

THE **BSETE INTERNSHIP HANDBOOK**



**SOUTH
FLORIDA**
State College

Bachelor of Science in
Elementary Teacher Education (BSETE)

SFSC BSETTE 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 Teacher Education (BSETTE) 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 BSETTE program 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 BSETE Mission Statement

The mission of the Bachelor of Science in Elementary Teacher Education (BSETE) 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 BSETE 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 BSETE 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 teachers, and the lead instructor/college supervisor. This handbook will provide general guidelines for all professionals participating in the internship experiences. Internship forms are located on the BSETE page of the SFSC website.

Roles and Responsibilities:

Host Teacher: The host 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 supervisor works cooperatively with partner district personnel to identify these highly qualified mentors. The host teacher works cooperatively with the college supervisor to guide, demonstrate effective teaching practices, and evaluate the teacher candidate. The host teacher's responsibilities also include observing and evaluating the effectiveness of the

teacher candidate's teaching practice. Discussions of the 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 continuously. 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/Teacher Candidate: 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 supervisor serves as a liaison 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 teacher candidate. College supervisors are highly qualified professional educators who have completed Clinical Educator Training, which is required by the Florida Department of Education (FLDOE). The 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 teacher candidate with the host teachers and teacher candidates in the classroom. He/she provides consistent support for the teacher candidate and host teacher during the course of the internship experience. The lead instructor visits schools, observes teacher candidates, facilitates seminars on teaching and learning, confers with host teachers and teacher candidates, and serves as a resource for all stakeholders. The lead instructor, with input from the host teacher, determines the student's 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 teacher candidate 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 where theory meets practice, allowing candidates to explore

their passion for teaching and determine if it is the right path for them. 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 on 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 teacher candidate's impact on student learning.

Coaching and Mentoring

Teacher candidates are developing teachers. They have received high-quality training in research-based pedagogy. Positive coaching and mentoring experiences are valuable, as they help the craft develop in a meaningful and effective way. Host teachers and the BSETE lead instructor coach and mentor teacher candidates throughout the internship process. They regularly observe the teacher candidates and collaborate on the final evaluations.

Coaching and mentoring are essential elements in the model of clinical experiences in the BSETE 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 is consistent coaching and communication, including 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 lead instructor. Timely feedback from the host teacher and/or college supervisor holds greater significance for the teacher candidate, enabling them to reflect more effectively on the events being assessed.

Observing Teacher Practice

The SFSC BSETE program requires consistent teacher candidate supervision utilizing both 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 fill out the **Internship Personal Attributes Concern Form**, 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**, and follow those procedures.

Continuous Improvement

The BSETE 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 **BSETE Individual Professional Plan**.

Guidelines on Internship Placement

The Florida Department of Education (FLDOE) requires that candidates develop and The SFSC BSETE program follows these guidelines in making appropriate placements:

1. SFSC BSETE 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. These interactions occur during Internships I, II, and III.
2. The FLDOE requires that all host teachers have completed three years of successful teaching and the Clinical Educator's Training course before mentoring a teacher candidate. The BSETE 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. Teacher candidates are not placed at locations where family members work or their children are enrolled. Teacher candidates are not placed at a location where they were previously employed.
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 BSETE lead instructor so that an appropriate placement can be secured.
6. While the BSETE 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 BSETE 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 BSET 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 BSET program is approximately eighty. In these experiences, students learn skills and techniques for working collaboratively with other professionals, observing teaching, and working with diverse populations of young children.

Internship II – Internship II begins in the first term of the senior year of the BSET 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 term. Teacher candidates have the opportunity to observe teaching, work with small groups of students, and complete critical task assignments related to the co-requisite BSET coursework 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.

The two main goals describing the experience of Internship II are (1) to orient pre-service teachers to the profession (e.g., role of the public school, school operations, and teacher responsibilities); and (2) to facilitate the development of knowledge, skills, and dispositions related to preparing for instruction, presenting subject matter, managing student behavior, and performing other roles of the teacher. Internship II serves as a beginning student teaching experience in the profession of education, where the theories, knowledge and skills developed through coursework and observation are fused into more meaningful interpretation through practical experience in actual teaching situations. This initial experience is designed to give the pre-service teacher short, successful experiences that are linked to coursework. In Elementary Education, Internship II is tied to learning experiences: MAE 4314, RED 4942, and EDG 3442 must be taken concurrent with this internship. Rather than having responsibility for the full day of programming, pre-service teachers in Internship II are asked to focus upon the following objectives:

1. Directly observe behaviors and attitudes of students, the techniques and methods of the host teacher, human growth and developmental stages, special needs of ELL students and techniques of classroom management. Keeping a journal or reflections and completing related forms.
2. Show evidence of planning. Produce lesson plans and unit plans which reflect the use of appropriate instructional methods and strategies of meet the needs of all students within the context of the regular classroom. Modifications for ELLs at varying English proficiency levels should be clearly presented. Apply knowledge of first and second

language acquisition processes. Plan for instruction that embeds assessment; re-teach as necessary to meet the language and literacy needs of ELLs.

3. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to ELL students. Apply content-based approaches to instruction, including ESOL strategies and techniques. Choose a wide range of resources and technologies to meet the language and academic needs of ELLs.
4. Maintain the minimal semester requirements in terms of record keeping and communication with the College Internship Coordinator and the host teacher.
5. Complete related assignments connected to Internship II co-requisite courses where applicable.
6. Demonstrate designated Florida Educator Accomplished Practices (FEAPs).

Attendance at faculty meetings, parent meetings, parent-teacher conferences, and professional development days is encouraged but teacher candidates must receive permission from 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, BSETE teacher candidates must meet the following criteria:

- Pass the FTCE – Professional Educator Exam
- Maintain a minimum overall GPA of 2.5
- Completion of all BSETE courses and critical assignments during the junior year
- Recommendation of the BSETE Faculty Committee

Internship III – Internship III begins in the second term of the senior year of the BSETE 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 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.

The course objective is to assume the roles and responsibilities of a classroom teacher; to demonstrate competence in the Florida Educator Accomplished Practices, the Professional Education Competencies, the ESOL Performance Standards, and applicable Florida-adopted Subject Area Competencies; and to demonstrate personal attributes and dispositions that reflect the SFSC Elementary Teacher Education program's Conceptual Framework.

The teacher candidate will:

1. Read and adhere to the Student Teaching Handbook

2. Demonstrate proficiency in the ESOL Standards as indicated on the ESOL Proficiency Profile.
3. Demonstrate proficiency in the Reading Endorsement Competency 5 Indicators.
4. Develop, implement, and report a Teacher Work Sample.
5. Respond to end of semester survey to include results of Impact on Student Learning Project (ISL) and perceptions of preparedness for internship.
6. Demonstrate proficiency in all Florida Educator Accomplished Practices as indicated by criteria in the Internship III Assessment Summary Sheet

Attendance at faculty meetings, parent meetings, parent-teacher conferences, and professional development days is encouraged, but teacher candidates must receive permission from 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, BSETE teacher candidates must meet the following criteria:

- Pass the FTCE – Subject Area Exams, Elementary Education K-6
- Maintain a minimum overall GPA of 2.5
- Successful completion of Internship II
- Completion of all BSETE courses and critical assignments during the previous term
- Demonstrate effective classroom management skills
- Recommendation of the BSETE Faculty Committee

Internship Absences – Internships require a full-time commitment, and teacher candidates are encouraged to minimize outside obligations during this time. While personal responsibilities are important, internship duties must remain the top priority. Teacher candidates are expected to follow the calendar and daily schedule of their assigned school, arriving on time and completing the full day. Balancing work, family, or personal commitments is essential, as these cannot be used as reasons for not meeting internship expectations.

In case of illness or emergency, the teacher candidate must contact both the host teacher and college supervisor. For Internships II and III, lesson plans must be available for the host teacher even on the days of absence. Any illness of 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 unfitting 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 BSETE lead instructor.

Substitute Teaching – Teacher candidates 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 Development Center maintains a professional dress "clothes closet." BSETE students may select three complete business casual outfits (clothes, shoes, and accessories) per year at no cost as available. Contact the BSETE lead instructor or the Career Development Center for a confidential appointment. Outward appearance often affects 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 BSETE program.

SFSC BSETE 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, racerback tops, and 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.

- 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 are mandatory at the assigned school. Attendance at professional development seminars pre-scheduled by the BSETTE 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 BSETTE course and internship requirements to the host teacher. Become familiar with all SFSC BSETTE handbooks, procedures, forms, and weekly schedules. Meet deadlines for assignments. Communicate with the host teacher and college supervisor about progress, problems, and/or issues that may impact the internship experience.
4. Accept feedback and constructive suggestions from the 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 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 who 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 BSETE 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 teacher candidate, but host teachers will also fulfill other roles: role model, guide, advisor, and colleague. Some of the most essential roles involve introducing 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 BSETE 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 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 teacher candidate 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 teacher candidate 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 the SFSC BSETE Handbook, evaluation forms, and weekly schedules. Attend

a group or individual orientation session with the BSETTE lead instructor/college supervisor to become oriented to the BSETTE program and its expectations.

Responsibilities of the BSETTE Lead Instructor/College Supervisor

The BSETTE lead instructor/college supervisor plays an essential role in the internship experience and collaborates with the host teacher, teacher candidates, school administration, and School Board's 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, the School Board's Human Resources office, the teacher candidate, and the SFSC BSETTE Elementary Teacher Education program and internship experiences. Communicates the SFSC BSETTE program policies 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 Internships 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 BSETTE 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 BSETTE 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 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 internship. 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.

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 BSETE 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.

Internships 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 BSETE 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**, as guides in evaluating ESOL competencies demonstrated in the internship and the **Reading Endorsement Competencies** checklist, for Reading Competency indicators demonstrated during the internship experiences. Teacher candidates 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.

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 in completing the **BSETE Individual Professional Development Plan**. The college supervisor will collect and file the plan. The final grade determination is arrived at through 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 1) Formal observation forms; 2) Internship Assessment Summary ; 3) **BSETE Professional Development Plan**; and 4) Domains Indicator Form.

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 assessment instruments.
- Scores on the final Internship Assessment Summary 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 through thorough reviews of the college supervisor's evaluations and through interviews with the host teacher and principal, if necessary. The college supervisor will complete the final evaluation of the teacher candidate.

The evaluation forms for Internship III are as follows: 1) College supervisor observation forms; 2) Host teacher observation forms; 3) Internship Assessment Summaries; 4) Reading Endorsement competencies checklist form; 5) ESOL Internship Performance Profile form; 6) Disposition Reflection; 7) BSETE Individual Professional Development Plan, and 8) Impact on Student Learning (ISL) project.

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 assessment 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 Remediation 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 the Internship II or III teacher candidate's demonstration of sufficient mastery of skills and professional attitudes necessary to continue in the internship. Satisfactory performance is mandatory in all areas of evaluation. A rating of Needs Improvement in any area requires that an **Internship Remediation 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, in collaboration with the college supervisor, will develop the intervention plan. Concerns, interventions, and the teacher candidate's progress should be documented throughout the process.
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 with 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 BSET program recognizes that there may be circumstances beyond the teacher candidate's control that 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 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 post-observation form at the required time. The first offense will be a warning. The second offense will result in the 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 BSET 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 the 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.

If the teacher candidate has not demonstrated the necessary skills and professional attitude by that point, the college supervisor may recommend withdrawing them from the placement and assigning an incomplete grade. If the recommendation is for withdrawal, a counseling session will be scheduled with the lead instructor/college supervisor, the 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 that 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 regarding a candidate's eligibility to repeat the internship will be made collaboratively by the lead instructor/college supervisor, the chairperson of social and behavioral sciences, and the dean of arts and sciences.

Pre-Observation Conference

The pre-observation conference serves to gather information about the teacher candidate's objectives, planned procedures, and evaluation criteria for the lesson. It also establishes a mutual understanding between the observer (host teacher or college supervisor) and the teacher candidate regarding the observation process. The teacher candidate will fill out the **Pre-**

Conference Observation Guided Questions form and present it, along with the lesson plan, to the observer.

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**.

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 BSET program prefers that the 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 Summary form**.

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?

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, an increase in student achievement, and learning from each other's strengths.

The SFSC BSET program 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.
- 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 BSETTE encourages teacher candidates to teach as much as the host teacher and college supervisor think is appropriate.

For Internship III, full responsibility does not mean that the teacher candidate has been left entirely alone all day in 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. The SFSC BSETTE program provides a suggested co-teaching schedule and task list to assist host teachers and teacher candidates in planning their daily schedules.