

The First Semester Internship

The first semester internship experience, CPI 511: Applied Pedagogy Internship (3 cr.), will be 5 days a week—interns will be responsible to complete his or her field experience and class work during this time. However, in extenuating circumstances, if students need to take any required USM classes in order to graduate they may request permission from the Program Coordinator to be given time to take the course on campus but must return to the partner school as appropriate. *For the several weeks prior to the beginning of the USM spring semester start date, interns are required to be on site in their mentor's classroom for all five days.*

During the first semester of their internship, students are **also required** to take the final LTT course: EDU 566: The Writing Process to conclude their two course LTT literacy sequence. In the event that an intern needs to take an additional class/es, he or she must have approval from the Program Coordinator. If approved, the intern will be able to leave his or her mentor's room for the time he or she needs to attend the class/es and then return directly to the partner school.

Interns will be expected to work/teach full days, which includes planning/correcting, attending all teacher meetings, and conferences etc. There should be a designated workspace in the classroom where the intern can sit, think, observe, conference, and store materials, 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 one six week and one eight week placement in classrooms at the partnership schools. Well qualified mentor teachers are the primary supervisors of interns' classroom practice with support from the site coordinator and cohort leader/university supervisor/resource person. Students 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, interns 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 on five full days in the partner schools.
- The internship is supported by a 3 credit seminar (CPI 510) and activities completed in your internship placements allow the intern to complete assignments graded in seminar. These include (see seminar syllabus for complete descriptions):
 - A reflective journal
 - Professional Stance
 - Videotaped teaching and reflection during each placement with mentor teacher conference
 - Planning and teaching two interdisciplinary mini-units, one for each placement
 - Portfolio

- Each intern will complete one six week and one eight week placement with a week in between each placement (depending on the calendar year) for a total =15 weeks.
- The first, “A” placement, is a six-week placement to follow the natural break in K-8 public school calendar to coincide with the February vacation. The focus during the “A” placement is an overall more general view of teaching. One important aspect of the initial “A” placement will be on goals, setting, writing and beginning to document these goals. Interns will have ample time to use clear and thoughtful practice in setting attainable goals, for themselves. Interns will be held accountable for successful completion and meeting and or exceeding the standards of the goals, just as we expect teachers to practice thoughtful, clear goal setting and successful goal achievement with K-8 students.
- Interns will focus on two or three more global program outcomes. In the beginning of placement “A” interns will explore, research, plan, and discuss multiple strategies and techniques for effective classroom management. Each intern will have classroom management as one of the program outcome goals during “A” placement. Week one of “A” placement students will observe and document the specific techniques used in the placement classroom. They will also research current trends in educational practice. Weekly seminar discussions during school time in placement “A” will allow interaction among the interns that will foster a wider understanding of the multiple methods used by different teachers to create positive classroom environments. The remainder of the placement interns would report progress and new learning during the discussion time.
- In order to accommodate more time and a slower pace for the “A” placement, interns might possibly have less teaching time in the placement. Interns might also be in a role of mentor supported teaching if necessary.
- As the intern is “phasing in” and “picking up” the teaching of a new content area (which usually occurs in placement “B”), full completed lesson plans are required until the cohort leader, site coordinator/resource person and mentor teacher agree that more abbreviated planning is deemed appropriate and all sign the Lesson Plan Release form.
- Lesson plans during “lead teaching” should be available for the site coordinator and the mentor teacher (and/or cohort leader and/or university supervisor/resource person) to review at any time, but **at least one week prior** to the actual teaching of the lesson. The lesson plan format will be reviewed prior to the start of each placement.
- Entry “Four-way” Conference
During the first week of the intern's placement, the mentor teacher, intern, site coordinator and Cohort Leader/university supervisor/resource person will meet to review Outcomes Internship Assessment Form, complete the Action Plan 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

Each intern will complete one six week and one eight week placement with a week in between each placement (depending on the calendar year) for a total =15 weeks.

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

1-2 weeks co-teaching – intern & mentor planning and teaching all subjects together

1-2 weeks (5-10 days) (or otherwise determined) of successful lead teaching – intern planning and teaching all subjects with mentor supporting)

1 week co-teaching/phasing out transition from lead teaching responsibility – mentor teacher taking back gradual responsibility

While this is one possible plan for “phasing-in”, it is agreed that the mentor teacher, site coordinator/supervisor, cohort leader and intern should determine the appropriate cycle of the intern gradually attaining more responsibility with **one week of lead teaching in the first placement “A” and two in the second “B”**. If two weeks of lead teaching is not completed in the eight week placement, arrangements for extending the placement will be necessary.

- 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 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.

Formal Observation Schedule during each placement in first semester:

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

Second or third week of placement

Lead teaching

Mentor teacher:

Second or third week of placement

Lead teaching

- Scheduled three-way conferences during each placement in first semester
Entry conference (during first week of each placement) – review expectations of placement, assessment process, goal setting
Exit conference (after lead teaching weeks) – intern demonstrates evidence of learning related to program outcomes, professional goals, vision statement
- Two Mid-placement conferences: (upon preparation for lead teaching)
The mentor teacher, intern, site coordinator and/or Cohort Leader/university supervisor/resource person and/or cohort leader will use the Outcome Intern Assessment Form and Goal Setting Form to complete Mid-Placement Conference and assess intern in demonstrating "meets expectations" in meeting at least 5 identified CLASS PDS Program Outcomes. In addition, the Internship Mid-Placement Review and Feedback Form will also be completed. Informal observations by the site coordinator and/or Cohort Leader/university supervisor/resource person and/or cohort leader and mentor teacher; formal observations by the site coordinator and/or university supervisor/resource person 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.

During the one week between placements (if the calendar permits), the intern may be scheduled to meet on campus for a week of intensive seminar meeting/s and individual conferences to debrief the first placement and prepare for the second placement.

- Videotaping of teaching during the first semester placements
At least two lead teaching lessons will be videotaped—one in each placement. 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).
- Mid-Internship Exit Review (upon completion of lead teaching in Placement "B") **at the end of the semester prior to Residency in Placement "C"**.

The Mid-Internship Exit Conference is a rigorous assessment of the intern prior to Residency. Two forms are used by the Cohort Leader/university supervisor/resource person and Site Coordinator during the Mid-Internship Exit Conference. The Cohort Leader/university supervisor/resource person, mentor teacher and site coordinator use **both** The CLASS PDS Outcomes Intern Assessment Form **and** The Internship Mid-Placement Review and Feedback Form along with the informal/formal observations, the intern projects, the exit placement conferences, the intern's self evaluation of progress, and the mentor teachers' final narratives for evidence. The intern will demonstrate "meets expectations" in meeting **at least 5 identified** CLASS PDS Program Outcomes as demonstrated during informal observations by the site coordinator, university supervisor/resource person and/or cohort leader and/or mentor teacher; formal observations by the site coordinator, university supervisor/resource person and/or cohort leader and mentor teacher; 3-way conferences in the beginning and end of each placement; videotaped teaching and reflection; lesson plans; and exit placement portfolio conferences. This evidence is reviewed with the intern and is discussed at a meeting between the intern, mentor teacher, site coordinator/s and university supervisor/resource person and/or cohort leader. Areas of strength and areas needing improvement are identified and intern professional goals are revised with additional time built into the semester for remediation.

Course evaluation

The student's grade in this internship will be based on the effectiveness of his/her demonstrated progress in meeting the internship outcomes. The grade for this internship will be "DG" (Deferred Grade) as a requirement of the program is to successfully complete all three (12 crs) of the internships with a final grade of "'P" (Pass). However, it is possible that a student could receive a grade of "F" (Fail) which would be determined by his/her mentor teacher/s, cohort leader and site coordinator at the Mid-way (A & B) internship evaluation conference in consideration of all the artifacts reviewed at this conference at which time the student could be given the option to extend his/her time in a placement, or repeat the internship/s or withdraw from the program. **Note: Students need to consult with his/her Cohort Leader and Site Coordinator before pre-registering for any summer session classes that may impact the student's ability to extend and/or repeat time in his/her classroom placement/s pending successful completion of the "A/B" internship semester as necessary. Any incompletes must be completed before the start of the Residency semester.**