



# Full Internship Program

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College of Education  
Office of Clinical Education  
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**FALL 2019 / SPRING 2020**

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## SECTION 1 FULL INTERNSHIP INFORMATION

**NSU Conceptual Framework:** Preparing professional educators as teaching scholars, educational leaders, and developers of human potential.

**CREDIT HOURS:** Twelve (12)

**PREREQUISITES:**

All admission to teacher education and admission to full internship requirements must be complete in order to enter the full internship. Candidates must have all specified artifacts uploaded into e-Portfolio and a successful assessment through the Pre-II, *Mid-point Program Checkpoint*.

If you are unsure of your status or those requirements, please check with Office of Clinical Experiences, BH 226/227, or 918-444-3708.

**REMEMBER!!!** YOUR PLACEMENT DOES NOT BECOME OFFICIAL UNTIL IT IS POSTED. DO NOT go to your school to “Meet & Greet” until your placement is **OFFICIAL**.

**OBJECTIVES:**

The full internship is designed as an opportunity for candidates to implement the knowledge, skills, and dispositions learned throughout the teacher education program and to explore other models in the development of their teaching style. Therefore, the major purpose of the full internship is to provide experiences that will assist candidates in becoming skillful, creative teachers capable of assuming the full responsibility for the direction and guidance of the learning activities of students. During the internship, teacher candidates will practice and apply all aspects of the conceptual framework and become immersed in the full responsibilities and duties of the classroom teacher.

Course Objectives: During the full internship, candidates will be able to:

1. Experience the real world of students, schools, communities, and the teaching profession;
  - a. Individual differences among students such as interests, values, cultural and socio-economic background;
  - b. Behavior patterns of students;
  - c. Classroom conditions which are varied and appropriate;
  - d. Cultural diversity concepts.
  
2. Apply their knowledge and skills to teach in real classroom situations:
  - a. Diagnose and interpret students' needs, problems, and growth and development patterns characteristic of the group taught;
  - b. Conceive and plan instruction by setting objectives, devising lessons to achieve the goals, and selecting curricular materials;
  - c. Conduct instruction using many different strategies including individual, small group or large group instruction, peer teaching, techniques for questioning and discussion, and appropriate technology;

- d. Evaluate instruction employing a variety of evaluation processes and instruments to ascertain whether students learned what was taught and use results to redesign instruction;
  - e. Manage the classroom by organizing the classroom environment, structuring activities for productive learning, and unobtrusively managing on and off task behavior;
  - f. Exhibit professional scholarship and behavior;
  - g. Promote interaction with students, colleagues, administrators, parents, and others in effective, productive ways;
  - h. Use school and community resources,
  - i. Employ strategies to utilize data in grouping students for learning activities;
  - j. Develop instructional goals and objectives appropriate to student needs and learning modes;
3. Assume, under supervision, partial and then full responsibility for classroom teaching.
  4. Identify with the teaching profession and gain a sense of the range of responsibilities associated with a competent professional.
    - a. Differentiate among the appropriate roles and responsibilities of pupils, teachers, administrators, paraprofessionals and parents;
    - b. Work effectively as a member of an educational team;
    - c. Participate in school programs and activities which contribute to student and faculty development;
    - d. Support professional organizations in education.
    - e. Develop an understanding of the school community.

### **REQUIREMENTS:**

Beginning with the assigned school site's opening day in the fall or spring semester, teacher candidates begin the full internship. Depending on their major, some interns will participate in a full 16 week semester arrangement and others will complete two 8-week, split semester blocks (80 day 560 instructional clock hours for either arrangement). In either case, the requirements are essentially the same. The full intern will integrate into the clinical faculty's classroom beginning to assume all responsibilities associated with being a classroom teacher.

During the full internship experience, teacher candidates will have the opportunity to demonstrate their content knowledge, teaching skills, and professional dispositions by developing a teaching unit that builds on the strengths, needs, and prior experiences of their students. Through this performance assessment, full interns will document their performance as teaching scholars who build on their content and pedagogical knowledge to "create an environment conducive to learning in the classroom." This document will reflect their ability to serve as educational leaders who demonstrate the process of subject matter inquiry in their classrooms and advocate learning for all students. Finally, the learning project should document the full intern's ability to inspire students and foster growth and academic achievement as a developer of human potential through the specific evaluation of learning goals and objectives.

All elements listed are further explained in the learning project section of this packet.

**Please remember that written lesson plans are needed for all lessons taught, not just those in the Learning Project.**

## **Portfolio Requirements:**

*e-Portfolio:* The Learning Project is the final set of competency artifacts which are uploaded and submitted for assessment according to the timeline and directions in the e-portfolio handbook and calendar as well as field coordinator's instructions. The Final Checkpoint is the validation of portfolio completion.

## **Seminar Requirements:**

Interns are expected to attend all seminars spaced throughout the semester.

<b><u>Seminars</u></b>	<b><u>Requirements / Assignments due</u></b>
Seminar 1	Learning Project: Contextual Factors
Seminar 2	Learning Project: Unit & Lesson Goals & Objectives Lesson Assessments Professional Habits Inventory (PHI) 4 <sup>th</sup> week
Seminar 3	Learning Project: Design for Instruction Instructional Decision-Making Clinical Faculty Lesson Observation #1 Teacher Candidate Mid-Term Internship Evaluation
8 <sup>th</sup> Week	Learning Project: Analysis of Student Learning Reflection / Self Evaluation Professional Habits Inventory (PHI) 12 <sup>th</sup> week
Seminar 4	Peer Lesson Observation
Seminar 5	Field Activity Record Teacher Candidate Final Internship Evaluation Exit Interview

Seminars will cover a variety of subjects including the Learning Project, ePortfolio requirements, assessment, certification requirements, testing requirements, graduation, placement, diversity and multicultural education, professional interviewing skills, No Child Left Behind, Mental Health and Substance Abuse, and a teacher job fair. Seminar 5 is designed to meet two purposes; an exit interview and a motivational presentation from a renowned educator, such as the Oklahoma Teacher of the Year.

## POLICIES

### GRADING:

Evaluation of the candidate’s teaching is an integral part of the process of learning to teach. During the full internship, evaluation is a cooperative process in which the intern, clinical faculty, and university field coordinator exchange views as to the effectiveness of the teaching procedures implemented.

At the close of the internship, evaluation of the intern will be from at least two sources: the clinical faculty and the university field coordinator. Both the clinical faculty and field coordinator complete several evaluations of the intern’s performance. Depending upon program requirements some interns will also be evaluated by their specific departments. All portfolio artifact assignments must be completed satisfactorily.

If at any time throughout out the internship semester, the field coordinator, clinical faculty, or Director of Clinical Education has cause to believe that the performance, professionalism, or other factors may prevent the intern from receiving a grade of “Satisfactory” at completion of the semester, a plan of improvement may be written. A conference including the field coordinator, the Director of Clinical Education, and the intern will be held to devise a plan to assist the intern in improvement.

### Timeline of Field Observations / Assessments 16-Week Placements

Type of Assessment	Description	Due
Periodic Feedback	Oral / written comments of discussion	Ongoing
Four-week Observation	Professional Habits Inventory followed by discussion of assessment with teacher candidate; assessed through Chalk & Wire by Clinical Faculty. Teacher Candidate is to bring hard copy of results to Seminar 2.	Seminar 2
Midterm Evaluation	Internship Evaluation Questionnaire (formative) followed by discussion with teacher candidate; assessed through Chalk & Wire by Clinical Faculty. Teacher Candidate is to bring hard copy of results to Seminar 3.	Seminar 3
Twelve-week Observation	Professional Habits Inventory followed by a discussion of assessment with teacher candidate; assessed through Chalk & Wire by Clinical Faculty. Teacher Candidate is to bring hard copy of results to Seminar 4 or per instructions of University Coordinator.	Seminar 4
Observation of Lesson by Clinical Faculty	Observation / Evaluation of the Lesson followed by discussion with teacher candidate; assessed through Chalk & Wire by Clinical Faculty. Teacher Candidate is to bring hard copy of results to Seminar 3 and Seminar 5.	Seminar 3 Seminar 5
Final Evaluation	Internship Evaluation Questionnaire (formative) followed by discussion with teacher candidate; assessed through Chalk & Wire by Clinical Faculty. Teacher Candidate is to bring hard copy of results to Seminar 5.	Seminar 5

*Note: NSU Field Coordinators and content area faculty will also observe and evaluate all full interns. Candidates will be contacted by their coordinator / faculty observer to establish observation times*

**Timeline of Field Observations / Assessments  
8-Week / Split Placements**

<b>Type of Assessment</b>	<b>Description</b>	<b>Due 1<sup>st</sup> 8 weeks</b>	<b>Due 2<sup>nd</sup> 8 weeks</b>
Periodic Feedback	Oral / written comments of discussion	Ongoing	Ongoing
Four-week & twelve-week Observation	Professional Habits Inventory followed by discussion of assessment with teacher candidate; assessed through Chalk & Wire by Clinical Faculty. Teacher Candidate is to bring hard copy of results to Seminars as indicated.	Seminar 2	Seminar 4 or per instructions of University Coordinator
Observation of Lesson by Clinical Faculty	Observation / Evaluation of the Lesson followed by discussion with teacher candidate; assessed through Chalk & Wire by Clinical Faculty. Teacher Candidate is to bring hard copy of results to Seminar 3 and Seminar 5.	Seminar 3	Seminar 5
Midterm / Final Evaluation	Internship Evaluation Questionnaire (formative) followed by discussion with teacher candidate; assessed through Chalk & Wire by Clinical Faculty. Teacher Candidate is to bring hard copy of results to Seminar 3 and Seminar 5.	Seminar 3	Seminar 5

*Note: NSU Field Coordinators and content area faculty will also observe and evaluate all full interns. Candidates will be contacted by their coordinator / faculty observer to establish observation times.*

**SATISFACTORY COMPLETION OF ALL COMPONENTS IS REQUIRED FOR A PASSING GRADE. The final grade for EDUC 4172 and EDUC 4252 will be an “A”, “B”, or “C” letter grade filed by the university field coordinator.**

**The final grade for EDUC 4044, 4054, 4064, &/or 4074 will be "PASS," "FAIL," or "INCOMPLETE," and will be filed by the university field coordinator.**

**ATTENDANCE:**

Interns are responsible for regular attendance. Advance notice of an absence should be the option of choice when possible. However, in an emergency situation when an absence cannot be avoided, the school, clinical faculty, and university field coordinator are to be notified as soon as possible. In both situations, interns are required to complete the Absence Form and give this to the field coordinator. It is also the responsibility of the intern to coordinate the make-up time with the clinical faculty and field coordinator. All absences are to be reported to the Office of Clinical Education by the university coordinator. Professional absences require documentation to be waived.

**DISABILITY STATEMENT:**

Under University policy, the federal Americans with Disabilities Act (ADA), and state laws, students with qualified disabilities are entitled to reasonable accommodation unless the accommodation would pose an undue hardship upon the University. Students with disabilities who need special accommodations must make their requests by contacting Donna Agee, Coordinator of Student Disability Services, at 918-444-2120 or [ageedm@nsuok.edu](mailto:ageedm@nsuok.edu).

## SECTION 2 GUIDELINES AND RESPONSIBILITIES

### FULL INTERN GUIDELINES

NSU full interns should:

1. Approach the internship as a full-time job.
2. Maintain punctual and daily attendance. Interns will follow the school's schedule regarding holidays, break times, and other calendar requirements.
3. Dress in attire that reflects a professional demeanor. Interns should avoid dressing in the same manner as their students. They should not wear jeans, shorts, or sweats except for special circumstances or events.
4. Develop cooperative relationships and strive for maximum learning while developing competence and confidence.
5. Be flexible and helpful.
6. Be open to and expect constructive feedback.
7. Comply with local school rules, guidelines, policies, and procedures.
8. Be responsible, reliable and trustworthy.
9. Maintain a professional relationship with the students, staff, and administrators. Interns should expect their students to address them as "Mr., Mrs., or Ms." and discourage the use of first names.
10. Exhibit professional and ethical behavior; this is standard behavior for all student teachers. Interns should refrain from discussing any student, teacher, or school in a negative way. Problems or issues may be discussed at an appropriate time, with the University Field Coordinator or the Director of Clinical Experiences.
11. Integrate into teaching duties and participation in class instruction.
12. Assume additional teaching responsibilities and **write lesson plans for each lesson taught.**
13. Assume full time teaching responsibilities.
14. Contribute in a variety of ways with the exclusion of substitute teaching. Interns should not serve as substitutes or coaches during the regular school day.
15. Upload all artifacts and the Learning Project into your e-Portfolio in a timely manner.



## UNIVERSITY FIELD COORDINATOR GUIDELINES

### Field Coordinators should:

1. Confirm placement, clinical faculty qualifications and verify placement appropriateness.
2. Consult with the clinical faculty to determine appropriate level of responsibility for interns at various times throughout the internship experience.
3. Provide a communication link between the school site and the university.
4. Formally observe each intern a minimum of two (2) times during the semester. More visits may occur depending upon needs of the school site, clinical faculty, or intern.
5. Document each visit and provide regular feedback to intern.
6. Cooperate with clinical faculty and be responsible for coordinating and evaluating the intern's activities in the school.
7. Submit the final grades for internship.
8. Recognize that the full internship is a learning experience.
9. Establish rapport with the intern.
10. Assist in guiding the development of lesson plans and learning project.
11. Support creativity by the intern.
12. Encourage the intern to try a variety of instructional strategies.
13. Work as a teaching team.
14. Assess portfolio work submission in a timely manner.

## CLINICAL FACULTY GUIDELINES

**Qualifications:** Three (3) full years completed teaching experience required; certification in current teaching area.

**Clinical Faculty should:**

1. Provide information to acquaint the intern with all facets of the school.
2. Acquaint intern with specific classroom activities.
3. Offer constructive feedback. As a general rule, interns should not be corrected in front of students since this tends to decrease their effectiveness.
4. Give supervision in all phases of the teaching process.
5. Allow interns to experience as much of the total role of a teacher as can be provided.
6. Cooperate with the university field coordinator in coordinating and evaluating the student teacher's activities in the school.
7. Recognize that the internship is a learning experience.
8. Establish rapport with the intern.
9. Assist in guiding the development of lesson plans and learning project.
10. Support the creativity of the intern.
11. Provide weekly scheduled conferences for feedback and discuss evaluations.
12. Encourage the intern to try a variety of instructional strategies.
13. Work as a teaching team.

## SECTION 3 LEARNING PROJECT

### Overview

During the full internship experience, teacher candidates will have the opportunity to demonstrate their content knowledge, teaching skills, and professional dispositions by developing a teaching unit that builds on the strengths, needs, and prior experiences of their students. Through this performance assessment, full interns will document their performance as teaching scholars who build on their content and pedagogical knowledge to “create an environment conducive to learning in the classroom.” This document will reflect their ability to serve as educational leaders who demonstrate the process of subject matter inquiry in their classrooms and advocate learning for all students. Finally, the learning project should document the full intern’s ability to inspire students and foster growth and academic achievement as a developer of human potential through the specific evaluation of learning goals and objectives.

### Learning Project Assignment

Instructions for Learning Project Completion and Accompanying Rubrics can be found on Chalk and Wire, as well :

The learning project contains several sections identified by research and best practice as fundamental to improving student learning. Each section includes a task, a prompt (directions) and a rubric that defines various levels of performance on the section. The sections and rubrics will be used to evaluate your project. The prompts guide you in documenting the sections and your performance as you construct and implement a teaching unit during your full internship experience.

As part of the experience, you are required to design and teach a comprehensive unit. (NOTE: Interns in split placements – Art, Early Childhood, Health & Physical Education, Music, Modern Language (Cherokee or Spanish), and Special Education -- must complete the learning project assignment based on their first 8-week placement.)

Planning Phase: Before you teach the unit, you will describe the contextual factors, identify learning goals based on state and/or district standards, create an assessment plan to measure student performance before, during, and after instruction, and plan for the instruction. **This section should be reviewed and approved by your clinical faculty member prior to delivery of the unit.**

Delivery and Reflection Phase: Throughout the delivery of the unit, review and reflect on each day’s events and make notes. Candidates should record personal insights, student interactions, teaching adjustments, and challenging moments. After you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning using these notes as a source of information.

### Format Information

- A) Narrative Length: A suggested page length for the narrative is given in the directions for each section. You have some flexibility of length across the sections, but the total length of your narrative (excluding attachments and references) should not exceed 20-25 word-processed pages, double-spaced in 12-point font, with 1-inch margins.
- B) References and Credits (not included in total page length). If you referred to another person’s ideas or materials in any part of the narrative, you should cite these in a separate section at the end of that section under *References and Credits*. You should use American Psychological Association (APA) style.
- C) Appendices (not included in total page length): Include clearly labeled attachments as directed in section prompts.

- D) Anonymity. In order to ensure the anonymity of students in your class, do not include any student names or identification in any part of the unit narratives.
- E) You will upload the sections of the learning project into e-Portfolio according to the dates indicated in your packet. The link for the learning project is on the main table of contents.

### The Learning Project and Your E-Portfolio

Several sections of the learning project will fulfill artifact requirements for your e-portfolio. This is the only time that you can use an artifact to fulfill more than one requirement in your NSU teaching portfolio. While you always have a choice of artifacts to use to demonstrate your competency; successful assignments of the Learning Project will satisfy competencies 6 & 7.

All Learning Project elements **are also submitted** under a separate tab on your table of contents page.

### The Learning Project Timelines

All sections of the learning project will be uploaded into the appropriate section of the electronic portfolio according to the timeline below. Your coordinator MAY also ask you to provide a hand-written copy for him/her.

Seminar 1	Contextual Factors
Seminar 2	Unit Goals & Lesson Objectives; i.e. Planning for Instruction (competency 7 [InTASC std. 7]) Lesson Assessments (competency 8 [InTASC std. 6])
Seminar 3	Design for Instruction Instructional Decision-Making
8 <sup>th</sup> Week	Analysis of Student Learning Reflection / Self-Evaluation

## **SECTION 4**

### **ASSESSMENTS**

**Note:**

- 1. Clinical Faculty, University Coordinators, and peers will make required assessments online via Chalk & Wire.**
- 2. Hard copy of the following rubrics can be found on line. Please note that content of rubrics are the same however, Chalk and Wire and Google Doc formats look very different.**

[https://ep.chalkandwire.com/ep2\\_nsuok/login.aspx?cus=85](https://ep.chalkandwire.com/ep2_nsuok/login.aspx?cus=85)

- Professional Dispositions & Habits Inventory**
- Mid/Final Full Internship Evaluation**
- Observation and Evaluation of the Lesson Plan**

## Assessment and Evaluation

Clinical faculty will formally assess and evaluate the teacher candidate with whom they are working. All assessments will be completed via Chalk & Wire as “external assessors.” A brief description of each, and of its place in the assessment and evaluation process, is given below.

### **WEEK 4: Professional Dispositions & Habits Inventory (PDHI) Assessment**

Assessment of teacher candidate’s Professional Habits is completed via Chalk & Wire. This assessment is used for the first of two formal assessments of the teacher candidate’s work with students and performance in the classroom. Clinical Faculty mentoring teacher candidates with 8-week placements should complete only one assessment. It is to be completed approximately four weeks after the teacher candidate’s time with the clinical faculty per timeline on page 6 & 7.

Please set aside a block of time to review the assessment and comments with the teacher candidate. This first assessment is intended to serve two purposes:

1. This will be a formative exercise, giving the teacher candidate an opportunity to identify areas of strength and weakness in classroom performance. Given such information early, the teacher candidate will be able to work with you intelligently toward improving in areas considered to be weaker.
2. This will become a data baseline against which the performance of the teacher candidate can be compared after further classroom experience. With such a data baseline it will be possible to document improvement and continued growth on the part of the teacher candidate. That comparison, as much as the specific details on either of the two observations, will act as a basis for determination of the teacher candidate’s final grade.

### **WEEK 8: Teacher Candidate Mid-Term Internship Evaluation**

The Mid-Term Evaluation is to be completed half way through the teacher candidate’s time. Clinical Faculty mentoring teacher candidates with 8-week placements should complete only one evaluation. Mid-Term Evaluation is an assessment of the overall degree of maturation of the teacher candidate toward becoming a professional educator.

The first evaluation is intended to serve two purposes:

1. This will be a formative exercise, giving the teacher candidate an opportunity to identify areas of strength and of weakness. Given such information early, the teacher candidate will be able to work with you intelligently toward improving in areas considered to be weaker.
2. This will become a data baseline against which the performance of the teacher candidate after further classroom experience can be compared. With such a data baseline it will be possible to document improvement and continued growth on determination of the teacher candidate’s final grade.

Please set aside a block of time to review the evaluation with the teacher candidate. The clinical faculty should review the Midterm Evaluation with the teacher candidate before the teacher candidate turns it in to his/her coordinator per timeline page 6 & 7. It will become part of the teacher candidate’s permanent file in the Clinical Education Office.

## **WEEK 12: Professional Dispositions & Habits Inventory (PDHI) Assessment**

This is to be used for the second of two formal assessments of the teacher candidate's work with students and performance in the classroom. It is completed at the end of the twelfth week of internship.

It is appropriate to review the assessment and comments with the teacher candidate. Again, the significant data will come from comparisons of the assessments.

## **WEEK 16: Teacher Candidate Final Internship Evaluation**

This is to be used for the second of two formal evaluations of the teacher candidate's work. It is completed at the end of the teacher candidate's internship. This becomes a summative evaluation, a final comparison of the teacher candidate with the standards by which to judge how ready the teacher candidate is to be a classroom teacher.

The clinical faculty should review the Final Evaluation with the teacher candidate before after assessment via Chalk & Wire and by timeline on page 6 & 7. The final evaluation will become part of the teacher candidate's permanent file.

## **Observation/Evaluation of the Lesson: During 1<sup>st</sup> 8 weeks and 2<sup>nd</sup> 8 weeks**

The Teacher Candidate *Observation and Evaluation of the Lesson* has been adapted from the Oklahoma State Department of Education's Resident Teacher Observation Instrument. It is commonly known as the Oklahoma Criteria for Effective Teaching. It is designed to give the teacher candidate quality feedback on the lessons he/she teaches.

This evaluation should be completed twice during the internship semester per timeline on page 6 & 7. Clinical faculty mentoring teacher candidates with an 8-week placement will complete only one evaluation. Clinical faculty mentoring teacher candidates with a 16-week placement will complete two observations. Clinical faculty should review the evaluation with the teacher candidate before making assessment via Chalk & Wire. Assessments will be completed per timeline page 6 & 7.

**An NSU Unit Plan Template is available through Google Docs here:**

**<https://docs.google.com/document/d/18iX5W2NG3Lwg65y7-Ir6Xopbo7iJtcrmms5MOckUE1Y/edit>**

**The accompanying NSU Unit Plan Rubric is available through Google Docs here:**

**[https://docs.google.com/spreadsheets/d/1gyA-QtFbgJUulLbarq9kWQ2MvAyD29PN\\_R6LBvWuTkA/edit#gid=0](https://docs.google.com/spreadsheets/d/1gyA-QtFbgJUulLbarq9kWQ2MvAyD29PN_R6LBvWuTkA/edit#gid=0)**

**An NSU Reflection and Self Evaluation Rubric is available through Google Docs here:**

**[https://docs.google.com/spreadsheets/d/1SwyFAEM-bDgfJSP47sLZd\\_PHWgS6DyP26x3DNjYBTBA/edit#gid=0](https://docs.google.com/spreadsheets/d/1SwyFAEM-bDgfJSP47sLZd_PHWgS6DyP26x3DNjYBTBA/edit#gid=0)**

**These and all other internship resources are accessible through the [NSU Teacher Education Internship Resources](#) webpage.**



**NSU College of Education  
Clinical Education  
Absence Report**

*All absences must be immediately reported to the clinical faculty and the university coordinator.*

Teacher Candidate \_\_\_\_\_

Major \_\_\_\_\_ Placement Grade / Subject \_\_\_\_\_

School Site \_\_\_\_\_ District \_\_\_\_\_

<b>Date Absent</b>	<b>Time Absent</b>	<b>Reason</b>	<b>Clinical Faculty Signature</b>

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
*Teacher Candidate Signature / Date*

\_\_\_\_\_  
*Clinical Faculty Signature / Date*

## CLINICAL EXPERIENCE ACTIVITY RECORDS

The clinical *Field Experience Activity Record* (p. 24) is used to record the attendance of the teacher candidate in the host classroom(s), and to document the extent of involvement of the teacher candidate in learning activities with students. This is accomplished using the forms to create a monthly calendar/record. The teacher candidate is required to maintain an up-to-date record of his/her involvement and to have the record available for review by the clinical faculty and/or field experience coordinator at any time.

### Directions for Completing

Label each box with date (month and day). The activity codes found on the bottom of each form must be recorded for each day in the appropriate box. At the end of the eight week period, tally and record the days present, days absent and the total.

Forms must be signed by the teacher candidate and the clinical faculty verifying the accuracy of the attendance and of the involvement reflected on the form before it is submitted to the field experience coordinator. The *Field Experience Activity Records* will become part of the permanent file for the teacher candidate and must be submitted before a final grade can be assigned.

## Field Experience Activity Record (Full Intern)

Teacher Candidate \_\_\_\_\_ Major \_\_\_\_\_  
(Print First and Last Name)

Clinical Faculty \_\_\_\_\_ Placement Grade/Subject \_\_\_\_\_  
(Print First and Last Name)

School Site \_\_\_\_\_ District \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday
Date: _____ Codes: _____	Date: _____ Codes: _____	Date: _____ Codes: _____	Date: _____ Codes: _____	Date: _____ Codes: _____
Date: _____ Codes: _____	Date: _____ Codes: _____	Date: _____ Codes: _____	Date: _____ Codes: _____	Date: _____ Codes: _____
Date: _____ Codes: _____	Date: _____ Codes: _____	Date: _____ Codes: _____	Date: _____ Codes: _____	Date: _____ Codes: _____
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Date: _____ Codes: _____	Date: _____ Codes: _____	Date: _____ Codes: _____	Date: _____ Codes: _____	Date: _____ Codes: _____

Days Present _____	MG Meet and Greet O Observing T Teaching OP Observe Peer AT Assisting Clinical Faculty	C Conference with Mentor CC Conference with Coordinator CS Conference with Student CP Conference with Parent SU Seminar at University	PM Professional Meeting H Host school Holiday PR Preparation Period A Absent OT Other
Days Absent _____			

\_\_\_\_\_  
Clinical Faculty Signature                      Date

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