INTERNSHIP HANDBOOK Spring 2011

University of Idaho College of Education



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Dear Mentor Teachers and Supervisors;

Your willingness to support and mentor preservice teachers is critical to the preparation of new teachers. In fact, research confirms that new teachers' field experiences, especially their time as student teachers, are the most influential contributions to their readiness to teach. We can do much within the University to ensure excellent preparation, but it is the interns' time with you and support from you that provides the confidence and the hands-on skills they need to successfully transition from university student to professional educator.

Our University of Idaho interns have successfully completed all coursework required for both their degree and certification. They have already worked in classrooms to develop the skills they bring to their student teaching internship. The interns are eager, motivated, and ready to further develop their teaching skills.

The internship is a full-time, focused teaching experience for our students. We expect the interns to immerse themselves in all aspects of the profession. We further expect that our interns positively impact the P-12 students' learning and become confident in their abilities to do so. Your support of their self-reflection and assessment as well as your regular feedback and periodic assessment of their skills provides the interns with the opportunity to grow into their professional roles.

The Handbook is designed to provide you with an overview of our expectations and the roles, policies, and guidelines that support the Professional Internship. Please take the time to familiarize yourself with its contents. It is important that everyone understand each other's roles and responsibilities as we collaboratively prepare the very best teachers possible.

Thank you for the time and professional effort you will expend on your intern's development. We know that strong preparation requires collaboration between the University's program personnel and the clinical experiences provided by professionals like you. We hope that your contribution to the development of our next generation of teachers is rewarding. We know that it is vital to the interns and their future students. Sincerely,

Corinne Mantle-Bromley, Ph.D.

Dean, College of Education

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TABLE OF CONTENTS

ROLES AND RESPONSIBILITIES4
Definitions4
Shared Responsibilities4
The Intern's Responsibilities5
The Mentor Teacher's Responsibilities
Tips to help your student teacher have a great experience
The University Supervisor's Responsibilities
GENERAL TIMELINE FOR INTERNSHIP
GENERAL POLICIES
Goals
Dates/Length of Internship
Attendance
Lesson Plans14
OutsideWork
Coaching
Substituting14
Confidentiality15
Professionalism
Illegal Substances
Withdrawal from Internship
Idaho Code of Ethics
Due Process
Removal from Internship
STANDARDS AND DISPOSITIONS ASSESSMENT SYSTEM
Observation and Feedback20
The Formal Observation Cycle21-22
Tips for Effective Observation and Feedback
College of Education Office Addresses
APPENDIX
Assessment Form for Preservice Teaching Performance Standards
Assessment Form for Preservice Teaching Professional Expectations and Dispositions
Professional Expectations & Dispositions Rubric for Teachers Candidates
Dates for Internship Form
Personal Growth Plan Form

ROLES AND RESPONSIBILITIES

DEFINITIONS

- 1. <u>Intern/Student teacher</u> A university student who is teaching in a K-12 classroom under the supervision of an experienced certified teacher.
- 2. <u>Mentor Teacher/Cooperating Teacher</u>— A certified teacher who supervises the work of an intern in the classroom.
- 3. <u>University Supervisor</u> A school or university representative who supports the mentor teacher in observing and evaluating interns.
- 4. <u>University Coordinator</u>- A university representative who places interns and is the liaison between the school where the intern is placed and the university.

SHARED RESPONSIBILITIES

A successful internship is a partnership between the intern, mentor, and university supervisor. The intern, mentor, and university supervisor share some responsibilities during the year. The key to success is open and honest communication among all participants.

- Participate in joint conferences (intern, mentor, and university supervisor) three times or more during the semester. (1) an initial conference to confirm responsibilities and expectations (2) a mid-semester evaluation and planning conference; (3) an end-of-semester evaluation conference.
- Discuss an appropriate timeline of intern's increasing responsibility in the classroom. (moving from observation to co-planning and co-teaching to full teaching responsibilities).
- Discuss expectations, formats, and guidelines for developing unit and daily lesson plans including how far in advance they should be given to the mentor for review.
- Identify and arrange for outside-the-classroom opportunities that will benefit the intern (observations of other teachers, participation in teacher meetings and inservices, parent conferences, committees, professional associations).
- Identify areas where the intern needs support and guidance in learning to teach, and develop strategies to promote the intern's professional growth in these areas.
- Identify strategies for coping with the various demands that they will face during the internship year.

THE INTERN'S RESPONSIBILITIES

- Read and follow the policies of the school/teacher handbook; follow the school faculty dress code and the mentor's expectations for professionalism.
- Be on time and dependable. Stay after school until everything is ready for the next day. Interns should attend every day unless they are ill or have an emergency.
- Take the initiative in asking questions, searching out resources, inviting feedback, and creating opportunities to learn. If interns are confused or want to know why their mentor does something a certain way, they should not be afraid to ask lots of questions.
- The number one priority in the classroom is student learning. Understand that the ultimate responsibility for decisions relating to the classroom remains with the mentor teacher.
- Student teachers should develop detailed lesson plans that are approved by the mentor teacher and available for the supervisor to review. These should reflect the intern's own ideas and methods, but changes in classroom routine or materials must be approved by the mentor teacher before implementing them.
- Arrange observation and conference times with the university supervisor. Notify the university supervisor if an observation needs to be rescheduled or canceled for any reason.
- Attend all school faculty meetings, IEP meetings, parent-teacher conferences, and other scheduled activities such as in-service workshops.
- Learn student's names as soon as possible. Look for ways to help the mentor teacher with classroom responsibilities so the students see the intern as a teacher and not as a visitor in the classroom.
- Be receptive to input from the mentor and university supervisor about ways to improve lesson plans, instruction, and classroom management.
- We highly recommend the use of a notebook to reflect on student teaching. Use
 it to share and discuss thoughts and reflections with the mentor and university
 supervisor. Let them have access to the notebook to make comments. Keep your
 lesson plans in it for the supervisor to review.
- Plan with the mentor ways to participate in orientation activities at the school.
 Meet school administrators, specialists, secretaries, custodians, and other teachers in the building.

THE MENTOR TEACHER'S RESPONSIBILITIES

Beginning/first few weeks of the internship:

- Here are some suggestions of topics to cover and/or information to give to the student teacher either prior to beginning or during the first few days of their internship:
 - Starting and ending dates for internship
 - o Review of Calendar vacations, conference days, etc.
 - Arrival and departure times at school (what you expect not the contract day)
 - Daily schedule for students
 - Appropriate dress
 - Copies of textbooks/teaching materials
 - School policies and procedures (faculty/student handbook)
 - o Technology available/use of equipment where applicable
 - Work space try to have a separate space/desk for them if at all possible
 - Parking
 - o Other duties lunch, recess, etc.
 - Fire drill/safety procedures
 - General teaching philosophy
 - Class rules
 - o Classroom routines attendance, lunch count, etc.
 - Grading procedures
 - o Tour of the school learn where the library, cafeteria, etc. are
 - o Meet administrators, secretaries, custodians, counselors, special ed teachers
 - Students with special needs have them review their IEP's as soon as possible
 - Introduce the student teacher or give them the opportunity to introduce themselves in a way that provides optimal respect and acceptance by students.
 - Get them involved right away with housekeeping responsibilities (attendance, handing back papers) or helping students individually or in small groups so the students start seeing them as a teacher and not as just an observer.
 - Be approachable and available. Establish regular times to discuss your teaching and explain the way you do certain things with the intern allowing them the opportunity to ask questions about curriculum, teaching methods and classroom management.
 - Discuss the timeline for moving from observation to co-planning to assuming full teaching responsibilities. Allow the intern to assume more responsibilities as he/she demonstrates the readiness to do so. There is no exact timeline – every student teacher displays different levels of readiness.

During the semester:

- Co-teach with the intern and share decisions, ideas, and observations.
 Conference frequently with the intern regarding their teaching performance and try to provide positive feedback as well as specific suggestions for improvement.
- As they begin to teach, lessen the student teacher's anxiety by working on something and not looking as if you are watching their every move.
- Suggest appropriate curriculum materials and school district resources for the intern to use when planning to teach.
- Review and approve the intern's unit and lesson plans and provide oral and written feedback regarding 1) the focus of the lesson and how it ties into long range goals; 2) effectiveness of activities; and 3) assessment of student understanding.
- Provide the intern with opportunities to learn outside of the classroom IEP meetings, parent conferences, curriculum meetings, workshops, etc.
- As the intern starts to take over more teaching and planning responsibilities, continue in a supportive role. Observe the intern's teaching and conduct regular conferences to help them to reflect about his/her teaching, including student understanding, alternative approaches, classroom management.
- We highly recommend the student teacher use a notebook to reflect on their teaching. Discuss their reflections. The mentor and supervisor should have access to the notebook to make comments as well. This is a great way to give a quick compliment or suggestion without having to interrupt class to do it.

If your student teacher is struggling....

- Discuss difficulties with the intern as soon as they become apparent. Work together to develop strategies to overcome problems. Communicate with the university supervisor regarding the intern's progress and any concerns.
- If the problems persist, have a conference with the student teacher and the supervisor and identify the problems. Write a plan of improvement and identify specific ways for the student to improve the situation.
- The number one priority for everyone is the learning of the students in the classroom. If the mentor feels that the continued presence of the student teacher will be harmful to students' learning, they can begin to take back more responsibility for teaching. If the situation warrants, the student will be removed entirely from the classroom.

ADDITIONAL TIPS TO HELP YOUR STUDENT TEACHER HAVE A GREAT EXPERIENCE...

- Make your expectations clear. Right from the start of the placement, clarify together expectations on dress, what subjects the student teacher will take over and when; if they should develop their own materials or follow the mentor's lesson plans; what format lesson plans should take and if they should adopt the mentor's management style or try to implement their own.
- **Be positive!** Your student teacher is no different from the students in class. Just a little praise is usually enough encouragement to help them through the rest of the day's challenges.
- The mentor's attitude toward the student teacher has a major effect. Introduce the intern as a teacher and not a "helper". It is difficult for student teachers to earn respect when seen in that light. Try to correct in private and not interrupt their teaching whenever possible.
- Students will make mistakes but they also want to learn from them.

 Being observed and evaluated scares most students to death. As long as they can get some guidance in what went wrong, mistakes can lead to great improvements in lessons. Be positive and reassure them about that from the beginning.
- Let them know that help is available The teaching profession needs to stick together and help its novices in all areas. Student teachers may feel that asking for help is a sign of weakness let them know that they don't have to go it alone.
- Don't be afraid to let them see mistakes. Teachers routinely make
 adjustments during and after a lesson. Let the student teacher know about it.
 Reflection is an integral part of the teaching process. This will help them to
 examine their own teaching and show them that even experienced teachers
 are learning and growing every day.
- Help them with classroom management. Students have practiced teaching
 in very safe environments so far either to college classmates or to students
 with an experienced teacher still in the room. No one was fighting, talking,
 launching paper airplanes, passing notes or sleeping. They have learned a
 lot about teaching except how to control a group of students. Without control
 even the best lesson has no chance. Make time early in the semester to
 share your management wisdom.
- Help them learn about "the other part of teaching" too. Mentors may feel
 like they are protecting their student teacher by excusing them from staff
 meetings and IEPs but they need to be included. Encourage them to get
 involved with after school activities also. The "other part" of teaching is a large
 part of being a professional educator, and student teachers need to be
 prepared for that.

THE UNIVERSITY SUPERVISOR'S RESPONSIBILITIES

Initial Conference:

Either shortly before or after the start of the semester, the university supervisor will conduct an initial meeting with the intern and mentor teacher. The following points should be covered at this meeting:

- Discuss roles and expectations for the intern, mentor and supervisor.
- Address any questions or concerns regarding the internship.
- Discuss the tentative timeline for the intern to begin taking responsibility for planning and teaching.
- Set up a tentative schedule for observations.
- Review the evaluation forms (standards and dispositions) with mentor and intern
- Collect the paperwork from the mentor teacher(s). Return your paperwork along with that from the mentor teachers to your respective College of Education office (Boise, Cda or Moscow) by Friday, February 18^{th.}

During the semester:

- Observe the intern a <u>minimum</u> of four times throughout the semester (not counting the evaluation conferences).
- Review the student teacher's lesson plans prior to each observation.
- Conduct follow-up conferences with the intern to provide oral and/or written feedback regarding the planning and teaching of each observed lesson.
- Conduct a mid-term evaluation with both mentor and intern. Discuss both strengths and areas for improvement. Make sure the forms are signed by the intern, the mentor teacher, and the supervisor and submitted to the respective College of Education office (Boise, Cda or Moscow) by Friday, March 11th.
- Consult regularly with the mentor teacher (by e-mail, phone or in person before
 or after observations) to get a full indication of each intern's progress to identify
 potential problems and to help the mentor play an active role in supporting and
 evaluating the intern.
- We highly recommend the student teacher use a notebook to reflect on their teaching. It should include copies of their lesson plans for review. Discuss their reflections. The mentor and supervisor should have access to the notebook to make comments as well. This is a great way to give a quick compliment or address their concerns without having to interrupt class to do it.

- Meet with the intern as needed to share ideas and resources, assist in planning, discuss teaching experiences, and work on other aspects of teaching and learning to teach. Involve mentors in these activities as much as possible.
- Help resolve conflicts/problems/concerns that might occur during the student teaching semester.

Final Conference:

- Conduct an exit conference to complete the final evaluation. Make sure the forms are signed by the intern, the mentor teacher, and the supervisor and submitted to the respective College of Education office (Boise, Cda or Moscow) by Friday May 6th.
- Write a final letter of recommendation when requested.

If the student teacher is struggling....

- Discuss difficulties with the intern as soon as they become apparent. Work together with the student and mentor to develop strategies to overcome problems.
- If the problems persist, inform the university coordinator. Have a conference with the student teacher and the mentor to identify and discuss the problems. Write a "Personal Growth Plan" for each area targeted for improvement and identify specific things the student should do to improve the situation.
- Any areas of the mid-term evaluation marked with a rating of "1" (Expectation Not Met) must be accompanied by a "Personal Growth Plan Sheet"
- Any areas of the evaluation not remediated by the final evaluation and still rated a "1" Expectation Not Met" will result in the student failing the internship.
- The number one priority for everyone is the learning of the students in the classroom. If the supervisor and the mentor feel that the continued presence of the student teacher in the classroom will be harmful to students' learning, the mentor teacher can take back more responsibility for teaching. If the situation warrants, the student will be removed entirely from the classroom. Always consult with the university coordinator before removing a student from an assignment.
- If a teacher or administrator directly requests that a student teacher be removed from a classroom, it will be done without question and whether or not a plan of improvement has been put into place.

SUGGESTED TIMELINE FOR INTERNSHIP

The timeline below should be viewed as a general model. Student teachers have different levels of readiness and timelines also vary due to grade level and subject matter. This model is based upon a <u>one semester</u> internship experience. It can be modified to fit a model of more or less duration. For the second semester of year-long internships this timeline should be accelerated and interns should assume a longer period of full responsibility for classroom planning and instruction.

During the first few weeks the intern should be actively observing their mentor teacher. They should begin right away helping the classroom teacher with day to day activities. Under the direction of the mentor teacher, they may work individually or with small groups of students, help grade papers, assist with duties like taking attendance, etc. This is a time when the intern should be looking for ways to be helpful to the classroom teacher while getting familiar with the students, materials, and expectations.

During the next month (weeks 3-6), the intern should begin to take on more teaching responsibilities under the supervision of the mentor teacher. They can start presenting group lessons, taking on responsibilities for planning, evaluating student performance, communicating with others involved in the students' education, working daily to get feedback on performance from the mentor teacher, and generally becoming more comfortable with their roles and responsibilities in the classroom. This is an ideal time to plan collaboratively and team teach. At the elementary level interns can begin teaching some subjects. On the secondary level, they may observe the mentor teach and then try to replicate that lesson later in the day. The mentor should continue to serve as a model while encouraging the student teacher to become more independent. The mentor teacher is usually present in the classroom during this time.

During the middle part of the internship (weeks 6-12), as student teachers develop skills and confidence, they should continue to take on more duties under the direction and feedback of the mentor teacher. During this time they should have primary responsibility of planning, teaching, and evaluation of students. The length of time the intern will be the lead teacher will depend on their readiness and the judgment of the mentor teacher. The College of Education recommends a minimum of three weeks of full time solo planning and teaching responsibilities. The mentor teacher can be in and out of the classroom during this time. They should drop in periodically even when the intern is the lead teacher to continue to give feedback.

During the last month of the internship (weeks 12-16) there should be a gradual transition of responsibilities from the student teacher back to the mentor. The student is expected to stay involved with classroom activities until the last day of the internship. Assisting the classroom teacher as needed is an important focus at this time. It is highly recommended that the mentor teacher or university supervisor arrange for the intern to observe other classrooms at various grade levels during this time, but the intern's responsibilities remain with the assigned teacher.

GENERAL POLICIES

The following are the general policies for students in the semester or year-long internship. Any deviations from these policies must be approved by the College Petitions and Admissions Committee.

INTERNSHIP GOALS

The main goal of the practicum experience is for the student intern to make the transition from college student to classroom teacher. With the guidance of the mentor teacher and the university supervisor, we expect students to be reflective practitioners and to regularly assess their level of competence and potential for development as a professional. Other specific goals include:

- Demonstrate knowledge of the subject matter.
- Plan, write and teach lessons and units that include specific goals and objectives.
- Observe and analyze different teaching methods and to use multiple teaching strategies to meet their own instructional goals.
- Actively engage students by using a variety of motivational and teaching strategies.
- Develop and implement a variety of classroom management strategies.
- Demonstrate ability to work with students of all ability levels and to differentiate instruction.
- Regularly monitor and assess student progress and provide them with feedback.
- Create and maintain an atmosphere of mutual respect and caring that is conducive to learning.
- Improve teaching skills by observing others and reflecting on their own experience.
- Attend faculty, child study team and parent meetings, and start assuming the full responsibilities of being a professional educator.

DATES/LENGTH OF INTERNSHIP

The University of Idaho teacher internship (student teaching) period consists of either a one or two semester long program, depending on the certification the student is pursuing. Each semester must include a minimum of 16 weeks of internship. The University of Idaho's calendar for spring semester 2011 runs from January 12th to May 14th. We prefer that students stay as close to these dates as possible for their internship. However, the specific starting and ending dates may vary depending on the expectations of the school where the intern is placed. It is possible that interns may be expected to complete their internship after their graduation date. Dates may also vary for those students who are continuing on with a second semester of internship. Interns will follow the school district calendar for holidays such as spring break and not the University of Idaho calendar. Interns should clarify starting and ending dates when they first meet with their mentor teacher. Please complete the "Dates for Internship" form at the end of the handbook and return it to the university supervisor. Supervisors please return along with all other forms by Friday, February 18th.

ATTENDANCE GUIDELINES

The internship experience is a full-time commitment. The more time and effort students put into this learning opportunity the more they will get out of it. Interns should arrive at school at least one-half hour before school begins and follow the same schedule as their mentor teacher and stay as late as necessary to be prepared for the next day.

Interns should only be absent when it is absolutely unavoidable. However, student teachers should not hesitate to miss school if they are truly ill. The student should notify the school as soon as possible if they must be absent due to illness or other extenuating circumstances. Prior notice is not always possible with illness, but notification should occur at least one hour before school is to begin. If the absence is during the time that the intern is responsible for lesson planning, they must provide the mentor teacher/administrator with plans for the day that a substitute could follow.

Absences other than for illness or emergency will be granted only with advance permission of the mentor teacher and building principal.

Excessive absences (either excused or unexcused) may result in the extension or termination of the student teaching assignment. If school policy or a scheduling conflict prevents an intern from making up lost time, the intern may be required to withdraw from the internship. A student teacher who is withdrawn from an assignment may be eligible for reassignment the following semester at the discretion of the Director of Clinical Experiences.

LESSON PLANS

Lesson planning is an essential part of teaching. Preparing an acceptable lesson plan demonstrates that the student teacher understands the concepts that will be taught and hopefully learned by the students in the classroom. They help the student teacher to clarify ideas and objectives and provide a basis for the mentor teacher to make suggestions.

Student teachers need to plan in more detail than do experienced teachers. Written plans are particularly important during the first few weeks the student teacher is in charge of teaching. Plans should always have enough detail that a substitute teacher could pick them up and teach from them.

Detailed lesson plans must be provided either daily or weekly as determined by the mentor teacher. They must be submitted at least one day prior to the teaching of the lesson so they can be reviewed and approved by the mentor teacher. They should also be available for the supervisor to review before each observation.

At a minimum, all lesson plans should include objectives, learning activities and assessments. In other words, what does the teacher want students to learn, how are students going to learn it, and how will the teacher know if the student learned? Other important aspects of lesson planning to be considered are standards, materials and supplies to be used, accommodations for high and low students, and the overall pace of the lesson. The exact format to be used should be established by the student and mentor teacher.

OUTSIDE WORK

The College of Education discourages students from working outside of school during the internship. The intern's schedule should include time to attend school and other school functions, and have enough time outside the school day to plan, prepare, and review class and course assignments. If it is essential that the student work, the student must inform their mentor teacher and university supervisor at the beginning of the internship. In the event that work hours begin to interfere with classroom and school responsibilities, the situation will be reviewed with the student, mentor teacher, university supervisor, and clinical services director for resolution. Work schedules of more than 10 hours of outside work per week require prior approval by department chairpersons.

COACHING

The College of Education does not permit students enrolled in any student teaching or internship course to concurrently function as head coach in any school-sponsored sport at any grade level, whether paid or voluntary. Students who desire to function as assistant coaches must have written approval of the department chair and the Director of Clinical Experiences (adopted 1996).

SUBSTITUTING

Students completing their internship may not be concurrently employed or serve as substitute teachers during the first eight weeks of their internship. After that time period, interns may serve as substitute teachers with the agreement of the cooperating teacher, building principal, and university supervisor, provided they meet the district requirements for substitute teaching. Student teachers should serve primarily as a substitute in their mentor's classroom and should not be used in other classrooms unless absolutely necessary. Substitute teaching assignments longer than one week in duration must receive prior approval from the Director of Clinical Experiences and the respective department chairperson. Any exceptions to the restriction of substituting during the first eight weeks of internship require prior approval of the department chairperson and the Director of Clinical Experiences.

CONFIDENTIALITY

Just as teachers are expected to respect the privacy and dignity of the children and families with whom they work and follow the requirement of the Family Educational Rights and Privacy Act (FERPA), we expect students to exercise the same discretion. In casual conversations or social situations, interns should not relate stories from classrooms or schools that may be embarrassing to teachers or students, or that include sensitive information about a child or family.

Classroom Discussions: Field experiences are an important part of learning and will be a topic of discussion in related courses. Students should exercise caution when discussing classroom situations in class. They should take care to use fictitious names when describing situations. They should also mask the names of students on any written or visual work shared in class or used in an assignment. When discussing the teaching of others that they have observed, students should maintain a tone of professional courtesy.

Photographs/Videotapes/Audiotapes: Student teachers should always ask permission of the classroom teacher to make photographs/videotapes/audiotapes of students or to use them in displays/portfolios. Occasionally there are circumstances that require that a student's whereabouts be kept secret and photographs are not allowed. Some schools and districts require written permission from parents/guardians for taking any photographs, videotapes, or audiotapes. Interns should always check to see what kind of permission is required before using images of students in any form. If students' work is used in a portfolio, interns should use pseudonyms and screen/mask names and personal identifying information.

District Requirements: Interns should ask their mentor teacher if there are any other district or school requirements regarding confidentiality that you should be aware of.

Failure to maintain confidentiality may result in the termination of a placement.

PROFESSIONALISM

Student teachers are recognized by school personnel, parents, and students as professional educators. Even on private time, their conduct in public places may be viewed and judged by students or parents.

The first step towards becoming a professional educator is to dress like one. Student teachers are expected to dress and conduct themselves appropriately. If there are questions regarding appropriate dress, students should ask their mentor teacher and/or building administrator.

Student teachers should be polite and considerate of other professionals in the building including the principal, custodians, secretaries, and paraprofessionals. Grammar and language should be appropriate at all times. Maintaining an appropriate relationship with students is critical. Interns should not transport students in their vehicle. Social electronic communication with students is prohibited.

ILLEGAL SUBSTANCES

The University Drug and Alcohol Policy will be enforced throughout the internship. The possession or use of illegal drugs and alcoholic beverages is prohibited in classes and field placements, and students are expected to be free of the influence of such substances in classes and field placements. Tobacco is not to be used on school property. Cellular phones and pagers should only be used with the permission of the mentor teacher and building administrator.

WITHDRAWAL FROM INTERNSHIP

Occasionally, interns will make the decision to discontinue and withdraw from a student teaching experience. Such a decision should not be taken lightly, but may be necessary due to extenuating circumstances such as illness or family emergencies. Other times, the intern may begin to have significant doubts about becoming a classroom teacher. It is extremely important that students discuss their feelings thoroughly with both their mentor teacher and university supervisor. An intern who withdraws from an assignment may be eligible for reassignment the following semester. However, the Director of Clinical Experiences, in consultation with program faculty and other appropriate professionals, will make the final decision regarding a new assignment.

IDAHO CODE OF ETHICS FOR PROFESSIONAL EDUCATORS

The Idaho Code of Ethics consists of Ten (10) Principles. Interns should read and be familiar with the Code of Ethics and apply its principles on a daily basis. Below is a summary of those principles:

- Principle I: A professional educator abides by all federal, state, and local laws and statutes.
- **Principle II:** A professional educator maintains a professional relationship with all students, both inside and outside the classroom.
- **Principle III:** A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice.
- **Principle IV:** A professional educator exemplifies honesty and integrity in the course of professional practice.
- **Principle V:** A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility.
- **Principle VI:** A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation.
- Principle VII: A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law.
- Principle VIII: A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract.
- **Principle IX:** A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators, and submits reports as required by Idaho Code.
- Principle X: A professional educator demonstrates conduct that follows generally recognized professional principles with the right to exercise academic freedom.

For more specific information, the full Code of Ethics for Idaho Professional Educators is available at: http://www.sde.idaho.gov/site/teacher_certification/code_ethics.htm

DUE PROCESS

Student teachers are guests of the school district and therefore do not have the same rights to due process as employees. If an intern violates the standard of reasonable and prudent behavior in interactions with students, they will be subject to disciplinary action and every attempt will be made to follow due process. However, this process may be modified and expedited when deemed necessary. **The University of Idaho must honor all requests from school personnel (administrator or mentors) for termination of a student teaching placement**. This procedure is a private process between the intern and their supervisors. Confidentiality is a legal and ethical right of the intern. The steps of due process are:

First Level: Mentor teacher will talk with the intern about the behavior that is causing a concern. Specific ideas for dealing with the situation will be generated. The mentor teacher will keep a written record of the date, incident, and items covered in the discussion. The intern will also write a description of the incident.

Second Level: Intern, mentor teacher, and university supervisor meet. Discussion will include specific examples of the continued behavior. After the meeting, a written memo will be prepared and distributed to all three parties, which includes the intern's understanding of the concern and the meeting.

Third Level: Intern, mentor teacher, university supervisor, and school administrator meet. Specific examples and consequences are discussed. A written memo from the school administrator and university supervisor is sent to all parties after the meeting stating the outcome.

REMOVAL FROM INTERNSHIP

Unfortunately, there are behaviors which can result in termination of an internship experience. A student teacher may be removed from an assignment under the following circumstances:

- 1. School personnel request termination of the student's assignment
- 2. Unprofessional behavior including frequent absence, tardiness, inappropriate dress and breaches of confidentiality
- 3. Inappropriate interaction with students, parents, or staff
- 4. Failure to be prepared for assigned responsibilities inadequate lesson plans
- 5. Inadequate performance or content knowledge.
- 6. Inability to accept constructive criticism and/or to make satisfactory progress
- 7. Other behaviors or attitudes which negatively impact the learning of students

Removal is a very serious matter, and will be undertaken only with the agreement of the mentor teacher, university supervisor, and university coordinator. Students who are removed from a placement may withdraw from the internship class if it is before the deadline to do so. If it is too late to drop the course they will receive a failing grade for their internship. Students who are removed from an assignment or fail their internship will not be considered for student teaching in succeeding semesters, but may appeal their eligibility status to the Dean of the College of Education.

STANDARDS AND DISPOSITIONS EVALUATION SYSTEM

The standards and dispositions evaluation instruments also represent the expected outcomes for student internship experience. Throughout the internship, students receive feedback on their performance from their mentor teacher and university supervisor both informally and at formal checkpoints throughout the semester. Final decisions or program completion and certification as a teacher are made at the end of the final semester of internship, based on professional consensus of the mentor teacher, university supervisor, and when necessary, the Director of Clinical Experiences.

The mentor teacher has the most important role in the evaluation process, since it is the mentor who guides, encourages, and observes the intern daily. It is imperative, therefore, that informal conferences take place frequently so that the mentor teacher can provide the intern with constructive criticism, praise, and support. The mentor teacher should be specific and honest when making comments regarding the intern's progress. These conferences also provide an opportunity for the intern to ask questions and seek advice and direction for improvement.

It is important that all parties begin with a commitment to open and honest communication. In the event that there is a serious concern about the student teacher's performance, the concern should be discussed with the student, brought to the attention of the university supervisor, and brought to the attention of the University Coordinator immediately. Any decisions about removing a student from their internship or making a re-assignment will be made after reviewing all of the information and consulting all parties involved.

The standards and dispositions assessment forms are introduced to interns and the mentor teacher early in the semester as part of the initial conference with the university supervisor.

Any areas on the evaluation form marked as a "1" or "not met" must be accompanied by a "Personal Growth Plan Sheet" to set goals for improvement for each area identified. One sheet must be completed for each area that receives a low rating. The Growth Plan Sheet may be used at any time during the internship. The purpose of this step is to emphasize the improvement of instruction and the need for a commitment to continuous professional development. The supervisor will work closely with the University Coordinator and the mentor teacher in developing strategies for dealing with any problems which might arise during the internship experience.

OBSERVATION AND FEEDBACK

The entire student teaching experience is designed to promote growth. Through both formal and informal observations, students should receive valuable feedback from the mentor teacher and their university supervisor. Through conferencing, student teachers are given opportunities to improve their own skills of reflection and self-evaluation. Feedback should be given to the student teacher by the following means:

- 1. **Daily**: Informal observation and feedback should be provided intern on a daily basis by the mentor teacher. This is an important part of the intern's professional development and is critical to the success of the mentor-intern relationship.
- 2. **Weekly/Monthly:** The student teacher and mentor should set aside a regular time to review progress and plans for each week. Once the intern begins planning and teaching lessons, the university supervisor will make an observation visit approximately every two-three weeks. Each observation should be followed by a conference to reflect on the day's activities, make constructive suggestions, and provide help as needed.
- 3. Mid-term Conference: The supervisor, mentor, and student teacher will meet to complete a mid-term assessment of standards and dispositions. Any areas on the evaluation form marked as a "1" or "not met" must be accompanied by a "Personal Growth Plan Sheet" to set goals for improvement for each area identified. One sheet must be completed for each criterion that receives a low rating. The Growth Plan Sheet may be used at any time during the internship. The purpose is to emphasize the improvement of instruction and the need for a commitment to continuous professional development. The supervisor will work closely with the University Coordinator and the mentor teacher in developing strategies for dealing with any problems which might arise during the internship experience (personality related conflicts, intern absenteeism, etc.).

All participants in the mid-term conference (intern, mentor teacher and supervisor) must sign the standards and dispositions assessment forms. They should then be returned to their respective College of Education office (Boise, Cda, or Moscow) no later than March 11th.

4. **Final Conference**: The supervisor, mentor, and student teacher will have a final end of semester exit conference to once again review the standards and dispositions and to give formal feedback to the intern. The internship is graded on a "pass-fail" basis. The supervisor, in conjunction with the mentor teacher, will determine the intern's semester grade.

All participants in the final conference (intern, mentor teacher and supervisor) must sign the standards and dispositions assessment forms. They should then be returned to their respective College of Education office (Boise, Cda, or Moscow) no later than May 6th.

THE FORMAL OBSERVATION CYCLE

The formal observation cycle consists of three parts:

- 1. The Pre-Observation Conference
- 2. Observation
- 3. The Post-Observation Conference

The Pre-Observation Conference

Mentors and supervisors should meet with the student teacher prior to any formal observations. The purpose of the pre-conference is to clarify goals for the lesson.

Typical questions the observer will ask at the pre-conference are:

- What is your objective for the lesson?
- How does this lesson fit in to the unit?
- What teaching strategy will you be using?
- What will I see you do during the lesson?
- What will I see students doing?
- How will you know when students have met your objective?
- Do you have any particular concerns for this lesson?
- Is there anything in particular you want me to look for in your teaching?
 (transitions, pacing, management, questioning techniques)

Observation

During the observation, the mentor or supervisor should collect as much specific information as possible. Here are suggestions of items to look for:

- The number of verbalisms (uh, um, like) used by the intern
- The types of questions they are using (lower level v/ higher level)
- The number of students who are engaged or off-task
- Students who respond or are called on (are they using the same students and ignoring others, calling predominantly on one gender or students in one location)
- Teacher movement throughout the classroom
- Clarity of directions given to students
- Amount of time taken for transitions
- Specific student behaviors and reactions

The Post-Observation Conference

The post-observation conference should take place as soon as possible after the lesson. The purpose is to help the student reflect on what took place during the lesson and to evaluate what went well and what could be improved upon in the future.

Typical questions the observer will ask at the post-conference are:

- How do you feel the lesson went?
- Did everything go as you had planned? If not, why do you think that happened?
- How did student behavior compare to what you had hoped for?
- How did students respond to your questions?
- How well do you think your objective was achieved? How do you know that?
- What would you do differently if you taught this lesson again?

As the student teacher reflects on the lesson, the mentor or supervisor should present the information gathered during the observation that either supports or contradicts the intern's perceptions and give suggestions for improvement.

TIPS FOR EFFECTIVE OBSERVATION AND FEEDBACK

- Feedback should be as specific and objective as possible. Give specific examples or data whenever possible. For example "John was texting" or "four students were off task and did not have out their materials"
- Try to limit the number of concerns addressed in each conference to no more than two or three
- Try to follow all observations with either a formal or informal conference
- Establish a set time for formal conferences if possible
- To encourage reflection ask the student teacher to identify their strengths and weaknesses and identify things that they would change if they taught the lesson again.
- During the early weeks of student teaching, stress growth rather than perfection.
 Compare them to other beginning teachers, not to the performance of a master teacher.
- Even when you are short of time, try to start each conversation with something positive instead of jumping right in with constructive criticism.
- Give examples of your own funny or unsuccessful experiences to put them more at ease
- Be sure and discuss things in the terms of student behavior rather than just the
 performance of the student teacher. For example, point out if students appeared
 bored, restless, actively involved, engaged or enthusiastic.
- Follow constructive criticism with either the student brainstorming solutions or with specific suggestions on how to improve.
- Try to end on a positive note by focusing either on strengths or a plan of action for the future

COLLEGE OF EDUCATION CONTACT INFORMATION

Return all employment and agreement forms to Julie Wasson. Please return all evaluations to the respective offices:

Boise:

Michelle Weitz College of Education UI Boise Center 322 E Front Street, Suite 440 Boise ID 83702

Phone: (208) 364-4047 Fax: (208) 364-4078

Email: mweitz@uidaho.edu

Coeur d'Alene:

Julie Wasson College of Education UI Coeur d'Alene Center 1031 N. Academic Way Coeur d'Alene ID 83814 Phone: (208) 292-2519 Fax: (208) 667-5275

Email: jwasson@uidaho.edu

Moscow/Out of state:

Sally Greene College of Education University of Idaho PO Box 443080 Moscow ID 83844-3080

Phone: (208) 885-0349 Fax: (208) 885-7607

Email: sgreene@uidaho.edu

For issues with interns or internships, contact the University Coordinators:

Boise, Moscow, and out of state:

Sally Greene

Phone: (208) 885-0349 Email: sgreene@uidaho.edu

Coeur d' Alene:

Warren Bakes

Phone: (208) 292-2532 Email: warbak@uidaho.edu

Boise
Coeur d'Alene
Moscow/Other

Mid-term and End of Semester

(Due March 11)

(Due May 6)

Assessment Form for Preservice Teaching Performance Standards

Name_	DateTime
Grade I	Level and/or Subject
Mentor	Teacher
UI Sup	ervisor
Intern S	ignature
	nance Scale: N/0: Not observed at this time 1: Expectations Not Met (Personal Growth Plan required) 3: Expectations Emerging 5: Expectations Met Please use only the values listed - do not use ratings of 2, 4, 1.5, etc.
Knowl	edge Standards:
	1. Subject Matter. Sets curriculum goals/objectives; knowledge/use of resources; demonstrates adequate knowledge of discipline; presents accurate information.
	2. Child Development/Learning . Designs instruction to meet various needs; encourages students; reflects and evaluates learning.
	3. Adapting Instruction for Individual Needs. Adapts and modifies instruction; uses appropriate resources; individual differences are respected; persists in helping all students achieve success.

Anecdotal Notes/Observations/Comment

Teaching/L	earning/Assessment Standards:
iı	. Multiple Instructional Strategies. Uses multiple teaching and learning strategies (direct instruction, cooperative learning, whole group, independent, using manipulatives, questioning, iscussion); monitors and adjust; follows a well-structured lesson plan.
e a	. Classroom Motivation and Management Skills. Establishes a positive, safe classroom; ngagement of students; clear procedures and routines; effective intervention strategies; djusts lesson to aid management; intervenes early; applies principles of motivation and ehavior (intrinsic/extrinsic).
v C	. Communication Skills . Provides appropriate feedback; thoughtful and responsive listener; vrites effectively; reacts with sensitivity; provides clear directions; maintains eye and voice ontact; accepts, reinforces, and encourages students; communicates student progress to arents.
s d a	. Instructional Planning Skills . Plans are organized, coherent, thorough, logically equenced, grammatically correct and grade-appropriate; objectives are measurable and irected to students' needs; shows evidence of planning in advance; indicates a use of data bout student achievement in making lesson decisions; plans include evaluation and ssessment components.
a s	Assessment of Student Learning. Understands purposes of formative and summative ssessments and evaluations to drive instruction; uses multiple strategies to assess individual tudent progress; uses pretest, post-test and remediation model; records results of student ssignments and incorporates information when planning.
Anecdotal N	Notes/Observations/Comment
Professiona	lism Standards:
1 TOTESSIONA	
o p	9. Professional Commitment and Responsibility. Uses self-reflection to improve one's swn instruction; participates in meaningful professional development; presents self in a rofessional manner; shows enthusiasm for teaching; remains calm in a stressful situation; ssumes responsibility for student achievement.
	0. Partnerships. Cooperates and communicates with colleagues, parents, and community in positive manner; maintains professional relationships with mentor, administration, and staff.

Anecdotal Notes/Observations/Comment

Boise
Coeur d'Alene
Moscow/Other

Mid-term and End of Semester

(Due March 11)

(Due May 6)

Assessment Form for Pre-Service Teaching Professional Expectations & Dispositions

Student Name	Term /Yr	
Course	Instructor(s)	
Mentor Teacher		

	5	3	1	R	NA	Comments
Category	Expectation met	Expectation Emerging	Expectation not met	Previously flagged and remediated	Expectation not applicable (N/A)	Note: Please use only the values listed - do not use ratings of 2, 4, 1.5, etc. (Please use the comments section below to explain what is needed for the expectation/disposition to be met.)
Professional						
Expectations						
Attends regularly						A. PT is often tardy, late or absent with no warning or explanation.
2. Meets timeline commitments						PT does not honor time commitments for: A. assignments. B. meetings. C. working with students.
3. Dress/Appearance is appropriate and professional						A. PT does not dress appropriately for the context. B. PT does not maintain personal hygiene. C. PT acts unprofessionally.
4. Maintains appropriate relationships with peers						PT interacts inappropriately with peers (verbally, non-verbally, physically): A. PT ignores, shows bias to peers. B. PT interrupts, does not listen. C. PT responds inappropriately.
Dispositions						
5. Scholar-practitioner - demonstrates adequate content knowledge that is current (Stnds 1,9)						A. PT makes little effort to attain deep knowledge of subject matter and pedagogy, stay current with ongoing developments through inquiry and reflection, or reflect on own practice.
6. Engaged, full participation and takes initiative (Stnds 5,9)						A. PT does not participate, is not enthusiastic or willing to participate. B. PT seldom contributes as a team/class member. C. PT rarely contributes to the knowledge base. D. PT does not take initiative.
7. Maintains confidentiality and is ethical (Stnd 8)						A. PT does not use tact and discretion regarding student information. PT is not clear about confidentiality rules in relation to students. PT causes a serious problem for individuals because of inappropriate sharing of information.

	B. PT exhibits unethical behaviors.
8. Maintains appropriate relationships with students (Stnd 5)	PT interacts inappropriately with students (verbally, non-verbally and physically): A. PT ignores, shows bias or favoritism to students. B. PT does not maintain appropriate distance, acts more like a peer.
9. Committed to and facilitates students' learning in a safe climate (Stnds 1,2,3,5,7,8,9,10,11)	A. PT does not set expectations. B. PT does not motivate students. C. PT does not develop critical thinking. D. PT fails to plan. E. PT fails to ensure learning. F. PT does not perform student assessments. G. PT ignores students' self-confidence needs.
10. Maintains appropriate relationships with teachers, admins, parents, community members (Stnds 7,9,10)	PT does not maintain positive relations: A. PT has negative interactions. B. PT is inflexible. C. PT does not share or collaborate. D. PT is intolerant of viewpoints or styles.
11. Respects and advocates for diversity (Stnds 2, 3, 6, 7)	A. PT does not respect others of different personality, race, religion, culture, gender, disability or sexual orientation some of the time. B. PT creates a negative environment where others are not treated with respect or other's ideas are not valued equally.
12. Responds appropriately to feedback and is flexible (Stnds 4,7,9)	A. PT resists and does not use feedback. B. PT does not reflect or modify as a result of feedback.
13. Written work communicates clearly and accurately, and is in standard English. (Stnd 6)	A. PT does not communicate clearly or organize ideas in writing B. PT exhibits inaccurate spelling, punctuation, and usage (enough for concern).
14. Verbal and non- verbal communication is clear, accurate, appropriate to the situation, and conventions used are standard for speaking situations (Stnd 6)	A. PT exhibits difficulty in expressing ideas clearly and accurately. B. PT uses slang, inappropriate language, gender bias. C. PT uses inaccurate oral language conventions (such as non-standard verb forms).

(Signatures imply that information has been discussed)

Intern's Signature	Date
Mentor Teacher's Signature	Date
University Supervisor's Signature	Date

Professional Expectations and Dispositions for Candidates

Descriptors	Expectation met	Expectation emerging	Expectation not met
1. Attends regularly	PT is responsible, demonstrating exceptional attendance for context.	PT is responsible, demonstrating adequate attendance for context.	A. PT is often tardy, late or absent with no warning or explanation.
2. Meets timeline commitments	PT honors time commitments for assignments, meetings and schedules.	PT mostly meets time commitments for assignments meetings and schedules.	PT does not honor time commitments for: A. assignments. B. meetings. C. working with students.
3. Dress/Appearance is appropriate and professional	PT dresses appropriately for context. PT maintains personal hygiene. PT acts professionally.	PT dresses appropriately for context most of the time. PT maintains personal hygiene. PT acts professionally most of the time.	A. PT does not dress appropriately for the context. B. PT does not maintain personal hygiene. C. PT acts unprofessionally.
4. Maintains appropriate relationships with peers	PT interacts appropriately with peers (verbally, non-verbally, and physically). PT encourages and supports peers in positive ways.	PT interacts appropriately with peers (verbally, non-verbally, physically). PT encourages and supports peers in positive ways regularly.	PT interacts inappropriately with peers (verbally, non-verbally, physically): A. PT ignores, shows bias to peers. B. PT interrupts, does not listen. C. PT responds inappropriately.
5. Scholar-practitioner demonstrates continuous improvement in content knowledge and pedagogy based on inquiry and reflection (Stnds 1,9)	PT strives for deep knowledge of subject matter and pedagogy, stays current with ongoing developments through inquiry and reflection, and reflects on own practice and adjusts accordingly.	PT tries to attain deep knowledge of subject matter and pedagogy, makes some effort towards staying current through inquiry and reflection and tries to reflect on own practice and adjust accordingly.	A. PT makes little effort to attain deep knowledge of subject matter and pedagogy, stay current with ongoing developments through inquiry and reflection, or reflect on own practice.
6. Engaged, full participation and takes initiative (Stnds 5,9)	PT participates enthusiastically and willingly as a team/class member. PT contributes to the knowledge base and takes initiative.	PT regularly participates enthusiastically and willingly as a team/class member. PT regularly contributes to the knowledge base and takes initiative.	A. PT does not participate, is not enthusiastic or willing to participate. B. PT seldom contributes as a team/class member. C. PT rarely contributes to the knowledge base. C. PT does not take initiative.
7. Maintains confidentiality and is ethical (Stnd 8)	PT is clear about confidentiality rules in relation to students. PT uses tact and discretion to maintain individuals' rights to confidentiality. PT is ethical.	PT is clear about confidentiality rules in relation to students. PT is typically tactful and discrete and does not share names/information in inappropriate places. PT is ethical.	A. PT does not use tact and discretion regarding student information. PT is not clear about confidentiality rules in relation to students. PT causes a serious problem for individuals because of inappropriate sharing of information. B. PT exhibits unethical behaviors.
8. Maintains appropriate relationships with students (Stnd 2,5)	Pt interacts appropriately with students (verbally, non-verbally and physically). PT seeks ways to support and encourage all students to develop self-confidence/ competence and promote learning.	Pt interacts appropriately with students (verbally, non-verbally and physically). PT regularly encourages and supports students in positive ways to develop self-confidence/competence and promote learning.	PT interacts inappropriately with students (verbally, non-verbally and physically): A. PT ignores, shows bias or favoritism to students. B. PT does not maintain appropriate distance, acts more like a peer.
9. Committed to and facilitates students' learning in a safe climate(Stnds,2,3,5,7,8,9,10, 11)	PT helps students gain self- confidence, sets expectations, motivates, develops critical thinking, plans, ensures learning, and performs assessments.	PT helps students gain self- confidence, sets expectations, motivates, develops critical thinking, plans, ensures learning, and assesses regularly.	A. PT does not set expectations. B. PT does not motivate students. C. PT does not develop critical thinking. D. PT fails to plan. E. PT fails to ensure learning. F. PT does not perform student assessments. G. PT ignores students' self-confidence needs.

10. Maintains appropriate relationships with teachers, parents, administrators, community etc. (Stnds 7,9,10)	PT maintains appropriate relationships exhibiting positive interactions, flexibility, sharing, listening, and collaborating. PT offers support.	PT maintains appropriate relationships most of the time, including positive interactions, flexibility, sharing, listening, and collaborating	PT does not maintain positive relations: A. PT has negative interactions. B. PT is inflexible. C. PT does not share or collaborate. D. PT is intolerant of viewpoints or styles.
11. Respects and advocates for diversity (Stnds 2, 3, 6, 7)	PT respects others of different personality, race, religion, culture, gender, disability or sexual orientation. PT creates a positive environment where others are treated and valued equally.	PT respects others of different personality, race, religion, culture, gender, disability or sexual orientation most of the time. PT tries to create a positive environment where others are treated and valued equally.	A. PT does not respect others of different personality, race, religion, culture, gender, disability or sexual orientation some of the time. B. PT creates a negative environment where others are not treated with respect or other's ideas are not valued equally.
12. Responds appropriately to feedback and is flexible (Stnds 4,7,9)	PT accepts feedback and uses reflection in a positive manner. PT seeks constructive dialogue and is flexible.	PT listens and strives to use feedback in a positive manner. PT engages in constructive reflection and dialogue, and works hard to be flexible.	A. PT resists and does not use feedback. B. PT does not reflect or modify as a result of feedback.
13. Written work communicates clearly and accurately, and is in standard English. (Stnd 6)	PT is organized and clear in writing; and exhibits accurate spelling, punctuation, and usage.	PT is often organized and clear in writing; and often exhibits accurate spelling, punctuation, and usage.	A. PT does not communicate clearly or organize ideas in writing B. PT exhibits inaccurate spelling, punctuation, and usage (enough for concern).
14. Verbal communication is clear, accurate, appropriate to the situation, and conventions used are standard for speaking situations. (Stnd 6)	PT expresses ideas clearly and accurately, uses appropriate language and accurate oral language conventions (such as non-standard verb forms) without gender bias	PT often expresses ideas clearly and accurately; uses slang, inappropriate language, gender bias, and inaccurate oral language conventions (such as non-standard verb forms)	A. PT exhibits difficulty in expressing ideas clearly and accurately. B. PT uses slang, inappropriate language, gender bias. C. PT uses inaccurate oral language conventions (such as non-standard verb forms).

DATES FOR INTERNSHIP

The University of Idaho teacher internship (student teaching) period consists of either a one or two semester long program, depending on the certification the student is pursuing. Each semester must include a minimum of 16 weeks of internship. The University of Idaho's calendar for spring semester of 2011 runs from January 12th to May 14th. We recommend that students stay as close to these dates as possible for their internship. However, the specific starting and ending dates may vary depending on the expectations of the school where the intern is placed. Dates may also vary for those students who are continuing on with a second semester of internship. Interns will follow the school district calendar for holidays such as spring break and <u>not</u> the University of Idaho calendar. It is possible that interns may be expected to complete their internship after their graduation date.

STUDENT	
SCHOOL/DISTRICT	
Starting date for internship	
Ending date for internship	
Signature, Student Intern	Signature, Mentor Teacher

<u>NOTE:</u> If a student has two separate placements of 8-9 weeks within the semester, they need to complete two separate forms. If they have one continuous placement for the entire semester split between two different mentors, only one form is required.

Please give this completed form to your University Supervisor. Supervisors, please return with other paperwork by February 18th.

University of Idaho Personal Growth Plan

Student Intern Name:	Date:	
School:		
Supervisor(s):	(Individual(s) initiating assistan	nce plan)
Core Teaching Standard(s) being addressed:		
Knowledge of subject matter	Professional commitment	
Adapting instruction for individual needs	Knowledge of human deve	elopment and learning
Multiple instruction strategies	Motivation and manageme	
Communication skills	Assessment	
Instructional planning	Partnerships	
Statement of Concern (specific problem):		
Statement of Objective(s) (future, improved	behavior/what is required in terms of	teaching behavior):
Intervention Strategies/Activities:		
Timeline of Events/Evaluation of Improvement	ent:	
Intended Evidence Collection (objective, fact	tual evidence collected from multiple so	ources):
Acknowledgment: Failure to achieve the stated objectives may res deferred completion of the field experience and experience, or e) a combination of actions. Any on evidence of improvement or lack thereof.	a plan for remediation, d) dismissal from	n the intern teaching
Intern Name (Printed)	Intern Signature	Date
Mentor Teacher Name (Printed)	Mentor Teacher Signature	Date
Supervisor Name (Printed)	Supervisor Signature	——————————————————————————————————————