Armstrong State University
College of Education

Cooperating Teacher
Clinical Practice Handbook
Internship II / Graduate Internship

Spring 2017
Dear Cooperating Teacher,

Thank you for agreeing to serve as a mentor and coach for an Armstrong State University intern. As you know, this is the final semester for your intern. You will provide support for, possibly, the most rigorous semester your intern will experience. Formal observations, varied assessments, and gradual assumption of instructional responsibilities will challenge your intern as well as validate their decision to become a teacher.

On behalf of Armstrong State University’s College of Education, thank you for sharing your classroom and expertise. Please complete and share your honorarium form with me at your earliest convenience. Know that you have access to all clinical practice documents including your honorarium application at www.armstrong.edu/ofecpp.

Don’t hesitate to contact me if you ever have any related questions.

Sincerely,

~June

June Erskine, Ed.D.
Director
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# Table of Contents

**Internship Overview** .................................................................................................................. 4
  Internship Seminars .................................................................................................................. 4
  Conferences .............................................................................................................................. 4
  Observations ............................................................................................................................. 5
  Teachers of Record .................................................................................................................. 5
  Attendance ................................................................................................................................. 5

**Co-Teaching and Internship** ....................................................................................................... 6
  Models of Co-Teaching for internship ....................................................................................... 6
  Teacher-Candidates’ gradual assumption of instructional responsibilities ...................... 7
  Recommended Schedule ......................................................................................................... 7

**Clinical Practice Assessments** ................................................................................................ 8
  LiveText .................................................................................................................................. 8
  Intern Keys Assessment ......................................................................................................... 8
  Disposition Assessment .......................................................................................................... 8
  edTPA ....................................................................................................................................... 9
  The Georgia Educator Ethics Assessment .............................................................................. 9

**Lack of Progress: Planning, Teaching, Classroom Management, or Professionalism** .............. 10
  Documentation of the issue ..................................................................................................... 10
  Improvement Plan ................................................................................................................... 10
  Critical Decision Status .......................................................................................................... 10
  Failure to Complete ................................................................................................................. 10

**Field Experience & Clinical Practice Discontinuation Policy** .................................................. 11

**Professionalism** .................................................................................................................... 12
  Appropriate attire includes .................................................................................................... 12
    Men .................................................................................................................................... 12
    Women ................................................................................................................................. 12
  Appearance Matters ................................................................................................................ 12

**Confidentiality** ....................................................................................................................... 13

**Emergency Procedures** ......................................................................................................... 13

**Intern’s Checklist** .................................................................................................................... 14

**University Supervisor’s Checklist** .......................................................................................... 16

**Cooperating Teacher’s Checklist** ............................................................................................ 17

**Glossary** .................................................................................................................................. 18
Preparation and thoughtful execution of varied responsibilities are essential for success during internship. Attendance at various seminars, collaborative provision of instruction, and participation in varied assessments enhance our teacher-candidates’ capacity to contribute to the school success of the children they work with.

**Internship Overview**

**Internship Seminars**

All interns are expected to attend mandatory seminars. Interns are encouraged to arrive early and take advantage of all of the information and resources that are available during these meetings. Internship seminars are designed to enhance skills necessary for effective teaching such as classroom management, differentiated instruction, and instructional technology. In addition to professional development, interns receive support for the development of their edTPA portfolio during these seminars. Absences from seminars negatively impact documented attendance during internship.

**Conferences**

Each intern will have a minimum of three conferences with their university supervisor and cooperating teacher. Teachers of record do not have a cooperating teacher.

**The first meeting** will be held within the first two weeks of the semester. The purpose of this meeting is to review the expectations for the semester and to answer any questions the intern or the cooperating teacher may have. All persons present at this meeting will have copies of appropriate handbooks and evaluation instruments.

**The mid-term conference** will focus on the progress the intern has made during the first half of their internship. Using the Intern Keys assessment instrument as a framework for discussion, the university supervisor and cooperating teacher (when appropriate) will share areas of strength and needed growth. The university supervisor and cooperating teacher (when appropriate) will jointly complete the formative Intern Keys and share it with the intern. During this meeting, the cooperating teacher and supervisor will, if necessary, create an improvement plan for the intern.

**At the final conference**, the university supervisor and cooperating teacher (when appropriate) will complete a summative Intern Keys report and formally review and document professional development during the semester. Also, a Disposition assessment will be used during the final conference to evaluate the intern’s professional conduct.
Observations

For most interns, there will be at least five formal observations (30 minute minimum) completed by their university supervisor. Observations are spread out during the fifteen week period to provide support and constructive feedback to the intern throughout their internship experience. Most observations will be prearranged. Observations can be unannounced. For all observations, the related lesson plan should be available to the cooperating teacher at least 48 hours before the lesson. **Cooperating teachers must approve each lesson plan before it is taught.** A copy of the approved lesson plan must be available for the university supervisor at the time of the observation.

After the observation, the intern and university supervisor will meet to discuss the lesson. The university supervisor will provide the student with substantive feedback and guidance. This includes, in part, a written summary of the observation that will be shared with the intern in LiveText within five days.

Cooperating teachers are also expected to complete two formal observations. One before mid-term and the second after mid-term. Intern Keys observation feedback forms will be used for all formal internship observations. These forms are available on our website: www.armstrong.edu/ofecpp under ‘forms and other resources’.

Teachers of Record

Some Armstrong State University interns are teaching with a provisional educator certificate. The expectations for these ‘teachers of record’ are identical to other graduate and undergraduate interns with the following differences.

Teachers of record have no cooperating teacher. They are supervised by their school’s administrative personnel and assigned a mentor. The mentor is not expected to attend Armstrong internship conferences and meetings. The university supervisor does not share the intern’s progress or lack thereof with the administratively assigned mentor. The mentor is already working closely with the teacher of record within their district and school mandated guidelines.

If the teacher of record is progressing well the university supervisor may elect to reduce the number of formal observations to four.

Attendance

Armstrong interns are expected to adhere to their school district’s calendar and should be present every day their assigned school is in session. Each intern should report to their assigned school each morning at the time certified educators are expected to arrive. It is mandatory interns are present at faculty meetings, PTA meetings, professional learning opportunities, and (as much as possible) participate in duties assigned to their cooperating teacher.

If an intern must be absent from their assigned school they must give their cooperating teacher and university supervisor (ideally) a minimum of 24 hours’ notice. University supervisors closely monitor their interns’ attendance. More than three days of absences during the semester will be added onto the end of the semester. Excessive absences will result in a loss of credit for Internship II/Graduate Internship.
Co-Teaching and Internship

Research informs us that when internship co-teaching models are implemented with fidelity student achievement is improved. Throughout the semester the classroom teacher gradually releases responsibility of instructional planning, delivery, and assessment to the intern through co-teaching models. When interns finally assume full responsibility of the classroom it is expected that cooperating teachers are still available to support and monitor the progress of the children in the classroom.

There will be opportunities to use multiple co-teaching models during a single lesson. The benefits for students in the classroom are obvious. There are two teachers actively involved in planning, instruction, and evaluation of student progress.

Models of Co-Teaching for internship

One Teach, One Observe:
One teacher teaches, the other teacher actively observes for a specific purpose.

One Teach, One Assist:
One teacher leads instruction, the other supports students individually.

Supplemental Teaching:
One teacher provides instruction to the class. One teacher provides supplemental learning activities to support the content and concepts to a small group of children in need of enrichment or remediation.

Alternative Teaching:
Students are exposed to different approaches to learning a single concept. This may include different approaches to facilitating the same standard.

Station Teaching:
Both teachers monitor and guide stations. Students spend a designated amount of time at a station with a teacher. This often includes a station where students work independently. Students rotate stations to receive presentation of standards based concepts through varied modalities.

Parallel Teaching:
The students are split into two groups and each group is led by a teacher.

Team Teaching:
Both teachers are actively engaged in delivering instruction to the same group of students at the same time.
Teacher-Candidates’ gradual assumption of instructional responsibilities

Recommended Schedule

Each cooperating teacher will host an intern in their classroom for 15 weeks. The intern’s schedule will be determined by the university supervisor in collaboration with the cooperating teacher. The following recommended schedule may provide guidance when determining how an intern may gradually assume full instructional and management responsibilities of their cooperating teacher’s classroom.

First Week: The intern may spend most of their time, during their first week engaged in focused observations. Additionally they should provide support for individual students and may even assume part-time teaching responsibilities.

Second Week: During the second week the intern may begin leading several twenty minute lessons throughout the school day. Focused observations and individual student supports may continue to be primary, daily activities for the intern. Specific and timely feedback after brief teaching experiences will be critical to intern development at this stage.

Third through Seventh Weeks: From the third to the seventh week of internship the intern may assume instructional responsibility for an additional subject or class each week.

Eighth through Thirteenth Weeks: At this point of the semester the intern may assume classroom management and instructional responsibilities full time. Interns must document 20 full days teaching during their 15 weeks of internship. Ten days must be consecutive. The other ten days can be spread out throughout the semester.

Fourteenth and Fifteenth Weeks: The cooperating teacher may gradually resume responsibility for subject areas / classes. With the principal’s permission, the intern may observe other classrooms during the final week. The intern is expected to positively contribute to their cooperating teacher’s classroom until the final day of internship.
Clinical Practice Assessments

LiveText

LiveText is the Educator Preparation Program’s centralized assessment system for the teacher certification unit. LiveText functions as a valuable tool to support each program’s assessment efforts for uniform data collection across all programs to track student progress. Livetext meets the state/national requirement for a comprehensive, unit-wide assessment system for our teacher certification programs.

The Educator Preparation Program requires all Armstrong pre-education students to establish a LiveText account and candidates to maintain their account in order to be retained within a program.

During their final semester interns will be able to upload and share intern Keys artifacts, edTPA tasks, and other data. Interns will also be able to access and review internship resources, observation reports, and assessment reports using LiveText. This data management system is used by university supervisors, cooperating teachers, content mentors, as well as the Office of Field Experiences to ensure each intern receives support and feedback that is aligned with their unique strengths and needs. More information including resource materials and tutorials are available from https://www.armstrong.edu/education/coe-livetext-tutorials

Intern Keys Assessment

The Intern Keys Assessment Instrument is qualitative, rubrics-based evaluation method by which university supervisors and cooperating teachers measure teacher-candidate performance relative to evidence based performance standards. Standards present in Intern Keys are aligned with the Georgia Department of Education’s Teacher Assessment Performance Standards (TAPS). The cooperating teacher and the university supervisor will use Intern Keys as part of a multifaceted system to assess the professional growth of the intern during Internship II/Graduate Internship. The intern will receive a formative assessment at the mid-term conference and a summative assessment at the final conference. Copies of the formative and summative Intern Keys document will be submitted by the university supervisor into LiveText.

The intern will create a collection of artifacts aligned with Intern Keys standards in LiveText. It is the intern’s responsibility to keep related documents up to date in LiveText. The university supervisor will review Intern Keys artifacts periodically throughout the semester. A copy of the Intern Keys assessment instrument can be found at armstrong.edu/ofecpp under ‘Forms & Other Resources’.

Disposition Assessment

The Disposition Assessment is designed to evaluate the intern’s professional conduct that impact student learning as well as the intern’s professional growth. University supervisors and cooperating teachers collaboratively support teacher candidates’ advancement of clearly defined professional responsibilities and dispositions that characterize successful educators. This instrument evaluates our interns’ competencies in six areas: Respect for Diversity, the Essentials of Professionalism, the Importance of Collaboration, the value of Authentic Assessment, the Merit of Reflection, and the Value of Technology. This end of term assessment should be completed no later than during the final conference with the University Supervisor, intern, and cooperating teacher. A copy of the disposition assessment can be found at armstrong.edu/ofecpp under ‘Forms & Other Resources’.
edTPA

edTPA is a portfolio based assessment that is designed to evaluate pre-service teachers’ pedagogical skills. Pre-service teachers in the state of Georgia must pass the edTPA portfolio assessment to be qualified for their educator certificate of eligibility. This comprehensive, performance based, summative assessment includes lesson plans, a video of the intern teaching, and related student assessments. This is an authentic assessment of skills our candidates are required to demonstrate during their clinical practice. edTPA provides an evidence-based process that is currently used across the state of Georgia to evaluate and validate pre-service teachers’ readiness for the classroom. To learn more about edTPA go to edtpa.aacte.org.

Our edTPA Advisory Committee has a policy to support candidates who do not pass edTPA and need additional support to achieve the Georgia professional performance score required for certification. Interns whose edTPA submission does not satisfy the Georgia professional performance score requirement will have the opportunity to attempt additional edTPA submissions at an additional cost to the candidate. Details are available at https://www.armstrong.edu/education/ofecpp under ‘Forms and Other Resources’.

The Georgia Educator Ethics Assessment

The Educator Ethics assessment is a training and assessment program that is designed to evaluate pre-service teachers’ knowledge of the Georgia Code of Ethics for Educators. To register for this assessment our teacher-candidates must create or update their MyPSC account on the GaPSC website (https://mypsc.gapsc.org).

This assessment is currently offered at two levels:

Educator Ethics – Program Entry (350)

Educator Ethics – Program Exit (360)

Teacher-candidates participating in Internship II / Graduate Internship will take the Program Exit exam. Interns can take this assessment only after eligibility has been granted. Ms. Angela Fleming, our certification officer, will contact the Professional Standards Commission to inform them of interns that are eligible to take this test.

The Georgia Educator Ethics assessment can be taken from any wifi enabled device. This test is made up of seven interactive modules in which there are videos and different scenario questions. More information about the Georgia Educator Ethics assessment is available at http://gace.ets.org/ethics/program_providers/about/
Lack of Progress: Planning, Teaching, Classroom Management, or Professionalism

The intervention process outlined below should be implemented when interns are not making appropriate progress.

Documentation of the issue

- The university supervisor and the intern will discuss the area(s) of concern in performance (planning, teaching, classroom management, or professionalism).

- The university supervisor will identify and share specific strategies that may help improve the intern’s performance.

- The intern will be informed of the strategies and a related timeline for improvement.

- This information will be summarized by the university supervisor for the intern in writing (e-mail, documentation log, weekly evaluation, etc.). A copy will be provided to the cooperating teacher.

- The university supervisor will consistently collect data and provide feedback so that the intern is aware of their progress or lack thereof.

Improvement Plan

- If improvement is insufficient, or does not occur consistently, the cooperating teacher must be informed and a three-way conference must take place to determine why there has been no significant improvement.

- The university supervisor and cooperating teacher will determine if the intern should be placed on an Improvement Plan to provide greater support for the identified areas of concern.

- The university supervisor takes the lead in drafting the Improvement Plan with input from the cooperating teacher and Director, Office of Field Experiences.

- The Improvement Plan is reviewed with the intern, cooperating teacher, and university supervisor in a conference setting. The Director, Office of Field Experiences may participate in this meeting.

- Throughout the timeframe of the Improvement Plan, the intern will receive feedback.

Critical Decision Status

- If the intern continues to struggle with the same documented problem within the identified time-span, Critical Decision Status is the next step in the intervention process.

- The university supervisor in collaboration with the Director, Office of Field Experiences and Associate Dean is responsible for outlining/summarizing the data that informs the Critical Decision Status.

- This information is reviewed in a conference setting with the intern, cooperating teacher, university supervisor, and Director, Office of Field Experiences.

- The Critical Decision Status conference will document “next steps” related to the intern’s continuation/completion of internship.
Failure to Complete

• When an intern is unable to improve in the identified area(s) after extensive mentoring, modeling, support, and intervention, it is time to end internship placement.

• The university supervisor and/or Director, Office of Field Experiences will draft the Failure to Complete document that is shared in a conference setting. The College of Education preference is that this meeting be held on site at the school, so that the cooperating teacher, along with the university supervisor, clinical associate, and Director, Office of Field Experiences are in attendance.

Field Experience & Clinical Practice Discontinuation Policy

There are circumstances that warrant the immediate discontinuation of a field experience or clinical practice placement. Related situations may include teacher candidate behaviors that -

• negatively impact student learning
• adversely affect the classroom environment or school culture
• violate the Georgia Code of Ethics for Educators or
• violate the Armstrong State University Code of Student Integrity

The Director (Office of Field Experiences), Associate Dean, Dean, and university supervisor (when appropriate) will review and investigate any reports of professional and/or ethical violations. When there is reasonable evidence that circumstances warrant the discontinuation of a field experience or clinical practice, removal from the placement will be immediate and permanent. The teacher candidate will be informed of this decision in writing and in a conference. In such cases the teacher candidate will receive an “F” or “WF” in each related course if the course is dropped.

The teacher candidate may formally appeal this decision. An ‘Appeal Form’ can be found on the Office of Field Experiences website (Armstrong.edu/ofecpp) under forms and other resources. The completed form should be shared with the appropriate department head.
Professionalism

It is expected that Armstrong interns will positively impact the social and academic progress of all children they work with each day of internship. This is accomplished through systemic, productive communications with Armstrong and school faculty as well as participation in all available professional development opportunities offered by the assigned school. This is also accomplished through professional dress.

Appropriate attire includes an Armstrong lanyard and student identification card each day of internship. Teachers of record should use the professional identification they are issued by their school district. Interns are expected to follow professional dress requirements of their assigned school district.

Appropriate attire includes

Men
- Dress shoes or loafers
- Ties
- Slacks
- Short/long sleeve collared shirts, turtlenecks
- Sports jackets/suits
- Sweaters

Women
- Skirts/dresses (appropriate length - no more than 2” above the knee)
- Slacks/mid-calf length slacks
- Leggings are not appropriate
- Suits
- Blouses/shirts/sweaters (t-shirts and tank tops are not appropriate as outerwear)
- Shoes
- Must be appropriate for a professional work setting
- flip flop/beach shoes are not appropriate
- staff members who are conducting experiments or are in a lab are required to wear closed-toe shoes

Appearance Matters

Professional appearance is extraordinarily powerful and can help or hinder your success during your internship. It may seem unfair but in any professional environment people are judged based on their appearance, behavior, and how they communicate. Remain professionally competitive with your actions and decisions. Conservative grooming, dress, and behaviors can help ensure that you will complete your internship with strong references.

Hats should not be worn during your field experiences.

Denim garments will not be worn unless approved by your cooperating teacher on special days such as school spirit days.

Clothing should not be too tight or too revealing.

Body piercings and tattoos that may cause a disruption are strongly discouraged. A cooperating teacher or school administrator may request that body piercings or tattoos are covered during field experience hours, or that the teacher candidate take steps necessary, to reduce any potential disruption.
Confidentiality

The Family Educational Rights and Privacy Act (FERPA) is a federal law enacted in 1974 that protects the confidentiality of a student’s educational records. As a teacher candidate/intern from Armstrong State University, it is important for you to familiarize yourself with some of the basic provisions of FERPA to ensure that you do not violate this federal law.

- You must not, under any circumstances, discuss confidential information in any public areas, hallways, gathering spaces, or other spaces that may compromise the privacy of student data. You will not disclose names, images, or other private information of students or district employees without express authorization or permission.

- You must not acquire or collect any information on any student that has not been approved and/or provided for you by authorized school personnel, in order to perform the work required of you as a teacher candidate/intern from Armstrong State University.

- You must not acquire or collect any information from a student’s record that has not been approved and/or provided for you by authorized school personnel, in order to perform the work required of you as a teacher candidate/intern from Armstrong State University.

- You must not share information about students that you may have learned while performing your work. Even a minor disclosure of information (e.g., sharing information about someone’s class schedule) is a violation and may result in disciplinary action including the termination of your placement assignment. It is your responsibility to keep any information obtained in your assigned location(s) confidential.

Emergency Procedures

Each school has a unique crisis response plan. Schools often practice emergency procedures during the school year. Interns are directed to research and learn their assigned school’s emergency preparedness plan.

Interns should contact our Office of Field Experiences (912.344.3155, june.Erskine@Armstrong.edu) if a crisis occurs during Internship. Emergency situations may include –

1. Bomb Threat
2. School Shooting
3. Fire
4. Hostage Situation
5. Violence by intruders
6. Hazardous Materials-Biological (infectious diseases and exposure to bodily fluids)
7. Hazardous Materials-Chemical (inside the building and outside the building)
8. Disappearance or kidnapping of student(s)
9. Gun, knife or other dangerous weapons threats

In general, during a lockdown, all students are kept in classrooms or other designated locations to ensure they are safe until the related crisis has been addressed. During this time teachers are responsible for keeping students in their designated locations. If a teacher-candidate is in a placement site during a lockdown they should remain in the school building until the lockdown is over.
Intern’s Checklist

- Read and adhere to all requirements in your Clinical Practice Handbook
- Before you begin your internship, sign
  - edTPA Statement of Acknowledgement document
  - Field Experience Discontinuation Policy document
  - Family Educational Rights and Privacy Act (FERPA) Confidentiality Agreement
- Adhere to the Georgia Code of Ethics for Educators, the School District’s policies and procedures, and Armstrong State University’s policies and procedures.
- Adhere to your assigned school district’s dress code for certified educators
- Arrive at your assigned school site early or on time. Sign In every day.
- Stay for the duration of the school day. You may sign out and leave when teachers are dismissed for the day.
- Attend meetings required for all certified educators at your school site. This includes PTA meetings, parent/teacher conferences (when appropriate), as well as all professional development opportunities that you are allowed to attend.
- Follow all school policies, procedures, and routines. If you are unsure of established policies or other requirements ask your cooperating teacher.
- Communicate and collaborate daily with your assigned cooperating teacher
- Actively engage in delivery of instruction using co-teaching models.
- All lesson plans must be approved by your cooperating teacher prior to instruction. Your cooperating teacher must have a copy of your lesson plan no less than 48 hours prior to instruction.
- Keep your university supervisor informed, in a timely manner, of any changes in your clinical practice schedule.
Intern's Checklist – continued

✓ Participate in your mid-term and final conference. Receive constructive feedback in a professional manner.

✓ Attend all mandatory clinical practice seminars and technical support sessions.

✓ Adhere to all clinical practice timelines.

✓ Complete and submit your edTPA portfolio by adhering to all related timelines.

✓ Submit your edTPA portfolio by the designated due date.
University Supervisor’s Checklist

✓ Attend the first Clinical Practice Seminar for an initial meeting with interns. During this seminar university supervisors review expectations for Internship II / Graduate Internship and share contact information.

✓ Within the first two weeks

- Review the Intern Keys, Intern Keys feedback form, Disposition Assessment, Lesson Plan format, and with intern and cooperating teacher.

- Set a tentative schedule for gradual assumption of instructional and classroom management responsibilities. By the end of the 15 weeks the intern should have documented 20 full days teaching to include 10 consecutive days.

- Establish an understanding with the intern and the cooperating teacher that all of the intern’s lesson plans have to be approved by the cooperating teacher at least 48 hours prior to implementation.

✓ Formally observe the intern five times during internship. Provide timely, specific feedback during related formal post conferences. Spread the formal observation visits over the course of the semester.

✓ Conduct a mid-term meeting with the cooperating teacher and intern. During this meeting the university supervisor will complete a formative Intern Keys assessment.

✓ Collaboratively complete a final disposition assessment with the cooperating teacher and submit it in LiveText. A paper copy will also be included in the intern’s clinical practice folder.

✓ Collaboratively complete a summative Intern Keys assessment, with input from the cooperating teacher and intern, and submit it in LiveText.

✓ Input all observation reports, the formative and summative Intern Keys, and the final Disposition assessments into LiveText.

✓ Submit the formative Intern Keys and summative Intern Keys assessment results in LiveText.

✓ Submit the disposition assessment results in LiveText.
Cooperating Teacher’s Checklist

- Inform and prepare students, colleagues, and parents for the arrival of your intern.

- Make arrangements for a desk or work area for your intern.

- Please make the following resources available to and review with the teacher candidate: School handbook, emergency plan, class schedule, curriculum materials, text copies, and any other resources you feel are appropriate.

- Welcome and introduce your intern to students and school personnel.

- Review important procedures and routines you want your intern to support and reinforce with your students.

- Set a tentative schedule for gradual assumption of responsibilities to 20 full days teaching to include 10 consecutive days as your schedule allows.

- Model quality planning, organization, presentation and assessment of a lesson.

- Actively engage your intern in delivery of instruction using collaborative models.

- Communicate and collaborate daily with your intern.

- Review the teacher candidate’s lesson plans prior to implementation checking for alignment with Georgia Common Core standards. Provide suggestions or feedback in order to improve the lesson plan prior to teaching. Provide specific, timely feedback to the teacher candidate after the lesson is completed.

- Share with your assigned university supervisor your intern’s strengths, growth, and issues of concern.

- Formally observe your intern twice using the Intern Keys feedback form. Provide timely, specific feedback during a formal post conference.

- Contribute to the Intern Keys and Disposition evaluations of your intern.
Glossary

All definitions are used by the Georgia Professional Standards commission for educator preparation providers and educator preparation programs.

**Candidates /Teacher-Candidates:** Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of educators, programs for the continuing professional development of educators or programs for the preparation of other professional school personnel. Candidates are distinguished from students in P-12 schools.

**Clinical Practice:** Residency (formerly referred to as student teaching) or internship experiences which provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

**Field Experiences:** Field experiences are those activities that include organized and sequenced engagement of candidates in settings that provide opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in institutional, state, and national standards. The experiences must be systematically designed and sequenced to increase the complexity and levels of engagement with which candidates apply, reflect upon, and expand their knowledge and skills. Since observation is a less rigorous method of learning, emphasis should be on field experience sequences that require active professional practice or demonstration, and that include substantive work with P-12 students and P-12 personnel as appropriate.