

# **Handbook for Cooperating Teachers and Principals**



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

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

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

**Leadership** - We prepare candidates who are committed to the belief that professional educators providing quality education are the foundation of a prosperous and democratic society.

**Ethics and Professionalism** – We prepare candidates who demonstrate ethical and professional behavior in their interactions with students, families, colleagues, and communities, and practice social justice.

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

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

**Diversity** - We prepare candidates who believe everyone deserves the opportunity to learn and can learn; they possess knowledge, skills, and dispositions to serve as effective professionals who understand and meet the needs of a diverse society.

**Service Orientation and Community Outreach** – We prepare candidates who value and engage in service and meaningful involvement of the learners/clients, their families and communities.

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

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

and to assist the Professional Education Unit in

- Being recognized as a leader in the professional education community;
- Advancing knowledge and practice through creative and critical research; and

- Educating candidates to be life long learners, and intellectually and ethically prepared to serve and lead in an increasingly complex, global society.
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## SECTION I: Introduction

Thank you for agreeing to be a cooperating teacher this semester. You play a vital role in Oklahoma State University's Professional Education Program and make a valuable contribution as a School Partner to the clinical practice internship experience. OSU envisions the clinical practice internship experience as a partnership between the university faculty, candidates, students, classroom teachers, and administrators. In this handbook, you will find guidelines that will assist you in developing and maintaining an atmosphere of communication and trust among the members of this partnership.

If you have any questions concerning the policies listed in this handbook, please contact Price Brown, Coordinator, Clinical Practice, 405-744-1088, or [price.brown@okstate.edu](mailto:price.brown@okstate.edu).

### **Legal Basis of Student Teaching Clinical Practice Internship**

In the past, clinical practice in Oklahoma occurred almost exclusively in laboratory schools operated by colleges and universities engaged in professional education programs. With the enactment of House Bill 1013 in 1969; however, the Oklahoma Legislature established guidelines for clinical practice in the state's public school systems.

According to the Guidelines for Student Teaching in Oklahoma (Oklahoma State Department of Education, 1972),

STUDENT TEACHING is a period of guided teaching during which the student, under the direction of a cooperating teacher, takes increasing responsibility for leading the school experiences of a given group of learners over an extended period of time and engages directly in many of the activities which constitute the wide range of a teacher's responsibilities.

The STUDENT TEACHER is a college student who is working under the guidance of a certified teacher in an approved setting. A student teacher, while serving a non-salaried internship under the supervision of a certified teacher, shall be accorded the same protection under the law as that accorded the certified teacher. **The student teacher should not be assigned in any situation where he/she is to be a replacement for a qualified teacher.**

The COOPERATING TEACHER is the regular and certified staff member of a local accredited school to whom a student teacher is assigned.

In addition, the pre-service teachers who will be completing their student teaching clinical practice internship experience will now be referred to as "candidates" since they are candidates seeking licensure/certification in the state of Oklahoma. The student teaching experience is now referred to as the clinical practice internship.

### **Procedures for Placement of Candidates in the Clinical Practice Site**

As individual requests come from Oklahoma State University, the principal considers the following criteria, consistent with state regulations, in selecting the cooperating teacher. Each cooperating teacher should:

1. Possess a standard certificate in the teaching area.
2. Possess at least three years of classroom teaching experience in Oklahoma.
3. Demonstrate academic competence.
4. Possess knowledge of the basic principles of supervision.
5. Demonstrate qualities of an effective team member.

Additional selection criteria include (1) strong dedication to the teaching profession, (2) use of basic principles of effective teaching and learning, (3) willingness to guide the progress of the candidate, (4) demonstration of a high level of professional ethics, and (5) active participation in professional and educational organizations and activities.

If the principal and cooperating teacher approve the request, the principal returns the request form to OSU with their approval or rejection. The candidate is then notified of his/her clinical practice assignment. When the candidate receives notification, he/she is encouraged to visit with the principal and cooperating teacher. At this visit, the cooperating teacher familiarizes the candidate with the policies and procedures of the particular school system.

### **Phases of the Clinical Practice Experience**

Clinical Practice assignments are highly individualized. Involvement in classroom activities will depend upon the candidate's readiness to perform the tasks assigned. The cooperating teacher and university supervisor will assess the candidate's abilities, and determine the candidate's responsibilities and tasks. **In no case will the candidate immediately assume total responsibility for the class.**

Due to the individualized nature of the assignment, no set time period can be attached to the various phases of the clinical practice experience. Some candidates may be involved with observations for several weeks while others will engage in limited teaching by the third week. In general, though, all candidates will move through the following four phases during their experience:

1. **Orientation and Observation**

The candidate becomes oriented to the classroom and observes the cooperating teacher. The candidate should discuss his/her perceptions and observations with the cooperating teacher.

2. **Limited Teaching Experience**

The candidate becomes involved in planning, preparing resources, correcting papers, helping small groups, supervising study periods, tutoring, constructing quizzes, preparing instructional materials, and teaching a complete lesson that has been cooperatively developed. In this phase, the cooperating teacher provides continuity for the classroom and immediate feedback to the candidate.

3. **Extensive Teaching Experience**

The candidate assumes responsibility for the classroom, planning and teaching a unit of lessons, and evaluating the students in the classroom.

#### 4. Culminating Experience

The candidate completes the teaching unit and finishes the experience by observing other classes.

## **SECTION II: Roles of Individuals Involved in Clinical Practices**

Oklahoma State University envisions the clinical practice internship experience as a "partnership" between the candidate, the cooperating teacher, the building principal, and the university supervisor. To ensure a successful experience, this quartet must develop an atmosphere of communication and trust. This section identifies each person's role and offers suggestions on establishing and maintaining the relationship.

### **The Cooperating Teacher**

A successful cooperating teacher creates an enriching experience both for the students in the classroom and the teacher education candidate. The cooperating teacher retains responsibility for the classroom while guiding the candidate through such activities as learning students' names, tutoring individual students, working with small groups, developing a teaching unit, teaching one class or subject, and finally teaching multiple classes or subjects.

The cooperating teacher plays a vital role in the education of the candidate and is expected to

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

- Keep a calendar of the clinical practice internship experience, showing the intern's days present and days absent.
- Plan to be available after each observation by the OSU supervisor for conferencing with the Intern and the OSU supervisor. Conferences should be conducted among the intern and cooperating teacher to complete the mid-term evaluation and to complete the final evaluation.
- Take the necessary steps to remove the intern if work is not satisfactory. Contact the university program area supervisor and Price Brown, Coordinator of Clinical Practice, 405-744-1088 or price.brown@okstate.edu, immediately should problems arise.
- Complete the mid-term and final evaluation of the intern by going to our web site: [www.okstate.edu/peu/forms](http://www.okstate.edu/peu/forms), and clicking on Student Teaching Evaluation Form.

### **The Clinical Practice Intern**

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

- Support school policies and personnel, following all school rules and regulations including observing the school calendar.
- Understand that the internship is a full-time job so that daily attendance and preparation reflects the seriousness of this responsibility.
- Whether enrolled in an on-campus class or in an OSU internship, practicum, course, or activity involving domestic or foreign travel, he/she is responsible for his/her own medical treatment and is liable for his/her own actions. He/she is responsible for health expenses (including insurance) and liability insurance.
- Investigate what "professionalism" means in the context of the school in which she/he is placed. She/he will dress, speak, write, and act professionally each day during clinical practice.
- Be familiar with and act according to laws dealing with confidentiality, including the Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment.
- Take part in out-of-class school activities such as PTA meetings, school board meetings, faculty and staff development meetings, extra-curricular activities, and routine teaching and non-teaching tasks.
- Test new ideas within the context already established by the cooperating teacher, making them available to the cooperating teacher several days in advance of the lesson.
- Develop written lesson plans in advance, sharing them with the cooperating teacher and discussing them **before** the lesson begins.
- Request conferences with the cooperating teacher and/or the OSU supervisor as needed.
- Inform OSU supervisor in advance when cooperating teacher will be absent on the day of a scheduled observation.
- Inform the cooperating teacher and the OSU supervisor of any absences, in advance if possible.
- Be continually involved in self-evaluation through such activities as journaling, examining the goals and outcomes of each instructional activity, reviewing videotapes of classroom activities (after securing necessary parental permission forms), soliciting feedback, and seeking immediate answers to problems.

- Comply with all the rules, policies, and standards of the school that pertain to regular teachers (from substance abuse to dress code, from parking to length of duty day, from classroom management to filing reports, etc).

### **The University Supervisor**

The university supervisor is a liaison between the OSU Office of Clinical Experience and the public school, cooperating teacher, and intern. The supervisor is expected to:

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

### **The Principal**

The school principal plays an important role in facilitating and coordinating interns. A principal who works effectively with interns will:

- Facilitate a three-way conference among the intern, the OSU supervisor, and the cooperating teacher at least two times during the semester.
- Provide a positive environment for interns within the building.
- Orient faculty (including both cooperating teachers and other faculty members) to their roles in the clinical practice internship experience.
- Orient each intern concerning the school's philosophy, policies, and regulations.
- Assist each intern in becoming acquainted with the faculty and staff.
- Stay informed of the progress of each intern.
- Observe interns, providing them with feedback.
- Read and become familiar with the *Cooperating Teacher's Handbook*, including the OSU policy on using interns as substitutes (Appendix B).

## **SECTION III: Problem Solving and Evaluation Procedures**

### **Problem Solving Process**

Most problems which arise between the cooperating teacher and the intern are resolved through daily conferences. The following process should be followed if the problem cannot be resolved:

1. Either the intern or the cooperating teacher should:

- a) Have a conference with the university program area supervisor to discuss the issues.
  - b) Develop a plan to resolve problems.
  - c) Communicate the plan to the principal and to all involved parties.
  - d) Work the plan and document progress.
2. If the problem continues, the principal and the university supervisor confer with input from the cooperating teacher and/or the intern to determine the next steps. After this meeting, one of the following alternatives will be initiated:
- a) The intern is removed from the assignment and reassigned within the school or the school system.
  - b) The intern is removed immediately from clinical practice in that school system.
  - c) The intern is removed immediately from the clinical practice internship.
3. If the intern is not satisfied with the decision, he/she may appeal to a committee composed of the Associate Director of Professional Education, Dr. Chris Ormsbee; the Coordinator of Clinical Practice, Price Brown; and the Program Area Coordinator.

### **Evaluation of the Intern**

The evaluation of the clinical practice internship will be ongoing. The cooperating teacher should evaluate the clinical practice performance at least weekly. Secondary programs use an assessment that is specific to the content area in addition to the OSU clinical practice evaluation form. The cooperating teacher must submit an online assessment with a formative evaluation of the intern at mid-term and the end of the clinical practice. The cooperating teacher's evaluation provides valuable input that will be used in determining the intern's final grade. Promptness in returning the evaluation is important, as evaluations received after the cut-off date for submission of grades are of little value to university supervisors. Since interns are aware of the evaluation form and the evaluation process, the cooperating teacher should involve the intern when completing the mid-term and final evaluation forms.

### **Employment Recommendation**

Candidates will frequently request a letter of recommendation from their cooperating teacher which will become part of the candidate's credential or placement file. While OSU does not maintain a credential or placement file, candidates are encouraged to maintain their own files and/or utilize an online clearinghouse at [www.referencenow.com](http://www.referencenow.com). If the cooperating teacher feels she/he can provide such letters, we encourage him/her to do so. However, the cooperating teacher is not required to provide such letters.

### **Certificates for Professional Development**

**Upon receipt of the completed candidate final evaluation**, OSU will issue a Certificate for Professional Development to the cooperating teacher as a token of appreciation for his/her service. This certificate can be applied to tuition fees for residence credit enrollments as well as outreach enrollments at OSU, OSU/Tulsa, and OSU/Oklahoma City. The specific policies and procedures for using the certificate are given below.

Although the Certificate for Professional Development is issued to the cooperating teacher, some

school districts have elected the "banking" method, whereby all of the Certificates for Professional Development are sent to the district office. In this method, the cooperating teacher of record is given first option to use the certificate. If the cooperating teacher chooses not to use the certificate, it can be transferred to another teacher/administrator within the same school district. However, the cooperating teacher and the superintendent of the school district must sign the back of the certificate signifying approval of the transfer, before it can be transferred to another certified teacher/administrator in the system. The "banking" approach has many advantages for the school district, since the district can ensure the utilization of certificates before the expiration date.

### **Procedures and Policies for use of Certificates for Professional Development**

This certificate provides a tuition waiver for the continuing professional development of a certified teacher, counselor, or administrator who has rendered services to the OSU Professional Education Program.

A certificate may be redeemed by a certified teacher, counselor, or administrator only. The cooperating teacher of record can transfer the certificate to another teacher or administrator within the cooperating teacher of record's school district with the approval of the superintendent. Certificates cannot be sold by the cooperating teacher. Please refer to Oklahoma State University's Policy number 3-0362.9, Reporting and Taxability of Assistantships, Fellowships, Scholarships, Fee Waivers and Other Payments to Students. Should the cooperating teacher choose not to redeem the certificate, it must be redeemed by another district employee following all Oklahoma State University and district procedures. Certificates cannot be redeemed by employees of other districts; relatives of cooperating teachers cannot use the teacher's certificates. Both the cooperating teacher of record and the superintendent must sign the certificate if it is being transferred. The certificate must be used during the semester in which the coursework is completed. The maximum credit hour value of each certificate is three hours. Certificates expire after 18 months. No more than six hours may be redeemed by one person during any one semester or summer session. Certificates pay for tuition only for resident, outreach, semester-based independent study or OSU-Tulsa courses. Year long independent study courses do not qualify for this waiver. It does not cover optional or required fees such as Health Service, Student Union, Colvin Center, books, materials, etc.

**Residence Credit Enrollment:** To redeem a certificate, the teacher/administrator must submit it to the Office of Professional Education no later than the Friday before the first day of classes of the Fall, Spring, and Summer Semesters. Certificates can be mailed to Brenda Brown, Administrative Assistant, Clinical Practice, Office of Professional Education, 325 Willard, OSU, Stillwater, OK 74078-0431. If questions, please contact her at 405-744-9432 or [brenda.brown@okstate.edu](mailto:brenda.brown@okstate.edu). Please include the teacher/ administrator's name, CWID number, course number [i.e.: CIED 6000], and semester in which the teacher/administrator is enrolled. If a certificate is redeemed after the first day of classes of any semester, the teacher/administrator will be responsible for all late fees. University regulations require that if a tuition statement is not paid in full by the deadline, finance charges will be applied to the original balance of the tuition statement. **Note: The certificate does not cover tuition for courses from which the teacher/administrator drops or withdraws.**

OSU-Tulsa and OSU-Oklahoma City Universities Credit Enrollment: Certificates for Professional Development can be applied to courses offered by OSU at OSU/Tulsa and OSU/OKC. Certificates cannot be applied to courses offered by any other institution. The certificate must be turned in to the OSU/Tulsa or OSU/OKC Office at the time of enrollment.

## APPENDIX A : Evaluation Criteria for Clinical Practice

Evaluation of the clinical practice is a collaborative effort among the candidate, cooperating teacher, and the university supervisor. The clinical practice facilitates candidates' development as professional educators as they enhance their competencies in content, professional, and pedagogical knowledge, skills, and dispositions delineated in the professional, state, and institutional standards. Multiple assessment strategies are used to evaluate candidates' performance and effect on student learning. Candidates, school faculty, and university supervisors jointly conduct assessments of candidate performance throughout clinical practice with a focus on the mid-term evaluation (formative evaluation) and the final evaluation (summative evaluation).

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

1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches **AND** can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how students learn and develop, **AND** can provide learning opportunities that support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle level, and secondary.
3. The teacher understands that students vary in their approaches to learning **AND** creates instructional opportunities that are adaptable to individual differences of learners.
4. The teacher understands curriculum integration processes **AND** uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.
5. The teacher uses best practices related to motivation **AND** behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus, providing opportunities for success.
6. The teacher develops knowledge of **AND** uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; **AND** adapts instruction based upon assessment and reflection.
8. The teacher understands and uses a variety of assessment strategies to evaluate **AND** modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner.
9. The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, **AND** actively seeks opportunities for continued professional growth.

10. The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.
11. The teacher shall have an understanding of the importance of assisting students with career awareness **AND** the application of career concepts to the academic curriculum.
12. The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, **AND** the need for a willingness to change when the change leads to greater student learning and development.
13. The teacher understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.
14. The teacher understands the Oklahoma core curriculum **AND** is able to develop instructional strategies/plans based on Priority Academic Student Skills (PASS).
15. The teacher understands the State teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," **AND** how to incorporate these criteria in designing instructional strategies.

## **APPENDIX B: Oklahoma Minimum Criteria for Effective Teaching Performance**

According to the Standards for Accreditation of Elementary, Middle, Secondary and Area Vocational and Technical Level Schools (Oklahoma State Department of Education, 1992 Appendix K, pages 172-73)

### **I. PRACTICE**

#### **A. Teacher Management Indicators**

1. Preparation: the teacher plans for delivery of the lesson relative to short-term and long-term objectives.
2. Routine: the teacher uses minimum class time for non-instructional routines thus maximizing time on task.
3. Discipline: the teacher clearly defines expected behavior (encourages positive behavior and controls negative behavior).
4. Learning Environment: the teacher establishes rapport with students and provides a pleasant, safe, and orderly climate conducive to learning.

#### **B. Teacher Instructional Indicators**

1. Establishes Objectives: the teacher communicates the instructional objectives to students.
2. Stresses Sequence: the teacher shows how the present topic is related to those topics that have been taught or that will be taught.
3. Relates Objectives: the teacher relates subject topics to existing student experiences.
4. Involves All Learners: the teacher uses signaled responses, questioning techniques, and/or guided practices to involve all students.
5. Explains Content: the teacher teaches the objectives through a variety of methods.
6. Explains Directions: the teacher gives directions that are clearly stated and related to the learning objectives.
7. Models: the teacher demonstrates the desired skills.
8. Monitors: the teacher checks to determine if students are progressing toward stated objectives.
9. Adjusts Based on Monitoring: the teacher changes instruction based on the results of monitoring.
10. Guides Practice: the teacher requires all students to practice newly learned skills while under the direct supervision of the teacher.
11. Provides for Independent Practice: the teacher requires students to practice newly learned skills while under the direct supervision of the teacher.
12. Establishes Closure: the teacher summarizes and fits into context what has been taught.

### **II. PRODUCTS**

#### **A. Teacher Product Indicators**

1. Lesson Plans: the teacher writes daily lesson plans designed to achieve the identified objectives.
2. Student Files: the teacher maintains a written record of student progress.
3. Grading Patterns: the teacher utilizes grading patterns that are fairly administered and based on identified criteria.

#### **B. Student Achievement Indicators**

Students demonstrate mastery of the stated objectives through projects, daily assignments, performance and test scores.

## **APPENDIX C: Use of Candidates as Substitutes**

The Oklahoma State Department of Education has approved a revision in the OSU Professional Education policy relative to the use of candidates as substitutes in the classroom. The policy consists of two components, either or both of which may be utilized with a specific candidate at the discretion of the school administration, cooperating teacher, and participating institution of higher education. The two components are:

1. When the cooperating teacher is absent from the classroom covering responsibilities related to being an OSU cooperating teacher or is assisting in some other way with the OSU teacher preparation program, the OSU candidate may be assigned to cover responsibilities of the cooperating teacher for no more than three (3) days of the clinical practice internship experience. During that time it will not be necessary for the school district to hire a substitute teacher to supervise the candidate. The superintendent/principal makes all final decisions about the appropriateness of using the candidate as a substitute for those three days.
2. Candidates who are interning in an accredited school in Oklahoma may be allowed to serve in the capacity of a substitute teacher in the classroom where they are assigned under the following conditions:
  - a. The candidate shall have completed at least ten (10) weeks of direct, substantial, and full-day internship with the cooperating teacher(s) prior to serving as a substitute teacher. **The candidate may substitute only for the cooperating teacher, not other teachers in the building.** The Early Childhood Education candidates in **Pre-K and K** classrooms **may not** substitute at any time during this field experience.
  - b. During the period of time that the candidate serves as a substitute teacher, the local district shall designate an experienced teacher assigned to the same building as the student teacher to provide assistance as necessary.
  - c. When the candidate is acting as a substitute, he/she shall be paid the established rate of pay for substitutes as set by the local school district.
  - d. After completing his/her clinical practice internship experience the candidate can be hired as a full-time substitute teacher/teacher.

If you have any questions regarding the implementation of this policy, call Price Brown, Coordinator, Clinical Practice, 405-744-1088 or [price.brown@okstate.edu](mailto:price.brown@okstate.edu).

## Appendix D: Observation Guide for Clinical Practice Interns

Many of the professional courses in education discuss theories and methods of instruction. Through field experiences and clinical practice, the Intern has the opportunity to observe these theories and methods at work. Therefore, the Intern is encouraged to observe every situation possible. These include in-class and out-of-class activities of teachers, students, and administrators ranging from the seemingly mundane procedures of taking role to the more analytical aspects of motivation and evaluation.

Remember that the objective of observation is to learn from observing and analyzing rather than to be the critic. Not all teachers manage their classrooms as an Intern may want to manage his/her future classroom. In this situation, interns should observe and assess the management techniques within the context of their use, analyze the strengths and weaknesses for this particular situation, and examine adaptations that might improve their effectiveness for this unique situation or any other.

Teachers are unique individuals, and no two teachers follow the same procedures. Each teacher will incorporate those methods that best suit his/her needs, the students' needs, the philosophy of the school, and the subject matter being studied. This is the time for the intern to see theory become practice, enabling the discovery of why some procedures work while others do not.

The following is a guide for daily observations. It is in the form of questions, so the intern can observe and then analyze. Observation is not just seeing but also analyzing what is seen:

- I. **Why** is this lesson taught?
  1. How does the purpose of this particular lesson align with the goals for the total course and with PASS objectives?
  
- II. **What** is being taught?
  1. What is the source of the subject matter (textbook, films, television, handouts, etc.)?
  2. What evidence do you see of student input affecting curriculum planning?
  
- III. **What** does the teacher do?
  1. How does the teacher initiate the lesson and create student interest?
  2. How does the teacher establish the objectives and expectations?
  3. Does the teacher lecture, lead the discussion, ask questions, use audio-visual aids, test, etc.? Why is it done this way?
  4. Does the teacher favor one technique more than another?
  5. Does the teacher move around the room or sit behind the desk?
  6. How are the pupils motivated?
  7. How does the teacher contribute to a stimulating intellectual climate in the classroom?
  8. What steps are taken by the teacher to foster a wholesome emotional climate?
  9. What attempts are made to teach to student interests?
  10. How does the teacher close the lesson?
  11. What are the expectations for the preparation for the next class period?
  
- IV. **How** does the teacher communicate non-verbally?
  1. What kinds of facial gestures are made and are they consistent with the tone of voice?
  2. Does the teacher make eye-contact with each student?
  3. How is the teacher dressed? Does his/her appearance present a professional image?

- V. **What** do the pupils do?
1. Are the pupils interested, involved, active?
  2. Do pupils listen, discuss, give reports, write?
  3. What kinds of behavior are displayed by the pupils?
  4. What non-verbal cues are students giving (fidgeting, slouching, eye contact, daydreaming, etc.)?
- VI. **What** are the grading procedures?
1. What are the standards for grades in subject matter areas?
  2. What are the standards for grades in citizenship?
  3. What grading provisions are made for students with special needs?
- VII. **What** evaluation took place?
1. Was this the kind of situation in which teacher-pupil evaluation was feasible?
  2. Was evaluation in terms of skills, knowledge, or attitudes developed?
  3. What aspects of the teaching-learning situation are considered appropriate in terms of skills, knowledge, and attitudes developed?
  4. How did the teacher use the results of assessment to revise the lesson?
- VIII. **How** do physical factors contribute to learning?
1. What provisions are made for proper lighting, temperature, ventilation?
  2. How does the seating arrangement of students contribute to an effective classroom environment?
  3. How are the chalkboards, bulletin boards, displays, instructional equipment used, etc.?
  4. What technology was used by the teacher and students?
- IX. **What** role does the library/media center play in this school?
1. What facilities are maintained for teachers?
  2. How do the students use the library?
  3. How is computer use integrated into the instructional program?
- X. **What** counseling services are available?
1. How do students come into contact with the counseling office?
  2. What records and tests are available for teacher use?
  3. What is the relation to parents and community?
  4. What is the relation to extra-class activities?
  5. What role is played by the classroom teacher?
  6. How and by whom are students' programs made?
  7. How are incoming students oriented to the school?
- XI. **What** facilities are available for special classes?
1. What provisions are made for students with special needs?
  2. How are students with special needs included in this school?
  3. What remedial groups exist and how are they handled?
  4. Who is responsible for setting the conditions of IEPs, and to whom does a teacher go for instructional help in meeting the needs of the special students?
  5. What provisions are made for English Language Learners?
- XII. **What** is the extent of the program of study?
1. What are the basic requirements?
  2. What are the electives?
  3. What is the purpose of homerooms and how do they operate?

4. Does the school follow a block schedule? If so, what format is used?
- XIII. **What** extra-curricular activities are available in this school?
1. How are they administered?
  2. How are meetings arranged and scheduled?
  3. How are sponsors designated?
  4. What limitations and regulations are imposed?
  5. What is the community attitude toward these activities?
- XIV. **What** health services are available through this school?
1. What examinations are conducted?
  2. What records are kept?
  3. What procedures do teachers follow in using the service?
  4. What is the relation to city health and social agencies?
  5. What does a teacher do when a child under his/her supervision is injured, involved in an accident, or becomes ill?
- XV. **What** is the general floor plan of the school?
1. How is the auditorium used? What are the stage facilities?
  2. How is the lunchroom operated and used?
  3. What provision is made for teachers' rooms?
  4. Is there a projection room?
  5. What equipment is available in the shops, laboratories, and other special subject rooms? What are the rules governing the use of each?
  6. What are the patterns and rules for hall traffic?
- XVI. **What** are the functions of the administrative offices?
1. What is the relationship of the teachers to these offices/administrators?
  2. What support and assistance is offered by those in these offices/administrators?
  3. How does communication occur?
- XVII. **What** are the relationships between the school and local police agencies?
1. Are resource officers available at the school?
  2. Does the school conduct a drug education program?