

UAFS[®]

UNIVERSITY OF ARKANSAS - FORT SMITH

School of Education

Internship Handbook

2016-2017

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PART I

Intended Candidate Outcomes for the Teacher Education Program:

The following ten intended candidate outcomes reflect the minimum performance standards required of novice professional educators at the University of Arkansas – Fort Smith:

InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0:
A Resource for Ongoing Teacher Development (2013)

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

University of Arkansas Fort Smith School of Education
Student Disposition Rubrics

COLLABORATION		
<i>The act of working with another person or group in order to achieve or do something.</i>		
<p>Candidate demonstrates a lack of motivation or unwillingness to interact with faculty, peers, learners, families and other professionals.</p> <ul style="list-style-type: none"> • Communicates poorly or inappropriately. • Contributes to group efforts in ways that are not always positive or effective. • Makes inappropriate responses to the ideas of others. • Fails to access appropriate professional resources in order to improve the overall learning of students. • Is uncooperative with or unresponsive to University, school and/or community personnel who seek resolution to problems. 	<p>Candidate models and encourages positive interaction with faculty, peers, learners, families and other professionals to achieve a common goal.</p> <ul style="list-style-type: none"> • Communicates effectively and appropriately. • Makes positive contributions to group efforts. • Responds to requests for collaboration in a positive manner. • Responds without bias to the ideas of others. • Collaborates with other professionals to improve the overall learning of students • Cooperates with University, school, and/or community personnel to seek resolution to problems in a respectful and reflective manner. 	<p>Candidate meets expectations for all of level two plus:</p> <ul style="list-style-type: none"> • Models exceptional communication skills. • Seeks out opportunities to make substantive and meaningful contributions to the group effort. • Volunteers to participate in collaborative efforts. • Responds respectfully and consistently to the ideas of others.
REFLECTION		
<i>Serious thought or consideration.</i>		
<p>Candidate responds negatively to constructive feedback or does not make changes to address legitimate concerns.</p> <ul style="list-style-type: none"> • Communicates a lack of appreciation for the feedback of others. • Demonstrates a lack of appreciation for the ideas and opinions of others. • Loses emotional control when presented with concerns. 	<p>Candidate responds constructively to professional feedback, making appropriate changes to address legitimate concerns.</p> <ul style="list-style-type: none"> • Makes others aware that feedback is valued. • Considers the ideas and opinions of others with an open mind. • Maintains emotional control when presented with concerns. 	<p>Candidate meets expectations for all of level two plus:</p> <ul style="list-style-type: none"> • Solicits feedback from others. • Seeks clarification and/or assistance as needed.

INTEGRITY

The ability to demonstrate truthfulness to oneself and to others; demonstrate moral excellence, trustworthiness, professional and ethical behavior in all activities and dealings with university faculty, peers, students, teachers, and school personnel.

<p>Candidate engages in behavior that negatively impacts the appearance of honest and forthright behavior in activities and dealings with university faculty, peers, students, teachers, and/or school personnel, thus giving an appearance of the lack of personal integrity.</p>	<p>Candidate demonstrates recurrent honest and forthright behavior in activities and dealings with university faculty, peers, students, teachers, and school personnel.</p> <ul style="list-style-type: none"> • Exhibits no evidence of lying, cheating, plagiarizing, or any other type of deception. • Gives no appearance of the lack of personal integrity. • Maintains appropriate confidentiality at all times. • Complies with all rules and regulations appropriate to the school setting. • Follows professional code of ethics • Maintains appropriate interpersonal relationships in all settings. 	<p>Candidate meets expectations for all of level two plus:</p> <ul style="list-style-type: none"> • Demonstrates unfailingly honest behavior in all activities and dealings with university faculty, peers, students, teachers, and school personnel • Gives his/her all in ensuring that there is no appearance of lack of personal integrity • Demonstrates a pure sense of honesty, integrity, and ethics in any context.
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LEARNING INITIATIVE

The power or ability to begin or to follow through energetically with a plan or task for learning.

<p>Candidate makes little attempt to gain knowledge beyond what is assigned.</p> <ul style="list-style-type: none"> • Completes some but not all assignments. • Shows no interest in professional opportunities. • Exhibits little initiative for scholarly activity. • Projects a negative self-image or lack of concern for engaging in dialog with others. 	<p>Candidate demonstrates a commitment to remain current in knowledge of subject area content.</p> <ul style="list-style-type: none"> • Completes all assignments on time and at acceptable performance levels. • Attends professional development programs as required and/or recommended by faculty or administration. • Reads professional journals and researches topics as needed to participate in content area or grade level discussions. • Exhibits a positive self-image as reflected in appropriate appearance, speech, and behaviors. 	<p>Candidate meets expectations for all of level two plus:</p> <ul style="list-style-type: none"> • Exceeds expectations in consistently identifying and participating in opportunities to increase or extend both personal and professional learning. • Demonstrates leadership in scholarship by presenting at local, state, or national meetings/ conferences and/or publishing in professional journals. • Exemplifies a high degree of self-efficacy in interacting with others.
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RESPONSIBILITY

The act of being accountable for a duty or task that one is required or expected to do.

<ul style="list-style-type: none"> • Misses class frequently (more than twice during the semester), and/or was absent from an assigned training session or field experience. • Was late for class or left early on more than two occasions. • Turned in assignments late on more than one occasion. • Does not demonstrate appropriate demeanor or fails to follow class norms such as not texting and not personal web surfing during class even after directed by the instructor. • Does not maintain professional appearance appropriate to the setting. (Higher expectations for this during the internship). • Does not attend to personal hygiene. 	<ul style="list-style-type: none"> • Misses at least one class, and/or one training session or field experience. • Arrives to class late or left early at least once during the semester. • At least once during the semester, turned in assignments late. • Demonstrates appropriate demeanor frequently, and follows class norms such as not texting and personal web surfing after being directed by the instructor. • Maintains professional appearance and hygiene appropriate to the setting after direction from the instructor. 	<ul style="list-style-type: none"> • Is always present for class, and/or training sessions and field experiences. • Arrives to class on time and stays for the duration of class. • Turns in assignments on time without fail. • Demonstrates appropriate demeanor in class at all times; maintains focus and attention on learning without direction from the instructor. • Maintains unflinching professional appearance and hygiene appropriate to the setting without directions from the instructor.
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RESPECT

Due regard for the feelings, wishes, rights, or traditions of others.

<p>Candidate exhibits lack of respect for self and others. There is minimal evidence or no evidence of appreciation for the knowledge and expertise of others.</p> <ul style="list-style-type: none"> • Addresses others without use of proper titles. • Demonstrates a lack of regard for the opinions of others. • Argues with those in authority and/or fails to adjust behavior based upon professional feedback. • Exhibits lack of self-control, especially in stressful situations. • Resists following established channels of communication. • Misuses the property of others. 	<p>Candidate models behavior that is respectful of self and others.</p> <ul style="list-style-type: none"> • Uses proper titles when addressing others. • Considers the opinions of others without bias. • Accepts decisions made by those in authority and adjusts behavior based upon professional feedback. • Maintains self-control and a positive perspective even in stressful situations. • Follows established channels of communication. • Respects the property of others. 	<p>Candidate meets expectations for all of level two plus:</p> <ul style="list-style-type: none"> • Demonstrates deference and appreciation of the knowledge and expertise of others, including teachers, supervisors, peers, and students.
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DIVERSITY

Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

<p>Candidate:</p> <ul style="list-style-type: none"> • Does not participate in conversations about diversity in positive ways • Makes comments that indicate frustration and irritation towards issues of diversity in the classroom. • Exhibits interest in exploring cultural and diverse perspectives, but does so from own experiences and perspective. • Struggles with different views eventually dismissing them as something the candidate will not have to deal with. 	<p>Candidate:</p> <ul style="list-style-type: none"> • Makes comments that recognize different perspectives • Actively encourages value differences as a topic of conversation • Welcomes ideas of diversity • Includes references towards diversity in conversation 	<p>Candidate:</p> <p>Meets expectations for all of level 2 plus</p> <ul style="list-style-type: none"> • Seeks out, respects and applies multiple perspectives • Actively uses diverse views in class planning and conversations. • Recognizes own bias and understands impact of own beliefs.
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General Information

Description of Student Internship

Student Internship is the culminating field experience of the teacher education program in which the prospective teacher is placed in the public school according to the requirements of the Arkansas State Department of Education. During this time, the intern observes, assists, and gradually assumes full responsibility for classroom instruction under the direction of the mentor teacher and university supervisor. The internship is considered by many to be the most important phase of the student's professional preparation program because this is the time the student applies and tests the principles, theories, and methods learned in the teacher education program. Through internship, the student experiences the many facets of a professional teacher's role and gains a deeper understanding of teaching, students, and schools.

Schools that serve as sites for the internship are located in close proximity to the University of Arkansas – Fort Smith. Interns are placed in public school settings that include students with exceptionalities and diverse ethnic, racial, and socioeconomic backgrounds.

Objectives

The internship experience will provide students with opportunities to:

1. Experience all roles of a professional teacher (instructional and non-instructional) through planned, sequenced activities in a 16-week program.
2. Apply principles and methods from the knowledge base of the professional program.
3. Utilize alternative strategies to increase student learning.
4. Gain experience working with students from different cultural and socioeconomic backgrounds.
5. Observe and practice classroom management strategies.
6. Demonstrate the value of self-evaluation and reflective teaching.
7. Create or select evaluation strategies that are appropriate for the students.
8. Communicate about and discuss all phases of experience with both the school site mentor and the university supervisor.
9. Receive feedback from structured observations, including conferencing and suggestions for improvement, from the school site mentor and university supervisor.
10. Gain knowledge of classroom and school practices and policies.
11. Gain knowledge of parent involvement activities and practices.
12. Become a professional teacher through self-evaluation, problem solving, and reflection about teaching and learning.

Professional Seminar

All interns participate in a two-credit hour professional seminar during the internship semester. The purpose of this seminar is to link the university/school experience and practice to the knowledge base of the professional program. Interns are encouraged to engage in problem solving, self-analysis and reflection about teaching and learning. Topics may vary depending on licensure area and student teacher needs, e.g., classroom management, methods of teaching, and working with parents.

The expertise of classroom teachers and others may be used to extend learning and enhance the growth of student teachers. Interns must attend all seminars. Make-up assignments will be required for absences. The seminar schedule should be provided to the mentor by the intern.

PART II

POLICIES AND PROCEDURES FOR INTERNSHIP

Each semester the Coordinator of Field Experiences develops a calendar for the internship. This calendar provides the dates for the professional seminars and the beginning and ending dates for internships. All interns must complete at least 16 weeks of internship.

Interns are expected to follow the arrival and dismissal times established by the school for its regular teaching staff and to follow the mentor teacher's daily schedule, including any assigned lunch, bus, or playground supervision. Attendance at all faculty meetings, staff development workshops, open house parent-teacher conferences, and other professional activities is expected.

Interns follow the calendar and holiday schedule of the school district to which they have been assigned not the University calendar or holiday schedule.

Interns should dress professionally at all times except in special events at individual schools. Interns dressed inappropriately should be asked to leave and return only when dressed to meet the requirements of internship.

Interns are expected to be at their assigned schools every day. Absences from student teaching are acceptable only in the case of personal illness or death in the immediate family. In case of illness or a death in the family, the intern must contact the mentor teacher and university supervisor as early as possible but no later than 7:00 a.m. the day of the absence. Interns will be allowed two days of personal leave which may be used for personal business or interviews for teaching positions.

Interns may observe in other classrooms. However, the intern must make a written request in advance and have the request approved by the mentor teacher and University supervisor. Use the weekly report form in LiveText (see page 30 of handbook).

Excessive absences for any reason may result in extension of the internship experience or withdrawal. Excessive absence is defined as over four days (including personal leave).

Interns should not be used as substitute teachers. If an emergency arises and a substitute teacher is needed in another classroom, the intern could be allowed to assume responsibility for the mentor teacher's classroom while the mentor teacher serves as a temporary substitute teacher in the other classroom until a substitute arrives.

It should be noted that interns may teach without the mentor teacher being present in the room. However, interns should not be left alone in the classroom until they are familiar with school procedures and are experienced enough to assume responsibility for the class.

The internship experience consists of placement of the prospective teacher a public school according to the requirements of the Arkansas State Department of Education and a Capstone Seminar course. Additional coursework during the internship must be approved by the Coordinator of the School of Education.

Internship is a full-time academic responsibility. Public schools have expectations for the achievement and growth of their students. Therefore, interns must be prepared to devote their time and energy to student teaching duties and providing the best possible instruction and learning environment for the students. Outside employment during internship may impede teaching performance and is highly discouraged.

Interns should follow the local school district rules and regulations and school's policies as they apply to regularly employed staff. Interns should become thoroughly familiar with school policies, handbooks, and emergency procedures.

Interns should not administer corporal punishment to students under any circumstances.

If a change of placement or withdrawal is necessary the school district or the University may request removal of a student from the field setting after discussion of the situation with all parties. Withdrawal procedures are the same as for other University classes. Decisions concerning subsequent field placement are made by the School of Education faculty and the Coordinator of Field Experiences.

PART III

Recommended Roles/Responsibilities/Schedules for Internship

INTERN'S ROLE:

- Be involved in classroom activities from day one. Get to know your students. Help teacher with classroom routines. Take initiative and be enthusiastic! Use fairness at all times when dealing with students. The students are your #1 responsibility!
- Be on time, (if absent, contact your mentor, school, and supervisor no later than 7:00 a.m). Be professional at ALL TIMES (in dress, speech, attitude), and conform to all school policies (school handbook).
- Be courteous to all school administrators, teachers, and personnel.
- Observe and learn classroom rules and procedures; continuously work on your own classroom management.
- Recognize and assume responsibility for handling confidential information. Never speak “out of school” about your mentor, students, or school. Respect for all is key to your success.
- Meet with mentors daily to prepare for any duties the mentor needs you to perform. Listen to and respect your mentor at all times. Be ready to adjust to, rather than try to change, the situation in your assigned classroom.
- **Be prepared to teach at any time**. It can be part of a lesson such as short morning lessons, read alouds, bell-ringers (first 2 weeks). Teach as much as possible, co-teach whenever possible. Cooperate and collaborate at all times with your mentor.
- Reflect, reflect, reflect! Ask questions, and self-reflect through weekly reports and your own personal system of self-evaluation. This is a learning experience-make the most of it for personal and professional growth!
- Work with small groups and individuals from beginning of internship until end of internship.
- Plan lessons with mentor (**MUST PRESENT MENTOR WITH LESSON PLANS BEFORE TEACHING THE LESSON**).
- Be responsible for everything in the classroom for a minimum of **2 weeks** (refer to internship phase in/out suggested time frame page 23 of handbook). The mentor can be in the classroom for the full time or can leave intern to teach completely on own for part of day, but because of discipline issues, intern should be able to quickly locate his/her mentor.
- Teach, co-teach, and work with students (groups or individuals) as much as possible.
- Attend and participate as assigned in all school meetings (such as grade level/teams, after school, PTO, parent-teacher conferences).
- Stay in weekly contact with your University Supervisor—report absences, changes in schedules, turn in assignments when due (turn assignments in early for feedback—DON'T BE LATE).

- Schedule visits to other classes in building or in surrounding districts during last 2 weeks of internship. Advance arrangements must be made with mentor and site to be visited. University supervisor should be notified about intern's planned visits.
- Use the 2 business days to take applications to schools and/or interview for a position, etc. Again, your mentor and university supervisor should be notified prior to absences from your school.
- Remember interns have a total of 4 absences; if there are more than 4 the intern may be required to make up days). **Coordinator of Field Experience, mentor and university supervisor may need to meet with intern when absences exceed 4 days.**

MENTOR'S ROLE: ENCOURAGE, COLLABORATE, AND GIVE FEEDBACK

- Accept and introduce intern as teacher -in-training/co-teacher.
 - Get to know intern and plan for a personal space for your intern in the classroom. Collect and give intern any textbooks or curriculum materials needed.
 - Help intern learn about the students and total school environment (people and places).
 - Give intern all information about the school (handbook, main office personnel, phone numbers, e-mails, daily schedule including duties, dress code, etc.)
 - Involve intern in all major responsibilities and procedures of your classroom (lesson planning, deadlines, grade book, cumulative folders, attendance keeping and grading procedures, grade level/team meetings, short and long range semester plans for curriculum).
- Emphasize confidentiality.**
- Plan lessons cooperatively, model a variety of strategies, assist intern with expectations of content knowledge (i.e., state frameworks, common core)
 - **Make decisions together about how and when intern begins teaching responsibilities; assumes partial and full responsibilities and what those entail; how and when intern gives classroom responsibilities back to mentor. Early childhood interns can begin partial or short lessons within the first weeks; middle level and secondary interns normally start teaching 1 class then teach no fewer than 3 classes, and no more than 5 during internship and are not to be involved in more than 3 different preps. All interns should work with small groups, individuals, and/or co-teach throughout internship. Always encourage, give constructive feedback, and acknowledge success.**
 - Allow intern to teach independently for a minimum of **2 weeks** (see timeframe in handbook page 23). Mentor can be in classroom for the full time or can leave intern to teach completely on own for part of day, but because of discipline issues, intern should be able to quickly locate his/her mentor). Teacher and intern **decide together** when intern starts teaching and ends teaching responsibilities. Teacher and intern can co-teach throughout internship.
 - Provide intern with professional growth when available through workshops and professional development.
 - Give as many opportunities as possible for the intern to interact with parents.

- Observe and give intern constructive feedback on lessons, classroom management, and any other additional responsibilities. Hold regular and impromptu conferences with intern.
- Assist intern with planning for visits to other classrooms or schools during last 2 weeks.
- Fill out and return any assessments from university related to intern's progress.
- Meet with university supervisor whenever possible, assist university supervisor in assigning grade, and complete a recommendation for intern, if you choose.
- **CONTACT THE UNIVERSITY COORDINATOR OF FIELD EXPERIENCE IMMEDIATELY IF A SERIOUS PROBLEM ARISES OR IF THERE IS ANY INDICATION THAT THE INTERN MAY BE UNABLE TO SUCCESSFULLY COMPLETE THE INTERNSHIP.**

UNIVERSITY SUPERVISOR'S ROLE: SUPPORT, ENCOURAGE AND ASSESS INTERN, AND COLLABORATE WITH MENTORS IN SCHOOLS

- Visit schools (4 times—1 initial visit [during first 2 weeks], 3 observation visits, 1 final evaluation meeting visit conducted with the mentor teacher). Do 3 evaluations on Danielson's Performance Assessment Tool with pre and post conferences. If there are weaknesses and a plan of improvement, an additional observation will be made. The Coordinator of Field Experiences can also be called in to observe in these situations.
- Hold an initial orientation with your interns to discuss procedures, visits, and evaluations. Also, you may meet during seminar week when interns are on campus.
- Work with interns and mentor teachers to solve problems. Be proactive!
- Review intern's daily/weekly schedule; 4, 8 and 12 week reflections; and enter **Disposition Evaluations at week 4, 8, and 12 on LIVETEXT. If problems arise, address immediately.**
- Continue to review intern's weekly reports, lesson plans, and edTPA progress—give intern feedback as needed. Encourage interns to self-reflect continuously.
- Hold on-site meetings with mentor whenever possible, share email/phone communications with mentor. Answer any questions mentor has or refer them to Coordinator of Field Experience. **Be a communicator!** Get acquainted with principals/vice principals/secretaries whenever possible when on their campus. Throughout internship, continue to be available to mentor and intern.
- Consult with Coordinator of Field Experiences if problems arise (ASAP).
- Support intern by listening, guiding, helping with resources, recommending ways to improve and strengthen teaching, and cheerleading!
- Have a conference after every observation and go over Danielson's Performance Assessment Tool; ask intern for strengths and weaknesses; and intern's plan to improve skills. Give constructive feedback every time!
- Meet with mentors **during each visit**; if not possible to meet, get there a little early and ask mentor if there are any concerns that need to be addressed.
- Meet with mentor and intern after third observation to establish a time for summative evaluation.

- Evaluate the edTPA for Local Evaluation in LiveText.
- Complete a Summative Evaluation and UAFS Disposition form for each intern in Livetext.

PART IV

ROLES AND RESPONSIBILITIES OF OTHER PROFESSIONALS INVOLVED IN THE INTERNSHIP EXPERIENCE

The Superintendent and Board of Education should:

1. Show interest in having interns placed in the school system.
2. Provide adequate facilities and instructional material for effective teaching.
3. Assist the site-based principals and mentoring teachers in creating constructive attitudes in the school and community towards interns.
4. Assure that the schools exemplify high standards of education.
5. Assist mentoring teachers in adjusting their work to absences that are necessitated by participation in the teacher education program.

Role and Responsibilities of the Other Teachers in the School

Other teachers should:

1. Help to create a professional climate in the building so that the intern may work with professional people. Build and maintain this climate in the teachers' lounge, cafeteria, and work areas.
2. Extend professional ethics to include the intern by refraining from:
 - Adverse criticisms on the teaching profession.
 - Criticisms of other teachers and the school.
 - Betrayal of confidence concerning students, teachers, and parents.
3. Accept the intern as a member of the staff.
4. Provide guidance and assistance to the intern as would be accorded any new teacher. Formative feedback concerning the intern's deficiencies should be directed to the mentor teacher.
5. Plan with the principal, mentoring teacher(s), and intern for observations of one's classroom when requested.
6. Share with the intern the personal materials, knowledge, and insight gained through the teaching experience.

Role and Responsibilities of the Coordinator of Field Experiences

The Coordinator is responsible for planning and overseeing the Internship Program at all sites. The Coordinator is responsible for maintaining a high-quality program and collecting information necessary to determine its effectiveness.

The Coordinator of Field Experiences should:

1. Provide leadership to personnel who work with the interns in establishing criteria for selecting school sites and mentoring teachers, and in admitting students to the internship program.
2. Locate and secure qualified mentoring teachers, field-based sites for the internship experience for all teacher preparation programs.
3. Acquaint administrative personnel in the field-based sites with the overall policies regarding the internship experience.

4. Help establish policies and agreements with school administrations and Board of Education in the cooperating systems regarding the placement of interns and the operation of the internship program.
5. Place interns in field-based sites with the help of superintendents, principals, and mentoring teachers.
6. Notify principals and the mentoring teachers of the date on which interns are expected to report to the school to begin work and of the date on which interns are expected to return to the University campus.
7. Provide leadership in promoting the training program for mentoring teachers.
8. Assist in preparing and providing suggested guidelines for mentoring teachers to assist them in their work.
9. Assist in systematic evaluation of the internship experience for all programs.

Role of the Field-Site Principal

The role of the principal is to provide leadership so that educational environment is such the internship can be successful. In order to create such an environment, suggestions for the principal are as follows:

1. Assist in assigning interns to the most competent INTERN OBSERVATION TOOL, which is trained teachers in the desired areas and levels of licensure. Mentor teachers should be good role models. They should be committed to assisting and supporting the intern in assuming the duties of a professional teacher.
2. Orient interns to the school. Topics might include school background (description of community, history, enrollment, philosophy, goals), school policies (rules and regulations), discipline, safety, emergency procedures), faculty expectations (meetings, duties, in-service, etc.), and extra-curricular activities (PTA/PTO open house, after-school activities, athletics).
3. Provide or make available written policies and handbooks to the intern. Discuss important procedures with the interns at the beginning of the internship.
4. Provide leadership in explaining the internship process to the staff, students, and community.
5. Communicate with the University supervisor about the progress of interns and participate in conferences as needed.
6. Communicate with the Coordinator of Field Services concerning any problems or questions which arise during the intern's teaching experience.
7. If possible, observe the intern when teaching a lesson and give feedback to the intern.

PART V**EVALUATION OF THE INTERN**

Evaluation of the intern is a continuous process. The evaluation procedure is explained to, and discussed with, the intern who becomes a part of the evaluation team. Areas of strengths and weaknesses are discussed along with specific suggestions and recommendations. Formative evaluation will be on-going.

Performance Assessment Tool: Interns will be evaluated four times during the semester using the Performance Assessment Tool criteria. Interns will submit one complete self-evaluation during the semester.

Disposition Evaluation: Interns will be evaluated during the semester using the Disposition Evaluation Rubric in LiveText.

In addition, the mentor teacher will be asked to evaluate the university supervisor. The purpose of the evaluation process is to improve the clinical experience for the University of Arkansas - Fort Smith.

Summative Assessment: The Summative Assessment consists of the Danielson's Performance Assessment Tool used by the supervisor, mentor, and intern at observation number 3; final Disposition Ratings; and Intended Candidate Outcomes Rating.

Exit Portfolio: Interns must successfully complete a Professional Portfolio before being assigned a grade for the internship.

Internship Orientation Information

This section contains helpful information and a discussion of forms you will need to complete. These are the forms you will use during your internship experience. Please note the directions for each form.

I. FORMS

- 1. Lesson Planning** - This form is the same form that is in Livetext. You are expected to prepare a lesson plan for each lesson you teach. The plan should be submitted to your teacher at least 3 days before you are to teach it. **All lesson plans must be submitted to your university supervisor *before* you teach the lesson.**
- 2. Internship Phase In/Out** – This form should be completed with mentor teacher to plan for the semester. It should be provided to your University supervisor within the first two weeks of internship.
- 3. Weekly Report** – The weekly report serves as a point of communication between the intern and the university supervisor. It is located in LiveText.
- 4. Reflection Report-** Complete the reflection form in LiveText and submit to your University Supervisor at weeks 4, 8, and 12.
- 5.** By week 16 you will complete a self-assessment using the Arkansas TESS and create a professional development plan. This professional development plan should be included in your week 16 reflection. Forms can be found in LiveText and on the Arkansas Department of Education website. These forms will be discussed during your Seminar course (EDUC 4802).

Intern Portfolio Evaluations

The Intern Portfolio is a requirement for the successful completion of the internship. It will be one of several factors considered in the determination of your internship grade and the recommendation for initial provisional licensure.

Guidelines for Preparing the Intern Portfolio

See your subject-specific edTPA Handbook. All materials are available in LiveText.

Role of the University Supervisor

The university supervisor will guide the intern in the development and completion of the Intern Portfolio, providing clarification and feedback.

Suggested Schedule for Intern Portfolio Development

- Week 1 of Internship Begin collecting information for the Classroom Profile.
- Week 2 of Internship Complete the Classroom Profile and submit via LiveText.
- Week 3 of Internship Collaborate with your mentor teacher and university supervisor to identify the learning segment for the edTPA tasks.
- Week 4 of Internship until edTPA Local Evaluation due date
 Plan, Teach and Reflect on the three to five hour/lesson segment
 Complete all edTPA Tasks and submit via LiveText.

Note: Middle Level and Secondary Interns may have additional portfolio requirements due to the National Standards for Content.

Getting-to-Know-You Conference

As soon as possible, hold a getting-to-know-you conference with your intern. Below is a list of topics that you might want to talk about and activities you might want to do:

- Tell student teacher a bit about yourself
- Ask student teacher to tell you a bit about them
- Discuss basic responsibilities of the student teacher
- Discuss your responsibilities as teacher
- Orient student teacher to the classroom
- Give student teacher a tour of the school
- Introduce student teacher to other personnel (secretary, principals, custodian, other teachers, cafeteria workers, librarian, etc.)
- Show student teacher the copier and how to use it
- Set up calendar and review any special calendar dates
- Discuss daily routines, schedules, duties, etc.
- Review the school handbook with your student teacher
- Review lesson plan formats
- Discuss possible feedback strategies
- Review self-evaluation and reflection options
- Discuss appropriate dress code for student teacher
- Share discipline code for classroom and the school

Internship Phase In/Out Suggested Time Frame

Observe; learn names, routines, procedures	Observe and Assist	Teach 1 subject/ period	Teach 2 subjects/ periods	Teach 3 subjects/ periods	FULL RESP. and/ or Co- Teach	FULL RESP. Intern	FULL RESP. Intern	FULL RESP. and/or Co- Teach	Teach 3 subjects/ periods	Teach 2 subjects/ periods; One-on- One and Small groups	Teach 1 subject/ period	Testing Begins (Gr. 3- 8)	One-on- One and Small Groups	Observe in other grades
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14 & 15	Week 16

Keep the following tasks in mind ...

Evaluation Schedule

Initial Meeting with the Intern, Mentor Teacher, and University Supervisor	by week 2
1 st formal observation by University Supervisor	by week 4
4-week evaluation by Mentor Teacher	by week 4
2 nd formal observation by University Supervisor	by week 7
Mid-Semester Conference and Evaluation	by week 8
8-week evaluation by Mentor Teacher	by week 8
3 rd formal observation by Mentor Teacher and University Supervisor	by week 10
12-week evaluation by Mentor Teacher	by week 12
4 th Summative Evaluation Conference	by week 14
Complete all remaining forms in LiveText	by week 15

Student Teaching Internship Phase-In/Phase-Out Plan

- Mentor teachers and interns should collaborate on this plan for **gradually** assuming and releasing control of classroom instructional responsibilities.
- Keep in mind that interns need at least 2 weeks of full responsibility (2 weeks can be co-teaching experiences with mentor teacher), and that they should spend their first and last weeks of the internship observing.
- *For Spring Semester Interns:* Follow the spring break of the host school, rather than the university. **Include a week of Spring Break on the plan.**
- Provide a final copy of this plan to your university supervisor, and submit a copy to the seminar leader at the first week of seminar.

Week	Dates	Observe, Phase In, Full Responsibility, or Phase Out?	What I will observe or teach:
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16		(Visit other classes)	
17		(Make-up week, if necessary)	

Internship Lesson Plan Expectations

1. Interns ARE EXPECTED to write lesson plans for **ALL** instruction, including “guided reading/reading groups,” “centers,” and “small group work.”
2. Interns ARE EXPECTED to write **detailed lesson plans** using the UAFS lesson plan format prior to beginning full-time responsibility.
3. Interns ARE EXPECTED to submit all plans **three days in advance**. This gives the Mentor Teacher an opportunity to review the plans and provide feedback, as well as a chance for the intern to make any revisions.
4. Interns should NOT teach if they have not provided the Mentor Teacher with a lesson plan.
5. If the intern does not provide lesson plans, or does not provide them within the designated time frame, the Mentor Teacher should contact the University Supervisor *as soon as possible*.

Six Models of Co-Teaching

Co-teaching involves two or more teachers working together with a group of students in the small physical space where they share in planning, organizing, delivering and assessing instruction.

1. **One Teach, One Observe** – One teacher has primary instructional responsibility while the other gathers specific observational information on students or the teacher performing the instruction. In this approach it is important to focus the observation, such that the observer is observing specific behaviors. At the conclusion of the observation, both teachers should analyze the information together.
2. **One Teach, One Assist** – One teacher keeps primary responsibility for instruction while the other circulated through the room monitoring behaviors and providing unobtrusive assistance to students as needed.
3. **Parallel Teaching** – The group (class) of students are divided into two groups. Both teachers teach the same instructional material using similar teaching strategies simultaneously.
4. **Station Teaching** – The teachers divide content and students into parts. Each teacher instructs one of the groups, groups then rotate or spend a specified amount of time at each station. Oftentimes there is an independent station that gives students an opportunity to work independently.
5. **Alternative Teaching** – Alternative teaching strategies provide two different approaches to teaching the same information. One teacher works with the larger group at their expected level, while the other teacher works with those students who need the information and/ or materials extended or remediated.

6. **Team Teaching** – Both teachers are actively involved in the lesson. There is no clearly defined leader. Both teachers share the instruction, can interject information, and assist with addressing student questions.

Reference

Cook, L., & Friend, M. (2004, April). *Co-Teaching: Principles, Practices, and Pragmatics*, Paper presented at the quarterly meeting of the New Mexico Public Education Department Special Education Meeting, Albuquerque, NM.

PART VI

LiveText FEM

UAFS uses a web-based software program to collect information from our mentor teachers. When we enter your information into this software, LiveText, an email will be sent to you with your user name and password. Please keep this user name and password. You will use it each time you are assigned a Practicum student or Intern from UAFS.

Dear [NAME],

Thank you for agreeing to be a field experience mentor. You have been added to a list of available mentors and will be notified when a placement is made. During this placement, assessments and other activities will be managed through an online application called LiveText.

To log in, go to <http://www.livetext.com>, and enter the following username and password:

User name: [UNIQUE USERNAME]

Password: [SECURE PASSWORD]

Thank you for the contributions you will make to your mentee's professional development.

If you would like to change your password to something that is easier for you to remember, you can do that by:

1. Clicking **My Account** in the upper right corner.
2. Clicking **Change Password**.
3. Entering the old password, then entering and confirming a new password.

Change your password

Enter your old password	<input type="text"/>
Choose a new password	<input type="text"/>
Case sensitive, 6 character minimum. Must contain a good mix of character types from at least 2 of the following categories: Uppercase letters, lowercase letters, numeral, symbols.	
Confirm your new password	<input type="text"/>

In the past, your Intern would bring you a packet of forms to complete and some forms were emailed. Now, you will log in to LiveText, www.livetext.com to complete evaluation forms.

View Placement

At the top right corner of each placement listed on this page, the Supervisor will also find a button that says **View Placement Details**. Clicking on this button will direct the supervisor to the full placement details page. This page is the aforementioned “shared workspace” that is accessible to all three members of the assessment team for this placement (Supervisor, Mentor, and Intern).

Field Experience

Basics Demo Fourteen

Placement Details

1 Student: Basics Demo Fourteen
Supervisor: HU105 Sample 3
Start date: 12/31/2011
End date: 12/31/2012

Internship Site
123 Nowhere Man , Nowhere Land, AK,XXXXX
2 View Demographics

Academic Details
Course: Basics Demonstration
Course #: LiveText Basics
Course Desc:
Term: LTCAC11
Teaching Field: World History
Grade Level: 12th

Assessments 4

Community Knowledge and Engagement Rubric 12/30/2012
Continue >

By Basics Demo Fourteen
Community Knowledge and Engagement Rubric 12/30/2012
View Completed >

By HU105 Sample
Community Knowledge and Engagement Rubric 12/30/2012
View Completed >

Attachments 5

Developmental Rubric.png

Time Log

Required Hours: 80

Date	Class Info	Activity	Hrs:Min	Apprv
03/29/12	10th Grade	Science lab	03:00	<input checked="" type="checkbox"/>
04/02/12	Workingslab with students		03:00	<input checked="" type="checkbox"/>
04/12/12	Chemistryason Planning		08:00	<input checked="" type="checkbox"/>
04/13/12	11th Grade	Study Session	04:00	<input type="checkbox"/>
04/17/12	Physics	Coaching	03:00	<input type="checkbox"/>
04/19/12	Chemistry	Coaching	03:00	<input type="checkbox"/>
04/23/12	After School Olympiad	Programming	04:00	<input type="checkbox"/>
TOTAL:			28:0	<input type="checkbox"/> 6

Approve Hours

1. To the left, the placement details are displayed (the internship title, the associated course information, site location, grade, subject).
2. The **View Demographics** button will display the demographic information for both the site and the classroom. The Mentor is the only member of the team who is able to edit the demographics in this area.
3. The names of the Intern and Supervisor appear as links. Clicking one of these links will open an email window.
4. All assessments for the internship are listed in the center of the page. Assessments will be linked if they are assigned to the Mentor, or if the Mentor has published them for viewing.
5. In the Attachments area, work samples that have been posted by the Intern are linked and may be viewed. Attachments can be either LiveText documents or files.
6. The **Time Log** for this placement will display to the right. The Intern enters hours, but the Mentor is able to Approve entries. To approve an entry, the Mentor checks the box to the right of the entry and clicks **Approve Hours**.

To approve all entries or multiple entries at the same time, check the box at the bottom of

Profile

A Mentor account also contains a Profile tab. In this area, the Mentor is able to update his or her own personal information. Recall that when a Mentor is added to the Field Experience Module, the FEM Admin can enter their:

- Phone Number
- Email Address(es)
- Gender
- Ethnicity
- Site, and
- Subject

to complete any assessments for this student via LiveText.

Form

Form #1 Disposition Evaluation

Form #7 Intended Candidate Outcomes Evaluation Form

Classroom Demographics (View Demographics button)

Due

Week 4, 8, 12 & 16

Week 16

Week 16

**If you have questions about,
or need assistance with LiveText,
please contact Christy Stanfill 479 788-7941.**

PART VII

FORMS

All Forms can be found in and should be submitted via LiveText.

Internship Weekly Report

The **Plus** identifies what is going well. It can be what you feel you are learning, what you think is helping you learn, or what you find beneficial.

The **Delta** identifies what might be changed to improve your teaching, your learning, or your students' learning. It could be what you think you need to learn more about, what could improve your learning, or what might be changed to make the internship experience more useful.

Bullet points are fine. Include at least one Plus and one Delta.

Use this forms to record your visits to classrooms and/or schools during the last two weeks of internship.

Plus	Delta
+	-
+	-
+	-
+	-

Internship Reflection Report

Week 4

Reflect on your experiences over the first four weeks of your internship experience.

What have you learned? What has gone well? What areas have you, your mentor teacher, and/or your university supervisor identified for growth? What will you do to improve these areas over the next four weeks?

Week 8

Reflect on your experiences over the first half of your internship experience.

Based on the areas identified for growth in your week 4 reflection, explain how you have improved.

What have you learned? What has gone well? What areas have you, your mentor teacher, and/or your university supervisor identified for growth? What will you do to improve these areas over the next four weeks?

Week 12

Reflect on your experiences over the first 12 weeks of your internship experience.

Based on the areas identified for growth in your week 8 reflection, explain how you have improved.

What have you learned? What has gone well? What areas have you, your mentor teacher, and/or your university supervisor identified for growth? What will you do to improve these areas over the next four weeks?

Final Reflection

Reflect on your experiences throughout your internship experience. What have you learned? What has gone well? Share any significant "ah-ha moments."

What areas have you, your mentor teacher, and/or your university supervisor identified for further growth? Include a copy of the professional growth plan you created in Seminar.

PERFORMANCE ASSESSMENT/OBSERVATION REPORT FORM
University of Arkansas at Fort Smith
Teacher Candidate Observation Tool

Candidate _____ Student ID # _____ School _____

Supervisor _____ Mentor _____ Grade/Subject _____ Date _____

Practicum I Practicum II Internship: Initial Visit (Date) _____

Observation 1 2 3 4 Summative (Date) _____

Ratings: Not Applicable (N/A) Unsatisfactory (U) Basic (B) Proficient (P) Distinguished (D)

Domain 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy Evidence:	
1b Demonstrating Knowledge of Students Evidence:	
1c Setting Instructional Outcomes Evidence:	
1d Demonstrating Knowledge of Resources Evidence:	
1e Designing Coherent Instruction Evidence:	
1f Designing Student Assessments Evidence:	

Domain 2: The Classroom Environment

2a. Creating an environment of Respect and Rapport Evidence:	
2b Establishing a Culture for Learning Evidence:	
2c Managing Classroom Procedures Evidence:	
2d Managing Student Behavior Evidence:	
2e Organizing Physical Space Evidence:	

Domain 3: Instruction

3a Communicating with Students Evidence:	
3b Using Questioning and Discussion Techniques Evidence:	
3c Engaging Students in Learning Evidence:	
3d Using Assessment in Instruction Evidence:	
3e Demonstrating Flexibility and Responsiveness Evidence:	

Domain 4: Professional Responsibilities

4a. Reflecting on Teaching Evidence:	
4b Maintaining Accurate Records Evidence:	
4c Communicating with Families Evidence:	
4d Participating in a Professional Community Evidence:	
4e Growing and Developing Professionally Evidence:	
4f Showing Professionalism Evidence:	

Comments:

Candidate Signature _____ Date _____

Supervisor Signature _____ Date _____

Mentor Signature (if possible) _____ Date _____

**UNIVERSITY OF ARKANSAS - FORT SMITH
LESSON PLAN TEMPLATE**

NAME _____ DATE _____ PI _____ PII _____
INTERNSHIP _____
GRADE/LEVEL _____ SUBJECT AREA _____ SCHOOL AND
DISTRICT _____

Materials Needed

Text: _____
Pages: _____
Other: _____

**Bloom's
Taxonomy**

My lesson provides opportunities for:

- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering

**Types of
Activities:**

- Co-op Learning
- Independent Work
- Small Group
- Teacher-Assisted
- Hands-on

Pre-assessment: (What will I use for pre-assessment, and how will I use the results of the pre-assessment?)

Standard(s): (Include specific state standards.)

Objectives: (What should students be able to do at the end of the lesson?)

Anticipatory Set, Hook or Engaging the Learner: (How will I gain students' attention?)

Instruction: (How will I present new material and make learning relevant? Bullet the order and content you plan to teach in the lesson. Include proposed questions and anticipated responses from students.)

Guided and Independent Practice: (How will I get students to practice/apply what has just been taught?)

Closure: (How can I bring closure to summarize learning and enhance retention of the material?)

Alternate Plan "B": (What will I do if students do not understand the material? What will I do if technology doesn't work?)

Post-Assessment: (What data will give me information about students' understanding of the lesson, and how will this

assessment be used?)

Resources/Materials/Equipment: (Technology, Visuals, Supplies, Professional References)

Reflection: (Complete the checklist and write a summary of your teaching experience. Address your instruction, classroom management, and student engagement. Include self-efficacy, professionalism, and use **academic language**.)

Reflection: Today I...

Used data to plan the lesson.

- Stated my objectives clearly
- Actively engaged students
- Integrated Bloom's Taxonomy
- Provided time for interaction
- Gave feedback
- Kept the lesson aligned with

Accommodations

- Extended Time
- Preferential Seating
- Segmented Assignments
- Assignment Length
- Communication Methods
- Peer Tutors
- Instructional Assistance
- Other

Remediation

Enrichment

Candidate's Signature _____ **Date:** _____
Mentor's Signature _____ **Date:** _____
Campus Supervisor's Signature _____ **Date:** _____

(Adapted from Sigmon and Associates plan)

(Implemented: August 2015)

Candidate Name: _____

Teaching Specialization: _____

Professional Growth Plan

Goal 1:		<ul style="list-style-type: none">○ Planning and Preparation○ Instruction○ Assessment	
Action Steps	Resources Needed	Indicators of Progress	Target Completion Date

<u>Date Goal Accomplished</u>	<u>Reflection Once Goal Is Accomplished</u>

Candidate Name: _____

Teaching Specialization: _____

Goal 2:		<ul style="list-style-type: none">○ Planning and Preparation○ Instruction○ Assessment	
Action Steps	Resources Needed	Indicators of Progress	Target Completion Date

<u>Date Goal Accomplished</u>	<u>Reflection Once Goal Is Accomplished</u>