

Seidel School of Education and Professional Studies

INTERNSHIPS
IN MIDDLE AND HIGH SCHOOL FOR SECONDARY P-12 CANDIDATES

AND

ELEMENTARY AND SECONDARY SCHOOLS FOR PHYSICAL EDUCATION
CANDIDATES

UNDERGRADUATE AND MAT PROGRAMS



Forward

The model for the culminating experience for pre-service teachers has significantly changed in recent years. Formerly known as student teaching, the experience was traditionally one in which student teachers were expected to demonstrate the instructional skills they had learned in their professional course work, and the cooperating teacher and supervisor evaluated the degree to which they were successful. This traditional model has often been dubbed "sink or swim," indicating that student teachers had almost sole responsibility for figuring out what to do in the variety of teaching situations they faced; cooperating teachers and supervisors primarily were responsible for letting them know how well they did.

Currently, a shift in focus during the internship experience is the impact of interns' classroom presence upon the achievement of the students receiving instruction in that class. For the immediate benefit of K-12 student learning, and toward the long-term goal of excellent preparation of aspiring teachers, the current internship model is one designed to foster a greater degree of professionalism in pre-service teachers. As a result, the intern, mentor teacher, and university supervisor are encouraged to function as collaborators in the experience, working together to plan, reflect upon, and make adjustments to instructional practices. In fact, a collaborative teaching model, incorporating shifting the roles of lead teacher and support teacher between the mentor and intern has been successfully implemented in a number of classrooms in our region; a description of this model appears in this handbook.

Professional collaboration is further advanced through the establishment of Professional Development Schools (PDS). The close connection between the university and cooperating school is designed to foster professional growth for all members of the team (intern, mentor and university supervisor), as well as other members of the school community. (See Appendix C) There are handbook sections that address concerns specific to each member of the triad; however, the overall expectations for "Intern Responsibilities" should be considered a foundation of general information to guide the specific responsibilities of all participants. It is recommended that each participant read all sections of the handbook, in order to understand the interaction between the roles of all three persons.

Preparing pre-service teachers is hard work for everyone involved. It is our hope that the experience is well worth the effort for each member of the collaborative triad, as well as for the middle and high school students involved.

The Secondary and Physical Education Curriculum Committee
Fall 2017



Maryland PDS Terminology

Candidate. SU student enrolled in education foundation courses or an SU student who has been accepted into the teacher education program.

Collaborative Internship. A teaching model involving two or more teachers in which planning, instruction, and management duties are shared. The roles of lead and support teacher are key components in this model.

Extensive Internship. A minimum of 100 days over two consecutive semesters in which interns are engaged in learning to teach in the PDS school community. (20 full days during *Internship I* and 80 days during *Internship II*, the "student teaching" semester.

Intern. A candidate in the teacher education program who participates in an extensive internship in a PDS. Formerly known as a "student teacher".

Lead teacher. In a co-teaching setting this person holds the main responsibilities for instruction and is the primary voice in the classroom.

Liaison. SU faculty member who serves as the point person for the university in the PDS partnership working collaboratively with the site coordinator to achieve the Maryland PDS standards.

Mentor. A master teacher whose primary role is to guide and facilitate the intern's experience in his/her classroom. Formerly known as a cooperating teacher, a mentor must be tenured and professionally certified and is responsible for collaborating with the SU supervisor to provide individualized support to a PDS intern.

PDS. A Professional Development School is a collaboratively planned and implemented partnership for the academic and clinical preparation of interns and the continuous professional development of both school system and university faculty. The focus of the PDS partnership is improved student performance through research-based teaching and learning. PDS may involve a single or multiple schools, school systems and universities and may take many forms to reflect specific partnership activities and approaches to improving both teacher education and P-12 schools.

Site Coordinator. Designated school-based person, usually a mentor, who serves as the point person for the school in the PDS partnership working collaboratively with the SU liaison to achieve the Maryland PDS standards.

Supervisor. An SU faculty member responsible for the implementation, monitoring and supervision of the intern's experience. Supervisors maintain a close working relationship with mentors.

Support teacher. In a co-teaching setting, this person supports the "lead" teacher. Support roles may include modeling instructional assignments, assisting individual students, working with small groups, and/or monitoring student work.



The 100-day Extensive Internship

Description

All Salisbury University teacher candidates must complete an internship of 100 full days (minimally, 6 hours constitutes a day), achieved over the course of two consecutive semesters, and under the supervision of mentor teachers who are certified in the intern's content area. The 100-day internship is preceded by a semester of one-half-day per week observations, resulting in a total of 186.90 of mh(r)9e(e)-4(of s(e)-4(rt)-4(s)5(t)-3(e)-4



Internship II	Spring Semester	Approximately 80 days
Senior Year	First 8 Weeks	First Final Internship Experience-8 weeks in Classroom #2
Senior Year	Second 8 Weeks	Second Final Internship Experience-8 weeks in Classroom #1



I. Materials for Interns



meet the requirement, your internship may extend beyond the traditional university semester.

Notify the mentor teacher of any absence. This should be done the night before, if possible. If not, notification should be made before 7:00 a.m. on the day of the absence. Interns should make certain that teaching plans and materials to be use that day are sent to the school for the

Intern Assessment Tools

All assessment tools can be found under the "SU Candidate Tools" link on the Salisbury University RPDS webpage. Please bookmark this page in your browser:

<http://www.salisbury.edu/pds/>





The Mentor Teacher

During the next eight weeks, you will be the most important person involved in the professional preparation of an intern. His/her experiences in your classroom will play a major role in shaping his/her teaching behavior. Guiding a prospective teacher makes heavy demands on time and energy, but most mentor teachers find the effort stimulating and rewarding. This section outlines responsibilities of the mentor role, and suggestions for implementing that role effectively.

Orient your intern to your school and classroom:

Introduce the intern to the school.

Provide the opportunity to meet school administrators, faculty and other personnel.

Guide your intern through a tour of the building, to learn the locations of special areas, and technology and other resources. Provide information about emergency procedures.

Be involved in the classroom experiences of the intern on a regular basis:
Substantive mentor presence through-out the experience is essential to

Mentor Assessment Tools

Our assessments are housed in the Field Experience Module (FEM) in LiveText, a web based management system. You will receive information regarding the internship assessments and your log in credentials from " fem.com" , not directly from SU.

Information regarding our program, including the intern handbooks and Professional Dispositions form, can be found under the " Mentor Tools" link on the Salisbury University Regional PDS webpage. Please bookmark this page in your browser: <http://www.salisbury.edu/pds/>

Contact Paul Gasior, plgasior@salisbury.edu or 410-543-6277, if you need assistance.

[Mentor Evaluation of Intern](#)

The mentor evaluation of intern allows us to determine how well our programs are preparing interns for a career in teaching. Please complete this form at the midterm and at the final evaluation points. Make sure that you schedule a 3-way conference for the final evaluation.

[Mentor Teacher Credentials](#)

SU needs to be able to report your credentials. The intent of the Mentor Teacher form is to find out more about your background. Fill out this form if you have not completed it before or if there is a change in you contact information.

[Mentor Evaluation of University Supervisor](#)

Mentor teachers should evaluate the SU supervisor assigned to your intern. We use this information to provide feedback to supervisors and to insure that SU interns receive the best possible supervision.



Physical Education Teacher Education Candidate Descriptions

Type of Candidates	
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III. Materials for Supervisors



The University Supervisor

The university supervisor serves as a liaison between the university and the classroom where the intern is placed. While the intern is directly responsible to the mentor teacher, the university supervisor gives counsel and assistance as a member of the classroom team, to strengthen the quality of the experience. The supervisor's specific responsibilities are related to assisting the mentor teacher in guiding an intern.

Specifically, the supervisor should:

- become familiar with the curriculum of Salisbury University's secondary education program, and of the classes in which the intern is placed;

- visit the intern weekly;

Minimally, visits include an orientation meeting in the first week, three-way conferences at the mid-point of the experience and final week, and four formal observations.

- participate in Mid-Point Progress Report and Final Evaluation conferences (see details in Mentor Teacher section of this handbook);

- contact the intern's SU content supervisor when an intern is struggling with personal or professional responsibilities, as well as the Coordinator of Field Experience. Together, you and these university personnel will decide on an appropriate course of action, or determine whether additional personnel should become involved in that decision;

- assign a grade (P/F/IP) to the intern at the conclusion of each eight week experience.

The first visit, during the first week, should help the supervisor

- become familiar with the school administrator, policies, and physical plant;
- clarify roles and responsibilities with the mentor teacher and intern (distribute and discuss syllabus);

- become aware of any serious difficulties regarding the placement. If a change of intern assignment seems advisable, contacts the Director of Field Experiences immediately so that procedures can be initiated with school administrators.

Formal observations should be long enough to

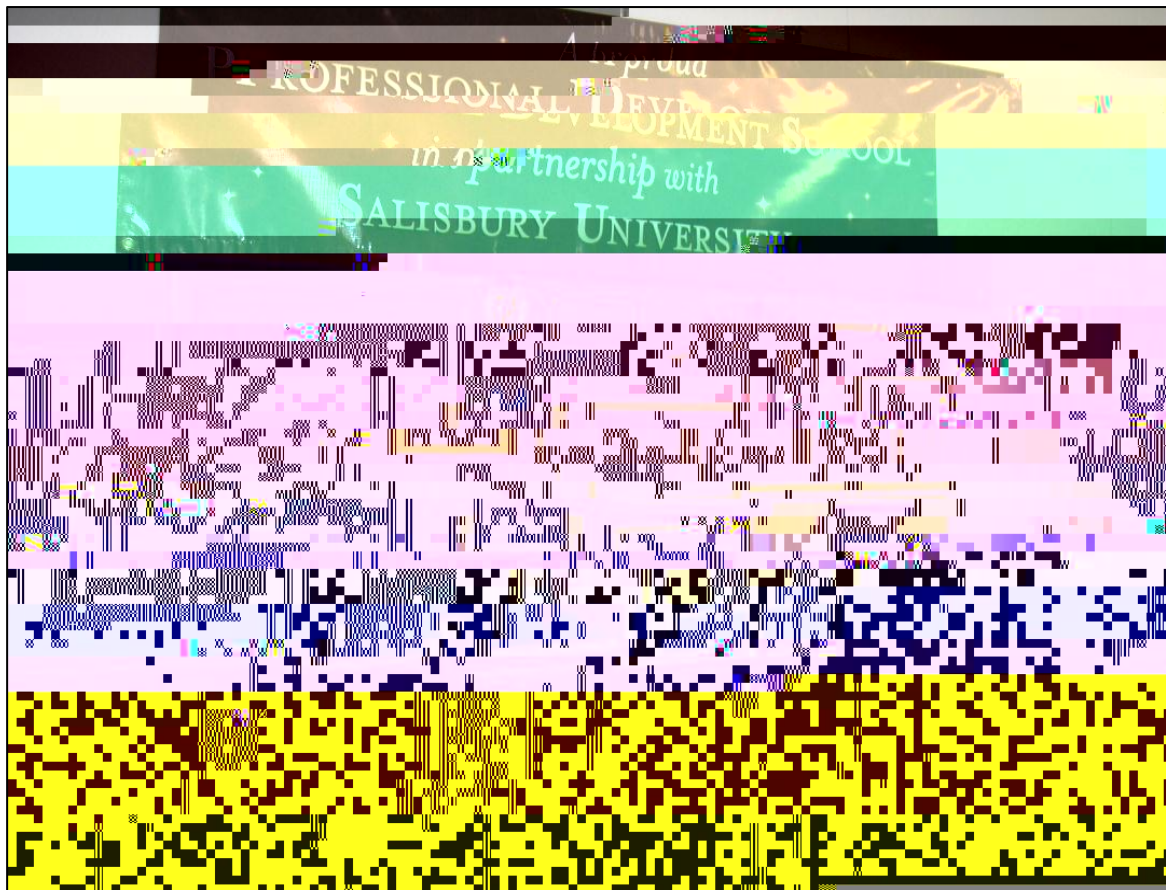
- review plans or other written materials;

- observe a complete lesson and provide written feedback to the intern;

- confer with the mentor and intern to discuss the strengths and areas in need of improvement;

- assist the intern in appraising and attaining personal and professional competencies.

IV. Professional Development Schools and Collaborative Internships



Professional Development Schools

Definition

A Professional Development School (PDS) promotes a close collaboration between the university and the K-12 schools in which teacher candidates complete field experiences. The goals of PDS agreements include enhanced professional development for in-service teachers, as well as teacher candidates, support for the achievement of students in the K-12 classroom, and strong communication ties between the school and university. Collaborative decision-making occurs through governance of a Coordinating Council, comprised of representatives of all vested members of the professional development enterprise—school and county administrators, school faculty, SU faculty and supervisors.

PDS Sites

—	Communicate openly with mentor
—	Share classroom responsibilities (exposure to all)
—	Request feedback and make changes accordingly
—	Take an active role in planning on a daily basis
—	Document lesson plans thoroughly according to school and district mandates
—	Mutually co-



Code of Ethics of the Education Profession

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I
Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--

- a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
- 7. Shall not use professional relationships with students for private advantage.
 - 8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II
Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

- 1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
- 2. Shall not misrepresent his/her professional qualifications.
- 3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, dln e dional positi unqul po(t)5(P)4()unqul po(t)5(P)4()unqul po(t)5C42(t)5()-2