

## The Second Semester Internship

The second semester resident internship, CPI 521: Professional Internship (9 cr.), experience will be 5 days a week—resident interns will be responsible to complete his or her field experience and class work during this time. All five of those days the intern will be on site in the mentor classroom in the partner school. During this time, the intern will be expected to work/teach full days, which includes planning/correcting, attending all teacher meetings, and conferences, etc.

Interns in the elementary and middle school placements will distribute a typed introductory letter about themselves for the parents of the students with whom they will be working. The parent letter must be reviewed by both the mentor teacher and the school principal before it goes home.

### Internship Activities

- This internship is designed to be completed in a single thirteen week placement in a classroom at one of the partnership schools. Well qualified mentor teachers are the primary supervisors of interns' classroom practice with support from the site coordinator and/or cohort leader/university supervisor/resource person. Resident interns are considered a full professional when working in the professional development partner schools. In his or her relationship with students and colleagues at the school, the intern will have all the responsibilities this implies. This includes: participation in school functions, parent teacher conferences, school meetings, and following the mentor teacher's schedule before, during and after school. This includes aiding the teacher in setting up the classroom and attending opening workshops prior to the start of the school year. As the intern is "picking up" the teaching of a new content area in the placement, full completed lesson plans are required until the site supervisor and mentor teacher agree that more abbreviated planning is deemed appropriate and sign the release form.
- The internship is supported by a 3 credit seminar (CPI 520: Reflecting on Practice) and activities completed in the internship placements allow the student to complete assignments graded in seminar. These include (see seminar syllabus for complete descriptions):
  - \*A reflective journal
  - \*Videotaped teaching and reflection during the internship placement with mentor teacher conference
  - \*Planning and teaching an interdisciplinary unit
  - \*Professional Stance
  - \*Final exhibition review: portfolio development
- Entry "Four-way" Conference  
During the first week of the intern's placement, the mentor teacher, intern site coordinator and/or Cohort Leader/university supervisor/resource person will meet to review Outcomes Internship Assessment Form, complete the Phasing-in Schedule Form, review the Lesson Plan and Unit Plan Format, review the internship assessment process, and complete the intern placement Goal Setting Form.
- Action Plan Form  
Resident Interns will complete a single thirteen-week placement.  
One possible (but flexible) plan for taking classroom responsibility:  
1-2 weeks orientation - intern observing and assisting in planning and teaching

while taking on gradual responsibility  
3-5 weeks of co-teaching – intern and mentor planning and teaching  
all subjects together  
6 weeks [30 days)] (or otherwise determined) of successful lead teaching - intern  
planning and teaching all subjects with mentor supporting  
1-2 weeks resident intern phasing out of lead teaching responsibility

After completing the lead teaching, the remaining several weeks of internship work will be determined by the mentor teacher, site coordinator and Cohort Leader/university supervisor/resource person, and intern based on need and interest

While this is a possible plan, it is agreed that the mentor teacher, site coordinator and/or Cohort Leader/university supervisor/resource person and resident intern should determine the appropriate cycle of the intern moving gradually more responsibility with six weeks (or otherwise determined) of successful lead teaching using the Action Plan Form.

- **Informal Observations**

On-going supervision of the intern is the responsibility of the mentor teacher, site coordinator and/or Cohort Leader/university supervisor/resource person. The site coordinator and/or Cohort Leader/university supervisor/resource person will complete informal observations of interns once every other week as a means of assuring appropriate progress is being made. **The mentor teacher will provide on-going informal feedback to the intern.**

*Informal Observations Schedule*

The site coordinator and/or Cohort Leader/university supervisor/resource person will complete informal observations of interns once every other week as a means of assuring appropriate progress is being made.

- **Formal Observations**

On-going supervision of the intern is the responsibility of the mentor teacher and site coordinator and/or Cohort Leader/university supervisor/resource person. In addition to the more informal observations that a mentor teacher and site coordinator and/or Cohort Leader/university supervisor/resource person 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 using the internship Lesson Observation Form. Formal feedback will be provided for the intern to consider as he or she formally reflects on the lesson. **It is during these formal observations that interns will be required to provide the observer with a lesson plan in advance.**

*Formal Observation Schedule:*

Site coordinator and/or Cohort Leader/university supervisor/resource person:

Second or third week of placement (prior to lead teaching)

Lead teaching

Lead teaching

Mentor teacher:

Second or third week of placement (prior to lead teaching)

Lead teaching

Lead teaching

- **Mid-placement conference: (upon preparation for lead teaching)**

The mentor teacher, intern, site coordinator and/or Cohort Leader/university supervisor/resource person will use the Outcome Intern Assessment Form and Goal

Setting Form to complete the Mid-Placement conference in demonstrating "meets expectations" in meeting **all** CLASS PDS Program Outcomes as demonstrated during informal observations by site supervisor and mentor teacher; formal observations by Cohort Leader/university supervisor and mentor teacher; 3-way conferences; videotaped teaching and reflection; lesson plans; and developing portfolio will be reviewed in setting goals for the remainder of the placement and lead teaching. In addition, the Internship Mid-Placement Review and Feedback Form will also be completed.

- Videotaping of teaching during second semester internship placement  
At least two lead teaching lessons will be videotaped. The mentor teacher and intern will 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).
- Final Intern Exhibition (Please refer to relevant section for specific details.)  
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 and Dispositions. The CLASS intern will demonstrate "meets expectations" in meeting **all** CLASS PDS Program Outcomes as demonstrated during informal observations by the site coordinator and/or Cohort Leader/university supervisor/resource person and mentor teacher; formal observations by the site coordinator and/or university supervisor/resource person and mentor teacher; 3-way conferences in the beginning, middle and end of each placement; videotaped teaching and reflection; lesson plans; and Final Intern Exhibition exit portfolio.

The six signing members for each Exit Conference and Exhibition Review panel shall be the: Presiding Member (or alternate); Site Coordinator; One Mentor Teacher; Two Outside Member Review Panelist/s: a. CLASS/USM faculty and b. CLASS Partner School Classroom teacher; and the Cohort Leader. The intern's presentation will last 30 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 meets expectations and needs improvement 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 this internship will be based on the effectiveness of the student's demonstrated progress in meeting the internship outcomes **over the course of all three internship experiences during the year**. The resident intern's grade for this internship will be pass/fail and determined by the Cohort Leader/university supervisor/resource person, site coordinator and input from the mentor teacher at the final internship evaluation exhibition conference upon the consideration of all the artifacts reviewed at this conference.