

CLASS PDS Program Concurrent Resident Internship w/Conditional Certification

The CLASS PDS program is not just about preparing effective classroom teachers, it goes beyond that; our goal is to prepare effective teacher-leaders for schools and their communities. This is just one of the reasons why the program relies on the required full year, full-time internship to additionally prepare students for this challenge.

We recognize that in some rare, case by case, instances that a particular CLASS PDS intern may be felt ready to assume most of the responsibilities of a first-year teacher in a partner school before completing the required resident internship needed to exit from the program successfully to receive State certification through USM's state approved program. These would be instances where the partner school and/or district initiated the contact with the intern as a prospective employee with the full knowledge and support of the Site Coordinator and Program Coordinator within the special context and working relationship of the college – district PDS partnership.

By continuing to work together in this PDS context, the student would be able to fully and successfully finish all the program requirements, continue to be eligible for financial aid, be well positioned for matriculation into the Master's of Teaching and Learning degree, while at the same time beginning his/her professional career as a conditionally certified teacher in the partner school. Inasmuch as he/she was on salary during the resident internship they would have to return that portion of their internship fellowship to the college.

To ensure that the intern would be successful both in concluding their studies (CPI 521 Resident Internship 9crs. and CPI 520 Reflecting on Practice Seminar 3crs.) and in commencing their professional career, special circumstances of the “conditions” under which he/she was teaching would have to be jointly developed and clearly defined within the existing professional development context. The primary role of both the college and school district will be to create a supportive structure that will work in tandem to realize both their mutual goals, as well as the unique ones that the college and district each have.

Inasmuch as the intern is a product of the PDS model, creating such a structure should be seen as merely an extension of their existing partnership roles. A joint mentoring “support” committee made up of the college faculty, cohort leader, site coordinator, mentor teacher, principal and any other person deemed necessary from the district/teachers association. This committee would be responsible for developing a written plan that would address the curricular, pedagogical and professional needs of the student as detailed in the CLASS internship requirements and Auburn's first-year mentoring/appraisal program; e.g. clinical supervision, attending seminar, observation, portfolio appraisal work, professional development, reflection, service learning, to name just a few.

Many of these would in fact be an overlap or dovetail with one another. However, in some cases there would be activities that would necessitate release time for the intern (see outline below: Resident Internship Activities). Furthermore, it is expected that the district/school

would make appropriate adjustments, set “conditions” in his/her schedule and/or responsibilities/duties during the school day to afford them opportunities to catch their breath and reflect.

As partners in the CLASS PDS, the district and college share responsibility for this unique opportunity and must work in tandem to help realize the special talents of this unique individual as he/she goes about the two-fold endeavor of concluding program requirements and embarking on a professional career. Both parties must be mindful and put into place strategies that will prevent over taxation and “burn out” of the intern and ensure his/her long-term success and professional development as a classroom teacher.

Resident Internship Activities:

- Classroom teaching
- A reflective journal
- Planning and teaching an interdisciplinary unit
- Reflective Inquiry/Action Research project
- Service Learning Project (one during the internship year)
- Inequity Action Plan
- Portfolio
- Professional Stance
- Videotaping of teaching and reflection during resident internship placement--At least two teaching lessons will be videotaped. One of these lessons should also be observed by a designated mentor teacher. Mentor teacher and resident intern review the videotaped teaching after the intern has had an opportunity to review it (possible focus for reflection can include: classroom management and student engagement).
- Entry Conference--During the first week of the intern's placement, the designated mentor teacher, site coordinator and cohort leader will meet to review Goal Setting Form to discuss demonstrating “meets expectations” in meeting **all** CLASS PDS Program outcomes and “exceeds expectations in **at least 3**, review the Outcomes Internship Assessment Form, review the Lesson Plan and Unit Plan Format, and review the internship assessment process.
- Observations--In addition to the more informal observations that a mentor teacher, cohort leader and site coordinator may complete, there are more formal observations as well. In the formal observations the observer will pre-conference with the intern, observe a complete lesson, and post-conference with the intern. Formal feedback will be provided for the intern to consider as s/he formally reflects on the lesson. It is during these formal observations that interns will be required to provide the observer with a lesson plan.

A suggested schedule follows but may be adapted to fit the needs of an individual intern and/or partner school).

Informal Observations Schedule

The site coordinator and/or cohort leader will complete informal observations of the intern once every other week as a means of assuring appropriate progress is being made. A designated mentor teacher will provide on-going feedback to the intern.

Formal Observation Schedule during resident internship placement:

Cohort Leader/Site Coordinator:

Second or third week of placement

Lead teaching

Designated Mentor Teacher:

Second or third week of placement

Lead teaching

Lead teaching

Scheduled three-way conferences during the resident internship:

Initial conference this semester will include the cohort leader.

Entry conference (during first week of placement) – review expectations of placement, assessment process, goal setting, etc.

Mid-placement conference: designated mentor teacher and interns will use an Outcomes Assessment review form to complete a mid-placement appraisal of the progress towards meeting the 12 outcomes

Exit conference: (after lead teaching weeks) – intern demonstrates evidence of learning related to program outcomes, professional goals, vision statement?

Final Intern Exhibition Conference--"Final Exhibition": Final Intern Exhibition will be presented in early December. The intern's exhibition will aim to: celebrate and share accomplishment, share ideas, and discuss future direction, while focusing on the CLASS PDS Program Outcomes. The CLASS intern will demonstrate "meets expectations" in meeting all CLASS PDS Program Outcomes and "exceeds expectations" in at least 3 as demonstrated during informal observations by the site coordinator and/or college faculty and mentor teacher; formal observations by the site coordinator and/or college faculty and mentor teacher; 3-way conferences in the beginning, middle and end of each placement (initial conference this semester will include the cohort leader); videotaped teaching and reflection; lesson plans; and Final Intern Exhibition exit portfolio. The panel is comprised of at least one of the intern's mentor teacher during the year, the site coordinator, cohort leader and one outside member when possible. The intern's presentation will last 45 minutes and will focus on the intern's accomplishment of the CLASS PDS Program Outcomes. Following the presentation will be a question and answer exchange between the intern and the panel. After questions, the intern will depart and the panel will review the developing satisfactorily and needs attention areas from the previous three outcomes reviews. An agreement will be reached regarding certification and feedback from the panel is formulated. The intern returns for the findings and feedback.

Course Evaluation

The grade for the internship will be based on the effectiveness of the student's demonstrated progress in meeting the internship outcomes. The resident intern's grade for this internship will be pass/fail and determined by the mentor teachers, site coordinator and college faculty at the final internship evaluation exhibition conference upon the consideration of all the artifacts reviewed at this conference.

*NOTE: Any student taking advantage of this "Concurrent Resident Internship w/Conditional Certification" policy who accepts a paid teaching position in a partner school concurrent to his/her internship, does so with the clear understanding that they are no longer eligible for the fellowship and he/she **must** immediately forfeit his/her fellowship and return the money to the University on a pro-rated basis.*