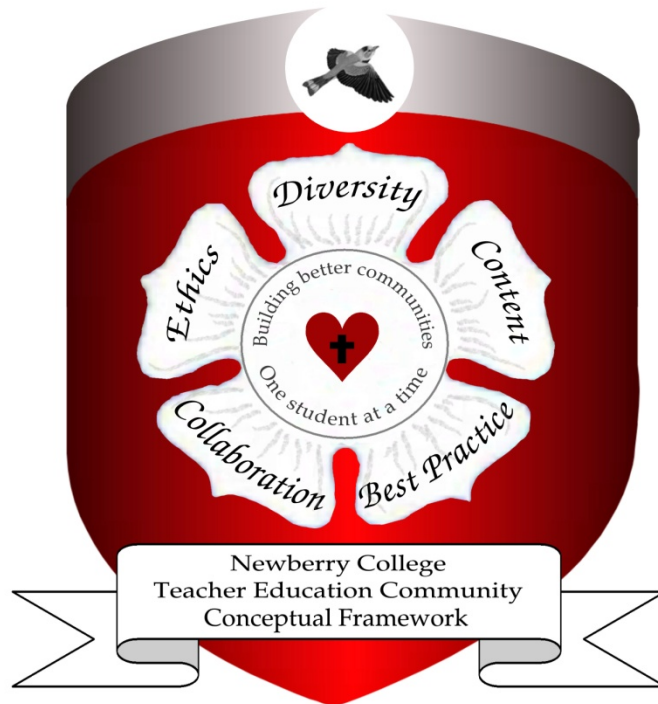


# ***Building Better Communities One Teacher at a Time***

Responsibilities, Policies, and Practices  
for the Teacher Education Internship



A Resource for Interns, Mentor Teachers, and College Supervisors

**NEWBERRY COLLEGE**

[Last Revision Spring 2011]

# ***Building Better Communities: One Teacher at a Time***

## **Table of Contents**

	Page Number
Introduction Letter	3
Conceptual Framework	4
TABLE 1 – Guiding Principles	4
TABLE 2 – Progress and Gates	5
TABLE 3 – Transition Points and Assessments	6
Dispositions for Teachers	7
TABLE 4 – Dispositions Defined	7
Internship Experience	
Overall Experience	8
School and Mentor Selection Process	9
Internship Assessment and Data Points	10
ADEPT	
Observations	11
Evaluations	11
Internship Expectations and Experiences	
Orientation	12
Observation	13
Teaching	14
Lesson Planning	15
Feedback to Interns	15
Responsibilities and Qualifications	
Intern	17
Mentor Teacher	18
College Supervisor	20
Policies and Procedures	
Attire and Appearance	22
Interns and Substitutes	22
Attendance	22
Changes in Placement	23
Confidential Information	23
Identification Badges	23
Inclement Weather	23
Professionalism	24
Schedule	24
Transportation	24
Helpful Resources for Mentor Teachers	
Suggested Checklist for Mentor Teachers	25
Sample Timeline for 7-week Placement	28
Sample Timeline for 14-week Placement	29

## INTRODUCTION LETTER

**Dear Teacher Candidates, Public School Mentors and College Supervisors,**

Research has shown that extensive, well-planned, guided clinical experiences are most effective in building teacher candidates' skills and are key to the preparation of highly qualified teachers. Effectiveness of these experiences is linked to both the quality of the in-service teachers who model successful teaching practices for pre-service teachers and support for pre-service teachers in reflecting on and learning from their experiences.

NCATE (National Council for the Accreditation for Teacher Education) recently released a *Blue Ribbon Panel Report on Clinical Preparation and Partnerships for Improved Student Learning* that calls for dramatic transformation of teacher preparation by stating that:

“The education of teachers in the United States needs to be turned upside down. To prepare effective teachers for the 21<sup>st</sup> century classrooms, teacher education must shift away from a norm which emphasizes academic preparation and course work loosely linked to school-based experiences. Rather, it must move to programs that are fully grounded in clinical practice and interwoven with academic content and professional courses. This demanding clinically-based approach will create varied and extensive opportunities for candidates to connect what they learn with the challenges of using it, while under the expert tutelage of skilled clinical educators. Candidates will blend practitioner knowledge with academic knowledge as they learn by doing. They will refine their practice in the light of new knowledge acquired and data gathered about whether their students are learning” (2010, p. ii)

You are all part of this new way of thinking about the internship. At Newberry College, we practice a triad approach to clinical experiences which involves mentor teacher, college supervisor and teacher candidate working together as a team. Each person is vital to the success of the experience and has an important role to play. Thank you to each for your commitment to making sure every new teacher who enters into a classroom in South Carolina is of the highest quality and has the skills to be successful.

Cindy Johnson-Taylor



Chair, Department of Education

## Newberry College Teacher Education Program Conceptual Framework

### *Building Better Communities One Teacher at a Time*

**Vision:** Newberry College candidates and graduates will be recognized as models of life-long learning, service, leadership, and professional behavior in the campus, public school, local, state, and global communities.

*Our graduates will exemplify the following conceptual outcomes:*

Teacher as Learner  
Teacher as Servant  
Teacher as Leader  
Teacher as Professional

**Mission:** The Newberry College Teacher Education Community provides each candidate the opportunity to become a highly qualified teacher who is a caring, reflective, life-long learner with the knowledge, skills and dispositions necessary to instruct future generations of students.

### *Guiding Principles*

<b>Best Practice</b>	The teacher candidate applies appropriate current research, technology, and various other methodologies to teaching accurate and comprehensive content in the field of specialization.
<b>Collaboration</b>	The teacher candidate works with all stakeholders to provide a safe, nurturing, and positive learning environment for every student.
<b>Content</b>	The teacher candidate demonstrates mastery of knowledge in the specific subject areas.
<b>Diversity</b>	The teacher candidate recognizes differences inherent among individuals and cultures and adapts content and instructional techniques to provide for the interests and needs of all learners.
<b>Ethics</b>	The teacher candidate accepts responsibility for choices in selection of content and personal interactions, respects the worth of each individual, and exhibits professional standards of behavior.

Table 1

## ***CONCEPTUAL FRAMEWORK***

Knowledge, skills, and dispositions that form the foundation for the Teacher Education Program are derived from the Conceptual Framework and state and professional standards. The Newberry College Conceptual Framework is multi-dimensional and contains outcomes that represent the evolution of the teacher candidate at four stages of progress: Emerging, Developing, Practicing and Becoming a Professional. Candidates are assessed across five Guiding Themes: Content, Diversity, Collaboration, Ethics and Best Practice and within four performance domains: Planning, Instruction, Classroom Environment and Professionalism. Key performance assessments are used to assess mastery of all teacher education candidates on critical outcomes at each stage across guiding themes and within performance domains.

## ***TRANSITION POINTS***

In order to accomplish this mission, the Teacher Education Program has set up 4 transition points (called Stages of Progress) to allow for appropriate and multiple assessments of candidates throughout the program. These Stages of Progress and corresponding gates are provided below:

<b>Level</b>	<b>Stages of Progress</b>	<b>Gates</b>
I	Emerging as a Teacher	Admission to Teacher Education
II	Developing as a Teacher	Admission to the Internship
III	Practicing as a Teacher	Exit from the Internship
IV	Becoming a Professional Teacher	Program Completion

Table 2

During the first stage of progress, called Emerging as a Teacher, candidates explore the teaching profession by completing the first three education classes (EDU 224 – Foundations of Teaching, EDU 230 – Human Development and Learning and EDU 232 – Working with Exceptional and Diverse Learners), taking core classes and exploring introductory classes in their respective majors. Every candidate in this stage has meaningful and well-planned field experience tasks to accomplish under the tutelage of an expert mentor. When a candidate applies for admission to the Teacher Education Program, he is asking to move from the Emerging stage to the Developing stage. Before allowing a candidate to do so, faculty make thoughtful decisions about whether or not each candidate is ready to proceed.

The second stage of progress is called The Developing Stage. During this stage, candidates who have already been admitted to the Teacher Education Program have the opportunity to participate in methods classes and field experiences designed to prepare them for actual classroom teaching. During this phase, all teacher education candidates experience a minimum of 112 hours in the field prior to entering the next phase.

The third stage, The Practicing Stage, is the internship semester. Most candidates are placed in two different placements for 7 weeks each (secondary majors remain in one placement for the entire 14 weeks). Exiting this stage and progressing to the final stage involves successful completion of the internship. The internship involves multiple assessments. In order to complete the internship semester, the candidate must receive passing scores on the Internship Final Evaluation, the Unit Work Sample and the Lesson Plan assessment. The three-pronged assessment allows faculty and mentors in the field to be certain that a candidate is ready to become a teacher.

The fourth stage is when a candidate exits the program and becomes a professional teacher. At Newberry College, program completion requires successful completion of all courses and degree requirements, passing the internship semester, passing the required PRAXIS II exams for the major, maintaining positive dispositions and having a 2.5 GPA.

Table 3 shows the various assessments that candidates must successfully complete in order to progress through the Teacher Education Program.

### ***Transition Points and Corresponding Assessments***

<b>Admission to Teacher Education Requirements</b>	<b>Admission to the Internship</b>	<b>Exit from the Internship</b>	<b>Program Completion</b>
2.5 GPA  Must pass all 3 parts of PRAXIS I  45 hours completed  C or better in EDU 224, EDU 230 and EDU 232  Essay Rubric Score of 3 or higher (scored by faculty) required to proceed  Application approved by Education Department Chair and two members of the Teacher Education Committee  Dispositions assessed in EDU 224 for all students and when concerns arise	2.5 GPA  C or better in certain courses determined by major faculty  Resumé showing growth over time and approved by advisor  Application approved by Education Department Chair and two members of the Teacher Education Committee  Dispositions assessed in EDU 341/EDU 342 for all students and when concerns arise	2.5 GPA  C or better in EDU 480 – Internship and EDU 483 - Seminar  Rubric score of 3 or higher on Unit Work Sample  Rubric score of 3 or higher on Culminating Portfolio  Dispositions assessed by mentor teacher and college supervisor  Passing Internship Evaluation scored by both mentor teacher and college supervisor	2.5 GPA  Successful completion of the internship semester  Successful completion of all courses and degree requirements  Passing scores on all PRAXIS II tests required for South Carolina  All requirements for certification in South Carolina have been met

Table 3

## NEWBERRY COLLEGE TEACHER EDUCATION PROGRAM DISPOSITIONS FOR TEACHING

Education is a noble calling that entails both challenges and responsibilities. Newberry College teacher candidates are expected to uphold the highest standards of the profession as they relate to students, families and communities. Teacher candidates are expected to display ethical, professional behavior and attitudes during their time in the Teacher Education Program. These dispositions are:

<b>Fairness</b>	<ul style="list-style-type: none"> <li>• Demonstrates the qualities of caring, respect, empathy, and fairness in relationships with students, parents, and peers</li> <li>• Promotes classroom culture of caring and respect for differences</li> <li>• Maintains high standards and expectations for all students</li> <li>• Shows sensitivity to all students and is committed to teaching all students</li> <li>• Respects and promotes understanding of different ethnic/ racial, gender, religious, and other aspects of children's culture</li> <li>• Demonstrates a caring attitude toward students</li> </ul>
<b>Judgment</b>	<ul style="list-style-type: none"> <li>• Makes rational decisions based upon available information</li> <li>• Understands the difference between equity and equality</li> <li>• Demonstrates self-control and reacts appropriately under stress</li> <li>• Monitors and adjusts readily to a situation</li> <li>• Expresses both positive and negative feelings in a professional manner</li> <li>• Accepts responsibility for own actions</li> </ul>
<b>Sense of Community</b>	<ul style="list-style-type: none"> <li>• Demonstrates initiative in the classroom</li> <li>• Holds all stakeholders accountable for learning</li> <li>• Works collaboratively with students, teachers, parents, and peers</li> <li>• Establishes positive rapport and appropriate relationships</li> <li>• Appreciates multiple perspectives</li> <li>• Strives to develop sound content knowledge</li> <li>• Models behaviors and principles that lead all students to learning</li> </ul>
<b>Professional Commitment</b>	<ul style="list-style-type: none"> <li>• Is punctual and responsible</li> <li>• Completes assignments in a timely manner</li> <li>• Attends class regularly</li> <li>• Demonstrates pride in self and work</li> <li>• Adheres to the guidelines as stipulated by each professional association, school, and school district</li> <li>• Exhibits dress and grooming appropriate for the setting</li> <li>• Exhibits positive leadership</li> <li>• Participates in professional development, leading to a commitment to life-long learning</li> <li>• Engages in professional discourse about subject matter knowledge and children's learning in the discipline</li> <li>• Keeps abreast of new ideas, research, and best practices in the field</li> </ul>
<b>Integrity</b>	<ul style="list-style-type: none"> <li>• Demonstrates ethical decision making</li> <li>• Is trustworthy</li> <li>• Demonstrates and supports academic integrity as specified in the Newberry College catalog</li> <li>• Upholds the missions of the college and teacher education program by demonstrating integrity at all times</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Accepts and adapts to change</li> <li>• Displays intellectual and academic curiosity</li> <li>• Thoughtfully considers suggestions for improving instruction</li> <li>• Practices reflective teaching</li> <li>• Makes connections to learning/teaching and everyday life</li> <li>• Demonstrates the capacity and inclination to examine the effects of his or her choices and actions on himself and others</li> <li>• Thinks, speaks and writes about teaching</li> <li>• Demonstrates listening skills</li> </ul>

Table 4

## THE INTERNSHIP EXPERIENCE

Teacher candidates are required to complete a semester of internship. The Teacher Education faculty believes that only through extended hands-on experience may teacher candidates truly recognize that beliefs influence reality. Teacher candidates must take the knowledge learned in their core and specialized curriculums and successfully demonstrate their mastery of the theories found within them by incorporating those theories, as well as their own self-chosen styles of teaching, into a successful classroom experience.

Internship at Newberry College consists of two internship experiences at different grade levels and school districts for all majors with the exception of secondary majors. This diversity allows teacher candidates two very different types of internship experiences, which expands their view of career options, and affords them a better-rounded glimpse into their future. Although the internship semester is broken up into two experiences, interns still have a minimum of seven full weeks in each placement.

Unlike other education majors, Biology, Chemistry, English, Math and Social Sciences majors complete one placement for 14 weeks. The deviation from the normal 2 placements was determined through data driven decisions agreed upon by the secondary education program faculty. One placement provides secondary teacher candidates adequate time to teach when dealing with many possible scheduling conflicts and interruptions characteristic of the secondary setting (i.e. testing, prom, senior excursions, etc.).

Throughout the internship experience, teacher candidates must demonstrate that they possess knowledge of appropriate uses of assessment, measurement, and evaluation strategies. They demonstrate this knowledge by showing, in the classroom and in a concurrent seminar, effective classroom management and relevant technological skills. Teacher candidates are expected to keep abreast of technological changes in the educational environment and to continually supplement their own classroom education with extra-curricular learning that allows them to understand the technological skills and needs of their students. Candidates must meet standard in 3 of the 4 domains of ADEPT on the final evaluation in order to pass the internship.

The Teacher Education Program, while respecting that no two experiences will be the same, provides close support to all teacher candidates throughout their internship. Through seminars, where students meet with their peers to exchange valuable information and insights, and frequent one-on-one meetings with faculty members, teacher candidates are guided through their internship while allowed to experience the semester as a microcosm of what they might expect in the ensuing years.



## *School and Mentor Selection Process*

The Teacher Education Program believes that appropriate placement of teacher candidates for internship plays an important part in the success experienced by the candidate. Thus, care shall be taken to select schools for candidate placements that meet the following criteria:

1. The district has adequate physical plants and facilities to offer at least the minimum program prescribed for South Carolina school districts.
2. The school district administration, the school principal, and teachers actively desire to work with teacher candidates during internship.
3. Mentor teachers are fully certified in their areas and have at least three years of teaching experience, with two years in the subject area or grade level for which supervision is assigned.
4. Internship experiences are coordinated by the Teacher Education Program faculty.

The intern shall be under the immediate supervision of the mentor teacher to whom he/she is assigned. Overall daily supervision of the candidates is assumed by the school principal on the same basis as his/her supervision of regularly assigned teachers. Both the principal and the mentor teacher have the authority and obligation to provide the intern with direction, advice, information, and correction, as needed. In any situation where the best interests of school children seem to be compromised or threatened by the assignment of the intern, the principal may require a new assignment or removal of the intern.

The Newberry College Department of Education will assume the responsibility for training and orientation of mentor teachers and will furnish appropriate materials and information to them.

Newberry College invests much time and energy in the teacher candidates it places for internship each semester. The placement process for internship is unique in that each candidate is placed in a specific school, district, and classroom where the candidate can experience optimal success and growth. Each mentor selected is screened by the coordinator of clinical experiences and meets the criteria set by the Education Department. The Coordinator is a former teacher with 30 years experience in the public school systems of South Carolina. She has been a specialist with the SC Department of Education, worked on many state committees, and served as an officer in several local and national organizations. This vast array of experiences has given her a wide knowledge base of people in the schools of South Carolina. With this knowledge and personal experiences with many of the mentors and the teacher candidates she is able to place interns with mentors personally suited to their style, temperament, and philosophy of education.

Before placement, the coordinator of clinical experiences collaborates with professors who have worked with the teacher candidates, meets with the principal or curriculum personnel in each school to discuss the mentor's style, and refers to the candidate database to determine the placements the candidate has previously experienced. The database details experiences such as grade level, content area, school demographics, and classroom and mentor diversity. This specific selection process has resulted in scaffolding teacher candidates to more and more rigorous activities and experiencing extreme growth in teaching a variety of students.

## *Internship Assessment and Data Points*

Evaluation of intern performance is a cooperative and continuous process involving mentor teachers, public school administrators, college subject-matter specialists, college supervisors, and perhaps others. Interns will be evaluated using the state-approved assessment procedure and assessments which are required by the College. Official evaluation of the intern is completed at regular intervals, on prescribed forms, for professional use in helping the intern develop his/her professional skill, knowledge, and dispositions. The mentor teacher will regularly, in both formal and informal fashion, evaluate the intern and provide feedback about the observed strengths and weaknesses of the intern. Mentor teachers can contribute greatly to the professional growth of candidates by giving thoughtful attention to formative feedback regularly and to the summative evaluations required at the end of the experience. College personnel place a high value on the information supplied by the mentor teacher related to day-to-day experiences with the candidate. The college supervisor and seminar professor are responsible for final and overall evaluation and grade determination and shall coordinate activities aimed at achieving consensus on formal, written evidence concerning the performance of the intern.

1. Observation Record (triplicate form) – Interns will be formally observed in both settings. Mentor teachers will conduct 4 formal observations in each setting. College Supervisors will conduct 2 formal observations in each setting.
2. Internship Evaluation – Interns will be evaluated on overall knowledge, skills, and dispositions by the mentor teacher and the college supervisor at the end of each setting. Both the mid-term and final evaluations will be shared with the intern during the final conference at the end of the internship.
3. Unit Work Sample – Interns will complete a unit work sample with assistance from the mentor teacher during the second setting. Work will be evaluated and scored by the college supervisor.
4. Lesson Planning – Interns will submit 4 lesson plans for formal review and assessment in Live Text. Work will be evaluated and scored by the college supervisor. In addition to formal assessment of lesson planning, interns will submit lesson plans weekly for formative feedback from both the mentor teacher and college supervisor.
5. Exit Interview Conference – Interns will participate in an exit interview conference conducted by college faculty at the end of the semester.
6. Evaluation of Mentor Teacher – Interns and college supervisors will complete an online evaluation of the mentor teacher at the end of each setting.
7. Evaluation of College Supervisor – Interns and mentor teachers will complete an online evaluation of the college supervisor at the end of each setting.
8. Final Evaluation Summary Sheet – The college supervisor will compile a final evaluation summary on each intern. Results will be discussed at the exit interview and submitted in Live Text.

## ***ADEPT: Assisting, Developing, and Evaluating Professional Teaching***

Evaluation of clinical experience interns is an important component of the Newberry College Department of Education teacher preparation program and is a rigorous multi-dimensional process. The evaluation components meet the guidelines and are congruent with South Carolina Legislature's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) for teaching interns. ADEPT legislation passed by the South Carolina Legislature, requires that certain guidelines are followed in teacher education programs. Newberry College infuses ADEPT into the clinical experience through the observations and the mid-term and final evaluations.

### ***Observations in the Performance Standards***

To document performance in each of the ADEPT Performance Standards, an intern is observed formally at least twelve times during the clinical experience semester using the Newberry College Observation Record. It is required that a mentor teacher, in addition to the many informal observations conducted, completes a minimum of four formal observations in the two setting placement and a minimum of eight formal observations in a single setting placement. The white copy of the Observation Record is given to the intern after a feedback conference, the yellow copy is given to the mentor teacher, and the pink copy is placed in the intern's personal EDU 480 file in the Education office.

### ***Mid-Term and Final Evaluation Reports and Scoring Rubrics***

Each content area has designed summative mid-term and final evaluation instruments and scoring rubrics to evaluate the clinical experience of the intern's performance in planning, instruction, classroom management, professionalism, and content area knowledge. The college supervisor and the mentor teacher together decide the outcome of these evaluations. The clinical experience intern should also be directly involved with this process culminating in a three-way conference to discuss the evaluation.

Careful consideration should be given to the scoring rubric during the evaluation process. The rubric is a 4-point rubric with the 4 being reserved for those exceptional abilities displayed during the experience.

## *Internship Expectations and Experiences*

There is no required schedule for acclimating interns to their classrooms, but the following sections serve as a guide to assist in the process (please refer to the sample timelines at the end of this publication for additional information.). The goal is to have interns teach eight full weeks during the entire internship. In the case of a single placement this should be in the middle of the placement and for a two placement intern this should be four weeks in the middle of each placement.

### *Orientation*

The mentor teacher is encouraged to find ways to involve the intern in class activities as soon as possible. The involvement may begin with simple tasks similar to those performed when assisting a teacher, but should increase in level of responsibility and amount of interaction with students in relation to the amount of time the intern will be in the placement. The goal of this experience is not only to give direction and guidance to a novice teacher, but also to enhance the learning environment in the classroom by the addition of the intern as a member of the instructional team.

Each intern is different and will require that the mentor teacher use professional judgment in how quickly the intern should begin instruction. In a two placement setting the intern should observe for one-two days while assisting with non-instructional tasks then gradually begin to teach, taking on new instructional tasks weekly.

During the first week, the emphasis for the intern is on becoming accustomed to the role of the teacher and, in particular, to the establishment of classroom management and procedures. The mentor teacher should see that the intern receives information on school codes, safety procedures, discipline plans, a school handbook, etc. The intern should focus on communication skills and on learning the names of the students and should assist the mentor teacher in any manner possible. Because the placement will be seven weeks some instruction should begin the second week to allow for the four weeks of full-time instruction. The weeks of the clinical experience build on each other. Everything done in week one should also be done in week two, etc. For the last week the opposite should happen with the intern gradually returning instruction to the mentor teacher. It is advised that during the last week of the placement the intern should observe in a classroom of the grade level of the second placement. Mentor teachers can enhance the next placement by suggesting outstanding teachers for the intern to observe.

During the placement the mentor teacher is advised to stay in the classroom to aid the students and the intern during this orientation period. As the intern becomes comfortable the mentor teacher may want to leave the room for brief periods to allow the intern to get the feel of handling the students alone. The mentor teacher should always be close by and the intern should know how to reach the mentor easily if needed. As the placement continues the mentor teacher should leave the intern alone for longer periods.

In a single placement setting the observation and orientation period may be extended to two weeks. The mentor teacher should observe the intern to determine when he/she is ready to begin instruction. All other information will be the same for one and two placement settings.

Translating professional expectations into actual performance obviously depends in no small measure upon the mentor teacher, and the extent to which he or she shares the views, goals, and purposes expressed in this publication. Open, frank, frequent professional communication between mentor teacher and intern, between mentor teacher and college supervisor, between intern and college supervisor, and among any and all of these individuals together is an important contributing factor to a successful program. However, to provide a basis from which to evolve a particular experience for an individual, and to reduce the possibility of procedural misunderstandings, the following is set forth as a guide for developing stages of the internship.

### *Observation*

Initially, a carefully planned program of observation should be developed that will enable the intern to thoughtfully observe the work of the mentor teacher and the students in the classroom. This program should enable the intern to observe other teachers at work with students, to see students in non-class situations, and to become familiar with the many non-instructional duties of the teacher.

Since details of the program of field experiences for each intern will differ, it is not possible to give a timetable of observations to be followed in each case. In most cases, however, the following generalizations should apply to the overall internship experience.

During the first few days, the intern should:

- Observe the mentor teacher
- Observe the students with whom he/she is to work
- Become acquainted with the physical facilities of his/her immediate teaching situation
- Become acquainted with the daily/weekly program
- Become familiar with grouping and organization of the class(es)
- Become familiar with regulations concerning classroom management
- Become familiar with available services

Observation, to be effective, should be purposeful. The intern should not go into a situation with the attitude of “just looking around” to see what he/she can see. He/she should observe from a part of the room where students’ faces and behaviors can be seen and have in mind a number of definite things to look for, such as:

- Daily routines
- Instructional goals and objectives
- Assessment of learning objectives
- Organization of subject matter
- Student engagement and interest

- Types of instructional materials
- Student responsibility and initiative
- Accommodations and modifications for individual differences
- Variety of assignments and learning activities
- Expectations regarding transitions, assignments, and behavior
- Student participation
- Lesson planning routines
- Reflection on student progress
- Special techniques used by the teacher
- Physical conditions of the room and how they influence instruction
- Discipline procedures for individuals and whole group

In addition to classroom observation, the intern should be given opportunity to visit special areas in the school and confer with those in charge to ascertain the nature of these services, special conditions related to them, and the centers' contributions to the work of the teacher.

Centers suggested for observations, where available, include:

- The office
- The library or media center
- The guidance center
- The health center
- The lunch room

## *Teaching*

The intern should be gradually inducted into teaching by starting with limited teaching responsibilities early in the internship period. These responsibilities should be increased as the intern develops self-confidence and skill in working with students until assuming a full-time load. Some students will be “ready to go” after the first day; others will take a little longer. However, all interns should teach full time for a minimum of **four weeks during each setting**. The mentor teacher may wish to let the intern assume responsibilities gradually by having him/her:

- Make announcements
- Call the roll, distribute materials, etc., which will bring the student teacher into contact with pupils in the capacity of teacher
- Teach material selected by the mentor teacher to an individual student or group of students for a short period of time
- Explain or present part of a lesson or activity
- Teach a whole lesson (or subject) to one class or section, then to other sections, and finally accept the full teaching load

If the intern assumes full responsibility for teaching before the intern, the mentor teacher, and the students are ready, an unsatisfactory situation may result. The mentor teacher may assume that the intern is ready to begin teaching when he/she:

- Is acquainted with the pupils individually and as a group
- Is acquainted with the teaching methods to which pupils are accustomed and with the teaching materials available
- Has developed a degree of confidence in his/her ability to undertake the direction of classroom learning experiences and student behavior

Both the intern and the supervising teacher should keep in mind that one seldom feels completely ready for any new venture; therefore, the transfer of responsibility to the intern should not be delayed too long. The best way to test one's readiness to teach is to begin teaching; however, actual teaching should not begin on the first or second day unless careful advance planning has been done.

### *Lesson Planning*

Lesson plans are required for each lesson taught during the clinical experience. Four lesson plans will be submitted into the LiveText system to be evaluated as part of the course grade. These will be on the formal Newberry College lesson plan format and be complete with reflection from the lesson. All other lesson plan requirements will be determined by the college supervisor. Some schools require specific lesson plan formats but all lesson plans must include the objectives, state standards, procedures, materials, and assessments. Lesson plans should be organized and located in a place that is easily accessible to the college supervisor during observation visits. The time and method of turning in lesson plans to the college supervisor will be determined by the supervisor.

All lesson plans must be reviewed and approved by the mentor teacher at least two days prior to teaching the lesson. This will give the intern time to make modifications if necessary. **Under no circumstances should the mentor teacher be placed in the position of reviewing a lesson plan on the same day the lesson is to be taught.**

### *Feedback to Interns*

Feedback from the mentor teacher on the intern's performance is extremely important to the intern's growth and development as a teacher. Either written or verbal feedback should be given frequently. The mentor teacher should provide the intern with formal written feedback on instruction using the Newberry College Observation Record Four times during each two placement setting and eight times during a single setting. This form should be reviewed with the intern and a copy shared with the college supervisor. In addition, the college supervisor will provide formal written feedback two times during each 7-week placement and four times during a single 14-week placement using the Newberry College Observation Record. This form will be reviewed with the intern in a formal conference as soon as possible after each observation. A copy of the college supervisor observation evaluation will be shared with the mentor teacher.



The intern should develop daily lesson plans that are turned in to the mentor **two days before** they are to be taught so that the mentor may discuss them and the intern revise them accordingly. Since the mentor teacher is responsible for the learning that takes place in the classroom, it is required that the intern be allowed to present a lesson only if the plan has been read and approved by the mentor teacher in advance.

Daily lesson plans should be of sufficient detail to allow the mentor teacher and the college supervisor to evaluate them and to allow the intern to use them with confidence. Pre- and post-assessments are needed in order to determine the impact the intern has on students in the classroom. In addition, the intern should complete a reflection in relation to the success of the students. Each plan should be flexible enough to meet changes that inevitably occur in lessons. Interns should be encouraged to anticipate potential difficulties in the teaching strategy and be prepared to handle any difficulties that may occur.

Interns sometimes, especially at the beginning, fail to plan enough lessons and activities because they misjudge the time the plan may take. They should be encouraged to plan more activities that can be used in case the original lesson and activities take less time than the intern estimates.

Normally it is advantageous for the mentor teacher to remain in the room during the intern's initial period of teaching. This arrangement permits the intern to focus complete attention on the lesson, knowing that the mentor teacher can handle problems of classroom control if necessary. As the intern gains self-confidence and the mentor teacher gains confidence in the intern, the intern should be left alone with the class for limited and reasonable periods of time.

At such times, the mentor teacher should be nearby where he/she can be reached on short notice, preferably within earshot of the classroom if facilities permit. The mentor teacher should know what is taking place in the classroom at all times and should not be absent from the school except on rare occasions and then only for the most pressing reasons. It is expected that the mentor teacher will counsel with the intern on a regular basis (period-by-period or day-by-day) for the purposes of reviewing the intern's work and maintaining an ongoing program of evaluation and feedback.

In preparation for conferences, the mentor teacher should analyze data collected during the observation and identify critical episodes, patterns, and learning outcomes. The conference should be held at a time and place free from interruptions and in as comfortable and relaxed a setting as possible. It should begin on a positive note and focus on only one or two important issues. The intern should be encouraged to identify what he/she does well by helping him/her to analyze teaching behavior and to plan steps for improvement. An effective conference consists of a mutual exchange of ideas. A written record should be made of major topics discussed and future plans or actions that have been agreed upon in the conference.



## RESPONSIBILITIES AND QUALIFICATIONS

Teacher candidates entering the internship are serious, well-rounded students who have made the commitment to pursue careers in education and are ready to invest the time, effort and hard work necessary to be successful.

The teacher education program provides teacher candidates with a common set of experiences through an introduction to education classes and courses in human growth and development, educational assessment, technology, and working with exceptional and diverse learners. In addition, candidates complete content and method courses in which they gain experience planning lessons and teaching in controlled situations. All teacher candidates will have had experience working with school-age students, but those experiences may vary depending on the individual's program area and life experiences.

### *Responsibilities of the Intern*

To ensure a positive and professional experience during the internship and to fulfill the experience requirements of the teacher candidate program, the candidate is expected to:

1. Establish contact with the mentor teacher prior to beginning the internship assignment. Contact information should be exchanged.
2. Become familiar with the community assigned for the internship.
3. Visit the school and district websites to build background.
4. Report to the principal when arriving at the school to begin the internship. Before reporting to your assigned school, consider introducing yourself via an email.
5. Report on time each day and to all activities and duties as scheduled.
6. Become familiar with and adhere to the rules applicable to students and teachers in the assigned school.
7. Participate in classroom management in partnership with the mentor. Identify physical/psychological factors of classroom management. Recognize the components of effective classroom management. Under the guidance of the mentor teacher, implement and reinforce effective management techniques.
8. Prepare all assignments with thoroughness and successfully complete EDU 480.
9. Welcome and ask for assistance, advice, feedback, coaching, and criticism from those charged with helping the intern become an effective teacher. Act on it appropriately.
10. Become a reflective practitioner. Learn from everyone around you, but especially from students and from your own mistakes.
11. Set an example for students in matters of dress and behavior and display the Newberry College Dispositions by demonstrating high standards of ethics and professionalism.
12. Submit complete, timely, and accurate records and reports requested by the teacher, school, and college.

## *The Mentor Teacher*

A mentor teacher is a teaching professional who meets the requirements as established by the Newberry College Department of Education. The mentor teacher serves as a role model, instructor, and coach for the clinical experience intern.

The public school mentor teacher must be certified in the field in which the intern is seeking certification, must agree to serve as mentor teacher, must have a minimum of three prior years of teaching experience, and should be recognized by supervisors and peers as a professional teacher with the ability to mentor. It is expected that all mentor teachers will be officially trained in the use of the ADEPT instrument. Newberry College offers free ADEPT Training two times per year in August and January.

The mentor teacher welcomes a qualified clinical experience intern into his/her classroom for one academic semester. The mentor teacher, in coordination with the Newberry College supervisor, is responsible for leading the intern through progressively challenging activities and structuring the activities so that the intern applies theory, pedagogical concepts, and content knowledge while developing practical professional skills.

The role of the mentor teacher is the most critical factor relating to the success of the clinical experience intern. Research indicates that the mentor teacher has the greatest and longest lasting influence on not only the clinical experience, but also continued growth during the internship and as a novice teacher long after the internship has ended.

Mentoring has many benefits:

- Mentoring enhances the mentor's own professional development.
- Mentoring lowers pupil-teacher ratio and increases one-on-one work with individual students.
- Mentoring presents an opportunity to learn from another professional and to team teach with that professional.

## *Qualifications*

In order to serve as a mentor teacher, a teacher must:

- Be approved by the principal and district staff.
- Model excellence in teaching.
- Exhibit high expectations for students.
- Demonstrate strong skills in planning, oral/written communications, collaborative decision making, judgment, and human relations.
- Possess strong instructional skills and current content knowledge.
- Display strong skills in collaborating with other teachers and parents.
- Have attained continuing contract status (3 years).

- Commit to the time and effort needed to serve as a mentor.
- Be ADEPT trained.
- Be trained in or be willing to participate in mentor training.

## *Guidelines*

Among the many responsibilities of mentorship, the mentor teacher:

- Familiarizes the intern with school policies.
- Orients the intern to the school and classroom.
- Is available to the intern, Coordinator of Clinical Experiences, and the college supervisor at the beginning of the clinical experience to review the procedures and expectations for the experience.
- Is available to the intern for consultation before, during, and after the school day.
- Provides the appropriate school planning format and plans with the intern.
- Conducts a minimum of four or eight (depending on the setting) formal classroom observations of the intern using the Newberry College Observation Record.
- Conducts a feedback conference following each observation to discuss strengths, weaknesses, and suggestions.
- Reviews the intern's lesson plans and provides feedback both before and after the intern teaches a lesson.
- Provides continuous evaluative feedback regarding effectiveness in preparing lessons, delivering instruction, managing the classroom, providing meaningful feedback to students, and demonstrating professional dispositions. The mentor teacher encourages reflection and self-analysis on the part of the intern. In addition, the mentor teacher must be open and honest about areas needing improvement, and provide assistance as appropriate.
- Participates in the evaluation of the intern's performance at midterm and/or at the conclusion of the clinical experience period, in collaboration with the college supervisor, using the Newberry College Intern Evaluation Form.
- Participates in the mid-term and/or final evaluation with the college supervisor and the intern to review the evaluation and provide suggestions.
- Communicates any areas of concern with the college supervisor as soon as possible.
- Assists the intern in developing skills in:
  - a. Providing for the needs of students and creating an atmosphere conducive to learning.
  - b. Awareness and use of a variety of teaching techniques, procedures, and instructional materials.
  - c. Classroom management techniques and the effective use of time.

- d. Assessment.
- e. Analyzing student data.
- f. Record keeping and record writing.
- g. Professionalism, by serving as a model professional teacher, and stimulating interest in professional organizations and literature.

### *The College Supervisor*

The college supervisor plays a key role in the clinical experience triad and serves as a link between the school and the college. Often, the college supervisor's role is facilitative; however, the role is also one of mentoring the intern, supporting the mentor teacher, and building a relationship with the assigned schools. The college supervisor facilitates a team approach and effective communication between the intern and the mentor teacher. Another important role of the college supervisor is to assist the intern in developing teaching competencies. The supervisor must determine the assistance needed and then use knowledge, skills, and resources to help the intern.

### *Qualifications*

A college supervisor is considered to be a master teacher in his/her area of expertise and demonstrates the professional dispositions required by Newberry College. Whenever possible, interns are placed under the supervision of a full-time faculty member. If a person is not a full-time instructor at Newberry College, then the following qualifications must be met for adjunct college supervision:

- Former teacher and/or instructional administrator (i.e., principal, assistant principal, supervisor, coordinator) in a public school system
- At least five years of successful, full-time teaching within the content area of supervision
- Written or verbal recommendations of former supervisors or administrative colleagues
- Current or former state teacher's license
- Endorsement in the same level and broad-subject area as intern
- Master's degree

### *Responsibilities*

Among the responsibilities of the college supervisor, the college supervisor:

- Serves as the college liaison and primary contact person by working with the principal, mentor teacher, and the intern
- Attends college supervisor meetings at the beginning of the semester and other meetings that may be called throughout the semester
- Meets with the assigned interns and mentor teachers early during the experience to review procedures and set expectations for the semester
- Conducts a minimum of four observations using the Newberry College Observation Record
- Conducts a feedback conference after each observation visit to discuss strengths, weaknesses, and suggestions
- Shares observation results with the mentor teacher
- Develops an improvement plan, or contract, if appropriate
- Participates in evaluation conferences of the intern's performance at the mid-term and conclusion of the experience
- Posts the mid-term and final evaluation results in Live Text
- Submits the final EDU 480 Internship grade to the registrar

## **POLICIES AND PROCEDURES**

### ***Appropriate Attire and Appearance***

The policies and culture of each individual school and the nature of the instructional activities define permissible dress and grooming. Interns are expected to maintain standards of dress and appearance that conform to the established policies of local schools and not those of the college campus. Interns are expected to follow standards of dress that promote the education profession and that serve as positive models for students and the community. Newberry College clinical experience interns are expected to meet or exceed the schools' expectations for appearance and behavior. Interns should dress professionally at all times in the schools, typified by slacks, skirts, collared shirts, ties (if applicable), etc. It is the intern's responsibility to become familiar with the school's expectations for faculty appearance. For example, some schools allow staff to wear denim apparel such as jeans on select days; other schools do not allow denim or sleeveless tops on any day. Interns should have a general discussion on choices of attire with both the mentor teacher and the college supervisor prior to the first day of the experience.

### ***Interns and Substitutes***

The certified mentor teacher remains legally responsible for what happens in his/her classroom. In situations where the regular teacher must be absent, a professional employee of the school or a substitute from the school's approved list should assume responsibility for the students in the classroom. An intern may continue to teach any or all lessons in the absence of the regular teacher, as long as he/she is supervised by a professional employee who is readily available to assist the intern.

The internship experience is a learning experience, and the intern is not yet a licensed professional. For these reasons, among others, interns should not be sent throughout the building to cover classes because a regular teacher is absent, nor should their presence in the school provide an opportunity for the mentor teacher to be used as a "free" substitute. Being a mentor teacher is hard work which requires the mentor to be nearby at all times.

### ***Attendance***

There is no such thing as a "cut" during internship. An intern should be absent only in case of illness or emergency. The intern must notify the mentor teacher or principal (according to school procedures) and the college supervisor as soon as possible and always before the absence. It is sometimes necessary for an intern to be absent because of college-related events in which the intern is an indispensable participant. These absences must be planned with the mentor teacher well in advance to provide for the required adjustments in responsibility. Under no circumstances shall absences, for whatever cause, reduce the number of internship days. Because "make-up"

days for interns are very difficult to schedule, interns are urged to keep all absences to the absolute minimum. Any missed days or partial days must be made up.

Interns follow the academic calendar of the school district in which they are assigned.

### ***Changes in Placement***

In the event that the mentor teacher is unable to perform the supervisory function, the intern will be reassigned. The principal, college supervisor, and coordinator of clinical experiences will determine whether the intern will be reassigned in the same school or moved to another setting.

### ***Confidential Information***

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, health records, academic records, IEPs, family histories, and more. Interns are held to the same legal and professional standards as full-time teachers with regard to confidential information. In accordance with the *Family Educational Rights and Privacy Act (FERPA)*, interns must refrain from discussing information related to the students with whom they are working. FERPA training is provided to interns prior to the clinical experience. Questions from the intern regarding confidentiality policies should be directed to the mentor teacher and/or the college supervisor.

### ***Identification Badges***

Schools are secure environments and access to schools is controlled. In recognition of the schools' efforts to ensure safety and security of students and staff, Newberry College interns are required to wear an identification badge when in the school. A discussion with the mentor teacher prior to the first day will determine if the Newberry College identification badge is permissible or if the intern will need a personal school badge.

### ***Inclement Weather***

On days when the weather is questionable, interns should listen to the local radio/television station or the school district's website to find out about school closings, delayed openings, or other modifications to the schedule. Please do not call the school for information. Announcements are generally available on the radio/television stations and district websites by 6:30 a.m. Interns will follow the school's inclement weather schedule and NOT Newberry College's schedule. Because of the differences in weather conditions from place to place, if the roads are unsafe in Newberry and interns must drive to an area that is not experiencing weather difficulties they must call the mentor teacher for advice. Any days missed because of weather will be made up according to the district's policy.

## ***Professionalism***

Interns must at all times conduct themselves in a manner that is consistent with professional, ethical, and moral standards as stated in the Newberry College Professional Dispositions. Failure to do so may result in termination of the clinical experience.

Sometimes in school settings, interns observe questionable practices and actions in regard to race, religion, policies, and sexuality. It is important for interns to remember that public schools are not forums for individual expressions and personal agendas. If an intern observes inappropriate behavior, he/she should contact the college supervisor.

In addition, interns should refrain from contact with their students outside of the classroom. This includes communication through electronic sources other than school email for the purposes of relaying school assignments and answering students' academic questions. For example, communicating with students through a social network medium such as MySpace, Facebook, or others is considered inappropriate contact. Also interns should not convey to students any personal websites, personal spaces, or personal blogs that he/she may have developed.

**\*Interns must always be above reproach in regard to interaction with students and the school community.**

## ***Schedule***

Interns are expected to follow the same schedule as the mentor teacher and assume all normal responsibilities. Check in and out times should be the same unless the mentor teacher is performing additional paid work for the school after regular school hours. Interns are required to attend professional development days provided by the school. They are encouraged to participate in parent and other conferences and attend extra-curricular activities in which students are involved. Interns are not permitted to leave campus during school hours, leave early, or arrive late.

EDU 483 Internship Seminar will be held on Thursday evenings 4:30-7:15. Interns may need to leave school a few minutes early if in a school more than 10 miles away. Interns are required to attend all seminar classes.

## ***Transportation***

In order to provide the most diverse and appropriate clinical experience, interns are assigned to schools that are in different school districts and towns. While the college strives to provide the most convenient placement for interns, the quality of the clinical experience takes first priority; therefore, some commutes may be longer than others. Interns are usually assigned to schools in groups so carpooling should be considered if possible. Interns will be responsible for all transportation expenses. Transportation of public school K-12 students to and from schools to related school activities will NOT be provided in automobiles belonging to or driven by interns.



## SUGGESTED CHECKLIST FOR MENTOR TEACHERS

### *Prior to the Intern's Arrival*

- \_\_\_ Inform students of the intern's arrival
- \_\_\_ Gather a set of textbooks that the intern will be using. Be sure to include manuals when available
- \_\_\_ Prepare yourself to share your space, students, successes and trials

### *Day of Intern's Arrival*

- \_\_\_ Have principal or designee give intern an orientation to the school
- \_\_\_ Introduce intern to teachers in neighboring rooms
- \_\_\_ Provide intern with a desk or table for his/her things
- \_\_\_ Explain the unit/content you are currently teaching
- \_\_\_ Explain the facilities and procedures for parking, lunch, and restroom
- \_\_\_ Give the intern a seating chart(s)
  
- \_\_\_ Introduce the intern in a way that will give him/her some status.  
Example - "This is Mr. Jones who will be our second teacher (or co-worker) this term. He has had many experiences that will be of special help to us. We are glad that he is going to be here with us. He will be teaching, making assignments, and grading work like I do, and those grades will count just as mine do."
- \_\_\_ Encourage the intern to look for certain characteristics in students – those who respond quickly, those who seem reticent, those who are not too attentive, etc
- \_\_\_ Encourage the intern to associate names with faces as quickly as possible
- \_\_\_ Invite him/her to be one of the group – walking among students when you do
  
- \_\_\_ Confer with intern on his/her observation of pupils in the room
- \_\_\_ Confer with intern on school routine and procedures

*[Continued on next page]*

### *During Intern's First Week*

- \_\_\_ Acquaint intern with available facilities and people  
(i.e., procedures for book and audio-visual equipment checkout and use; location of art and school supplies; introduce to secretary, nurse, custodians, and others; lend a teacher or policy handbook if available; explain behavior expected of students in halls, outside, lunch room, etc.)
- \_\_\_ Provide an overview of the school and its services to students
- \_\_\_ Explain the philosophy of the school, objectives, mission, etc.
- \_\_\_ Discuss your philosophy of education

### *Early Participation Activities for the Intern*

- \_\_\_ Grade papers and record grades
- \_\_\_ Listen to students read or help a small group with work
- \_\_\_ Work with an individual pupil who is having problems
- \_\_\_ Scan tests and library books
- \_\_\_ Relate an interesting experience correlated to class discussion
- \_\_\_ Practice writing on boards
- \_\_\_ Assume routine tasks

### *Early Weeks of Teaching (Part-Time to Full-Time)*

- \_\_\_ Check lesson plans carefully (should receive these 2 days prior to teaching the lesson)
- \_\_\_ Make suggestions that will improve intern's planning
- \_\_\_ Evaluate intern's teaching both as to strengths and weaknesses, and guide the intern in assessing his/her own lessons and teaching
- \_\_\_ Let intern take on additional responsibilities gradually
- \_\_\_ When you know the intern can handle the situation, leave the room for short periods of time when he/she is teaching
- \_\_\_ Never criticize the intern in front of students, other teachers, parents, or administrators.
- \_\_\_ Try not to interrupt the lesson while the intern is teaching unless there is a serious problem with content or student understanding (confer after class)
- \_\_\_ Expect the intern to attend all professional meetings and school duties that are required of you.
- \_\_\_ Build up the intern's self-confidence through positive reinforcement

*[Continued on next page]*

### *Full-Time Teaching*

- \_\_\_ Check lesson plans each week prior to the intern's teaching
- \_\_\_ Encourage the use of the intern's ideas and strategies even if they differ from your way of doing things
- \_\_\_ Set high standards and expect your intern to meet them
- \_\_\_ Leave the room for extended periods of time
- \_\_\_ Expect the intern to take on all classroom tasks as if this was their classroom
- \_\_\_ Regularly provide feedback to the intern on all aspects of teaching

### *Suggested Discussion Topics*

- \_\_\_ Help intern gain an understanding of the basic principles of teaching and learning through his observations of you and through attention to readiness, planning, motivation, principles of learning, characteristics and needs of students
- \_\_\_ Help intern evaluate his/her own teaching specifically discussing the "why" behind the successes and areas in need of improvement
- \_\_\_ Discuss your strategies and procedures for evaluating lessons, assessing pupils, creating bulletin boards, integrating technology, questioning, developing assignments and activities
- \_\_\_ Help intern understand the necessity of developing good personal relationships with peers, students, and parents
- \_\_\_ Help intern learn to develop classroom management that promotes effective learning
- \_\_\_ Help intern learning the responsibilities of being a member of the teaching profession
- \_\_\_ Help intern to have respect for and display personal integrity
- \_\_\_ Help the intern see the need for continual, lifelong learning through reading, course work, and professional development opportunities
- \_\_\_ Discuss your procedures for late work, make-up work, and overall grading philosophy

## **SAMPLE TIMELINE FOR 7 WEEK PLACEMENT**

WEEK ONE	Orientation and observation Detailed observation Assisting mentor teacher
WEEK TWO	Possible co-teaching Begin teaching - 1 class/prep and more by the end of the week
WEEK THREE	Full-Time Teaching
WEEK FOUR	Full-Time Teaching
WEEK FIVE	Full-Time Teaching
WEEK SIX	Full-Time Teaching Return 1 prep to mentor teacher at start of the week Return other preps to mentor teacher by end of the week
WEEK SEVEN	Observe other teachers within the school

## **SAMPLE TIMELINE FOR 14 WEEK PLACEMENT**

WEEK ONE	Orientation and observation
WEEK TWO	Detailed observation Assisting mentor teacher Possible co-teaching
WEEK THREE	Begin teaching 1 class/prep
WEEK FOUR	Full-Time Teaching
WEEK FIVE	Full-Time Teaching
WEEK SIX	Full-Time Teaching
WEEK SEVEN	Full-Time Teaching
WEEK EIGHT	Full-Time Teaching
WEEK NINE	Full-Time Teaching
WEEK TEN	Full-Time Teaching
WEEK ELEVEN	Full-Time Teaching
WEEK TWELVE	Return 1 prep to mentor teacher
WEEK THIRTEEN	Return other preps to mentor teacher
WEEK FOURTEEN	Observe other teachers within the school