



Stockton, California

**INTERN HANDBOOK
2018 - 2019**

Faculty reserve the right to change the content of this document at any time. Students will be notified of changes as they occur.

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Faculty reserve the right to update this Handbook at any time in response to Departmental, Accreditation, and student needs. Students will be informed of any changes as soon as they occur.

Introduction

The Internship Teacher Preparation Program is an alternative pathway to earning a California teaching credential that links a professional teacher preparation program with employment as a beginning teacher in a public school. Qualified individuals are authorized to teach on a California Education Specialist, Multiple Subject, or Single Subject Intern Credential, valid for two years. Through a partnership between the school district and the Benerd School of Education, interns complete a state-approved Benerd School of Education (BSE) at the University of the Pacific (UOP) professional education program. This handbook is designed to familiarize students with the Intern experience. It contains descriptions, procedures, guidelines and other information about training in the program.

Gladys L. Benerd School of Education

Mission Statement

The mission of the Gladys L. Benerd School of Education is to prepare thoughtful, reflective, caring, and collaborative professionals for service to diverse populations. The Gladys L. Benerd School of Education (BSE) directs its efforts toward researching the present and future needs of schools and the community, fostering intellectual and ethical growth, and developing compassion and collegiality through personalized learning experiences. Undergraduate, graduate, and professional preparation programs are developed in accordance with state and national accreditation standards and guidelines to ensure that students who complete these programs will represent the professional practice in their positions of future leadership in schools and the community.

The Conceptual Framework of the BSE Programs

The cornerstone of the Benerd School of Education's conceptual framework is the metaphor of the **reflective practitioner**. Reflective practice involves reflecting on and taking responsibility for one's actions through continuous planning and re-planning of professional practice. Embedded throughout the BSE's programs and courses are the concept, practice, and metaphor of a reflective practitioner.

In 2001, faculty in the BSE formally adopted the six Core Values which apply to all learners, from children to teachers, administrators, parents, and community members involved in educational activities. In addition, the Core Values of the BSE also inform both program development and individual student development in the following ways:

1. *Scholarship*: The Department of Teacher Education is committed to ensuring that candidates maintain high standards of competence in their academic and professional careers as teachers. This is reflected in our use of state and national standards and our assessments that are competency-based.
2. *Integrity and Ethical Conduct*: Throughout coursework and field experiences, candidates are prepared to conduct themselves in ways that meet all appropriate ethical, professional, and legal standards. Candidates are continually encouraged and challenged to anticipate the ethical and societal impact of both direct and

indirect service delivery.

3. *Diversity*: The curriculum of programs in the department emphasize the importance of understanding and applying knowledge of the influence of cultural, ethnic, racial, experiential, and linguistic background on school learning and social and emotional development. Programs emphasize that learning is most effective when differences in learners' linguistic, cultural, and social backgrounds are taken into account.

4. *Social and Community Responsibility*: The department promotes awareness in its candidates of their professional and social responsibilities to the communities and society in which they work and live. Candidates are encouraged and expected to take leadership roles in their professional endeavors.

5. *Collegiality*: All of the program specialty courses provide a collegial forum for faculty-student contact and dialogue in order that professional and personal interchange is facilitated and encouraged.

6. *Teaching and Learning*: Throughout all degree programs, the department engages candidates in meaningful learning experiences that are designed to promote professional development and enhance academic inquiry.

Taken together, the reflective practitioner model and the six core values define the conceptual framework, which is the foundation of the BSE programs.

The full description of the core values can be found on the [Benerd School of Education](#) website.

Accreditation

The Benerd School of Education, founded in 1923 as a pioneer of its own kind in California, is professionally accredited through the doctoral level by the National Council for Accreditation of Teacher Education (NCATE). Its credential programs are fully approved by the California Commission on Teacher Credentialing (CTC) as well. The University of the Pacific (Pacific) is accredited by the Western Association of Schools and Colleges.

Goals of the Teacher Preparation Program

The underlying assumption of the teacher education program at Pacific is that teaching is a complex activity, one that requires not only the ability to use subject matter and pedagogical knowledge and skills effectively, but also the ability to make decisions based on sound judgment. As decision makers, teacher candidates must develop the ability to approach their profession thoughtfully and reflectively.

The overall goal of Pacific's teacher education program is to contribute to the renewal of education in our society by preparing teachers who

1. possess the necessary intellectual tools and subject matter knowledge to become effective teachers;
2. approach teaching thoughtfully and reflectively;

3. have a solid initial pedagogical knowledge based on theory, research, and sound professional practice;
4. understand and accept their responsibilities for enculturating students into a political democracy;
5. understand and accept the responsibility for stewardship of schools as institutions of multicultural, pluralistic democratic society; and
6. have the beginning levels of knowledge skills, and attitudes to contribute to the ongoing efforts to renew our schools.

University Honor Code

All members of the University community are entrusted with the responsibility of observing high ethical conduct. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty.

Members of the University community, including students, faculty, staff, administrators, and trustees, must not commit any intentional misrepresentation or deception in academic, professional, or community matters. The Code expects community members to treat others with civility, respect, and dignity.

A violation of established policies or procedures and/or local, state or federal laws constitute a violation of the honor code. Such violations may include conduct occurring off-campus when students are participating, attending or in some manner connected to a University related activity.

A complete description of the Honor Code may be found in the Tiger Lore Student Handbook or by clicking [here](#).

The Office of Services for Students with Disabilities

The University of the Pacific is committed to the goal of providing qualified students an equal opportunity to attain college education regardless of disability. To reach that goal, Pacific will make efforts towards meeting reasonable requests for services and accommodations to students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA).

In order to qualify for services and accommodations, the student must identify him/herself to the Office of Services for Students with Disabilities by providing recent and specific evidence that documents a formal diagnosis of a physical, psychological, or cognitive disability from a qualified professional.

Tolerance

Pacific is a hate-free campus. We recognize the inherent goodness of all people regardless of race, creed, color, personal opinion, sex, sexual orientation, or any of the countless other features and foibles that characterize us. We honor the humanity that joins us, and we celebrate the differences that distinguish us.

Statement of Non-Discrimination

The University of the Pacific does not discriminate on the basis of race, color, nation or ethnic origin, sex, religion, age, or handicap in the administration of its educational policies, admissions, financial aid, employment, educational programs, or activities. The University of the Pacific seeks compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Inquiries into these issues may be made directly to the Director of Human Resources, who serves as the Compliance Officer for the University of the Pacific.

Sexual Harassment Policy

Sexual Harassment is not acceptable in an education setting. If a University of the Pacific student, representative, or employee is involved in a sexual harassment situation, University of the Pacific is interested in dealing with it as expediently as possible. When a University of the Pacific student, representative, or employee is named as the alleged perpetrator, the university and school district will follow the university's established procedures for dealing with sexual harassment. If the alleged perpetrator is a school district student, representative, or employee, the university and school district will follow the school district's established procedures for dealing with sexual harassment.

All student teachers, university supervisors, university faculty, and other university representatives shall be held accountable for compliance with this policy. Violations may lead to disciplinary action that could include suspension or termination. Students or employees who believe they have been the victims of sexual harassment will have access to both informal and formal grievance procedures.

The Intern Program

One of the routes for credentialing offered by the University of the Pacific is the intern program. The intern program provides an alternative to student teaching for college graduates who have met the intern requirements.

The intern teacher completes the professional education coursework required of all credential applicants. The primary difference between the intern program and student teaching is that the intern is employed by a school district. The intern works for that district in the process of developing and completing the required professional competencies and objectives. The intern assignment is a full time, employed position. No intern's salary may be reduced by more than 1/8th of its total to pay for supervision and the salary of the intern shall not be less than the minimum base salary paid to a regularly credentialed person (EC 44462).

Listed below are eight factors derived from the research on learning to teach (Huling-Austin, 1992). These factors are important to consider in helping a new teacher through his/her first year of teaching. The first six factors are especially important considerations for the employing school and school district.

Number of Teaching Preparations

Beginning teachers should not be given multiple teaching assignments. Students are likely to suffer because of inadequate teacher preparation and anxiety. Novices learn more about teaching when they teach the same content multiple times.

Match of Teacher Background and Teaching Assignment

Teachers are likely to lack pedagogical content knowledge if assigned to teaching an area or field in which they are not credentialed. Teachers should be assigned only to areas in which they have a firm grasp of the subject matter and can understand the subject matter when separated into a series of learning events or classroom activities.

Non-Teaching Demands on Novice Teachers

Novice teachers should not be assigned extracurricular activities during their first year of teaching. Extracurricular activities require extra hours of work and take away from lesson planning time.

The Importance of Teacher Colleagues

Teachers ranked consultation with other teachers second only to direct experience in the classroom as a possible source of teacher learning. Mentor teacher and novice teacher programs are important for teacher development.

Discussions about Subject Matter

When possible, the first year teacher and the mentor should teach the same grade level so the novice teacher can get specific help with curriculum and subject matter.

Understanding Beginning Teachers' Needs

Unrealistic optimism and reality shock are two common conditions of first-year teachers.

Novice teachers leave pre-service programs and enter the profession believing that “teaching is not all that difficult.” This unrealistic optimism can lead to reality shock when novice teachers confront the demands of teaching.

Opportunities for the First-Year Teacher to observe and be observed

Collegiality and continuous improvement are two norms that permeate schools where teachers view their own continued learning as part of the job of teaching. Frequent talk among teachers about the practice of teaching, frequent opportunities to observe and evaluate one another is teaching, regular opportunities to design and evaluate teaching materials, and regular opportunities to teach and learn from one another support the norms where teachers continue to learn.

Use of Cohort Groupings

Adults learn more readily when they have the opportunity to interact with peers. Beginning teachers need frequent opportunities to share and solve problems with other first year teachers. Networking would allow beginning teachers to come together to develop understandings of teaching reduces their isolation and fosters their professional growth (Huling-Austin, 1992).

Intern Eligibility Requirements

The following requirements must have been met before a candidate may be eligible for professional practice as an intern as outlined by the California Commission on Teacher Credentialing (CTC).

Bachelor's Degree - The candidate must have completed a Bachelor's degree from a regionally accredited institution of higher education.

Subject Matter Coursework - Single Subject: The candidate must have passed *all subtests* of the appropriate State-approved examinations or have completed all subject matter coursework for the credential being sought.

Multiple Subject: The candidate must have passed *all subtests* of the appropriate State-approved examination.

Minimum GPA - The candidate must have a minimum grade point of 3.0 in two of the following: Cumulative GPA, University of the Pacific GPA, Professional Preparation Courses, Subject Matter courses included in the student's subject matter program.

Basic Skills - The candidate must have passed the California Basic Education Skills Test (CBEST) or met the [basic skills requirement as defined by the CTC](#).

Professional Preparation - The candidate must have completed all professional education courses that are prerequisite to Professional Practice with a minimum grade of C (2.0) or better in each course and a minimum GPA of 3.0 in professional coursework. The candidate may not have an incomplete (I) in any course work except EDUC 270.

Credential Candidacy - The candidate must have received a Certificate of Clearance and have been advanced to credential candidacy.

Constitution Requirement - The student must have completed the Constitution Requirement as established by the CTC.

Graduate School - The student must have been admitted formally to the Pacific Graduate School.

Professional Practice Course Syllabus

Course Details

Graduate Course: EDUC 270: Professional Practice; Variable Credits: 1 - 10

Instructor: Director of Field Experiences with University Supervisor

Office: Benerd School of Education, Room 105

Phone: (209) 946-2335

Office Hours: As posted

Course Overview

Professional practice provides an opportunity for Interns to apply and strengthen teaching skills and to continue to learn about teaching. This learning will be facilitated by the student accepting full responsibility for teaching the students assigned to them; by reflecting on and adapting their own teaching; accepting feedback and suggestions from the University Supervisor and Site Support Team and by investigating the context of schooling through observation, discussion, and participation. This process is the culminating pre-service experience for the development of leadership in teaching.

Course Goals

Interns are expected to establish and demonstrate professional teaching skills, attitudes, and dispositions in applied settings. They will develop and maintain positive relationships with the learning community including students, parents, and colleagues as well as reflect on, and address issues of diversity integral to the students assigned them, the curriculum, and society.

Course Objectives

Interns must find a position in sites that satisfy the state and Benerd School of Education requirements for the specified credential: Single Subject or Multiple Subject.

- The Intern will demonstrate personal initiative in the performance of each student teaching objective.
- The Intern will demonstrate mastery of basic skills (computing and reading, writing, speaking Standard English) and subject matter competence.
- The Intern will accept complete responsibility for all facets of the instructional process, which are ordinarily the responsibility of a regular classroom teacher.
- The Intern will successfully demonstrate the professional standards and competencies (as outlined by CTC and below) in the classroom.
- The Intern will document all support provided by the District, School, and University.

Competencies Based upon Six SB 2042 Teaching Performance Expectations

The *Teaching Performance Expectations (TPEs)* comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing course work, engaging in clinical practice, and passing a Teaching Performance Assessment (TPA) based on the TPEs. Beginning teachers must meet these requirements prior to being recommended for a preliminary teaching credential in California. TPEs guide teacher preparation program development; candidate competency with respect to the TPEs is measured through the TPA. A full explanation and narrative on each TPE element can be accessed by clicking [here](#).

Teaching Performance Expectations (TPEs)

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning Content Specific Pedagogy

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

Subject-Specific Pedagogy

Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy

English Language Development in Relation to Subject-Specific Pedagogy

Subject-Specific Pedagogical Skills for Multiple Subject & Single Subject Teaching Assignments

Responsibilities of the Intern

Basic Skills and Subject Matter

- Demonstrate mastery of basic skills (computing and reading, writing, speak standard English) and subject matter competence as evidenced by meeting the basic skills requirement and passing the CSET exams.

Instructional Planning and Evaluation

- Plan (in writing) for and implement instruction that helps students to progress along an accepted (the school's) academic curriculum.
- Accept complete responsibility for and satisfactorily complete planning and implementation of all facets of the instructional process.
 - ◆ Achieve desired learning outcomes with students through the application of a variety of instructional and classroom management techniques and strategies that are appropriate for diverse cultural, racial, and ethnic groups.
 - ◆ Design and deliver instructional activities which regularly motivate the students.
 - ◆ Assess, evaluate, and report student progress in instructional activities.
 - ◆ Adapt instruction based on evaluation outcomes.

Analyzing and Reflecting on Teaching

- Understand and demonstrate the process of reflective teaching.

- Review and refine one’s own teaching, both independently and with the assistance of the Site Support Team and University Supervisor.
- Use reflective practice to understand and improve classroom teaching.
- Successfully complete and pass the edTPA (national Teacher Performance Assessment) Portfolio as outlined in the subject-specific edTPA handbook.

Fulfilling Professional Responsibilities

- Submit Letter of Hire in order to the Credential, Graduate, and Student Services Office.
- Enroll in appropriate number of units of professional practice and seminar each semester during the internship year.
- Immediately upon arrival at the school, seek out the school Site Support Team members for assistance in setting up the assigned classroom. Determine the school’s curriculum and materials for each content area, the discipline procedures, attendance accounting system, grading philosophy, etc.
- Develop and maintain professional relationships with colleagues, administrators, students, student guardians, and university personnel.
- Attend to the details of teaching (record-keeping, paperwork, and classroom appearance) in a timely manner.
- Implement the school’s rules, policies, and standards of behavior and appearance.
- Adapt to, rather than try to change, the values and philosophy in the classroom or assigned school.
- Participate in all the activities expected of the regular classroom teacher.
- Notify the school office and others as designated if unable to attend.
- Accept criticism and suggestions that assist professional and personal growth.
- Abstain from making unfavorable criticism of the school, the faculty, the students and the community, including posting on social media.
- Demonstrate the professional and ethical obligations of classroom teachers.
- Attend all university seminars and other functions assigned by the university.
- Document weekly support provided by the Site Support Team and University Supervisor.

Time, Attendance, and Schedule Requirements

- An Intern will follow the school district schedule and calendar.

Assessment & Grading

Internship is graded Pass/No Credit. The Intern must perform the course objectives and requirements at the level of a letter grade of “B” or above to receive a grade of Pass.

Throughout the year, the Intern will be observed by a University Supervisor who will provide the Intern and Site Support Team with oral and written comments after each observation.

Cooperative Evaluation

Once during each of the Intern’s school’s grading periods, the Intern and at least one member of the Site Support Team will complete the Cooperative Evaluation Form. *The school’s evaluation form may be substituted for the cooperative evaluation form.* The Intern and Site Support member will meet to discuss the

form and the internship experience. The scale is designed to illustrate the process of attaining the standard at a level appropriate for assuming responsibilities as a beginning teacher, not master or veteran teachers. Both the Intern and Site Support Team members forms will be turned in to the University Supervisor, who will review and forward to the Director of Field Experiences.

Midpoint Evaluation

At approximately the midpoint of each semester of the internship, the Intern, the Site Support Team and the University Supervisor will meet to discuss the intern's progress and/or any other issues that might improve the internship experience.

Candidate Competence and Performance Checklist

The Benerd School of Education requires written verification by at least one Site Support Team member and a University supervisor that the candidate has satisfied each of the standards listed on the *Candidate Competence and Performance Checklist*. The signature indicates that the standard has been met.

Requirements for Master's Students

The Intern enrolled in a master's program will complete an additional assignment focusing on their capacity to impact student learning through assessment, research and reflection. The assignment is associated with the seminar course, EDUC 272, usually taken during the second semester of the internship.

Seminar: Professional Practice Course Syllabus

Course Details

Graduate Course: EDUC 272: Seminar - Professional Practice; Variable Credits: 2 - 10

Instructor: Director of Field Experiences and/or BSE Teacher Education Faculty

Office: Benerd School of Education, Room 105

Phone: (209) 946-2335

Office Hours: As posted

Course Overview & Goals

The Intern seminar is designed to assist Interns in becoming reflective educators; to expose Interns to a variety of classroom management techniques and strategies that are appropriate for diverse cultural, racial, and ethnic groups; to develop an awareness of teaching as an activity that has ethical and moral consequences; to help Interns gain the ability to make defensible choices regarding their classroom and school behavior; and to provide a forum for the sharing of intern concerns.

Course Objectives

The Intern will...

1. Identify teaching practices and strategies using specialized and/or theory based vocabulary
2. Evaluate quality of teaching practices and strategies using specific vocabulary
3. Identify challenges within the learning teaching experience
4. Identify, apply, evaluate teaching strategies to minimize challenges and leverage growth
5. Complete and successfully pass the performance assessment

Learning Tasks

- Attending and Participating in class and online discussions centered on student generated questions and/or materials presented by the school or University faculty.
- Lesson plans and assignments as determined by the instructors of the course or University Supervisor.
- Completion of an Individualized Development Plan (IDP).
- Submission of plan to successfully pass the edTPA Portfolio.

Assessment & Grading

Professional Practice Seminar is graded Pass/No Credit. Interns will be expected to complete all the course Learning Tasks and all Requirements at the level of a letter grade of “B” or above to receive a grade of Pass. Interns who are unable to attend a seminar need to inform the Director of Field Experiences or Instructor.

Failure to notify regarding any absence will be considered unprofessional behavior and may be cause for a grade of “No Credit” for the Seminar EDUC 272.

Intern Requirements

As an Intern, you will have full responsibility for your classroom and as such you will need to complete all lesson planning and other requirements according to your district/school guidelines. The assignments for Professional Practice Seminar are designed to support those requirements and not to add additional work to your already busy year.

Document Site Team Support: Please track any and all support provided by the School, District, or University. Documentation guidelines will be provided via the Director of Field Experiences and the University Supervisor. Documentation will occur via a Google Sheet shared between the Intern, Director of Field Experiences and University Supervisor. The Intern is expected to update the Google Sheet *weekly*.

Cooperative Evaluations: Ask your Site Support Team to fill out a Cooperative Evaluation (or use the school’s evaluation form) to gauge how you feel you are progressing. This is to be done once per each of your school’s grading periods. *Due once every grading period.*

Candidate Competencies: These must be signed by at least one member of your Site Support Team (one who has observed you teaching) and your University Supervisor at the end of your internship. *Due at the end of the internship.*

edTPA Portfolio: This is a three part assignment that covers a learning segment (a series of three to five lessons) which includes context for learning, planning, instruction, assessment, and analysis of teaching. It includes one or more video taped lessons. Schools will require you to obtain parent permission for the classroom videos. Further information and support will be provided during EDUC 272. *Due at the end of the internship.*

Responsibilities of the Site Support Team

The Site Support Team is composed of two to three credentialed employees of the Intern's employing school district (Individual districts may have negotiated other methods of support.) At least one of the members must hold an administrative credential. The team members should be experienced, tenured, and highly competent educators that can advise and guide the Intern appropriately. Members of the Site Support Team are typically chosen by the lead administrator at the site or by the district level administrator who oversees the program.

The role of the Site Support Team is to provide the intern with classroom and general on-site supervision through activities such as those listed below. The Site Support Team members share the responsibility, with the University Supervisor, of supporting/mentoring and supervising the Intern for a total of 189* hours during the full academic year. Regular on-site support must be provided in a scheduled and coordinated manner and must adhere to these requirements: 144 hours with at least 2 hours of support per every five instructional days for general instruction coaching and mentoring and 5 hours of support per month specific to teaching English learners, or if less than a full academic year, the total number of hours of support must equal four hours times the number of instructional weeks remaining in the year, with at least two hours of support provided every five instructional days. English language learner support less than a full academic year must equal five hours times the number of months in the school year.

The Site Support Team members share the responsibility, with the University supervisor, of assisting the Intern to meet the required professional competencies and signing the competencies as they are completed.

**45 hours of support/mentoring and supervision per school year, including in-classroom coaching, must be specific to the needs of English learners.*

Orientation Before Intern Begins Teaching

- Orient Intern to school and introduce Intern to other staff and faculty members.
- Assist Intern in acquiring basic teaching supplies such as pencils, paper, stapler, scissors, markers, pens, ruler, staples, construction paper, glue, dictionary, computer disks, etc. This assistance may be in the form of giving the Intern the supplies, helping them order them, or directing the Intern to purchase them.
- Explain supply procurement procedures and timelines.
- Explain budget stipulations which affect Intern, i.e. money for classroom expenses, restrictions on paper usage, and photocopying.
- Explain school-wide discipline plans.
- Explain process for referring a student to school specialists such as nurse, counselor, psychologist, special education teacher, special programs, etc.
- Orient Intern to emergency procedures in the school.

Observation of Intern by Site Support Team

- Contact Intern weekly both in and out of the classroom.
- Visit Intern in classroom frequently.

- Make formal visits every two weeks (or as allowed by district/school policy).

Formal visits consist of:

- visits that are planned in advance with the Intern
- objective data that are collected during the observation
- written and oral feedback given to Intern in a conference after the observation

Planning

- Share own plans with Intern.
- Assist Intern in formulating and evaluating lesson plans.
- Review Intern's lesson plans and offer recommendations when appropriate.

Observation of Teaching by Intern

- Facilitate observation of teaching by the Intern:
 - suggest outstanding teachers at Intern's school and in other schools
 - provide classroom coverage for Intern during these observations
 - explain process of obtaining release time & process of obtaining a substitute teacher to provide classroom coverage during observations.

Teaching

- Direct the Intern to sources of and resources for teaching materials and supplies (i.e. school's professional library, magazines, journals, instructional media, specialists).
- Model appropriate strategies and techniques of instruction.
- Indicate ways you have learned to reflect on your teaching.
- Explain grading policies and reporting procedures.

Classroom Management

- Explain classroom management and discipline expectations and procedures in the school.
- Assist the Intern in developing and utilizing a classroom management system.
- Offer suggestions and resources for additional management assistance when needed by the Intern.

Evaluation

- Complete the Cooperative Evaluation of Intern (or school's evaluation) once every grading period and share it with the Intern.
- Provide input for Mid-Year evaluation.
- Make a decision about the Intern's performance of each of the State competencies (TPEs).
- Sign the Candidate Competence and Performance Checklist for each competency that the Intern has satisfied.
- Support Intern in completing their PACT Teaching Event.

Site Support Team Meetings

- Meet with the University Supervisor each grading period to discuss the Intern's progress.
- Review competencies and assess Intern's progress toward meeting the competencies.
- Assist when difficulties arise in the internship process.
- Inform the University Supervisor immediately if the Intern has serious concerns.

Responsibilities of the University Supervisor

The University Supervisor (US) is a University faculty, adjunct faculty member, or graduate student who serves as a liaison among the Intern, the employing district, and the University. The University Supervisor shares the responsibility for assessing the Intern's professional competencies with the members of the Site Support Team. The University Supervisor works with the Intern throughout the internship experience to offer instructional help and guidance and to share in the decisions affecting the Intern in the school.

The University Supervisor also serves as a liaison between the University and the School District.

The University Supervisor will fulfill the expectations defined in the **Supervision Policy**, printed in this handbook.

Visits and Observations

- Meet with the school principal or school-site coordinator early in the internship experience.
- Check in at the school office each time the US visits the internship site.
- The US will observe and evaluate the Intern as outlined in the *Supervision Policy*.
- When an Intern is determined to have difficulties, the US will implement the **Intern Improvement Plan**.

Evaluations

- Help Intern define acceptable standards of performance.
- Review the **Cooperative Evaluation of Intern** completed by the Intern and site support team every grading period (or school's evaluation).
- Make a decision about the Intern's performance of each of the State competencies (TPEs).
- Conduct a Mid-year evaluation. The University Supervisor will issue an interim evaluation of the Intern to the University's Director of Field Experiences and the site principal by the end of the first semester. The evaluation will indicate whether, with input from the Site Support Team, the supervisor believes the Intern is likely to achieve successful completion of the competencies by the end of the school year.
- Sign the **Candidate Competence and Performance Checklist** for each competency that the Intern has satisfied at the end of the internship.

Communication

- Make expectations and supervisory practices clear to Intern and cooperating school personnel.
- Share observation data with the Intern and when possible, with the Site Support Team.
- Seek out and listen to concerns and celebrations of Site Support Team members.
- Offer advice and suggestions to Intern and Site Support Team members when necessary.
- Keep Director of Field Experiences informed of Intern's progress.
- Clarify needs and expectations for written lesson plans.
- Help identify and define problems in the internship experience. Offer suggestions, advice and assistance to participate.
- Support the policies of the BSE and the cooperating school.

Supervision Policy

1. Internship placements will satisfy the state requirements for the specified credential.
2. Interns will be provided with the specific requirements and expectations for successful completion of the internship.
3. The following procedures of supervision will be followed by all University Supervisors (US):
 - a. The US will visit the Intern in his/her assigned classroom a minimum of twice per month. In the event the Site Support Team cannot observe twice per month, the US will need to visit the Intern every 5 instructional days.
 - i. There will be at least twelve formal observations and conferences during a year long internship. Formal observations include the following; observation of a substantive length, written feedback, structured conferencing.
 - ii. The other visits will consist of less formal observations and conferences with the intern and site team as needed.
 - b. Descriptive data gathered during the formal observations will be recorded.
 - c. The written comments will also include specification of strengths, weaknesses, and recommendations for improvement.
 - d. A copy of the completed observation instrument will be distributed to the intern and one will be retained for the Director of Field Experiences. Additional copies may be provided to the Site Support Team members if they request them.
 - e. Conferences will be held with the Intern after each formal observation. During this conference, the US and Intern will discuss the written report and make future plans for improvement.
 - f. The University Supervisor will try to contact the members of the Site Support Team during the visitation. The US and the Site Support Team may share their perspectives on the Intern, his/her performance in the classroom, and any concerns or celebrations that need to be discussed.
4. During each grading period, the intern and Site Support Team, will complete and discuss the Cooperative Evaluation of Intern. Areas needing improvement or remediation will be discussed at this time. Copies of these forms will be review by the University Supervisor.
5. Mid-way through the internship experience, the University Supervisor will, in collaboration with the Site Support Team, issue an interim or Mid-Year evaluation. The interim evaluation of the Intern will be given to the University's Director of Field Experiences and the site principal by the end of the first semester. The evaluation will indicate whether, with input from the Site Support Team, the US believes the Intern is likely to achieve successful completion of the competencies by the end of the school year. In the event the District places an Intern on a District Improvement Plan, the US will initiate the University's **Intern Improvement Plan**.
6. Before the end of the semester, the Site Support Team will examine the Candidate Competence and Performance Checklist. The members of the Site Support Team will determine which Competencies the Intern has met. The teacher(s) will sign the appropriate spaces signifying the completion of that competency.

7. At the end of each semester, the University Supervisor will sign the competencies that the Intern has satisfied.
8. The University Supervisors will refer to the **Intern Improvement Plan** when necessary.
9. The University may, at any point in the program, ask an Intern to not return to the placement.
 - a. Interns may be asked to withdraw from the Intern Program if it is determined by the Director of Field Experiences after consultation with the Site Support Team members, Principal, and University Supervisor that:
 - i. The intern is having a detrimental effect on the learning progress or environment of the students.
 - ii. The Intern has little or no chance of success in the program.
 - b. The intern is subject to the established policies and procedures of the personnel (Human Resources) department of the employing district. At any time during the internship, the employing school district may implement these policies as they see fit regarding continued employment of the intern.
 - c. The Intern may, at any point in the program, ask to not continue in the program. The Director of Field Experiences will consult with the Site Support Team and University Supervisor regarding the request.
10. In the event that a student discontinues in the internship, the Director of Field Experiences will discuss the situation with the Site Support Team, University Supervisor, and Intern. The Director will determine the next course of action. He/she may recommend that:
 - a. the student seeks another internship without remediation.
 - b. An **Intern Improvement Plan** be designed and implemented (see #7 of the **Intern Improvement Plan**). This plan may or may not include provision for an immediate placement in an internship or student teaching experience.
 - c. the Intern is placed in a student teaching experience.
 - d. the student is terminated from Professional Practice.

Termination may be recommended in the following circumstances:

- i. a single incident of serious unprofessional or unlawful conduct (examples, not limited to: dishonesty, abuse, breach of confidentiality, harassment, dereliction of duty, plagiarism, insubordination, endangerment of students or staff, discrimination).
- ii. a series of less serious unprofessional behaviors that were not sufficiently addressed by the Intern
- iii. more than one school had asked the Intern to be removed

11. The Intern who has been recommended for termination will have his/her case reviewed by the *Teacher Education Review Committee*. The Intern should contact the Chair of the Curriculum and Instruction Department to get the *Procedures for Review of Directed Teaching*.

Intern Improvement Plan

1. As early as possible, in situations in which the Intern is not progressing at a rate that will allow successful completion of the Internship experience, the US should notify the Director of Field Experiences.

2. The Director of Field Experiences, Site Support Team member(s), and University Supervisor will identify specific concerns and will discuss strategies for addressing these concerns. It may be determined that the concerns are not remediable. In this case, the Director of Field Experiences may decide to terminate the Intern from Professional Practice. The Intern who has been recommended for termination will have his/her case reviewed by the Teacher Education Review Committee. The Intern should contact the Chair of the Curriculum and Instruction Department to get the Procedures for Review of Directed Teaching.
3. At any time, the University or cooperating school personnel may determine that the previously identified problems have been adequately addressed and notify the Director of Field Experiences that the situation has been resolved.
4. The Intern, Principal or School Coordinator, Site Support Team, University Supervisor, and Director of Field Experiences will be notified of the concerns that adversely impact the Intern's ability to carry his/her duties and responsibilities in the placement. This notice will be given both verbally and in writing. These concerns may include, but are not limited to, ability of the Intern to work effectively with students, faculty/staff members, administrators, and student guardians.
5. The US will notify the student's academic advisor and will seek relevant feedback from this advisor.
6. The Intern will be observed by a third party (the Director of Field Experiences or someone appointed by him/her) as soon as possible after the problem is identified.
7. If prior interventions have not been successful, a Intern Improvement Plan will be developed. The development of the Improvement Plan shall require consultation with Intern, Site Support Team, and University Supervisor. The plan may include
 - a. identification of areas of needed improvement
 - b. specific strategies to implement
 - c. specific outcomes desired and persons responsible to validate those outcomes
 - d. Timeline
 - e. sources of assistance (e.g. school professional library, idea books, and resource people)
 - f. responsibilities of University and cooperating school faculty - specifically regarding support and observation schedules
 - g. statement of expectations for continued satisfactory performance in non-remediated areas
 - h. consequences of not completing the plan adequately

Once agreement has been achieved among the Intern, Site Support Team and University Supervisor regarding specific aspects of the Improvement Plan, the Improvement Plan will be subject to approval by the Director of Field Experiences. Approval must be given prior to implementation.

The Intern, Site Support Team, University Supervisor, and Director of Field Experiences will each sign the Improvement Plan to indicate their agreement with the procedures noted.

The Intern, Site Support Team and Principal, and Director of Field Experiences will each receive signed copies of the Improvement Plan and a copy of the Improvement Plan will be contained in the candidate's credential file.

If agreement cannot be reached regarding the Improvement Plan, the Director of Field Experiences will consult with the Intern, Site Support Team, and University Supervisor regarding the Improvement Plan. The Director will review the recommended plan's stated concerns and will make a final determination as to the contents and procedures to be followed in the Improvement Plan.

8. The Intern will have increased contact with members of the remediation team.
9. Consistent and specific evaluation observation data regarding progress relative to prior assessed needs (Improvement Plan) will be provided to the Intern, both verbally and in writing, by selected members of the Site Support Team and by the Supervisor. This information should be given over some mutually agreed period of time before a decision of unsatisfactory progress or termination is made.
10. The Intern, Site Support Team, Supervisor, or Director of Field Experiences may wish to arrange for a series of additional observations/ evaluations by appropriate parties. The additional observations/ evaluations would be for the purpose of offering assistance and giving feedback to the Intern.
11. Having complied with steps 1-10, three outcomes are possible:
 - a. The Intern may adequately meet the requirements of the Improvement Plan and will be allowed by the Director of Field Experiences to complete the internship experience. This person will be awarded a satisfactory grade in Professional Practice and may apply for a preliminary credential.
 - b. The Intern may make significant progress toward meeting the requirements of the remediation plan, but may not complete all aspects of the plan. Several possibilities exist:
 - i. The Director of Field Experiences, in conjunction with the Supervisor and Site Support Team, may choose to extend the Intern's experience in the same setting. The student will be expected to re-register and pay for the additional semesters of Professional Practice.
 - ii. The Director may provide for a Student Teaching experience in a different setting. The student will be expected to re-register and pay for the additional weeks of Professional Practice if needed.

An incomplete grade may be given for this Professional Practice experience.
 - c. The Intern's rate of growth may remain unsatisfactory, and the Improvement Plan may not be successful. In this case, the Director of Field Experiences will attempt to get consensus from the Site Support Team, Principal, and Supervisor regarding the decision to recommend termination of the Intern from the program.
12. The University is not obligated to provide an alternate placement for an Intern who does not cooperate with the attempts to assist as outlined in the Improvement Plan. The University is not obligated to provide more than one alternate placement for an Intern who does cooperate.
13. The US and/or the Director of Field Experiences will make arrangements to meet with the Intern if a decision to recommend termination is made. At this conference, it will be essential for the US and/or Director of Field Experiences to notify the Intern of his/her next steps.

Intern Recommended for Termination

The intern who has been recommended for termination will have his/her case reviewed by the *Teacher Education Review Committee*. The intern should contact the Chair of the Curriculum and Instruction Department to get the *Procedures for Review of Directed Teaching*.

Work Stoppage

The following policy affects situations in which an Intern has been assigned to a school in which a work stoppage occurs during the intern experience.

Interns will be encouraged to assume the role of neutral persons and to maintain an uninvolved status with respect to a work stoppage.

1. Interns shall not be required to participate in picketing or other work stoppage actions.
2. Interns shall not be required to cross picket lines or supervise classes during the work stoppage.
3. Interns, at their own discretion, may attend teachers' association meetings, faculty meetings, school board meetings, and other gatherings concerning the work stoppage in the role of an interested observer.
4. If the Intern chooses to participate on either side of the work stoppage, the University of the Pacific disclaims liability for any consequences of his/ her participation.

At the beginning of the work stoppage, the Interns shall inform their University Supervisor and the Director of Field Experiences of the stoppage.

1. Work stoppages of one week duration or less may not require any special arrangement provided the teacher candidate can successfully meet minimum credential and program requirements without undue stress.
2. When work stoppages of more than one week occur, the Director of Field Experiences shall arrange an extended Intern experience, an alternate placement, or an appropriate substitute experience.

University credit in Professional Practice will be given for only that time in which the Intern has full-time involvement in the Intern situation under the supervision of the assigned Site Support Team.

Evaluation of the Intern

The Director of Field Experiences, in collaboration with the University Supervisor, will be responsible for determination of the final grade (pass/no credit). The final grade will be based on the Intern's performance in achieving the Intern competencies and expectations as outlined in the EDUC 270 and 272 syllabi. The Site Support Team's evaluation of the Intern's performance is critical in the evaluation process. The evaluation will be based on the objectives, competencies required for certification, and the cooperative evaluations. The edTPA Portfolio, course assignments and observations and/or professional recommendation by the Site Support Team, University Supervisor and other professionals as required will provide the evidence for determining if the Intern will be recommended for a preliminary credential.

The Benerd School of Education, while admitting students to a credential program, always reserves the right to withdraw a student from that program at any point at which it seems the student cannot succeed to the satisfaction of the School District. See the Supervision Plan and Intern Improvement Plan for procedures.

Evaluation Forms

Links to evaluation forms can be found below:

[Intern Cooperative Evaluation Multiple Subjects](#)

[Intern Cooperative Evaluation Single Subject](#)

[Candidate Competence and Performance Checklist Multiple Subjects](#)

[Candidate Competence and Performance Checklist Single Subject](#)