

# South Florida State College



## Bachelor of Science in Elementary Education (BSEE)

### BSEE Internship Handbook

## SFSC BSEE Intern Handbook Affidavit

I, \_\_\_\_\_, sign this affidavit as proof of my having read the Internship Handbook. This handbook contains policies and procedures of the South Florida State College (SFSC) Bachelor of Science in Elementary Education (BSEE) program. By signing this document, I am attesting that I agree, accept, understand, and therefore will strictly abide by the policies and procedures of the internship at South Florida State College. A copy of this page of the handbook must be printed off and presented to the Lead Instructor of the BSEE prior to my first day of internship.

Printed Name \_\_\_\_\_

Signature \_\_\_\_\_

Lead Instructor \_\_\_\_\_

Date \_\_\_\_\_

**SFSC Vision:**

South Florida State College will become ... a globally aware academic destination driving regional transformation through innovative collaboration.

**SFSC BSEE Mission Statement:**

The mission of the Bachelor of Science in Elementary Education (BSEE) degree program at South Florida State College (SFSC) is to prepare leaders in education for the challenges and dynamics of the 21st century classroom. The program provides a student-centered learning environment, an innovative curriculum, and high-impact teaching and learning practices grounded in pedagogical theory. Experiential learning, field experiences and internships in the College's service district enhance students' preparation for state certification in education and the teaching profession.

**Introduction**

This handbook has been created to clearly identify the roles and responsibilities of all persons involved in the internship process. During Internships I, II, and III, SFSC BSEE teacher candidates will be exposed to various teaching methods and researched best practices in diverse school environments. Teacher candidates will also participate in activities directly associated with the effective demonstrations of the Florida Educator Accomplished Practices (FEAPs). Internships will also provide opportunities for teacher candidates to apply educational theory in real life situations such as: diagnosing and solving problems, meeting the needs of diverse learners, impacting student learning in significant ways, and practicing professional dispositions. In the process of developing knowledge, skills, and dispositions that prepare students to become teaching professionals, there are various levels of participation and experience for students in the BSEE program, including essential coursework and exposure to classrooms and students.

This handbook will serve as a common resource for the teacher candidates/interns, K-6 host/cooperating teachers, and lead instructor/college supervisor. This handbook will provide general guidelines for all professionals participating in the internship experiences. Internship forms are located on the SFSC website, BSEE page.

**Roles and Responsibilities:**

**Host Teacher:** The Host or Cooperating Teacher is a fully certified teacher who has completed the FLDOE Clinical Educator Training and has a minimum of three years of professional teaching. The Host Teacher is responsible for working daily to assist in developing the professional growth of the teacher candidate. The Host Teacher is a highly qualified professional as evidenced by his/her professional teaching evaluations and his/her impact on student learning.

The Lead Instructor/College Supervisors work cooperatively with partner district personnel to identify these highly qualified mentors. The Host Teacher works cooperatively with the College Coordinator to guide, demonstrate effective teaching practices, and evaluate the teacher candidate.

The Host Teacher's responsibility also includes observing and evaluating the effectiveness of the teacher candidate's teaching practice. Discussions of results of observations are essential to the development of knowledge, skills, and dispositions in teaching practice. The Host Teacher and College Supervisor collaborate on the frequency of observations. The Host Teacher must observe and provide feedback to the intern formally at least three times during the internship. The Host Teacher will observe and provide informal feedback consistently. Upon completion of the internship, host teachers work closely with the College Supervisor to determine whether the teacher candidate has completed all necessary requirements to complete/pass the internship. The SFSC College Supervisor is responsible for determining and reporting the final grade to SFSC.

**Intern:** The Intern or Teacher Candidate is a student of teaching.

The Intern or Teacher Candidate is completing the teacher education in a clinical setting and under the guidance of a fully certified, highly qualified teacher.

The Intern or Teacher Candidate becomes part of a learning community during the process of the internships and collaborates with the host teacher, the college supervisor, and the school administration in the process of becoming a teaching professional. The teacher candidate follows the guidance of this group and meets the expectations of the internships and academic program requirements.

**Lead Instructor:** The Lead Instructor or College Supervisors serve as liaisons between SFSC and the partner service districts of Highlands, Hardee, and Desoto counties. They are faculty members who are directly responsible for the supervision and evaluation of the intern. College supervisors are highly qualified professional educators who have completed clinical Educator Training which is required by the Florida Department of Education (FLDOE). College supervisor provides support to the Teacher Candidate and works closely with the Host Teacher and K-6 School Administrators to ensure the Teacher Candidate has opportunities for success.

The Lead Instructor or College Supervisor facilitates the experience of the intern with the host Teachers and teacher candidates in the classroom. He/she provides consistent support for the intern and host teacher during the course of the internship experience. The Lead Instructor visits schools observes interns, facilitates seminars on teaching and learning, confers with host teachers and interns and serves as a resource for all stakeholders. The Lead Instructor, with input from the host teacher, determines the students' final grade for the internship.

**School Administration:** The K-6 School Administrators/Principals and/or Assistant Principals are instrumental in facilitating a learning environment in which the intern can learn and grow. The principal sets expectations for the host teachers and communicates school expectations to the teacher candidate.

## **Professional Development of the Teacher Candidate**

Internships represent a crucial point in the teacher candidate's preparation to become a professional educator. This is a time when theory and practice meet and when candidates may discover whether they want to teach. The traditional model of clinical practice consists of a triad of the teacher candidate, host teacher, and college supervisor. Each member makes unique contributions to the process.

The focus of the College Supervisor is primarily the teacher candidate and how he/she is fulfilling the College program's expectations. The Host Teacher is focused on how the teacher candidate is functioning in the classroom and how the teacher candidate supports learning and development. The School Administration provides insight into the connection between the district and school goals and how these are integrated with classroom practice. The teacher candidate is focused on his/her impact on student learning and professional development.

All of these parties share a mutual responsibility for the development of the teacher candidate's efficacy concerning their practice and their ability to deliver strong instructional practice. A collaborative culture will strengthen the teacher candidate's professional efficacy with rigorous expectations and proactive peer review which will focus on the intern's impact on student learning. The clinical model embraced by SFSC builds on the traditional model and is strengthened by the inclusion of the School administration as supported by Varrati, LaVine, & Turner, 2007.

Varrati, LaVine, & Turner, 2007, illustrate the responsibilities of each member in supporting the professional development of the teacher candidate:

The College Supervisor embraces the philosophies of the BSEE program, creates balance and support for the teacher candidate, and school community. He/she provides specific, clinical feedback which results in professional growth for the teacher candidate.

The Host Teacher supports authentic practice and provides plentiful opportunities for the candidate to construct a foundation for the integration of theory and practice.

The School Administration provides the connection between theory and how classroom practice integrates the school's goals. He/she also provides connections between how community dynamics and global issues impact teaching and learning.

The Teacher Candidate constructs knowledge of students and personal identity as a teacher. He/she develops routines for behavior management. He/she uses research-based, effective instruction which meets the needs of diverse learners.

## **Coaching and Mentoring**

Teacher candidates are developing teachers. They have received high-quality training in research-based pedagogy. Positive coaching/mentoring experiences are beneficial, allowing a craft to develop appropriately. Host Teachers and the BSEE Lead Instructor coach and mentor

teacher candidates throughout the internship process. They regularly observe the teacher candidate and collaborate on the final evaluations.

Coaching and mentoring are essential elements in the model of clinical experiences in the BSEE program at SFSC. The host teacher, lead instructor, and school administrator work together to coach the teacher candidate. However, the host teacher is the primary mentor in the process of developing the teacher candidate. Professional learning and growth of the teacher candidate can only occur when there are consistent coaching and communication, including the inquiry and feedback about effective teaching practice.

The most important and influential measure of a teacher candidate's development is the written, and oral constructive feedback received from the host teacher and/or the program coordinator. Immediate feedback from the host teacher and/or college supervisor tends to have greater meaning to the teacher candidate so that he/she can accurately reflect on the events being evaluated. Host teachers are encouraged to take written notes and use them for coaching the teacher candidate.

### **Observing Teacher Practice**

The SFSC BSEE's program requires consistent teacher candidate supervision and observation on a regular basis through formal and informal approaches. In the feedback process, host teachers provide the coaching required to promote growth in areas of needed improvement. This process requires that the host teacher understands the teacher candidate's teaching style to the extent that it lends itself to effective teaching. When this is not the case, the teacher candidate is mentored through a process of change that will help lead to success in the internship. If a host teacher or college supervisor has any concerns about the teacher candidate's lack of initiative, professionalism, and/or positive behavior, etc., the host teacher or college supervisor should feel out the Internship Personal Attributes Concern Form, which is a separate document, and follow the procedures on that form. If a host teacher or college supervisor has any concerns about the teacher candidate's lack of knowledge, skills, or abilities, he/she should fill out the Internship Remediation Plan, which is a separate document, and follow those procedures.

### **Continuous Improvement**

The BSEE Lead Instructor collaborates with the teacher candidates and host teachers. Teacher candidates consult with the lead instructor about teaching and learning or to address issues of concern. The lead instructor also facilitates seminars for teacher candidates on various topics related to teaching and learning. These topics should be based on teacher candidate needs as determined by the host teacher, lead instructor, or teacher candidate. The teacher candidates must complete the BSEE Individual Professional Plan, which is a separate document.

## **Guidelines on Internship Placement**

The SFSC BSEE program follows these guidelines in making appropriate placements:

1. Florida Department of Education (FLDOE) requires that candidates develop and demonstrate proficiencies that support learning by all students. SFSC BSEE values diversity in teacher preparation. Teacher candidates are required to participate in internships within the partnership districts that include students with exceptionalities and students from diverse backgrounds, including ethnic, racial, gender, linguistic, and socioeconomic diversity. The interaction with diverse students is linked to course-related Internship I, II, and III.
2. The FLDOE requires that all Host Teachers have completed three years of successful teaching and the clinical Educator's course before mentoring a teacher candidate. The BSEE and the service districts follow these guidelines in the placement process.
3. The service districts' School Boards' Human Resources Departments work to identify high-performing, safe, stable, supportive and collegial classroom environments in which to place interns/teacher candidates.
4. A teacher candidate is not permitted to intern in the same school where he/she is employed, where relatives are employed, or where the teacher candidate's children attend.
5. SFSC policy requires that teacher candidates with disabilities be provided reasonable accommodations to ensure their equal access to course content. If a teacher candidate has a documented disability and requires accommodations, he/she must inform the BSEE Lead Instructor, so that an appropriate placement can be secured.
6. While BSEE program realizes the importance of a teacher candidate experiencing the unique demands on teachers to establish classroom routines and orient students to classroom expectations, especially at the beginning of the school year, the BSEE program does not require teacher candidates to begin any official internship responsibilities before the official beginning of each term.

## **Internship Requirements and Descriptions**

**Internship I** – Internship I begins in the first term of the junior year of the BSEE program. Internship I consists of various field experiences within the first two terms of the junior year. These field experiences are associated with specific courses and consist of specific critical assignments. The number of hours spent in the field during the first two terms of the BSEE program is approximately eighty. In these experiences, students learn skills and techniques for working collaboratively with other professionals, for observing teaching, and for working with diverse populations of young children.

**Internship II** – Internship II begins in the first term of the senior year of the BSEE program. Internship II is a formal internship in which teacher candidates report to their assigned K-6 classroom for two full days per week for the entire first term. Teacher candidates have the opportunity to observe teaching, to work with small groups of students, and to complete critical task assignments related to the co-requisite BSEE coursework in order to engage in experiential learning. Host teachers observe the teacher candidate working with students and provide essential feedback about performance. Teacher candidates will plan and present small and whole group lessons.

Attendance at faculty meetings, parent meetings, parent-teacher conferences, and professional development days is encouraged but teacher candidates must receive permission of both the Host Teacher and School Administrator before attending these functions. There are no excused absences during the internship and any days/hours missed due to illness, bereavement, and other special situations must be made up.

To be eligible for Internship II, BSEE teacher candidates must meet the following criteria:

- Pass the FTCE – Professional Educator Exam
- Possess a minimum overall GPA of 2.5
- Completion of all BSEE course and critical assignments during the junior year
- Recommendation of the BSEE Faculty Committee
- Apply for Internship II prior to the deadline

**Internship III** – Internship III begins in the second term of the senior year of the BSEE program. Internship III is a formal internship in which teacher candidates report to their assigned K-6 classroom for five full days per week for the entire second term. Internship III provides a structured, supervised process in which teacher candidates’ work with host teachers to develop their teaching skills. In this experience, teacher candidates gain extensive practice in teaching and in the knowledge, skills, and dispositions, as measured by the Florida Educator, Accomplished Practices (FEAPs). Particular emphasis is placed on planning, in which teacher candidates, practice long-range, intermediate, and daily planning for student performance based on planned instruction and using time management and classroom management skills that are essential to student achievement.

Attendance at faculty meetings, parent meetings, parent-teacher conferences, and professional development days is encouraged, but teacher candidates must receive permission of both the Host Teacher and School Administrator before attending these functions. Teacher candidates must be aware that professional obligations may require them to work beyond the scheduled workday. There are no excused absences during the internship and any days/hours missed due to illness, bereavement, and other special situations must be made up.

To be eligible for Internship III, BSEE teacher candidates must meet the following criteria:

- Pass the FTCE – Subject Area Exam, Elementary Education K-6
- Possess a minimum overall GPA of 2.5
- Completion of all BSEE course and critical assignments during the previous term
- Recommendation of the BSEE Faculty Committee
- Apply for Internship II prior to the deadline

**Internship Absences** – Internships are a full-time commitment. Other outside obligations should be reduced to a minimum during the internships. Internship duties must be given first priority even though there may be other personally compelling concerns. The teacher candidate is required to follow the calendar and daily schedule of the school where he/she is assigned. Teacher candidates are expected to be on time and intern the entire day. Work, family, or personal commitments cannot be excused for failing to meet the expectations of the internships.

In case of illness or emergency, the teacher candidate must contact both the Host Teacher and College Supervisor. For Internship II and III, lesson plans must be available for the Host Teacher even on the days of absence. Any illness more than three consecutive days must be documented by a written excuse from a doctor. In cases of prolonged or repeated absences, the host teacher and college supervisor will collaborate to determine whether the teacher candidate's internship will be extended, repeated, or terminated.

**Conduct** – Teacher candidates should consider themselves to be pre-service teachers and should conduct themselves in a professional manner. Teacher candidates agree to follow the rules of each school district as well as SFSC policies. Teacher candidates should be proactive in becoming familiar with school policies. Teacher candidates should view the internships as an opportunity to demonstrate what they can do as a teacher. Words and actions should be carefully considered as they will impact the internship evaluation and written recommendations given by the Host Teacher and College Supervisor. Teacher candidates demonstrating behaviors and dispositions unbecoming a teacher may be subject to termination of the internship.

**Confidentiality** – The Host Teacher, K-6 students and their families, and the service district have the expectation of total and complete confidentiality. Realizing the legal, professional, and personal importance of confidentiality to the field of education is a necessary disposition for all interns. The expectation of all stakeholders is that teacher candidates apply and practice this disposition on a daily basis. Teacher candidates may share internship concerns with the BSEE Lead Instructor.

**Substitute Teaching** – Teacher candidate may not serve as substitute teachers during their internship hours. A substitute teacher must be provided by the school if the host teacher is absent. Teacher candidates who have progressed to full responsibility teaching duties may teach in their assigned classroom in the presence of a substitute teacher.

**Corporal Punishment** – Teacher candidates are never to administer corporal punishment as a means of discipline. Teacher candidates must never physically restrain a student.

**Dress Guidelines** – Due to teachers being held to the highest standards in the community, they are expected to dress more conservatively. Consider comfort, practicality, and professionalism when choosing clothing. The clothing, shoes, accessories, etc. should conform to the accepted dress code of the district and individual school in which the teacher candidate is placed. SFSC's Career Center maintains a professional dress "clothes closet". BSEE students may select three complete business casual outfits, (clothes, shoes, and accessories) per year at no cost. Contact the BSEE Lead Instructor or Career Center for a confidential appointment. Outward appearance often has an effect on the amount of respect given by students and other faculty and staff.

Remember, teacher candidates not only represent themselves in the classroom but also the SFSC BSEE program.

**SFSC BSEE Teacher Candidates should follow these dress guidelines:**

- Hair – Neat, natural styles. No extreme colors or cuts.
- Tops – Shirts should be clean and without wrinkles. Collared and button shirts are preferred. Avoid tight-fitting blouses, tank tops, racer back tops, spaghetti strap tops. Do not expose mid-drifts, undergarments, or cleavage. T-shirts should only be worn on designated school spirit days.
- Pants, Dresses, or Skirts – Pants should be neatly pressed, clean, and should fit comfortably. Skirts should be knee length or below. No pants with rips or tears. Khaki pants, Dockers pants, or dress pants are preferred. Jeans should only be worn on designated school spirit days.
- Shoes – closed toe, closed heeled shoes are preferred. No flip-flops, crocs, beach shoes or stiletto heels.
- Accessories – Makeup should be natural and jewelry kept to a minimum and tasteful
- There should be no visible body piercings or tattoos.
- Hygiene – appropriate grooming and bathing should be reflected in appearance and smell.

## **Responsibilities of the Teacher Candidate**

The Lead Instructor/College Supervisor, Host Teacher, and School Administrator will support the teacher candidate throughout the internship experience. However, the teacher candidate must understand the importance of maintaining standards of performance as well as consistently practicing professional responsibility.

1. Daily attendance and punctuality is mandatory at the assigned school. Attendance at professional development seminars pre-scheduled by the BSEE Lead Instructor is mandatory. Whenever possible, attend professional meetings, parent meetings, and school-sponsored evening activities. Work the school duty schedule of the host teacher.
2. Consistently demonstrate professional conduct in actions and attire. Adhere to school policies and procedures. Be fair, impartial, and consistent when working with children. Maintain confidentiality of information received about students and personnel.
3. Communicate BSEE course and internship requirements to the host teacher. Become familiar with all SFSC BSEE handbooks, procedures, forms, and weekly schedules. Meet deadlines for assignments. Communicate with host teacher and college supervisor about progress, problems, and/or issues that may impact the internship experience.
4. Accept feedback and constructive suggestions by host teacher and lead instructor and incorporate them in subsequent planning and teaching. Prepare lesson plans for every lesson that will be taught during the internship experience and submit them for review to the host teacher and/or college supervisor.
5. Exhibit interest and initiative in assuming the increasing responsibilities of instruction. Demonstrate practice which integrates technology and differentiated instruction. Reflect and analyze the impact of the instructional practice on student learning gains.
6. Demonstrate effective classroom management skills. Collaborate with the host teacher regarding routine and/or serious discipline problems.
7. Demonstrate proficiency in all Florida Educator Accomplished Practices, Reading Endorsement, and ESOL Endorsement Competencies.

## **Requirements for the Host Teacher**

The Host/Cooperative Teacher oversees a process in which the teacher candidate develops an understanding of the education process and begins to demonstrate competency in the Florida Educator Accomplished Practices (FEAPs). In demonstrating effective clinical supervision practice, the host teacher is a coach and mentor in the learning and developing process.

The Host Teacher must meet the following requirements:

- Hold a valid FLDOE Professional Educator Certificate
- Hold a Clinical Educator Certificate
- Received an effective or highly effective performance rating
- Completed three years of successful teaching
- Hold Reading and ESOL Endorsements

Due to a shortage of host teachers in the service district which meet the above criteria, if a teacher does meet every criterion except the Reading or ESOL Endorsements, the Host Teacher will arrange for the Reading or ESOL Field Experiences with a qualified Reading or ESOL endorsed teacher at his/her school site.

## **Responsibilities of the Host Teacher**

SFSC BSEE program appreciates the time and effort involved in fulfilling the complex role of the Host Teacher. This role involves mentoring and evaluating the teaching practice and dispositions of the intern, but Host Teachers will also fulfill some other roles: role model, guide, advisor, and colleague. Some of the most essential roles involve initiating the teaching candidate into the professional and established norms of the school culture, sharing wisdom, and expertise, and respecting and encouraging innovations.

The teacher candidates are developing teachers. It is normal for the teacher candidate to feel a little anxious when beginning the internship experience. They are in a new situation and might not have a sense of what to expect. Although the BSEE teacher candidates have been prepared cognitively through their coursework, they may not have background knowledge specific to your classroom situation. Please be specific in your directions and expectations.

1. Maintain open communication with the teacher candidate and the lead instructor/college supervisor. Preview and observe lessons and provide constructive feedback daily. Meet with the college supervisor and the teacher candidate to complete assessment instruments and to resolve issues relating to the internship. Discuss immediately any unacceptable behavior or performance of the teacher candidate with the college supervisor/lead instructor.

2. Consider working with the intern as a co-teacher. Plan and teach lessons as a team embracing the Gradual Release of Responsibility paradigm for most of the internship. Co-planning and co-teaching are effective ways to model sound techniques and better guarantee a quality experience for both the Host Teacher and the Teacher Candidate.
3. Clarify teaching assignments and instructional planning procedures. Demonstrate and clarify effective teaching strategies. Share professional experiences and materials. Demonstrate and explain the significant activities of the public school teacher. Help the teacher candidate implement recommendations received during daily feedback.
4. Create an atmosphere in which the teacher candidate is accepted as a professional colleague. Create a climate in which the intern feels free to ask questions. Build a positive relationship with the teacher candidate. Capitalize on the special interests, talents, and background of the teacher candidate to enrich the curriculum.
5. Before beginning the internship experience, take time to review all internship materials including SFSC BSEE Handbook, Evaluation Forms, Weekly Schedules, and Attachments. Attend a group or individual training session with the BSEE Lead Instructor/College Supervisor to become oriented to the BSEE program and its expectations.

## **Responsibilities of the BSEE Lead Instructor/ College Supervisor**

The BSEE Lead Instructor/College Supervisor plays an essential role in the internship experience and collaborates with the Host Teacher, teacher candidates, school administration, and School Boards' Human Resources office to ensure the success of the teacher candidate. The College Supervisor is both an advocate and evaluator for the teacher candidate. Although the supervision of the teacher candidate is a joint responsibility, the College Supervisor must meet with both the teacher candidate and the Host Teacher on a regular basis to ensure the efficacy of the program and the teacher candidate's progress.

1. Acts as a liaison between the Host Teacher, school administration, School Boards' Human Resources office, and the teacher candidate and the SFSC BSEE Elementary Education program and internship experiences. Communicates the SFSC BSEE program policies and effectively to all stakeholders. Confers regularly with the Host Teacher, teacher candidate, and school administrator. Be available to the teacher candidate and Host Teacher whenever support is needed.
2. Conducts an orientation with the teacher candidate prior to Internship II, and III. Confers regularly with the teacher candidate to provide encouragement, the assessment of the progress of the internship, and provide opportunities for professional development. Mentors the teacher candidate and provides feedback including analysis of written lesson plans, case studies, and classroom teaching demonstrations.
3. Works with Host Teachers and teacher candidates on internship evaluation. Follows BSEE observation evaluation procedures. Discusses all evaluation forms, procedures, and expectations of the internship. Provides timely responses to professional problems, including inadequate performance and inappropriate behavior by the teacher candidate. Makes recommendations as appropriate concerning withdrawal, reassignment, or extension of the internship experience. Evaluates the internship and assigns a satisfactory or unsatisfactory grade.

## **Evaluation of the Internship**

All BSEE program teacher candidates are evaluated based on the Florida Educator Accomplished Practices (FEAPs), which are addressed in coursework and used in the evaluation of work prior to the internship experience. Depending on the type of internship, teacher candidates are evaluated by using some or all of the FEAPs.

The progress of the teacher candidates is evaluated throughout the course of the internship. The host teacher and the lead instructor/college supervisor collaborate on the evaluation process. Host teachers and the lead instructor/college supervisor complete ongoing formal observations, including a midpoint and a final evaluation.

In collaboration with the host teacher, the college supervisor will fulfill a pivotal role in deciding whether the teacher candidate receives a passing grade for the internships. Therefore, it is vitally

important that the evaluations be completed fairly and accurately. All formal evaluations must be made in regularly scheduled visits throughout the placement and must last for an entire instructional session. The college supervisor must include specific comments and review results with the teacher candidate following the observation.

It is the responsibility of the college supervisor to report any concerns to his/her immediate supervisor. If the teacher candidate is not progressing in their placement, the college supervisor must inform the teacher candidate. Every attempt should be made to identify areas of concern by the midpoint in the term. However, the BSEE Lead Instructor/college supervisor reserves the authority to make the final grade determination. Options for the teacher candidate include the development of a remediation plan, repetition of the internship, extension of the internship, or removal from the internship.

Internship II and III are graded on a pass/fail basis. The purpose of the evaluations is to determine the readiness of the teacher candidate to be recommended for teacher certification.

### **ESOL Standards and Reading Competencies**

Teacher candidates in the SFSC BSEE program will qualify for the ESOL and Reading Endorsements. Host teachers and lead instructors use the ESOL Field Experience Performance Profile and ESOL Internship Performance Profile, both of which are separate documents, as guides in evaluating ESOL competencies demonstrated in the internship and the Reading Endorsement Competencies checklist, which is a separate document, for Reading Competency indicators demonstrated during the internship experiences. Teacher candidate in various field experiences within Internship I have the opportunity to demonstrate competency in each of the ESOL standards, however, if any teacher candidates are not proficient by the end of Internship I, they can demonstrate proficiency during Internship II and/or III. Teacher candidates will demonstrate proficiency in Reading Competencies throughout the entire two-year program culminating with demonstrating proficiency in Competency Five during Internship III.

## **Internship II**

The host teacher and the college supervisor will work together on the final evaluation, Internship Assessment Summary. They will discuss the results with the teacher candidate. The host teacher will assist the teacher candidate to complete the BSEE Individual Professional Development Plan. The college supervisor will collect and file the plan. The final grade determination is arrived at thorough reviews of the college supervisor's evaluations and through interviews with the host teacher and principal, if necessary. The college supervisor will submit the final evaluation for the teacher candidate.

The evaluation forms for the Internship II are as follows: 1) College supervisor observation forms; 2) Host teacher observation forms; 3) Video observation and rubric forms; 4) Internship Assessment Rubric and Summary Sheet; 5) BSEE Individual Professional Development Plan; and 6) ESOL checklists. All of these documents can be found on the SFSC BSEE website.

The criteria for receiving a passing grade in Internship II are as follows:

- Satisfactorily complete all internship components as evidenced by scores on all evaluation rubrics and assessments instruments
- Scores on the Internship II Final evaluation form must be in the Developing or Effective range. Scores in these ranges indicate that the teacher candidate has demonstrated readiness to enter Internship III.
- Completion of any hours/days that were missed during the internship.
- Completion of all course assignments with a 75 percent or higher.

## **Internship III**

The host teacher and the college supervisor will work together on the midterm and final evaluation, Internship Assessment Summary. They will discuss the results with the teacher candidate. The purpose of the midterm evaluation is to verify the readiness of the teacher candidate to assume increased or full takeover responsibilities. The teacher candidate will assume increased responsibility or full takeover if all scores on the Internship Assessment Summary form are in the Developing or higher range. The final grade determination is arrived at thorough reviews of the college supervisor's evaluations and through interviews with the host teacher and principal, if necessary. The college supervisor will submit the final evaluation for the teacher candidate.

The evaluation forms for the Internship III are as follows: 1) College supervisor observation forms; 2) Host teacher observation forms; 3) Internship Assessment Rubric and Summary; 4) Reading Endorsement competences checklist form; 5) ESOL Internship Performance Profile form; and 6) Impact on Student Learning (ISL) project. All of these documents can be found on the SFSC BSEE website.

The criteria for receiving a passing grade in Internship III are as follows:

- Satisfactorily complete all internship components as evidenced by scores on all evaluation rubrics and assessments instruments
- The majority of the rubric scores on the final Internship III evaluation form must be in the Proficient or higher range with no indicator being evaluated as less than Developing. Scores within the required range would dictate that the teacher candidate has demonstrated readiness for assuming the professional responsibilities of teaching.
- Completion of any hours/days that were missed during the internship.
- Completion of all course assignments with a 75 percent or higher.
- All evaluations must provide evidence of growth in the application of all FEAPs.
- All rubric scores on the ISL project must be in the Developing or higher range.

### **Procedure on Intervention and/or Removal during the Internship II or III**

The purpose of the Internship Intervention Plan is to formalize support for a teacher candidate that focuses on areas that need improvement. Prior to developing a plan, the college supervisor and host teacher should informally mentor and support the efforts of the teacher candidate.

At the four- or five-week checkpoint, the College supervisor, in collaboration with the host teacher will assess for the Internship II or III teacher candidate's demonstration of sufficient mastery of skills and professional attitudes necessary to continue in the internship. A satisfactory performance is mandatory in all areas of evaluation. A rating of needs improvement in any area requires that an Internship Intervention plan be generated by the college supervisor and host teacher. The college supervisor and/or host teacher will share the plan with the teacher candidate. The plan will specify an Intervention Plan of action with a timeline for its completion and recommended support for the teacher candidate.

Intervention Guidelines are as follows:

1. The intervention plan is developed on a case by case basis and will be tailored to the needs of each teacher candidate.
2. The teacher candidate must discuss any specific concerns with the host teacher and college supervisor. He/she must work to overcome any weaknesses and follow the intervention plan in all areas.
3. The host teacher must clearly communicate specific concerns to the teacher candidate and the college supervisor as soon as major concerns are identified. The host teacher will develop the intervention plan with the college supervisor. Document concerns, interventions, and progress of the teacher candidate.

4. The College supervisor will develop an intervention plan with the host teacher and will document concerns, interventions, and progress of the teacher candidate. The college supervisor will notify the school administrator and his/her supervisor about the intervention plan.
5. If a placement change occurs as part of the intervention plan, the placement will be for a new host teacher and a new school.

### **Removal of a Teacher Candidate from Placement**

The removal of an intern from his/her school placement will only be done for compelling reasons. The BSEE program recognizes that there may be circumstances beyond the teacher candidate's practice which may warrant removal and will consider requests to remove a teacher candidate when special circumstances occur. If a teacher candidate is removed from his/her internship classroom, the teacher candidate may be eligible to repeat the internship in a subsequent term. Examples of special circumstances in which the teacher candidate may be removed from an internship are:

- Unethical behavior has been exhibited by either the teacher candidate or host teacher (such as sexual harassment or use of alcohol or drugs)
- Violation of the Code of Ethics and Professional Conduct of the Education Profession in Florida
- Any evidence of a lack of sensitivity to diversity or discrimination on the part of the teacher candidate or host teacher
- Excessive absenteeism, tardiness, and/or failure to comply with established school policies on the part of the teacher candidate or host teacher
- Teacher candidate does not complete required observation and/or evaluation forms such as written lesson plans, pre-observation form, and reflection form at the required time. The first offense will be a warning. The second offense will result in removal of the teacher candidate from the internship.
- The school administrator requests that the teacher candidate be removed. All requests for the removal of a teacher candidate should be made to the BSEE Lead Instructor/College supervisor through written communication.

## **Intervention Plan Implementation**

The Internship Personal Attributes Concern form and/or the Internship Remediation Plan form are examples of documentation that will be used when beginning an intervention plan. After the intervention plan is implemented, a follow-up meeting is held within two weeks to determine if necessary skills and professional attitudes are in place for the teacher candidate to continue in the internship. If sufficient skills and professional attitudes are evident, the teacher candidate will continue in the current placement. The student is expected to earn a satisfactory grade.

If at that point, the skills and professional attitude are not present, the college supervisor may recommend withdrawing the teacher candidate from the placement and an incomplete grade for the teacher candidate. If the recommendation is for withdrawal, a counseling session will be scheduled with the Lead Instructor/College Supervisor, his/her supervisor, Chair of Social and Behavioral Sciences, and the Dean of Arts and Sciences.

If the intervention plan is completed satisfactorily during the internship, the teacher candidate will receive a grade of pass for the course.

If the intervention plan is not completed satisfactorily and within the specified time schedule, the teacher candidate may be dismissed from the internship. The grade will be supported by written documentation from the college supervisor and host teacher. Documentation must include evaluation documents which indicate areas of concern or inability to fulfill the duties normally expected of teachers. Written documentation may include observational notes, letters of complaint, or legal documents. A teacher candidate receiving a grade of fail for the internship may be eligible to repeat the internship one time. The decision for the ability to repeat the internship will be made through collaboration with the Lead Instructor/College Supervisor and his/her supervisor, the Chairperson of Social and Behavioral Sciences, and the Dean of Arts and Sciences.

## **Clinical Supervision**

Clinical supervision is both a concept and a process designed to improve teaching performance. The desired outcomes from this process are to develop professionally responsible teachers who are committed to self-improvement through help from others, reflection on practice and self-correction.

Effective clinical supervision should provide an opportunity for teacher candidates to:

- Examine, discuss, and articulate their educational philosophies
- Receive objective feedback on their teaching
- Examine the relationship between their anticipated and actual performance in the classroom

- Examine the relationship between their philosophies and other assumptions, theories, and research about effective teaching
- Develop, implement, and receive support for appropriate changes in both their espoused and practiced educational beliefs

SFSC BSEE follows Robert Goldhammer's (1969) model for clinical supervision. It includes the following five stages: 1) pre-observation conference 2) observation 3) data analysis 4) post-observation conference, and 5) post-conference analysis and reflection.

### **Pre-observation Conference**

The purpose of the pre-observation conference is to obtain information as to the teacher candidate's intentions (objectives of the lesson, planned procedures, criteria for evaluation, etc.), to establish a contract or agreement between the observer (host teacher or college supervisor) and the teacher candidate for carrying out the observation. The teacher candidate will fill out the pre-observation form and present it, along with the lesson plan, to the observer. The pre-observation form is a separate document.

Examples of pre-observation questions by the observer for the teacher candidate may include the following:

- How can I be of help to you?
- What specifically do you wish me to look for?
- What classroom management strategies are you going to use?
- What engagement strategies are you going to use?
- What are your learning goals and expectations for the lesson?
- How will you make sure students are mastering the learning goal?
- What is a good time for us to discuss the observation?

### **Observation**

The purpose of the observation is to view the lesson as planned in the pre-observation conference and to collect data that may be used to improve or enrich the knowledge, skills, and dispositions of the teacher candidate. The host teacher or college supervisor will observe the teacher candidate teaching a lesson and collect data on the lesson on the formal observation form. The formal observation form is a separate document.

## **Post-Observation Conference**

The conference occurs after the observation for analyzing and discussing the lesson, addressing concerns, and developing an action plan for teacher candidate performance to be enhanced, maintained, or improved. The observer will question the teacher candidate about the lesson and then share what the observer observed. The SFSC BSEE prefers that this conference take place immediately after the classroom observation. If this is not possible, the conference should be held no later than twenty-four hours after the observation. Notes and an action plan will be written on the post-observation conference form, which is a separate document.

Examples of post-observation questions by the observer for the teacher candidate may include the following:

- How do you think the lesson went?
- What was the domain area of strength? What domain area needed improvement?
- What specific teaching strategies did you use?
- How does this compare with what you expected would happen?
- Why do you think it happened this way?

## **Post-Conference Analysis**

This analysis allows the observer and teacher candidate to process the entire cycle. The observer and teacher candidate should agree upon ways to provide support and/or assistance to the teacher candidate. The teacher candidate will complete a written reflection about the entire lesson and post-conference. This reflection is written on the 3R (Reaction, response, responsibility) reflection form, which is a separate document.

## **Internship and Co-teaching**

It has become more common that teacher preparation programs embrace co-teaching models, where teacher candidates and host teachers work together to maximize students' achievement potential. The teacher candidate and the host teacher collaboration can be a valuable experience for the teacher candidate when co-teaching occurs. Some benefits to co-teaching include a reduced student to teacher ratio, increase in student achievement, and learning from each other's strengths.

SFSC BSEE encourages the Friend and Cooke (2009) models of collaboration skills for school professionals. Friend and Cooke outline six practices of co-teaching which are as follows:

- 1) One Teach/One Observe – At the beginning of the internship, it is important for the host teacher to model effective teaching strategies for the teacher candidate. While the host teacher is teaching, the teacher candidate can observe effective teaching practices, while also taking note of student responses. Co-teachers who implement this approach to co-teaching benefit from one person observing what students are doing while another is

teaching. Data collected during this approach can result in important gains in lesson development.

- 2) One Teach/One Assist – The host teacher teaches a group of students, while the teacher candidate is assisting. This may include helping the teacher reach students who need extra support during the lesson. While one teacher teaches, the other may be circulating and guiding students.
- 3) Parallel Teaching – Both teachers are teaching the same content but to different groups of students at the same time. This approach reduces the student to teacher ratio. One teacher may be teaching a lesson to half of the class, while the other is teaching the same lesson to the other half of the class.
- 4) Station or Center Teaching – Both teachers are teaching at the same time but different concepts and to different students.
- 5) Alternative Teaching – One teacher is teaching a larger group of students while another is teaching a smaller group of students.
- 6) Team Teaching – Both teachers deliver instruction to the same group of students at the same time. The lesson is co-presented by both teachers.

During the internship, various stages of co-teaching will occur. A natural progression would be that the teacher candidate and host teacher begin with the one teach/one observe and one teach/one assist models and, over time, parallel teaching, station teaching, alternative teaching, and team teaching will become the norm. The internship is designed to provide the opportunity to increase responsibilities to novice level teacher candidates gradually. Each host teacher and teacher candidate will find approaches that work best for them, the students they teach, and the specific lesson outcomes.

Internship III teacher candidates should have at least five weeks of full responsibility in planning all instruction during their final internship. Internship II does not have a full responsibility component, but the BSEE encourage teacher candidates to teach as much as the host teacher and college supervisor think is realistic.

For Internship III, full responsibility does not mean that the teacher candidate has left entirely alone all day with the classroom. The host teacher should always be in the school building and accessible. The host teacher is not expected to relinquish all responsibility to the teacher candidate. The host teacher and teacher candidate should always work as a team to provide a positive environment for all students. During the full responsibility period, the teacher candidate will have primary responsibility for all lesson planning and execution of the lesson plans, classroom management, and record keeping. SFSC BSEE program provides a suggested co-teaching schedule and task list to assist host teachers and teacher candidates in planning their daily schedules.