching is defined as two teachers working together: sharing the planning, organization, delivery, and assessment of instruction as well as the physical space.



intern
aka: teacher candidate



mentor
aka: cooperating teacher

Why Co-Teaching?

- reduced student/teacher ratio
- enhanced ability to meet students' needs
- full use of mentor's experience and expertise
- consistent classroom management
- greater student participation and engagement
- enhanced collaboration skills
- increased instructional options for students

7 Co-Teaching Strategies

- One Teach, One Observe
- One Teach, One Assist
- Station Teaching
- Parallel Teaching
- Supplemental Teaching
- Alternative or Differentiated Teaching
- Team Teaching

Sharing Roles:

Planning

- Consistently plan together.
- Discuss and write lesson goals together.
- Discuss methods of teaching to use.
- Think and talk through lesson ideas then plan in detail on your own time.

Teaching

- Be actively engaged in activities and work with all students.
- Exchange the lead, switch roles, communicate and adjust.
- Students will see two teachers prepared and respectful of each other.

Assessment

- Use both informal and formal assessments and provide "mini-assessments" to help monitor and adjust instruction.
- Provide daily feedback to students and each other.
- Model self-reflection for the students and your co-teacher.



Adapted from: Bacharach, N. & Heck, T. (2014). *The Co-Teaching Foundational Workshop*. St. Cloud University School of Education and the Academy for Co-Teaching and Collaboration. <https://campus.plymouth.edu/educator-preparation/training-video/>

For more information, watch the Academy for Co-Teaching and Collaboration [workshop video](#) (password: 2018PSUPoP)

Appendix B

Intern Responsibilities Prior to Day One

- Meet your mentor and complete the **mentor confirmation sheet**. Submit the completed sheet to the Holmes Center.
- Register for the internship course (and seminar if applicable).
- Complete **background check** requirements for your placement school.
- Think about the internship cycle (see the **internship pacing guide** and your **program syllabus**) and be prepared to make a plan with your mentor at the very beginning of the internship.
- Attend **Seminar I** with the Holmes Center.
- Read the **internship handbook** and your **internship evaluation**, and ask clarifying questions. <https://campus.plymouth.edu/educator-preparation/internship/>
- Visit or correspond to learn your **mentor's expectations**, including arrival for the first day, professional dress requirements, first day plans, etc.
- Ask your mentor teacher for **curriculum resources** and familiarize yourself with them.
- Plan to take **Praxis II** (and any other test/s required for your licensure).
- Google yourself, and consider going social media silent for the duration of the internship.

Teacher Candidate Decision Point IV

- TCAP
- Midterm Evaluations - debrief with mentor and university supervisor
- Seminar II attendance
- Graduation application
- Final Evaluations – debrief with mentor and university supervisor
- Seminar III attendance
 - NH EDID# submitted to Holmes Center _____

Appendix C

Internship in Teaching Pacing Guide

| Week | Observation/Participation and the Internship in Teaching |
|-----------------------|--|
| Prior to Day 1 | <ul style="list-style-type: none"> • Turn in completed mentor confirmation sheet to the Holmes Center. • Register for internship course (and seminar if applicable). • Complete background check requirements. • Attend Seminar I with the Holmes Center. • Review this handbook and your evaluation rubric. Ask questions! • Google yourself and consider going social media silent for the duration of the internship. • Plan for Praxis II (and any other tests required for your licensure). |
| Weeks 1-2 | <ul style="list-style-type: none"> • Gather information on the school (i.e., handbooks, maps, schedules, discipline policy, special education services and procedures). Get to know your way around. • Familiarize yourself with available district and community resources. • Meet with the mentor teacher and plan for gradual exchange of teaching responsibilities. • Meet with university supervisor, and arrange a time with the university supervisor to meet the mentor teacher, principal and special educators and support personnel on site. • Set competency-based goals to be met by the midterm (see the evaluation rubric). |
| Weeks 3-4 | <ul style="list-style-type: none"> • Discuss assessment practices with your mentor teacher. Assist the mentor teacher with current assessment efforts. • Review “Reflection Questions for Self-Evaluation of Teaching” (handbook Appendix G). • Begin co-planning and be sure you, your mentor teacher, and your university supervisor have made a plan to ensure you have opportunities to demonstrate the competencies described on your evaluation form. • Begin using a plan book for all lessons, regardless of lead teacher, and decide with mentor on a format for formally written lesson plans. |
| Weeks 5-6 | <ul style="list-style-type: none"> • Be sure to participate in at least one staff development/professional learning activity. |
| Weeks 7-8 | <ul style="list-style-type: none"> • Review mid-term evaluation with your mentor teacher and university supervisor. • Review previous goals and set new competency-based goals to be accomplished by the end of the internship. • Confer regularly with your mentor teacher regarding your performance, lesson planning and other appropriate topics. • Continue to assume additional responsibilities as appropriate. • Work in accordance with your mentor teacher’s contract hours. You should be available to serve duty with your mentor teacher, attend faculty/staff meetings and in-service events, and participate in other appropriate professional activities. |
| Weeks 9-12 | <ul style="list-style-type: none"> • Enjoy your lead teaching opportunity! • Request letters of recommendation. • Arrange for gradual transition of class(es) back to mentor teacher. • Attend Seminar II. This is a requirement. |
| Week 13-14 | <ul style="list-style-type: none"> • Review final evaluation with your mentor teacher and university supervisor. • Attend Seminar III. This is a requirement. |

Appendix D

Orientation to the School & Classroom

As is also the case with new teachers, it is important for the intern to become oriented with school policies and procedures and the workings of the assigned classroom(s) as soon as possible. Orientation might include a tour of the school, a discussion of the role of various personnel in the school, an overview of available equipment and its use, and introductions to persons important to the intern's success during the internship (such as administrators, office personnel and media, and counseling staff).*

| TOPICS FOR SCHOOL ORIENTATION | PERSONAL NOTES |
|---|----------------|
| Library: Introduce yourself. What are the hours? What policies are employed in the library? What access do students have to the library during school hours? How can you make use of the services of the library and the librarian as a support for your teaching? | |
| Nurse: Introduce yourself. What are nurse's duties? How often is the nurse available (especially if nurse travels between schools)? What services are provided to students, i.e. eye exams, dental checks, etc.? Know the accident policy. | |
| Guidance: Introduce yourself. What services are provided to students? What access do students have to the guidance counselor during school hours? How can you make use of the services of the guidance counselor as a support for your teaching? | |
| Special Needs/Resource Room: Introduce yourself. Make sure that you are aware of those students in your classes who receive services. How can you and the special education professional support each other's work with your student(s)? | |
| Technology: Is there a separate computer lab/technology facility in the school? What systems and system software are available? What is the accessibility for students, for faculty and staff? How can you make use of the technology services as a support for your teaching? | |
| Lunchroom: How many lunch periods? What types of lunch service are available? Do they serve breakfast for students? What school policies govern students while they are in the lunchroom? How do you, as an Intern, get a lunch? | |
| Administrative Offices: Introduce yourself to Administrators and administrative staff. Be aware of the roles of each of the Administrators. Discuss how these individuals support the teacher. Request copies of student and faculty handbooks, school policy manuals (if they are available to teachers), parent handbooks, bell schedule, school calendar, etc. | |

*This chart is provided for the intern's use. It does not need to be turned in.

The mentor teacher and the intern should schedule a time to establish school-related expectations during the observation/orientation period.*

| TOPICS FOR CLASSROOM ORIENTATION | PERSONAL NOTES |
|---|----------------|
| Dates/Times: for practicum periods, midterm exams, school vacations, holidays, daily time schedules, standardized testing periods, etc. | |
| Clarification of school policies and Intern involvement: general discipline, record keeping, emergency procedures, homeroom, lunchroom, study hall, bus duty, library, availability of student and faculty handbooks. | |
| Clarification of classroom procedures: classroom management, housekeeping, bulletin boards, clerical duties, recess, etc. | |
| Accessibility of services: equipment, technology, duplication services, materials and supplies, faculty workrooms, faculty lunchroom, etc. | |
| Extra Curricular Activities: field trips, clubs, school activities, tutoring, etc. | |
| Meetings: parent conferences and working with families, staff development activities, faculty and/or department meetings, etc. | |
| Subject matter to be taught: what areas or grade levels, when will instructional responsibilities be assumed, what curriculum guides, texts, etc.? | |
| Planning: additional requirements for lesson plans/units, plan book, etc. | |
| Meeting Diverse Student Needs: students with learning disabilities, physical or emotional handicaps, ESL/bilingual students, access to IEPs, communication with support personnel. | |
| Instruction: grouping techniques, teaching strategies for individualization, whole class instruction, use of technology. | |
| Student Evaluation: homework/grades, grading papers, keeping grades and records, etc. | |
| Communication: Intern and mentor teacher conferencing schedule, procedures for addressing problems, etc. | |
| Scheduling a Daily Conference Time: the best time for you to meet with your Mentor Teacher. | |
| Professional Commitment: absence-reporting procedure, make up schedule, no-school notification, etc. | |

*This chart is provided for the intern's use. It does not need to be turned in.

Appendix E

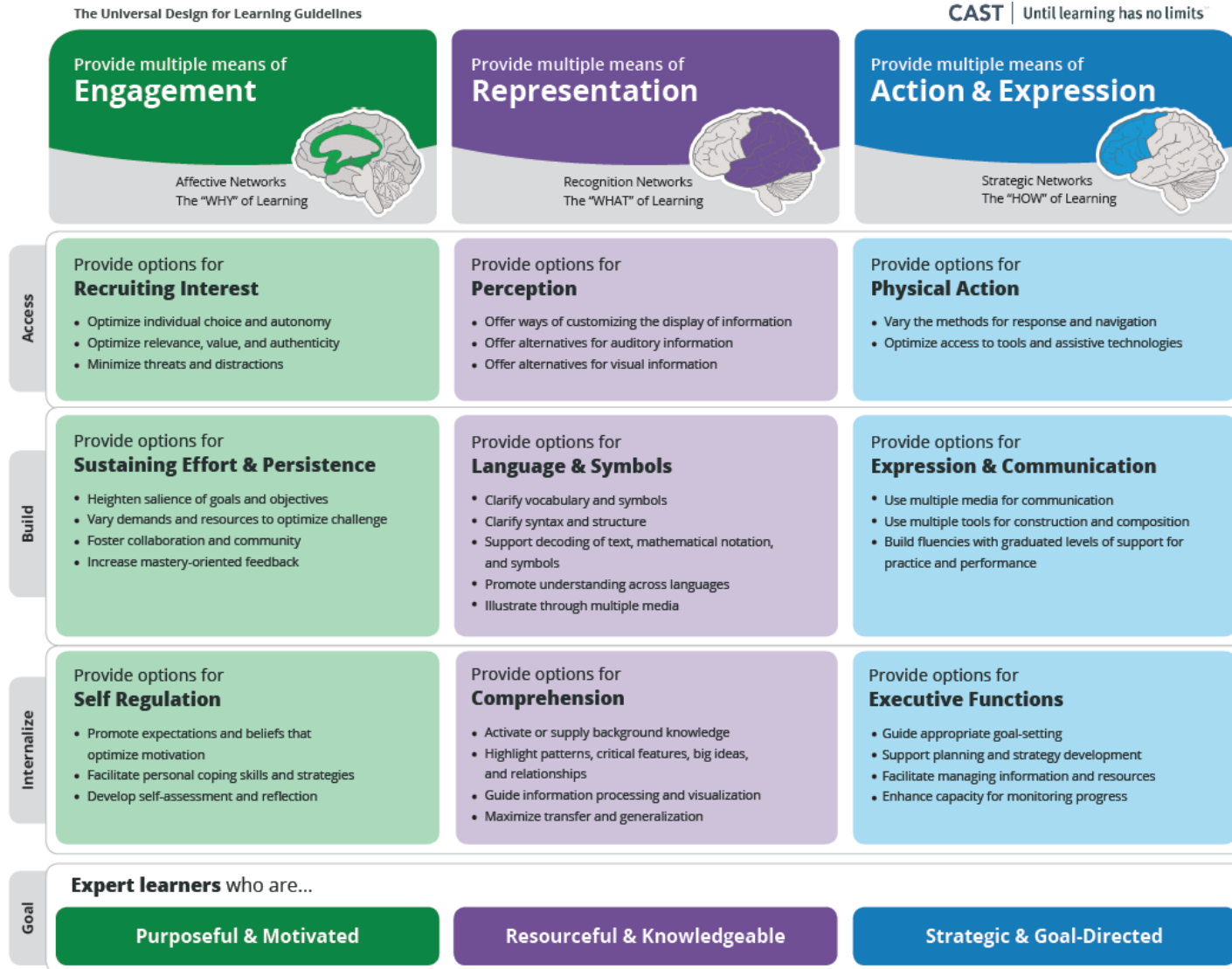
Intern Responsibilities Throughout the Internship

- Attend meetings with your mentor teacher and university supervisor.
- Co-construct an evolving schedule with your mentor that encourages your active involvement throughout each day (e.g., teaching, observing, debriefing, finding resources).
- Use the program evaluation rubric to set competency-based goals to be accomplished by midterm and again by the end of the internship.
- Create lesson plans using *Universal Based Design Lesson Plan* considerations (see handbook [Appendix E](#) and program syllabus). Write formal lesson plans before lessons are taught as required by your mentor teacher and university supervisor and submit them when expected. Written reflections may be required as well. [Appendix F](#) lists suggested reflection considerations.
- Expect to be observed formally by the mentor teacher. Informal observations and feedback will occur daily. Be prepared to debrief and reflect frequently.
- Expect to be observed formally by your university supervisor at least four times during the semester.
- Participate in post-observation feedback sessions with the university supervisor and your mentor teacher.
- Be open to the objective, formative, constructive, and honest feedback you will receive. Examine and implement suggested changes. Take risks and challenge yourself.
- Pre-plan for your lead teaching experience. Expect a large degree of autonomy; however, you should still review your lesson plans with your mentor teacher and expect to be observed and to co-teach.
- Integrate the arts, health, and physical education into the classroom. (This is required at the elementary level and is encouraged at the secondary level.)
- Explore and reflect on aspects of diversity and multicultural perspectives. Develop best-practice strategies for classroom management and discipline.
- Observe other teachers, interns, and teachers with specific areas of expertise (English Language Learners, exceptional learners, multicultural perspectives, etc.). Observe teachers in other schools.
- Attend Seminar II and Seminar III (both mandatory) as well as optional offerings such as resume workshop, lesson planning workshop, job fair, etc.

Appendix F

Lesson Planning Resources

UDL Guidelines



udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

UDL Lesson Design: Step-by-step Planner

Step 1: Proactively design

Analyze the lesson goal

Record what students will know, do, and care about in this part of the lesson. (Think about the content they need to understand, group work there may be, and different skills in the activity or task.)

Next, decide on the primary goal for this part of the lesson. Craft a clear, specific goal for students to focus on.

Optional tool: [Top 10 UDL Tips for Developing Goals](#)

Ask yourself or a planning partner:

- Is my goal **clear** and **specific**?

- Have I separated the **primary goal** from the other parts of the lesson?

Anticipate variability: Engagement

What do you anticipate the range of student interest and effort will be for this part of the lesson?

What do you anticipate as barriers to student engagement?

What one or two design strategies can you include in your lesson to increase engagement?

Ask yourself or a planning partner:

- Do the design strategies support the learning goal?

- Do the design strategies support the range of my students' **interest, effort, or self-regulation**?

Optional tool: Use CAST's [UDL Engagement Guidelines](#) to explore options for engagement. Examples:

- Choice boards to get students' interest
- Options for collaboration to sustain effort
- Options for self or group reflection for self-regulation

Anticipate variability: Representation

What do you anticipate the range of student background experience, vocabulary, and perception will be for this part of the lesson?

What do you anticipate as barriers to student comprehension?

What one or two design strategies can you include in your lesson to increase options for representation?

Optional tool: Use CAST's [UDL Representation Guidelines](#) to learn more.

Examples:

- Different ways of presenting directions
- Clarifying vocabulary to support with language
- Activating background knowledge to improve comprehension

Ask yourself or a planning partner:

- Do the design strategies support the learning goal?
- Do the design strategies support the range of my students' **perception, language and symbol knowledge**, and comprehension?

Anticipate variability: Action and expression

What do you anticipate the range of student action and expression will be for this part of the lesson?

What do you anticipate as barriers to students demonstrating what they know?

What one or two design strategies can you include in your lesson to increase options for action and expression?

Optional tool: Use CAST's [UDL Action & Expression Guidelines](#) for more ideas about how students can show what they know.

Examples:

- Different tools for physical action
- Different forms of media to communicate
- Goal-setting to support executive functioning

Ask yourself or a planning partner:

- Do the design strategies support the learning goal?
- Do the design strategies support the range of my students' **physical action, expression and communication**, and **executive function**?

Step 2: Implement

Facilitate the lesson and observe

How are students using the available options, resources, and tools?

Where are students getting stuck or not achieving what you had hoped?

Where do you have to reteach?

Ask yourself or a planning partner:

- Am I using feedback from my students about how they're learning during the lesson?

- Am I keeping the focus on the intended goal?

Step 3: Reflect and redesign

Reflect on your lesson

How did the lesson go? Were all students able to progress toward the goal? How could you tell?

What are some ideas you want to integrate into the lesson design next time?

How did the goal drive the design decisions?

Ask yourself or a planning partner:

- Do I need to reframe or refocus the goal?

- Did the design **anticipate variability**?

- Did the additional design strategies further **reduce barriers**?

Lesson Plan Format Options

Intern:
School:
Grade/Class:
Content Area:

Teaching Date:
Mentor Teacher:
Start/End Times:
Lesson Topic:

Goal

What do I want students to learn?

Academic Competency (the Big Idea/Goal)

Targeted Standard/s (narrow down to a specific area)

Teaching Point (narrow down further to a specific skill or strategy)

State and Connect (state the teaching point and connect it to prior work with this competency goal)

Materials

Which materials will I use to provide flexible paths for learning?

- choose materials that would be “just right” for the student/s

Methods

How will I engage students in this learning experience?

- consider the strengths and anticipate potential barriers for all learners
- a variety of individual or group settings can be used
- could technology be used to enhance the learning or support individual learners

Initiate Learning (through shared inquiry, modeling, and/or guided practice)

Students Practice (the skill or strategy)

Formative Assessment

How will my students demonstrate understanding during the lesson?

Shared Reflection and Closure

Formative Assessment

After the lesson

Reflection and Next Steps

Intern:
 School:
 Grade/Class:
 Content Area:

Teaching Date:
 Mentor Teacher:
 Start/End Times:
 Lesson Topic:

| UDL Considerations | Instructional Planning Process | |
|---|---|--|
| <p>GOAL</p> <p><i>What do I want students to learn?</i></p> | <p>ACADEMIC COMPETENCY (The Big Idea/Goal)</p> | |
| | <p>TARGETED CCSS (Narrow down to a specific area)</p> | |
| | <p>TEACHING POINT (Narrow down further to a specific skill or strategy)</p> | |
| | <p>STATE and CONNECT State the teaching point and connect the teaching point to prior work with this competency goal.</p> | |
| <p>MATERIALS <i>Which materials will I use to provide flexible paths for learning?</i></p> | | |
| <p>METHODS <i>How will I engage students in this learning experience?</i></p> | <p>INITIATE LEARNING through shared inquiry, modeling, and/or guided practice.</p> | |
| <p>FORMATIVE ASSESSMENT (During Writing Workshop) <i>How will my students demonstrate understanding?</i></p> | <p>STUDENTS PRACTICE the skill or strategy.</p> <ul style="list-style-type: none"> • Consider strengths and anticipate potential barriers for all learners. Choose materials that would be "just right" for the student(s). • A variety of individual or group settings can be used. • Could technology be used to enhance the learning or support individual learners? | |
| <p>SHARED REFLECTION and CLOSURE</p> | | |
| <p>FORMATIVE ASSESSMENT (After Lesson)</p> | | |

UDL Links

- ❖ [Universal Design for Learning: Theory & Practice](#) textbook (you will need to create a free account with CAST to access this ebook).
- ❖ [Tips for Designing Learning Experiences](#)
- ❖ [Tips for Developing Goals](#)
- ❖ [Tips for Assessment](#)
- ❖ [Tips for Reducing Stereotype Threat](#)
- ❖ [Tips for Designing an Engaging Environment](#)
- ❖ [CAST website page for Universal Design for Learning](#)
- ❖ [Understood.org article about planning with UDL](#)

Appendix G

Constructive feedback is a crucial component of a successful Internship in Teaching experience. The following questions may be used while reflecting on a lesson and provide a basis for discussion with your university supervisor and mentor teacher during the feedback conference.

Sample Reflection Questions for Self-Evaluation

- Was my level of enthusiasm/involvement high or low? Why?
- How was my pacing?
- Did I challenge the students? How?
- What evidence did I observe showing that my lesson was appropriately adapted for all learners? How did my lesson address auditory, tactile and visual learning styles? Diversity?
- Was my anticipation of possible struggles accurate? Was I successfully proactive? Did I respond effectively?
- Was my lesson developmentally appropriate? If not, what was inappropriate? What would I do to change it?
- How did the students demonstrate understanding of the materials presented?
- Were concepts presented too abstractly? Too concretely? How would I change my presentation?
- What were some of the ways that the students demonstrated that they were actively engaged in the learning process?
- How did the students perform in relation to the stated learning objectives?
- Did I set clear expectations so that students knew what was expected of them? If not, how can I make them clearer?
- What content areas did I integrate within the lesson? Was this integration appropriate and successful?
- Did I find it necessary to make adjustments while teaching the lesson? If so, what adjustments, and were these adjustments effective?
- What worked with classroom behavior management? What didn't work? How would I change what didn't work?
- How did I integrate and use technology effectively in instruction and assessment, if appropriate?
- How are my own competency-based teaching goals progressing as of right now? How can I raise the bar for myself?

Appendix H

Mentor Teacher Responsibilities

- Read the Internship in Teaching Handbook. This is also available online at <https://campus.plymouth.edu/educator-preparation/internship/>.
- Introduce the intern to administrators, faculty members and other school personnel, and help your intern become acquainted with the school and your classroom (see Orientation to Classroom & School lists in [Appendix C](#) of the handbook).
- Discuss teaching philosophy and share resources and materials that you find effective.
- Familiarize yourself with the evaluation rubric and use it as a guide to help the intern create competency-based teaching goals.
- Co-plan and assist in both long-term and short-term planning of lessons and units.
- Agree on a format for formal lesson plans, and expect the intern to use it for each lesson they will teach (until lead teaching begins or at your discretion).
- Confer regularly and frequently with the intern. Observe informally and provide feedback daily that requires intern reflection (in conversation or in writing). [Appendix F](#) is a list of reflection suggestions.
- Collect informal observation data regarding the intern's competency goals and for your use during the evaluations.
- Formally observe lessons focusing on your intern's competency goals (see [evaluation rubric](#)).
- As soon as possible after observing a lesson, offer feedback that is both positive and constructive and facilitates reflection by the intern (see [Appendix H](#) of the handbook for a sample form for observation record keeping).
- Work with your intern in developing classroom management skills.
- Work with your intern in developing formative and summative assessment skills to inform teaching.
- Encourage your intern to experiment with researched, best practice pedagogy. This is an opportunity for you to learn with your intern.
- Provide opportunities for the intern to communicate and interact with students' parents/families.
- Interns are expected to assume the role of lead teacher for part of the placement. By this time, the intern should be ready to use the plan book for lesson planning. Formally written plans are not necessary unless the lesson will be observed or at your discretion.
- During the intern's lead teacher phase, continue to co-teach as best fits the needs of your students.
- Maintain ongoing communication with the university supervisor and make contact if you feel there is a problem that needs attention. It is important to identify a potential problem early so the intern has opportunity to improve. You may also contact the clinical coordinator at Holmes Center at any time with questions and/or concerns.
- Use Taskstream to complete midterm and final evaluations (see the Taskstream overview in [Appendix J](#) of the handbook). Many mentors find it helpful to print the evaluation to complete as a draft. You may wish to request input from or collaborate with other school staff who have worked with your intern. Plan to meet with your intern to go over each evaluation before or after you have submitted it in Taskstream.
- Mentor teachers are ultimately responsible for the pupils in their class/es at all times.

Appendix I

Sample Observation Form for Record Keeping for Mentor Teachers & University Supervisors

Name (of intern): _____ Date of Observation: _____

Class and Time Period: _____

Pre-observation:

- attach your lesson plan
- answer the following
 - What is the focus of today's lesson (include what and why)?

 - What do you want your mentor/supervisor to observe?

Post-observation:

It can be useful to write a live transcript of the lesson observed. Scripting can include factual observations of what the intern does and says; frequently recording the time throughout the lesson; and student interactions/participation. The transcript will provide evidence of competencies and can be used to answer the following questions and to debrief with the intern.

What were the challenges for the intern in this lesson and how were they handled?

Strengths of lesson:

Areas to work on:

What came out of the post-observation conference?

Any other comments?

Appendix J

University Supervisor Responsibilities

- Please read the Internship and Teaching Handbook to familiarize yourself with our program. This is available online at <https://campus.plymouth.edu/educator-preparation/internship/>.
- Read and familiarize yourself with the evaluation rubric pertaining to the program with which you are supervising. You will be looking for these competencies in your observations.

For each intern under your supervision:

- Your preliminary visit should be introductory in nature.
- Check in at the main office and meet the school secretary.
- Meet with the intern and the mentor teacher to review the Internship in Teaching requirements. Programs may also have specific handbooks to follow.
- Ensure that the intern has a grade and lesson plan book (hard copy or digital) and is familiar with the school's assessment procedures.
- The Intern should develop a lesson plan for each class/subject taught for formal observations.. All plans should be developed by the intern, not "borrowed" from the mentor teacher or copied from a teacher's manual. However, the mentor teacher should be strongly encouraged to review and approve plans prior to teaching. Lesson and unit plans will be directly connected to the school's curriculum. Interns are expected to keep a portfolio of evidential materials used during the Internship in Teaching experience.
- Ensure that the intern has any relevant curriculum guides used by the district.
- Collect the intern's schedule and set a tentative schedule for formal observation visits.
- Maintain ongoing communication with the mentor teacher. It is important to identify a potential problem early so the intern has an opportunity to correct the situation.
- Maintain ongoing communication with the Holmes Center clinical coordinator. Reach out at any time with questions and/or concerns. If the intern is encountering problems, a focus plan will be developed by the Holmes Center and signed by the appropriate parties.

Appendix K

Taskstream Guide

Getting to the Evaluation Screen in Taskstream

When you log in, you should see a box with the program or programs with which you're associated.

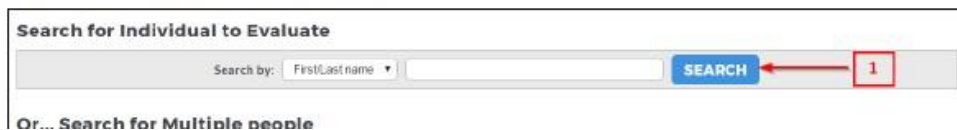
It looks something like this:



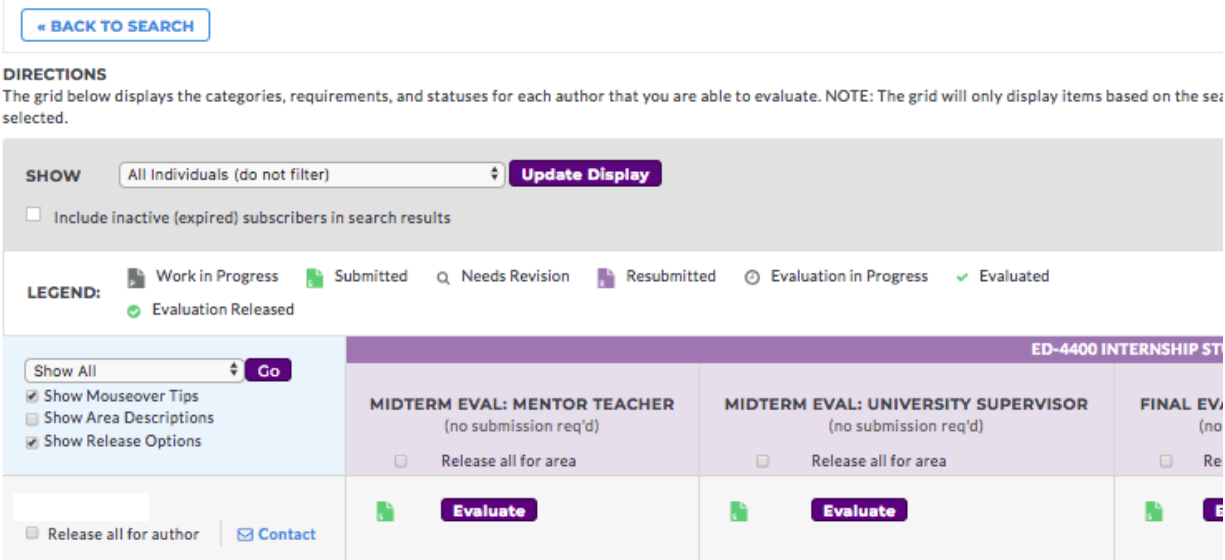
Click on it.

In your next screen, you can either choose to **enter in your student's name in the box, or just click on "Continue"** at the bottom of that screen.

1. In the Evaluation area, to search for a particular author, type the first or last name in the appropriate field, and click **Search**.



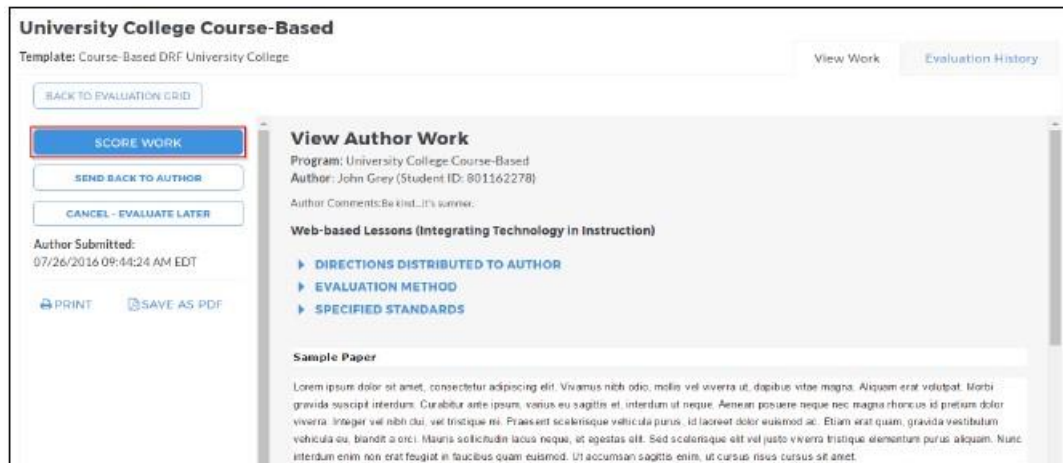
This should bring you to a similar screen with your student's name. **Click on the evaluate button for the assessment** that you want to score. It looks like this:



A few more steps:

Click on the blue **SCORE WORK** radio button in the upper left corner.

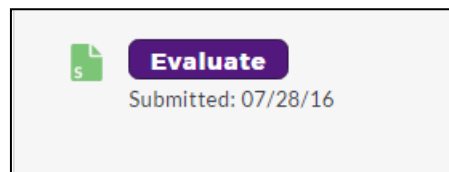
To access the evaluation for the work, click **Score Work**. Depending on the setup of the DRF program, your evaluation type may differ. Evaluation methods in Taskstream include: pass/fail, meets/does not meet requirement, a write in score, an evaluation form, and/or a rubric.



VOILÁ!

Evaluating Work

When items are ready to be evaluated, you can access them by clicking the **Evaluate** button.



To access the evaluation for the work, click **Score Work**. Depending on the setup of the DRF program, your evaluation type may differ. Evaluation methods in Taskstream include: pass/fail, meets/does not meet requirement, a write in score, an evaluation form, and/or a rubric.

University College Course-Based

Template: Course-Based DRF University College

View Work Evaluation History

BACK TO EVALUATION GRID

SCORE WORK

SEND BACK TO AUTHOR

CANCEL - EVALUATE LATER

Author Submitted:
07/26/2016 09:44:24 AM EDT

PRINT SAVE AS PDF

View Author Work

Program: University College Course-Based
Author: John Grey (Student ID: 801162278)
Author Comments: Be kind...it's summer.

Web-based Lessons (Integrating Technology in Instruction)

- DIRECTIONS DISTRIBUTED TO AUTHOR
- EVALUATION METHOD
- SPECIFIED STANDARDS

Sample Paper

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vivamus nibh odio, mollis vel viverra ut, dapibus vitae magna. Aliquam erat volutpat. Morbi gravida suscipit interdum. Curabitur ante ipsum, varius eu sagittis et, interdum ut neque. Aenean posuere neque nec magna rhoncus id pretium dolor viverra. Integer vel nibh dui, vel tristique mi. Praesent scelerisque vehicula purus, id laoreet dolor euismod ac. Etiam erat quam, gravida vestibulum vehicula eu, blandit a orci. Mauris sollicitudin lacus neque, et egestas elit. Sed scelerisque elit vel justo viverra tristique elementum purus aliquam. Nunc interdum enim non erat feugiat in faucibus quam euismod. Ut accumsan sagittis enim, ut cursus risus cursus sit amet.

*If you need to immediately unlock the author's work without an evaluation, click **Send Back to Author**.*

Using a Rubric

(Based on the evaluation method selected, you may see a different screen)

1. For each Rubric Criterion, enter the appropriate score. Evaluators can select the score by hovering over or clicking the score tile. If the rubric is set up to allow fractional scores, then evaluators can select a fractional score by using the slide bar.

Evaluate work using rubric "01 EDU 132 TASK 2"

Print Rubric Show Criteria Descriptions

| Writing Skill | 1 | 2 | 3 | 4 |
|---------------|--|---|---|---|
| | Has difficulty with paragraph structure and simple sentences; limited vocabulary; difficulty with grammatical skills | Able to write simple sentences; understands basic grammatical concepts, vocabulary is developing; has difficulty with paragraph structure | Able to write complex sentences, understands intermediate grammatical concepts, enhanced vocabulary, ability to compose paragraphs, difficulty with standard essay form | Advanced vocabulary and grammatical skills enhance the composition of clear, focused, creative compositions |

SCORE (0-4): COMMENTS ON THIS CRITERION:

Save Draft

2. Evaluators have the optional ability to add a file to their evaluations. The file can be shared with the Authors and become a permanent part of the evaluation history and reports. The file size is limited to 5 MB, but NOT limited to any one format.

Adding a File

- To add a file, In the Evaluation page, click **Browse**. The Browse File pop-up window loads.
- Locate your file and click **Open**. The file populates the file field in the evaluation page.
- In the Name field, enter a meaningful description (*maximum 100 characters*). If you do not enter a name, the file name displays as the default.
- (*Optional*) To hide the file from the Author, uncheck **Visible to Author**.

| NAME | FILE (5 MB MAX) | VISIBLE TO AUTHOR? |
|----------------------|--|-------------------------------------|
| <input type="text"/> | <input type="button" value="Choose File"/> | <input checked="" type="checkbox"/> |

3. From the bottom of the rubric, select one of the three Next Steps and click **Submit Evaluation Now**.

Next Steps

Decide what to do with this evaluation

- Send back for revision**
This report will be sent back as a provisional evaluation to help guide the author's revision. The author will have to resubmit work in order to be re-evaluated.
 Send external email notification
- Record as final but release evaluation to author later**
- Record as final and release evaluation to author now**
Author will immediately receive this evaluation report.
 Send external email notification

If you have any additional questions or comments, please do not hesitate to contact Brian Walker : bfwalker@plymouth.edu

Appendix L TCAP Overview



Capturing Instruction

Technical considerations

All teacher education candidates engaged with the TCAP are required to gather appropriate permission to video in the classroom in line with expectations of their host school building administrators.

Sec V(c.) of RSA 189:68 of the *Student Information Protection and Privacy Act* states nothing in the law shall “preclude the use of audio or visual recordings for use in the instruction of student interns or student teachers.” Still, teacher candidates must seek administrative and parental consent.

Parents who prefer their child’s anonymity be maintained are assured that the candidate will not capture the student’s image, and the video process will not prevent the student from participating in the lesson.

Protecting the confidentiality of New Hampshire students

When teacher interns request permission to video minors in the classroom, many building leaders and mentor teachers express concern and request more details.

As teacher educators and future teachers, we share the priority of protecting the confidentiality of minors in the classroom. The TCAP presents programs with an occasion to discuss teachers’ role in protecting students’ confidential information.

Teacher candidates are furnished with standard language for reaching out to parents regarding candidates’ requirements for capturing video, and are required to protect the anonymity of pupils with whom they work.

Questions regarding protocols and protection of student anonymity during the NHTCAP process may be addressed to teacher interns’ Teacher Education Program.

The NHIHE Network

Concord, NH
www.ihenetwork.org

The NHTCAP

The New Hampshire
Teacher
Candidates
Assessment of
Performance



The NHTCAP: Assessing preparedness

In 2013, all New Hampshire institutions of higher education (IHEs) that prepare educators voted unanimously to adapt, pilot and validate a common assessment of teacher interns.

All IHE's were committed to adapting a common assessment tool that would evaluate teacher candidates' preparedness for the classroom, and simultaneously serve as a tool for candidate and programmatic learning.

To that end, the IHE Network adapted the California PACT for New Hampshire classrooms.

A central goal of the NHTCAP is to act as an assessment of learning as well as an assessment for learning.



The TCAP is a way to really make you be aware of how you are as a reflective and practicing teacher.

-Tara

Following the example of a high quality assessment of teacher performance designed by teachers and teacher educators called the PACT, the New Hampshire TCAP requires teacher candidates to demonstrate strategies they will use to make learning accessible to their students. They will explain the thinking underlying their teaching decisions & analyze strategies they use to teach. They will examine the effects of their instructional design & teaching practices on students' learning. The TCAP consists of five "strands."

Five Strands:

- I. Contextualizing Learners & Learning
- II. Planning & Preparing
- III. Instructing Students & Supporting Learning
- IV. Assessing Student Learning
- V. Reflecting & Growing Professionally

Candidates' performance on these five strands is assessed across twelve rubrics:

- 1) Establishing instructional focus
- 2) Making content accessible
- 3) Designing assessments
- 4) Engaging students in learning
- 5) Monitoring student learning
- 6) Analyzing student work
- 7) Using feedback to promote learning
- 8) Using assessment to inform teaching
- 9) Monitoring student progress
- 10) Reflecting on learning
- 11) Understanding language demands
- 12) Developing students' academic language

Research studies have found that candidates' performance on this assessment is correlated with candidates' impact on student learning and preparedness for the classroom.

(Reagan, Terrell, Rogers, Schram, Tompkins, Ward, Birch, McCurdy, McHale, 2016)

Appendix M



Ed 510: Code of Conduct for New Hampshire Educators

Principles

Ed 510.01 Principle 1—Responsibility to the Education Profession and Educational Professionals

- (a) In fulfilling responsibilities to the education profession and educational professionals, a credential holder shall exemplify honesty and integrity in the course of professional practice.
- (b) Unprofessional conduct shall include, but not be limited to:
 - (1) Discrimination against a fellow professional as specified in RSA 354-A:1;
 - (2) Failure to self-report within 5 business days if he or she has been arrested for any violation of offenses enumerated in RSA 189:13-a, V;
 - (3) Falsifying, fraudulently altering, or deliberately misrepresenting professional qualifications, including, but not limited to, degrees, academic awards, and related employment history when applying for a credential;
 - (4) Unlawful possession of a drug;
 - (5) Possessing, using, or being under the influence of alcohol or drugs not prescribed for the use of the credential holder when on school premises or at a school sponsored activity where students are present or may reasonably be expected to be present;
 - (6) Failure to notify the state at the time of application for credential of past criminal convictions, or of revocations or suspensions of a credential or license by New Hampshire or any other jurisdiction; and
 - (7) Falsifying or deliberately misrepresenting information submitted to the department in the course of an official inquiry, investigation, or both.

Ed 510.02 Principle 2—Responsibility to Students

- (a) In fulfilling responsibilities to students a credential holder shall maintain a professional relationship with all students, both inside and outside the educational setting, and make reasonable efforts to protect students from conditions which are harmful to their health and safety.
- (b) Unprofessional conduct shall include, but not be limited to:
 - (1) Discrimination against a student as specified in RSA 354-A:1;
 - (2) Failure to provide appropriate supervision of students, pursuant to local school district policy adopted as specified in Ed 306.04, at school or school-sponsored activities or the failure to ensure the safety and well-being of students;
 - (3) Furnishing alcohol or illegal or unauthorized drugs to any students, or allowing or encouraging a student to consume alcohol or illegal or unauthorized drugs;
 - (4) Committing any of the following acts to any minor, or any student or prior student up to 10 months after the student’s graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1), including, but not limited to:
 - a. Abuse, including, but not limited to physical and emotional abuse;
 - b. Cruelty or any act of endangerment;
 - c. Any sexual act with or from any student; and
 - d. Harassment as defined by state or federal law or regulations;
 - (5) Soliciting or encouraging participation in a romantic or sexual relationship, whether written, verbal, or physical, with a student the credential holder knows or should know is a student or prior student up to 10 months after the student’s graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1); and
 - (6) Soliciting a student, or a former student up to 10 months after the student’s graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1), to engage in any illegal activity.

Ed 510.03 Principle 3—Responsibility to the School Community

- (a) In fulfilling the responsibilities to the school community a credential holder shall communicate responsibly among members of the school community, while maintaining appropriate professional boundaries.
- (b) Unprofessional conduct shall include, but not be limited to:
 - (1) Discrimination against a parent or guardian of a student or other member of the community who is on the school property as specified in RSA 354-A:1;

- (2) Accepting or soliciting gratuities, gifts, or favors for personal use or gain where there might be an actual or appearance of a conflict of interest. Gifts of a small amount shall not be deemed a conflict of interest;
- (3) Misuse of funds intended for use by the school, to include funds which are collected from parents and students; and
- (4) Intentionally altering or misrepresenting student assessments, assessment results, or official school records.

Ed 510.04 Principle 4—Responsible and Ethical Use of Technology

- (a) In fulfilling the responsibilities and ethical use of technology a credential holder shall consider the impact of consuming, creating, distributing, and communicating information through the use of any and all types of technology.
- (b) Unprofessional conduct shall include, but not be limited to:
 - (1) Engaging in any activities as specified in Ed 510.02(b)(4)-(7) via electronic media with a student or former student up to 10 months after the student's graduation, departure, or departure as specified in Ed 1102.01(f)(1); and
 - (2) Engaging in inappropriate communication with a student, or former student up to 10 months after the student's graduation, departure, or departure as specified in Ed 1102.01(f)(1) via electronic media.
- (c) For the purposes of this section, inappropriate communication shall be determined by considering:
 - (1) The intent, timing, subject matter, and amount of communication; and
 - (2) Whether:
 - a. The communication made was covert in nature;
 - b. The communication could reasonably be interpreted as solicitous, sexually explicit, or romantic in nature; and
 - c. The communication involved discussion(s) of the physical or sexual attractiveness or the sexual activities or fantasies of either the credential holder or the student.

Ed 510.05 Duty to Report

- (a) Any credential holder shall report any suspected violation of the code of conduct following the school, school district, or SAU reporting procedures.
- (b) Each principal shall report to the superintendent of the school district or SAU where the principal is employed, the chief executive officer of a chartered public school or public academy, or the headmaster of a nonpublic school, if the principal has been notified of, or is personally aware that a credential holder has violated any of the rules of professional conduct as enumerated in Ed 510, which occurred on or off duty.
- (c) The superintendent, chief executive officer of a chartered public school or public academy, or headmaster of a nonpublic school, shall report any of the following to the office of credentialing:
 - (1) When a superintendent has knowledge that an credential holder, as defined in Ed 501.02(m), has been arrested and charged with an offense enumerated in RSA 189:13-a, V; and
 - (2) When a superintendent has knowledge that a credential holder has violated the code of conduct as specified in Ed 510.01 through Ed 510.04.
- (d) If a credential holder suspects that a superintendent has violated the code of conduct, as specified in Ed 510.01 through Ed 510.04, or if a credential holder has made a report and believes the local reporting procedures have not been followed, the reporting credential holder shall notify the department directly.
- (e) Credential holders who have reason to suspect that a student has been, or is being, abused or neglected, shall report the same to:
 - (1) His or her immediate supervisor, superintendent, or both; and
 - (2) The department of health and human services, pursuant to RSA 169-C:29.
- (f) If the department has reason to suspect that any violation of the code of conduct enumerated in Ed 510.01 through Ed 510.04 was known by a credential holder and not reported, the department shall undertake an investigation, as enumerated in Ed 511.01, against that credential holder as required by Ed 510.05(a), (b), or (c).
- (g) The office of credentialing shall open a case, as enumerated in Ed 511.01, in response to a report made pursuant to Ed 510.05(a), (b), (c), or (d) above.

Final Version –State Board Adoption, November 8, 2018



Guiding Principles: The Code of Ethics for New Hampshire Educators

Statement of Purpose

A New Hampshire educator is entrusted by the state and the public with a responsibility to teach New Hampshire's children the skills and model the values that will make each child a knowledgeable, capable, and engaged member of a democratic society. The educator accepts the responsibility to practice within the educational profession according to the highest ethical standards and aspires to continuously and consistently make decisions which are, first and foremost, within the best interests of the student.

This *Code of Ethics for New Hampshire Educators* is created as a set of guiding principles which articulate the responsibilities common to all members of the education profession. The *Code of Ethics for New Hampshire Educators* is designed to provide guidance to educators in the decision making process involving their interactions with students, the school community, colleagues, parents, and the public. The principles set forth in the *Code of Ethics for New Hampshire Educators* should be interpreted with reference to the context of the classroom, the learning community, and the educational profession.

This *Code of Ethics for New Hampshire Educators* is created upon the recognition that teaching is a profession. As such, there is an acknowledgement within the educational field that The *Code of Ethics for New Hampshire Educators* is applicable to all aspects of an educator's life.

The *Code of Ethics for New Hampshire Educators* establishes guidance for all school personnel and is not intended to be a basis for civil liability nor is it designed to be a basis for employment action. The *Code of Ethics for New Hampshire Educators* establishes guidance for educators.

Definitions

The term "student" as used in The *Code of Ethics for New Hampshire Educators* means an individual who is enrolled or participating in any class or program from preschool through grade-12 at any school or education institution. "Student" includes individuals through nine months after graduation. Final Version- State Board Adoption, June 13, 2018

Principles

Principle I—Responsibility and Commitment to the Education Profession and Colleagues

The educator is committed to a high level of professional ethics at all times. As such, the educator is expected to uphold and adhere to laws, regulations, policies, and procedures which are relevant to the educational profession regardless of personal viewpoints. There is also a recognition that the decisions and actions that the educator makes, whether inside or outside of the school and classroom, may be reflective of ones' professional judgment.

In addition to holding oneself accountable to a high level of professional ethics, the educator encourages colleagues to meet the same high standards and to engage in discussions with appropriate colleagues on ethical matters.

In fulfillment of this principle, the educator:

- Values honesty and established commitments;
- Respects intellectual property and ownership rights when using or sharing materials such as lesson plans, research and assessment, curricula, syllabi, or gradebooks;
- Recognizes the possible impact and ramifications upon a colleague's professional reputation when speaking about a colleague in public and private communications;
- Communicates with colleagues in a clear, respectful, and culturally sensitive manner;
- Considers the ramifications of accepting or offering any gratuity, gift or favor which would influence or appear to influence ones' professional decisions; and
- Considers the ramifications of using institutional or professional privileges for personal or partisan advantage

Principle II—Responsibility and Commitment to the Student

An educator holds a position which is imbued with public trust. As such, one of the educator's obligations is to ensure that each student is treated with dignity and respect. An educator also establishes and maintains appropriate verbal, physical, emotional and social boundaries with every student.

- In fulfillment of this principle, the educator:
- Interacts with students within appropriate settings;
- Communicates with students in a clear, respectful, and culturally sensitive manner;
- Considers the potential implications and possible perception of accepting a gift from a student and considers the potential implications and possible perception of giving a gift to a student;
- Considers the ramifications and possible perceptions of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the professional educator's career;
- Recognizes and respects confidential information acquired in the course of employment regarding individual student safety, education, health, and personal information of students and their families.

Principle III—Responsibility and Commitment to the School Community

The educator models effective relationships and communicates responsibly among members of the school community, while maintaining appropriate professional boundaries. The educator acts in the best interests of all students by advocating for equitable educational opportunities and endeavoring to present facts with fidelity to the content and without distortion, bias or personal prejudice.

In fulfillment of this principle, the educator:

- Communicates with parents and guardians in a respectful manner which represents students' best interests;
- Has an awareness and respect of the confidential nature of material received and communicated from a variety of audiences.
- Commits to equality, equity, and inclusion of colleagues, staff, students, parents or guardians and other members of the school community;
- Respects diversity amongst colleagues, staff, students, parents or guardians, and other members of the school community;
- Considers and recognizes the potential ramifications of having a personal relationship with colleagues, staff, students, parents, or guardians and other members of the school community in consideration of the role and the perception of the educator within the classroom and the community; and
- Recognizes that the professional educator often serves multiple roles within the school, as such must consider that the varied relationships have the potential to impair ones' objectivity.

Principle IV - Responsible and ethical use of technology as it relates to students, schools, and other educational professionals.

The educator considers the impact of consuming, creating, distributing and communicating information through the use of any and all types of technology.

In fulfillment of this principle, the professional educator:

- Utilizes social media responsibly, transparently and primarily for the purpose of teaching and learning;
- Considers the ramifications and public perception of using social media;
- Exercises prudence to establish and maintain appropriate professional boundaries of time and place in all electronic communications with students

Appendix N

University Contacts & Evaluation Rubric Links

| Name/Title | email | phone | link |
|--|--|--|--|
| <u>Holmes Center</u> Director, Brian Walker Center Coordinator, Valerie Comeau-Palmer Clinical Coordinator, Vicki Kelly | bfwalker@plymouth.edu vacomeaupalmer@plymouth.edu vicki.kelly@plymouth.edu | 603-535-2807 603-535-2220 604-535-2179 | internship overview webpage |
| <u>Art Education</u> Erin Sweeney, program coordinator | erin.sweeney@plymouth.edu | 603-535-2933 | program evaluation rubric |
| <u>Early Childhood Education</u> Elisabeth Johnston, program coordinator | epjohnston@plymouth.edu | 603-535-3128 | program evaluation rubric |
| <u>Digital Learning</u> Pam Harland, program coordinator | pcharland@plymouth.edu | 603-535-3097 | program evaluation rubric |
| <u>Elementary Education</u> Joseph Rino, program coordinator Allison Buchholz, co-coordinator | jsrino@plymouth.edu adbuchholz@plymouth.edu | 603-535-2176 603-535-2865 | program evaluation rubric |
| <u>English Education</u> Kenneth Logan, program coordinator | kenneth.logan@plymouth.edu | 603-535-2746 | program evaluation rubric |
| <u>Music Education</u> Harmony Markey, program coordinator | hgmarkey1@plymouth.edu | 603-535-2312 | program evaluation rubric |
| <u>Physical Education & Health Education</u> Irene Cucina, program coordinator | icucina@plymouth.edu | 603-535-2517 | PE program evaluation rubric Health program evaluation rubric |
| <u>Social Studies Education</u> Kelsie Eckert, program coordinator | kelsie.eckert@plymouth.edu | 603-535-3072 | program evaluation rubric |
| <u>Special Education</u> | | | program evaluation rubric |
| <u>TESOL</u> James Whiting | jcwhiting@plymouth.edu | 603-535-2370 | program evaluation rubric |