

INTERNSHIP SYNOPSIS FOR COOPERATING TEACHERS

- This synopsis is provided to you as a shortened version of the most important information the Cooperating Teacher might want to have, but an electronic copy of the complete Teacher Intern Handbook is available upon request: rray@jsu.edu
- On their first day with you, interns should give you an initialed list of General Requirements so that you will know what is expected of them throughout their time with you. If you do not receive this, please email me at rray@jsu.edu.
- Lists of responsibilities for the Cooperating Teacher, University Supervisor, and Intern follow on the next pages.
- Also included in the following pages is information on evaluation along with directions for accessing the required online evaluation forms. Interns will keep a sheet where you can record the dates of your online submission in their Internship Notebooks.
- The included Suggested Transition Schedule provides guidance for individual planning that you will do with your intern. Conversations about the transition schedule will allow the intern to complete the Long-Range Planning Schedule and to create a general plan of action for their semester with you. Interns are required to teach at least 20 full days, 10 of which must be consecutive. They will document these dates in the Internship Notebook.
- The most critical written requirement for interns is the 10-day unit plan. Interns will need your approval of this unit plan before they can teach it. They are required to teach it over a period of 10 consecutive days, not interrupted by holidays. Please support your intern in scheduling these days during the second half of their internship at a time that is convenient for you.
- Interns are required to keep an Internship Notebook with forms for planning, absence, lesson plans, evaluations, etc. Several of these forms require your initials or signature on a regular basis. Of ongoing importance is the timesheet that you will initial at the end of every week.
- Please know that University Supervisors are there to provide information and support to you throughout the semester. It is their ultimate responsibility to ensure that the intern is engaging successfully with you and your students. If you have questions or concerns at any time, please contact the US as soon as possible. Please feel free to contact the Director of Clinical Experience, Ronda Ray, at rray@jsu.edu should the need arise.

Cooperating Teacher Responsibilities

The Cooperating Teacher is responsible for:

- A Informing the intern about the Placement School's policies and procedures;
- B Allowing the intern to gradually assume full time teaching by encouraging the Intern to assume varied and partial roles, proceeding from rudimentary contributions to full responsibility for the classroom for a designated period of time;
- C Communicating observed areas of needed improvement, as well as observed strengths, on a daily basis.
- D Communicating with the University Supervisor immediately when there is a concern regarding the intern's performance;
- E Allowing the University Supervisor to visit the intern at all reasonable times for the purpose of observation and evaluation;
- F Maintaining the confidentiality of intern information in accordance with the Family Educational Rights and Privacy Act (FERPA);
- G Working with the University Supervisor and Intern to define mutually agreed upon educational objectives;
- H Retaining supervisory control, at all times, over the class and the program of instruction;
- I Notifying the University Supervisor when it is necessary for the Cooperating Teacher to be absent more than five (5) days in case there is a need to reassign the intern.
- J Completing intern evaluations in accordance to the university schedule for summative and formative evaluations;
- K Conferencing with the intern and/or University Supervisor in accordance with the university schedule for summative and formal evaluations.

University Supervisor Responsibilities

The University Supervisor is responsible for:

- A Informing the intern about all policies and procedures regarding the internship expectations;
- B Being accessible to the intern at all **reasonable** times;
- C Visiting the intern at the Placement School for the purpose of observation and evaluation in accordance with the university's number of required evaluations;
- D Communicating to the intern mutually agreed upon educational objectives;
- E Maintaining the confidentiality of intern information, as well as Placement School student information, that must remain private in accordance with the Family Educational Rights and Privacy Act (FERPA);
- F Determining the Intern's grade after considering input from the Cooperating Teacher, the intern, and evaluating the intern's performance throughout the defined educational experience;
- G Conferencing with the Intern and/or Cooperating Teacher in accordance with the university schedule for summative and formal evaluations;
- H Completing intern evaluations in accordance to the university schedule for summative and formative evaluations.

Intern Responsibilities

The Intern is responsible for:

- A Communicating with the University Supervisor and Cooperating Teacher on a routine basis;
- B Adhering to all Placement School policies and procedures;
- C Adhering to all JSU policies and procedures regarding student conduct;
- D Completing all assignments and projects as mutually agreed upon and assigned by the University Supervisor, Cooperating Teacher and/or the Teacher Education Program (e.g., reflection evaluations, lesson plans);
- E Being punctual and regular in attendance.
 - If for any reason an intern must be absent, s/he should notify the university supervisor, the cooperating teacher, and the building principal **prior** to the absence.
 - Absences should be limited to emergency situations only, e.g., extended illness or death of a family member.
 - If an intern is ill more than three consecutive days, s/he should provide the university supervisor with a confirmation from his/her doctor. Similarly, absences of more than three consecutive days for reasons other than illness require documentation (e.g., obituaries).
 - The student teaching requirement will be extended one day for each absence.
 - If a student is absent when s/he is scheduled to teach, s/he must provide a set of detailed lesson plans for the teacher who will assume the classroom responsibilities;
 - If a student is absent, but does come to teach his/her class, s/he will be counted absent for only one-half day.
- F Transporting him/herself to and from the Placement School;
- G Maintaining the confidentiality of student information that must remain private in accordance with the Family Educational Rights and Privacy Act (FERPA); and
- H Any other reasonable assignment(s) or request(s) made by the Cooperating Teacher, University Supervisor or Coordinator of Clinical Experiences.

EVALUATION

Cooperating Teachers (CTs) will evaluate interns *throughout* the internship using two different formal observation forms:

- The “Clinical Experiences Observation Instrument- Rubric 1” (CEOI- RUBRIC 1)
- The “Content Area Assessment” form specific to your major.

University Supervisors will provide hardcopies of each of these two forms to the CT as well as the online link to record evaluations electronically. The CT will use one of *each* form to evaluate your instruction at each of the three formal evaluations. Please note that all objectives from the Content Area Assessment must be demonstrated at some point during internship, so when objectives are not observed during a particular lesson, you must plan future lessons to include them.

The **University Supervisor** will also complete three formal evaluations using:

- The “Clinical Experiences Observation Instrument- Rubric 1” (CEOI- RUBRIC 1)

Your University Supervisor will complete this form three different times over the course of the semester. Most visits will be scheduled; however, pop-in visits/evaluations are possible.

The “CEOI- RUBRIC 2” is to be filled out by the **Cooperating Teacher in collaboration with the University Supervisor** at mid-term and at the end of the internship to evaluate the intern’s *abilities*. After each form is completed, the two supervisors will discuss it with you and ask you to sign the form. Additional observations/evaluations may be completed as required.

Performance Levels Identified / Explained:

- 1 = Unacceptable** Indicates the student's performance on this competency is not acceptable. Improvement must be made immediately.
- 2= Basic** Indicates the student's performance sometimes but not always meets expectations regarding performance on this competency. Improvement is required for performance to consistently meet standards.
- 3 = Proficient** Indicates the student consistently meets and sometimes exceeds expectations regarding performance on this competency. Performance can be improved in the area, but current practices are clearly acceptable.
- 4 = Exceptional** Indicates the student does an outstanding job regarding performance on this indicator or competency. No area of improvement is readily identifiable.

Receiving a score of 3 is good. Expect to receive 1's and 2's up to the 3rd observation.

How Final Performance Will Be Determined:

Each requirement must be passed by the final evaluation in order to successfully complete the pre-service internship!

<u>Area / Requirement Evaluated:</u>	<u>Evaluated by:</u>	<u>Required to pass:</u>
CEOI Rubric #1 (3 times) (4 th evaluation is optional)	University Supervisor & Cooperating Teacher	3 or higher on final evals
Content Area Assessment (3 times) (4 th evaluation is optional)	Cooperating Teacher	3 or higher on final eval
CEOI Rubric #2 (2times)	Cooperating Teacher (in consultation with US)	3 or higher on final eval

Feedback and Required Evaluations

Guidelines for Completing Evaluations

**Please note that it is very important for interns to have a copy of all evaluation forms. Please make sure the intern signs all forms and that the intern is given the white (original) copy of each signed form prior to submitting the forms to the Office of Clinical Experiences.

Please use the space provided on the forms to summarize the intern's performance.

Evaluation of the intern's performance is a cooperative process that involves the Cooperating Teacher, the University Supervisor and in some cases the building-level administrator. The evaluation process focuses on the growth of the individual. A comprehensive assessment of all student teaching activities will reflect an accurate perception of the intern's readiness for classroom teaching. In order to accomplish this, the Cooperating Teacher and University Supervisor should:

- **Schedule** regular evaluation/feedback/reflection conferences with the intern.
- **Provide** a continuous flow of information on the intern's performance.
- **Focus** on the feedback about the student's present performance.
- **Clarify** the teaching competencies that need attention.
- **Provide** the Intern with the opportunity for self-evaluation and reflection.
- **Suggest** alternatives for planning to align with standards, instructing to meet standards and managing to control the classroom.
- **Discuss** reasons for various modes of operations and assessment.
- **Submit** all evaluations online in a timely manner.

Online Evaluation Submission Instructions

Start at www.jsu.edu .

Click on “Academics” in the gray horizontal bar and choose “Education and Professional Studies” from the drop-down menu.

Click on “Departments” on the left, then “Clinical Experience” at the top of the list that appears.

Click on “Livetext Link” in red print on the far right.

Click on “Forms” from the Table of Contents on the right.

There you will find links for the electronic copies of the CEOIs #1, #2, and the Content Area rubrics. Choose the appropriate document and fill it out entirely since it is not possible to save it and come back to it at a later time. Be sure that you have indicated the current semester on each form.

- CEOI-BY/GS Rubric = biology/general science
- CEOI-BME Rubric = business/marketing education
- CEOI-CLE Rubric = collaborative elementary
- CEOI-CLS Rubric = collaborative secondary
- CEOI-ECE Rubric = early childhood education
- CEOI-EED Rubric = elementary education
- CEOI-ELA Rubric = English/language arts
- CEOI-FCS Rubric = family consumer science
- CEOI-FL Rubric = foreign language
- CEOI-HLT Rubric = health
- CEOI-HY-SS Rubric = history/social science
- CEOI-MS Rubric = mathematics
- CEOI-MUI Rubric = music-instrumental
- CEOI-MUV Rubric = music-vocal
- CEOI-PE Rubric = physical education
- CEOI-TECH Rubric = technology education

Planning for the Transition of Intern's Responsibilities

A Long-Range Planning Schedule is located in this section of the handbook. This form has been included to provide guidance and assistance to the intern when planning to meet the semester requirements. This schedule will serve as a reminder and an overview for the intern, the University Supervisor and the Cooperating Teacher. There may need to be some adjustments in the time schedule depending on the number of weeks the intern is assigned to be in the school.

When determining the timetable for responsible transition, the following items should be considered:

- The intern and the Cooperating Teacher should plan carefully to make the transition of responsibilities a smooth one for teachers and students.
- The intern should assume new responsibilities each week and continue responsibilities from the week before.
- The intern will gradually assume leadership and planning responsibilities for a **minimum** of twenty (20) days, with at least ten (10) of those being consecutive.
- When the intern is not teaching or observing in other classrooms, the intern should be preparing and planning for the next lesson/day.
- Progress in the assignment of new tasks will depend on the readiness of the intern and the needs/demands of the classroom situation.

Suggested Transition Schedule

WEEK ONE

- Observe cooperating teacher closely and learn classroom routines, take notes on procedures and processes.
- Tutor small groups & assist with small tasks such as taking roll, helping as needed, etc.
- Learn all students' names.
- Co-teach a short lesson or two with your Cooperating Teacher, if ready, using their lesson plans.
- Pick out possible topics for your 10 day unit with your Cooperating Teacher

WEEK TWO

- Co-teach one (or two) period(s) each day using the Cooperating Teacher's lesson plans, and write a plan or two of your own under their guidance
- Co-plan lessons for Week Three with your Cooperating Teacher
- Begin planning your Unit with the Cooperating Teacher

WEEK THREE

- Teach one-two periods / subjects (guided by the cooperating teacher)
- Co-plan all Week Four lessons with your Cooperating Teacher
- Work on your Unit Plan and lesson plans

WEEK FOUR

- Pre-service teacher to teach at least two class periods/subjects (cooperating teacher guided)
- Co-plan all of Week Five's lesson plans with your Cooperating Teacher
- Finalize your Unit Plan and lesson plans

WEEK FIVE

- Pre-service teacher to teach three class periods/subjects (cooperating teacher guided)
- Co-plan Week Six lessons under the guidance of your Cooperating Teacher
- Finalize your Unit Plan and lesson plans and get the approval of your Cooperating Teacher
- Submit your Unit Plan to your University Supervisor

WEEK SIX

- Pre-service teacher to teach at least four class periods/subjects (cooperating teacher guided)
- Co-plan Week Seven--Nine lessons, with guidance as needed from your Cooperating Teacher

WEEKS SEVEN THROUGH NINE

- Pre-service teacher to teach four to six class periods/subjects (cooperating teacher guided), most will have established full responsibility by week nine.
- Finish 10-day unit plans/collecting all necessary resources and materials for the lessons
- Cooperating Teacher and University Supervisor to approve the final, completed unit plan
- Write all lesson plans yourself and submit 2 days in advance of teaching them.

WEEKS TEN THROUGH THIRTEEN

- Pre-service teacher assumes full responsibility for classroom (cooperating teacher available as resource) and all planning
- Pre-service teacher all lesson plans turned in for approval as required

WEEK FOURTEEN

- Pre-service teacher will begin to return instructional responsibilities back over to the cooperating teacher each day this week.
- Decide with your Cooperating Teacher which teachers/classes you will observe the next week, and get their approval.

WEEK FIFTEEN

- Pre-service teacher to complete assigned observations, as described in this handbook. Observations of other teachers and classes should last an entire period/day.