



Syllabus | Fall 2017

CIED 5398: Internship in Classroom Instruction

College of Education – Department of Curriculum and Instruction

CIED 5398 prepares post baccalaureate students for certification as classroom teachers and is a required course for the Masters Degree in Curriculum & Instruction/Certification. This course is part of the culminating field experience for teacher candidates.

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Course description

This course is designed for the individual who has completed at least a baccalaureate degree from an accredited university and is seeking to become certified to teach in the public schools in Texas. The intern should be employed as the “teacher of record” in a public school in one of the school districts that is part of the Sam Houston Innovative with Partners or within a reasonable driving distance of Sam Houston State University. The course will consist of a series of seminars integrated with field-based applications in the intern’s classroom. The intern will participate in professional development activities, create a Field Experience Binder product, observe in the classrooms of experienced teachers, be mentored by an excellent role-model teacher, and be supervised and evaluated by a designated campus administrator and a university supervisor.

IDEA objectives

In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important: Learning to apply course material (to improve thinking, problem solving, and decisions).

Acquiring skills in working with others as a member of a team.

Learning how to find and use resources for answering questions or solving problems.

Textbooks

Interns enrolled in this course will read and use teacher handbooks, student handbooks, curriculum guidelines and other resource materials provided by the public school district in which they are employed. Also, required readings appropriate to the intern's specific program may be assigned.

Tk20 Account statement

*Tk20 Account **is** required for this course.* Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

Course format

This course is the first semester course in a year-long internship in teaching. The course will begin with an orientation session covering the course requirements for interns; roles for mentors, designated campus administrators, and university supervisors; as well as assessment for the course. The intern will participate in seminars relevant to the improvement of the teaching effectiveness of the intern. The seminars will be held periodically throughout the semester. The remainder of the course will be conducted on-line or as individual sessions with interns at the public school campus where they are employed.

Course content

All four of the Pedagogy and Professional Responsibilities (8-12) Standards will be addressed as well as Standards V in the Technology Applications Standards for All Beginning Teachers. Also, all 5 of the Conceptual Framework indicators are included as these areas are evidenced and assessed. Other standards that will be addressed and assessed include the CAEP Standards and the Dispositions/Diversity Proficiencies.

Course requirements

1. Participation in professional development sessions: Session topics should include, but are not limited to, the following:
 - District/ school policies and data
 - District/ school procedures
 - District curriculum
 - School lesson plan format and submission
 - District/ school grading procedures
 - District appraisal process

Interns may participate through group sessions with district or campus personnel, or individual sessions with their designated campus administrator, departmental chair, or mentor.

2. Observe in experienced teacher classroom. The minimum number of observations is three. Interns should target their observations to specific aspects of teaching. Targeted observations should include, but are not limited to, the following:
 - Use of specific instructional strategies (e.g. cooperative learning)
 - Integration of technology into instruction
 - Management procedures
 - Incentive/ motivation strategies
 - Consequences for unacceptable behavior
3. Reflection Paper: After observations in an experienced teacher's classroom, the intern is to write a reflection paper on the observations. In the paper the intern should include the following information:
 - Date, time, place of observations
 - Content-area, level and grade of lessons
 - Target areas of teaching that was observed
 - What occurred in the class during observations
 - Application of observations to intern's classroom and/ or students
4. Formative evaluation session and conference: the mentor teacher will observe the intern at least two times during the semester and the university supervisor will observe the intern at least one time during the semester. The mentor teacher and university supervisor will use a formative evaluation instrument to record the observation. Formative evaluation instrument will be provided by the university supervisor. After each observation of teaching, the mentor teacher and the intern will conference to review the formative evaluation instruments to improve the instructions and classroom management of the intern for greater learning by the students. The same procedure will be followed after each observation of teaching by the university supervisor.
5. Summative evaluation session and conference: the designated campus administrator will observe the intern teaching a lesson at least one time during the semester. The designated campus administrator will use the district appraisal instrument for summative evaluation. After the observation of teaching, the designated administrator will conference with the intern to review the district appraisal instrument for summative evaluation.
6. Contacts between the intern and designated campus administrator: Communication and support between the intern and the designated campus administrator is very important to the success of the intern. The intern should document contacts with the designated administrator. The intern should use these contacts as opportunities to raise questions, seek advice, and demonstrate professionalism.
7. Participate in professional development seminars with other interns: Communication and interaction between interns is a part of building a professional network. There will be professional development seminars scheduled during each semester of the internship in which specific aspects of teaching will be discussed. Topics for the seminar discussions will relate to the specific program in which the intern is participating, specifically the Teacher Work Sample product.
8. Demonstrate necessary dispositions for entry level professionals: As a part of the observations conducted by the mentor teacher and the university supervisor, the dispositions demonstrated by the intern will be assessed. The intern should demonstrate the dispositions of entry level professionals to the teaching profession.

Academic dishonesty policy

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#).

Student guidelines – university policies

SHSU academic policy manual – students

- [Procedures in cases of academic dishonesty #810213](#)
- [Disabled student policy #811006](#)
- [Student absences on religious holy days #861001](#)
- [Academic grievance procedures for students #900823](#)

SHSU academic policy manual – Curriculum and Instruction

- [Use of telephones and text messagers in academic classrooms and facilities #100728](#)

NCATE accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.



“NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008).” The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

[NCATE Standards](#)

[NCATE Unit Standards rubrics](#)

Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.



The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

- Knowledge Base (CF1)
- Technological Learning Environment (CF2)
- Communication (CF3)
- Assessment (CF4)
- Effective Field Experience with Diverse Learners (CF5)

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

http://www.shsu.edu/~edu_edprep/

SHSU Dispositions and Diversity Proficiencies

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)

10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. *(Please provide additional information for the candidate if the DDP is administered during your course.)*

College of Education information

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix

Objectives/ Learning Outcomes The intern will...	Activities (all are field based)	Performance Assessment	Standards Alignment S - SPA Standard Alignment TS—Texas Educator Standards/ Competencies CF-Conceptual Framework Indicator N—NCATE Knowledge and Skills Proficiencies by indicator D/DP - Dispositions & Diversity Proficiencies
Demonstrate knowledge and understanding of responsibilities of a classroom teacher.	Participate in professional development sessions on the following topics; <ul style="list-style-type: none"> District/ school policies & data District/ school procedures District curriculum School lesson plan format and submission District/ school grading procedures District appraisal process 	Documentation would include a certificate of attendance or a list of professional development meetings attended noting dates, times, and the person who conducted the meeting which is verified by the designated campus administrator	PPR 2.11K, 2.12K, 4.3K, 4.5K, 4.6K, 4.7K, 4.8K, 4.9K, 4.11K, 4.13K, 4.14K, 4.15K, 4.17K, 4.18K, 4.5S, 4.6S, 4.7S, 4.9S, 4.10S, 4.11S, 4.12S, 4.13S, 4.15S, 4.16S, 4.17S, 4.19S TA- 5.2K, 5.1S CF1-5 NCATE-Standards I a-d, g; 2b; 3c; 4a,c,d D/DP-1-10
Value experienced teachers as role models and mentors in improving teaching.	Observe in experienced teachers classrooms. Target observations to specific aspects of teaching <ul style="list-style-type: none"> Use of instructional strategies such as cooperative learning Integration of technology into instruction Management procedures 	Reflections paper after observations in which the intern applies strategy or technique to his/ her classroom	PPR- 4.4K, 4.10K, 4.12K, 4.16K, 4.8S, 4.14S TA- 5.7K, 5.13S CF1-5 NCATE-Standards I a-d, g; 2b; 3c; 4a,c,d D/DP-1-10

	<ul style="list-style-type: none"> • Incentive/ motivation strategies • Consequences for unacceptable behavior 		
Participate in formative evaluation sessions with mentor teacher and university supervisor to improve instruction and classroom management for greater student learning.	<p>Be observed by mentor teacher and university supervisor to formatively evaluate specific aspects of teaching</p> <ul style="list-style-type: none"> • Designing developmentally appropriate instruction of relevant content • Creating a learning environment that is positive • Providing responsive instruction to actively engage the students in learning • Assessing student learning to provide quality feedback 	Evaluation of lesson plans, instruction, classroom management, and feedback to students using formative evaluation instruments.	PPR- 1.2K, 1.7K, 18K, 1.12K, 1.16K, 1.17K, 1.19K, 1.21K, 1.22K, 1.25K, 1.26K, 1.30K, 1.1S, 1.2S, 1.3S, 1.6S, 1.7S, 1.11S, 1.12S, 1.13S, 1.14S, 1.16S, 1.19S, 1.20S, 1.24S, 1.28S, 1.29S, 2.1K, 2.2K, 2.6K, 2.10K, 2.13K, 2.14K, 2.15K, 2.16K, 2.17K, 2.18K, 2.19K, 2.20K, 2.21K, 2.22K, 2.23K, 2.1S, 2.2S, 2.6S, 2.10S, 2.14S, 2.15S, 2.16S, 2.17S, 2.18S, 2.19S, 2.20S, 2.21S, 3.1K, 3.2K, 3.3K, 3.4K, 3.5K, 3.6K, 3.7K, 3.8K, 3.9K, 3.10K, 3.11K, 3.12K, 3.13K, 3.14K, 3.15K, 3.16K, 3.1S, 3.2S, 3.3S, 3.4S, 3.5S, 3.6S, 3.7S, 3.8S, 3.9S, 3.10S, 3.11S, 3.12S, 3.13S, 3.14S, 3.15S, 3.16S, 3.17S, 3.18S, 3.19S, 3.20S TA- 5.1K, 5.4K, 5.2S, 5.3S, 5.4S CF1-5 NCATE-Standards I a-d, g; 2b; 3c; 4a,c,d D/DP-1-10
Participate in summative evaluation sessions (district appraisal system) to improve instruction and classroom management for greater student learning.	Be observed by designated campus administrator to summatively evaluate teaching performance.	Evaluation of lesson plans, instruction, classroom management and feedback to students using summative evaluation instruments (district appraisal system). Documentation of contacts between intern and the designated campus administrator.	PPR- all standards TA- all standards CF1-5 NCATE-Standards I a-d, g; 2b; 3c; 4a,c,d D/DP-1-10
Demonstrate increased knowledge and understanding of selected aspects of teaching.	Participate in professional development seminars with other interns on selected aspects of teaching. A calendar of seminar meetings will be developed at the orientation session.	Interns will complete the Field Experience Binder product and the Capstone Portfolio	The standards that will be addressed in each seminar will be determined based upon identified needs of the interns. CF1-5 NCATE-Standards I a-d, g; 2b; 3c; 4a,c,d D/DP-1-10
Demonstrate necessary dispositions for entry level professionals in teaching careers	Be observed by mentor teacher and university supervisor to formatively evaluate specific dispositions of teaching: >supportive environments in the classroom that are sensitive to learning and cultural differences	Evaluation of specific dispositions of teaching using formative evaluation instruments through TK 20.	PPR-2.1k, 2.2k, 2.3k, 2.23k, 3.15k, 3.16k, 4.14k, 4.15k, 2.1s, 2.2s, 2.3s, 2.21s, 3.18s, 3.19s, 3.20s, 4.16s, 4.17s CF1-5 NCATE-Standards I a-d, g; 2b; 3c; 4a,c,d

	>respect for the teaching profession and positive human interactions and collaboration >professional development through intellectual curiosity, reflection, self-assessment, ethical practice, and communication >structure, flexibility and patience in interpersonal relationships and educational planning		D/DP-1-10
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[Texas SBEC educator standards](#)

Standards and competencies for this course

The Sam Houston State University Teacher Preparation Program is committed to assisting teachers achieve the following proficiencies, which collectively describe a vision of an Ideal Teacher. In this course, we will focus on parts of Standard I, II, III, and IV.

- Standard I. The teacher designs instruction appropriate for all students that reflects and understanding of relevant content and is based on continuous and appropriate assessment.
- Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
- Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Technology applications standards for all teachers

- Standard V. All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Course evaluation

The grade in this course is either credit or non-credit. To receive a grade of CR (credit) for the course the intern must:

- Document attendance in professional development sessions

- Submit one reflections paper
- Submit copies of formative evaluation instruments from mentor teacher and university supervisor
- Submit a copy of the summative evaluation instrument from designated campus administrator
- Participate in professional development seminars with other interns
- Demonstrate necessary dispositions for entry level professionals in teaching
- Submit documentation of contacts with designated campus administrator

Credit for CIED 5398 is dependent upon successful completion of CIED 5399. The intern will receive an NC (In-Progress) grade the semester CIED 5398 is taken. CIED 5399 is to be taken the following semester. Upon successful completion of CIED 5399, the grade in CIED 5398 will be changed to CR (credit). If the intern is unsuccessful in CIED 5399, the grade in CIED 5398 will be changed to NC (non-credit). The candidate will not be recommended for certification without successfully completing both CIED 5398 and CIED 5399.

Field and employment experiences

As a graduate student in the College of Education, it is expected that you will have experiences with P-12 students in diverse settings, and that you will develop proficiency in working with diverse populations in your professional role. These experiences may or may not be directly related to your course work, and should be a product of the different settings where you have been employed or sought additional knowledge.

Expectations

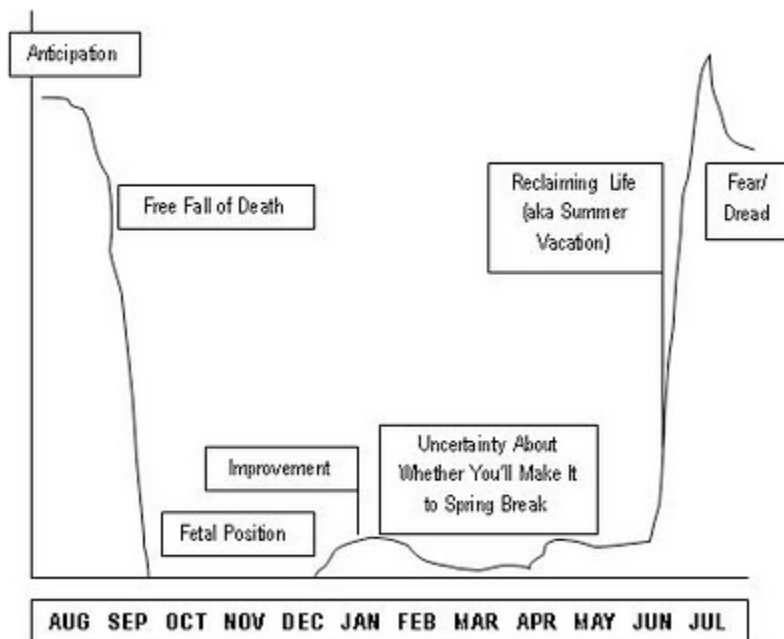
The intern should communicate often with the mentor teacher, designated campus administrator, and the university supervisor. If the intern is aware of problems during the semester, the intern should seek help from the appropriate resource early in the semester. Success in the internship is dependent upon the intern's competent performance of the responsibilities of a classroom teacher and evidence of a professional disposition toward continuous professional development in instruction and classroom management for greater student learning.

Bibliography

Course readings:

District/ school teacher handbooks
 District/ school student handbooks
 District curriculum guides
 District/ school resource materials
 Teacher Work Sample Booklet

First year teaching cycle



Professional/ethical expectations

As is the case in most other professions, there are certain inherent, assumed professional expectations. The physical education profession is no different. Not only are you a representative of the University, you are also a professional. You should view yourself as a “teacher in training” and assume appropriate professional behaviors. You will demonstrate professional and ethical conduct as well as function as a member of the site school staff. Professional conduct includes:

- a. Appropriate attire – You are expected to present a positive professional image; therefore, attire for teaching physical education is to be appropriate to the activity or class.
- b. Attendance – You are required to put in the same teaching day as all teachers; therefore, you will be in the school during assigned beginning and ending times.
- c. Punctuality – You are to be on time to school or school related activities.
- d. Schedule – You will follow the schedule (including vacations) of the cooperating teacher, not the university. Attendance at faculty meetings, parent-teacher conferences, and professional development activities is expected. If you will be late or absent, contact appropriate personnel (e.g., cooperating teacher, administrator, university supervisor)
- e. After school programs – Experience in an after school extracurricular program, such as coaching an athletic team, is optional during the internship. Each student is encouraged to gain as much experience in after-school programs as is possible and reasonable; however, the student teacher should carefully plan the extent of involvement and amount of responsibility taken in an after-school program. Note: variation in programs.

- f. Unit/lesson planning - Complete and submit to appropriate personnel (e.g., cooperating teacher, administrator, university supervisor) unit and lesson plans for each unit taught.
- g. Prepare mentally for teaching
- h. Willingly accept and implement feedback provided by cooperating teacher and university supervisor
- i. Critique each lesson and/or part of lesson taught
- j. Complete assigned work samples

Prior to First Day

- Arrange meeting with cooperating teacher to discuss
 - responsibilities
 - curriculum
 - units to be taught
 - school policies including student attendance and tardiness and teacher dress
 - discipline procedures
 - management activities
 - general expectations
 - schedule
 - share your expectations
- Meet appropriate administrative personnel
- Visit the school and learn your way around the building.
- Identify, and submit to university supervisor, school teaching schedule
- Begin preparing unit and lesson plans

Early in the internship

- Identify cooperating teachers' strategies to establish a learning environment
- Make arrangements to observe/shadow students in other content areas
- Assist cooperating teacher as needed
- Read staff and/or student handbook(s)
- Know facilities and policies
- Observe, participate, share teaching responsibilities, and learn student names
- Observe other physical education teachers
- Assume responsibility for teaching a part time load

Throughout the Internship

- Attend all relevant meetings (e.g., faculty, department)
- Attend professional meetings (e.g., state, district, or national AHPERD, in-service workshop)
- Attend other school functions (e.g., open house, demonstration nights)
- Attend all relevant parent-teacher conferences with cooperating teacher
- Meet formally with school principal or other administrator
- Complete systematic observations on lessons taught
- Complete self assessments as required by the university
- Complete and submit unit and lesson plans

- Meet as triad with cooperating teacher and university supervisor required number of times to discuss progress
- Assume responsibility for teaching a full time load
- Work with students who have special needs
- Complete and discuss the mid-internship assessment with your cooperating teacher

End of the internship

- Complete and submit evaluations of your cooperating teacher
- Complete your the internship portfolio
- Make an appointment with your cooperating teacher and university supervisor to discuss your final evaluation
- Complete the end of the internship project (e.g., Teacher Work Sample Methodology)
- Ask your cooperating teachers and university supervisor if they would be willing to complete reference forms and letters for you
- Send thank you notes to cooperating teacher and administrator
- Other

Cooperating teacher & university supervisor responsibilities

The Cooperating Teacher is responsible for:

- Informing the teacher intern about the placement school's policies and procedures;
- Working with the teacher intern to establish a schedule of gradual assumption of teaching responsibilities proceeding from rudimentary contributions to full responsibility for the classroom for a designated period of time;
- Holding regular (e.g. daily) conferences with the teacher intern to reflect on the intern's experiences, assist in planning, and provide guidance;
- Sharing all written observation forms with the teacher intern so they may have knowledge of how they are performing;
- Communicating with the university supervisor immediately when there is a concern regarding the teacher intern's performance;
- Allowing the university supervisor to visit the teacher intern at all reasonable times for the purpose of observation and evaluation;
- Maintaining the confidentiality of teacher intern information in accordance with the Family Educational Rights and Privacy Act (FERPA);
- Working with the university supervisor and teacher intern to define mutually agreed upon educational objectives;
- Retaining supervisory control, at all times, over the class and the program of instruction;
- Notifying the university supervisor when it is necessary for the cooperating teacher to be absent more than five (5) days in case there is a need to reassign the teacher intern;
- Completing teacher intern evaluations in accordance with the university schedule for summative and formative evaluations (See Student Teaching Semester Calendar);
- Conferencing with the teacher intern and/or university supervisor in accordance with the university schedule for summative and formal evaluations.

The University Supervisor is responsible for:

- Informing the teacher intern about all policies and procedures regarding the university's student teaching expectations;
- Being accessible to the teacher intern at all reasonable times;
- Visiting the teacher intern at the placement school for the purpose of observation and evaluation in accordance with the university's number of required evaluations;
- Communicating to the teacher intern mutually agreed upon educational objectives;
- Sharing all written observation forms with the teacher intern so they may have knowledge of how they are performing;
- Maintaining the confidentiality of teacher intern information, as well as placement school student information that must remain private in accordance with the Family Educational Rights and Privacy Act (FERPA);
- Determining the teacher intern's grade after considering input from the cooperating teacher, the teacher intern, and evaluating the teacher intern's performance throughout the defined educational experience;
- Conferencing with the teacher intern and/or cooperating teacher in accordance with the university schedule for summative and formal evaluations (See Student Teaching Evaluation Due Dates); and
- Completing teacher intern evaluations in accordance with the university schedule for summative and formative evaluations.

Guidelines for professional performance during field/clinical experiences

The Teacher Intern is responsible for:

- Communicating with the cooperating teacher the university supervisor on a routine and timely basis;
- Adhering to all placement school policies and procedures;
- Demonstrating academic and professional integrity as outlined by WSU's policies and procedures regarding student conduct (visit http://webs.wichita.edu/inaudit/ch8_05.htm);
- The professional dress standards for TECs are as follows:
 - Employees shall dress with appropriate attire for the curriculum being taught and the activity to be engaged in that day.
 - Clothing should convey a professional image by being modest, neat, and clean.
 - Tops/Blouses/Shirts and Dresses should have a modest/appropriate neckline. Strapless or "spaghetti strap" tops, low-cut or revealing tops are prohibited unless a shirt or jacket is worn appropriately at all times.
 - Tops/Blouses/Shirts must cover midriff area at all times.
 - Dresses, skirts, and/or shorts should be of modest length.
 - Jeans are not permissible.
 - Professional dress is expected at Parent-Teacher conferences.
 - Clothing with educational/college slogans is appropriate.
 - Clothing with slogans that feature large-letter advertising, inappropriate language, and/or drugs/alcohol are prohibited.
 - The professional dress standards apply to actual teaching days and parent/teacher conferences.

- Completing all assignments and projects as mutually agreed upon and assigned by the university supervisor, cooperating teacher, and/or the Teacher Education Program (e.g., TWS, reflection evaluations, lesson plans);
- Being punctual and regular in attendance;
 - If for any reason a teacher education candidate must be absent, he/she should notify the university supervisor, the cooperating teacher, the building principal, and the school contact person prior to the absence.
 - Absences should be limited to emergency situations only (e.g., illness or family emergencies).
 - If a teacher education candidate is ill for an extended absence, he/she should provide the university supervisor with documentation such as a confirmation from his/her doctor. Similarly, the teacher education candidate must provide documentation reflecting the non-illness related absences if documentation is available (e.g., obituaries).
 - The field experience requirement may be extended when absences occur.
 - If a teacher education candidate is absent when he/she is scheduled to teach, he/she must provide a set of detailed lesson plans for the teacher who will assume the classroom responsibilities.
- Demonstrating a sensitivity to students' needs;
- Demonstrating responsiveness to feedback;
- Transporting him/herself to and from the placement school;
- Maintaining the confidentiality of student information that must remain private in accordance with the Family Educational Rights and Privacy Act (FERPA); and
- Any other appropriate assignment(s) or request(s) made by the cooperating teacher, university supervisor, or WSU faculty.

Involvement in school activities

It is important for the intern to become fully immersed in the culture of the school so that he/she comes to understand the direct and indirect activities in which teachers engage, and the outside-the-classroom experiences he/she gains with students. Interns will probably be assigned to participate in many school duties like:

- bus supervision
- hall monitoring
- lunch supervision
- playground supervision

But there are many other outside-the-classroom opportunities an intern can take advantage of by arranging to:

- observe other teachers,
- participate in teacher meetings
- participate in in-services,
- attend parent conferences,
- attend curriculum committees
- attend community-school committees,

- become involved in study groups,
- help in Jump Rope for Heart activities, Family Fitness night and other physically active events
- volunteer for supervising Dance events etc.

Many of these activities will connect the intern with school personnel and staff. These relationships are important for the intern to develop and foster. A good relationship with these people enables the intern to do his/her work more efficiently and affords him/her opportunities to learn about their students from the perspectives of others. During the internship, the intern should develop a relationship with:

1. The Office Staff
2. The Custodial Staff
3. The Cafeteria Staff
4. The Security/Safety Staff
5. The Librarian
6. The School Nurse
7. The Music Specialists
8. The Computer Specialists
9. The School Psychologist
10. The Resource Room Personnel
11. The Speech/Language Pathologist
12. Extended Resource Room Personnel
13. The Title I teacher

Other rules/regulations/responsibilities

The Teaching Day

Interns are required to put in the same teaching day that is required of all teachers in the schools to which they are assigned, and they are required to attend any meetings that are required of school faculty. No university affiliations or other responsibilities should interfere with or detract from full and conscientious participation in the teaching day.

Planning

The purpose of requiring interns to plan carefully for units of work and daily lesson is two-fold. First, the beginning teacher has a much greater need to think through, in advance, all facets of teaching than does an experienced teacher. Careful preparation eliminates many potential problems or weaknesses in a lesson and gives the intern a reference point for evaluating the success of the lesson. Second, the plans and their evaluations give supervisors insight into the intern's progress, and provide a useful base from which to give help. Unit, block, and lesson plans should be prepared carefully since they will become a major resource for daily lessons. Plans should be as detailed as needed by the individual intern, and may vary from one person to another. Regardless of the format, lesson plans will include: student learning outcomes with criteria, teacher goals, summary or outline of teacher input, student learning activities with progressions and cues, organization of learners, and assessment procedures.

After School Programs

Experience in an after school extracurricular program, such as coaching an athletic team, is optional during the internship experience. Each intern is encouraged to gain as much experience in after school program as is possible and reasonable. However, the intern should carefully plan the extent of involvement and amount of responsibility taken in an after school program. The interns' primary responsibility is to plan, teach, and assess the students in their assigned classes. After-school activities must not detract from that responsibility. If interns are not making satisfactory progress in teaching, they will be asked to refrain from any outside activities.

Attending Special Events

Special events (e.g., workshops, trainings, state AHPERD conference, job fairs) sponsored by the school district or other professional organizations occur each semester. Attending district special events is based on the discretion of your cooperating teacher/school administration.

THE SUPERVISORY RELATIONSHIP

Your roles and responsibilities as the university supervisor are numerous. However, serving as the supervisor and mentor are primary.

The supervisory aspect of the university supervisor's role requires that you be:

- Open
- Firm
- Direct
- Constructively and developmentally critical
- Honest

The mentoring aspect of the university supervisor's role requires that you be:

- Encouraging
- Motivating
- Supportive
- An advocate
- A role model for professionalism
- A role model for appropriate teaching practices

A cycle of "plan-teach-reflect" should be practiced in order for the intern to adjust teaching practice and knowledge, as well as to gain the confidence in things done well. The intern should be "coached" such that he/she increases his/her knowledge and skills in a way that all competencies of the beginning teacher standards are met by the conclusion of the internship. In order for this relationship to work the supervisors must develop trust and rapport with the intern and cooperating teacher.

YOUR RESPONSIBILITIES AS THE UNIVERSITY SUPERVISOR

Prior to the Intern's Internship

- ✓ Accept the intern for the internship.
- ✓ Become familiar with university and/or program materials and philosophy.
- ✓ Become familiar with university and/or program expectations.
- ✓ Become knowledgeable in using systematic observation techniques.
- ✓ Become aware of the legal status of student teachers in the state and district.
- ✓ Assist the cooperating teacher in understanding of the policies and procedures of the university program.
- ✓ Review interns' work arrangements to ensure that interns understand the consequences of outside work during the internship year and that they can undertake an internship while meeting their financial/family needs.

Visitation/Contact Responsibilities (check your university requirements)

- ✓ Make a minimum of 4-6 supportive/evaluative contacts
- ✓ Meet the intern and cooperating teacher for a minimum of three joint conferences. to discuss evaluations and intern's work samples.
- ✓ Support the intern through email communications.

Early in the Internship

- ✓ Accept the intern as a professional person.
- ✓ Schedule regular mentoring time with the intern.
- ✓ Schedule regular meeting times with the cooperating teacher.
- ✓ Support the intern via email communications.
- ✓ Assist the intern in identifying strategies for coping – in ways that promote continued learning – with the various demands that they will face during the internship year.

Throughout the Internship

- ✓ (a) observe the student teacher teach, (b) discuss the progress of the student teacher with the cooperating teacher, and (c) provide any assistance or support to enhance the experience for both the student and the cooperating teachers.
- ✓ Provide consistent oral and written feedback.
- ✓ Fulfill record keeping responsibilities, as required by each Program.
- ✓ Comply with legal requirements and restrictions.
- ✓ Serve as the intern mentor and advocate.
- ✓ Encourage the intern to be creative and try new strategies; recognize that the intern may need to organize the teaching/learning within the classroom in a different manner.
- ✓ Ensure that the intern is following the schedule of progression set by the program.
- ✓ Serve as a resource person to the student teacher in the areas of curriculum development, instructional strategies, and classroom management.
- ✓ Contact the cooperating teacher with concerns, questions, changes, etc.
- ✓ Review intern daily and long-range/unit and lesson plans.
- ✓ Collaborate with intern and the cooperating teacher in the establishment of a schedule for expanding teaching responsibilities and observing other classes (e.g., observations of other teachers, participation in teacher meetings and in-services, parent conferences,

curriculum committees, community-school committees, study groups, professional associations).

- ✓ Determine with the cooperating teacher that the intern has demonstrated the skills and competencies specified by the summative assessment tool.
- ✓ Participate in evaluating intern progress with the cooperating teacher through completion of formal mid-term and final evaluations.
- ✓ If a student teaching experience is not viable, contact the Placement Coordinator of the College of Education to follow College procedures.

Communication

The internship is a critical component of the Intern's professional development. Positive and effective communication between the Cooperating Teacher, the University Supervisor, and the Intern is essential. Some types of communication enhance reflection, growth and verbal interaction, while other types of communication hinder learning and development. What follows are suggestions for communication between the Cooperating Teacher, the University Supervisor, and the Intern. It is recommended that times be set aside for frequent face-to-face, email, or phone contact to discuss progress and provide feedback.

Paraphrasing

Paraphrasing communicates the listener has:

- HEARD what the speaker said
- UNDERSTOOD what was said
- CARES

Paraphrasing involves either:

- RESTATING in your own words
- SUMMARIZING

Principles of Paraphrasing:

- Attend fully
- Listen with the intention to understand
- Capture the essence of the message
- Reflect the essence of voice and gestures
- Make the paraphrase shorter than the original statement
- Paraphrase before asking a question

Some possible paraphrasing stems include:

- So, . .
- In other words . .
- What I hear you saying . .
- From what I hear you say . .
- I'm hearing many different things . .
- As I listen to you I'm hearing . . .

Clarifying

Clarifying communicates that the listener has:

- HEARD what the speaker has said
- NOT FULLY UNDERSTAND what was said

Clarifying involves asking questions (direct or implied) to:

- Gather more information
- Discover the meaning of the language used
- Get clarity about the speaker's reasoning
- Seek connections between ideas
- Develop or maintain focus

Some possible clarifying stems include:

- Would you tell me a little more about . . .?
- Let me see if I understand . .
- I'd be interested in hearing more about . . .
- It would help me understand if you would give me an example of . .
- So, are saying/suggesting . .?
- Tell me what you mean when you . .
- Tell me how that idea is like/different from . .
- I'm curious to know more about . .
- I'm intrigued by/interested in/wonder about . .

Note: "Why" tends to elicit a defensive response.

Mediational Questions

Mediational questions help the Intern:

- HYPOTHESIZE what might happen
- ANALYZE what worked or didn't
- IMAGINE possibilities
- COMPARE and CONTRAST what was planned with what ensued

Some mediational question stems include:

- What's another way you might . . ?
- What would it look like if . . ?
- What do you think would happen if . . ?
- How was ____ different from/alike . . ?
- What's another way you might . . ?
- What sort of impact do you think . . ?
- What criteria do you use to . . ?
- When have you done something like ____ before?
- What do you think . . ?
- How did you decide/come to that conclusion?
- What might you see happening in your class if . . ?

“Open” Suggestions

Open suggestions:

- Are expressed with invitational, positive language and voice tone
- Offer choices to encourage ownership
- Are often expressed as a question to invite further thinking
- Are achievable --- enough to encourage but not overwhelm
- May provide information about the Cooperating Teacher’s thinking and decision-making

Some suggestion stems include:

- One thing I’ve learned/noticed is . .
- A couple of things to keep in mind . .
- From our experience, one thing we’ve noticed . .
- Several/some teachers I know have tried a couple of different things in this sort of situation and maybe one might work for you . .
- What I know about ____ is . .
- Something/some things to keep in mind when dealing with . .
- There are a number of approaches to . .
- Sometimes it’s helpful to . .

The Cooperating Teacher can try following a suggestion with a question that invites the Intern to imagine/hypothesize how the idea might work in his/her context.

- How might this look in your class?
- Tow what extent might that work in your situation/with your students?
- What do you think would happen if you were to try something like that with your class?
- Which of these ideas might work best in your class/with your students?

Non-Judgmental Responses

Non-judgmental responses help to:

- Build trust
- Promote an internal locus of control
- Encourage self-assessment
- Develop beginning teacher autonomy
- Foster risk-taking

Possible examples include:

- Identify what worked and why
 - I noticed how when you _____ the students really _____
- Encourage
 - It sounds like you have a number of ideas to try out. It'll be exciting/interesting/great to see which works best for you!
- Ask the Intern to self-assess
 - How do you think the lesson went and why?
- Ask the Intern to identify his/her role
 - What did you do to make the lesson so successful?
- Listen
- Ask sincere questions
- Show enthusiasm for and interest in the Intern's work and thinking
 - I'm really interested in learning/hearing about . .
 - I'm really looking forward to . .

Giving Feedback

Effective feedback builds trust by always being supportive and sincere. Invite the Intern to validate the feedback whenever possible.

- Be truthful
- Be specific rather than general
- Describe rather than evaluate
- Note the impact of the behavior upon others (e.g., the students)
- Focus on changeable behavior
- Attend to the Intern's needs/areas of focus
- Be balanced
- Use the teachable moment
- Be well-timed

Teachable Moments

Teachable moments are spontaneous opportunities that offer the Cooperating Teacher a chance to:

- Fill in instructional gaps
- Help the Intern make good choices
- Help the Intern to take the next step

When taking advantage of the teachable moment, it is important to:

- Share in the spirit of support
- Be brief (focus is essential)
- Be strategic
- Avoid using jargon or sounding pedantic

Some possible stems include:

- One thing to keep in mind is . .
- If you're interested in ____, it is important to . .
- What I know about ____ is . .
- It's sometimes helpful to ____ when . .

Classroom Teaching

Teachers have responsibilities to prepare for the numerous procedures that might be used in the classroom. Established procedures consistently applied and taught to students at the onset of and throughout the school year, will significantly improve classroom management time.

Check List

Preparing for teaching in the classroom

Directions:

- Check () each item for which you already have a prepared process.
- Place a (X) by any item for which you do not have a policy but believe you need one or need to observe/discuss with your mentor teacher.
- Highlight those items that you would teach students the first day of class.

Beginning Class

- ☐ Roll call, Absent, Tardy
- ☐ Academic Warm-Ups
- ☐ Distributing Materials
- ☐ Class Opening

Instructional Activities

- ☐ Teacher, Student Contacts
- ☐ Student Movement in the Room
- ☐ Signals for Students' Attention
- ☐ Signals for Teachers' Attention

Room/School Areas

- ☐ Shared Materials
- ☐ Teacher's Desk
- ☐ Drinks, Bathroom, Pencil Sharpener
- ☐ Student Storage/Lockers
- ☐ Student Desks
- ☐ Learning Centers, Stations

Setting Up Independent Work

- ☐ Defining "Working Alone"
- ☐ Identifying Problems
- ☐ Identifying Resources
- ☐ Identifying Solutions
- ☐ Scheduling
- ☐ Interim Checkpoints

Interruptions

- ☐ Rules
- ☐ Talk Among Students
- ☐ Conduct
- ☐ Passing Out Books, Supplies
- ☐ Turning in Work
- ☐ Handing Back Assignments
- ☐ Getting Back Assignments
- ☐ Out-of-Seat Policies
- ☐ Consequences for Misbehavior

Other Procedures

- ☐ Fire Drills
- ☐ Lunch Procedures
- ☐ Student Helpers

- ☐ Student Talk During Seatwork
- ☐ Activities to Do When Work is Done
- ☐ Student Participation
- ☐ Laboratory Procedures
- ☐ Movement in and out of Small Groups
- ☐ Bringing Materials to School
- ☐ Expected behavior in Group
- ☐ Behavior of Students not in Group

Ending Class

- ☐ Putting Away Supplies, Equipment
- ☐ Cleaning Up
- ☐ Organizing Class Materials
- ☐ Dismissing Class

Communicating Assignments

- ☐ Posting Assignments
- ☐ Orally Giving Assignments
- ☐ Provision for Absentees
- ☐ Long-term Assignments
- ☐ Term Schedule
- ☐ Homework Assignments

Student Work

- ☐ In-class Participation
- ☐ In-class Assignments
- ☐ Homework
- ☐ Stages of Long-term Assignments

Checking Assignments in Class

- ☐ Safety Procedures

Work Requirements

- ☐ Heading Papers
- ☐ Use of Pen or Pencil
- ☐ Writing on Back of Paper
- ☐ Neatness, Legibility
- ☐ Incomplete Work
- ☐ Late Work
- ☐ Missed Work
- ☐ Due Dates
- ☐ Make-up Work
- ☐ Supplies
- ☐ Coloring or Drawing on Paper
- ☐ Use of Manuscript or Cursive (Elem)

- ☐ Students Exchanging Papers
- ☐ Marking and Grading Assignments
- ☐ Turning in Assignments
- ☐ Students Correcting Errors

Grading Procedures

- ☐ Determining Grades
- ☐ Recording Grades
- ☐ Grading Long Assignments
- ☐ Extra Credit Work
- ☐ Keeping Papers, Grades, Assignments
- ☐ Grading Criteria
- ☐ Contracting for Grades

Academic Feedback

- ☐ Rewards and Incentives
- ☐ Posting Student Work
- ☐ Communicating with Parents
- ☐ Students' Record of Grades
- ☐ Written Comments on Assignments

Ref. Internship Handbook, University of Idaho, 2006.