

## **II. Intern Responsibilities**

### **A. University Requirements**

#### **1. Pre-practice requirements:**

- a. Forms - The student is required to complete the following forms and return them during the semester immediately preceding the professional semester:
  1. Phase III Application to Office of Unit Assessment
  2. Background data sheets (usually attached to application)
  3. Pre-practice visit card (See Appendix) to N-8 Placement Coord.
- b. Orientation Meeting - The candidate is required to attend an orientation meeting to receive information concerning the professional semester (i.e., school and mentor teacher assignment, dates of assignments, and general policies and procedures).
- c. Pre-Practice Visit - Each intern is required to make proper arrangements for and complete visit(s) to the school(s) and mentor teacher(s) to whom he/she has been assigned for the professional semester. Accordingly, arrange a minimum three-hour visit to discuss your teaching situation with each mentor teacher. Record these meetings on your time sheets. Observe appropriate school protocol during these meetings in terms of appearance and attire. Check to see if the principal would like to confer with you before you make your visit. The pre-practice visit card is to be signed by each mentor teacher during visitations and returned to the N-8 Placement Coordinator on or before January 23, 2003.

#### **2. Procedures to follow:**

- a. The intern will phone the school and make an appointment to spend approximately three hours with the mentor teacher.
- b. At the scheduled visitation, the student will introduce him/herself to the principal before visiting the mentor teacher(s). The intern should inquire about sign-in procedures.
- c. During the visitation, the candidate may meet with the children, observe teaching procedures, become familiar with the physical arrangement of the room and available resources, and meet members of the faculty and staff.

Note: See Appendix for some questions you might ask your mentor teacher.

## **B. Professional Semester Requirements:**

### **1. Forms**

By the date designated, the following completed documents must be received by the university supervisor (see Appendix for forms):

- a. Approval of Notebook Sheet
- b. Daily Time Sheets and Summary Sheets
- c. Mid & Final Evaluation(s) Form(s)
- d. Content Interview Rubric
- e. Unit Assessment Rubric

The completed forms will be placed in the candidate's file in the Office of Unit Assessment.

### **2. Credential File**

The establishment and maintenance of the candidate's credential file is the responsibility of the candidate. There is a \$10.00 fee for the service. To establish the credential file, the candidate should contact:

Dr. Robbie Cordle, Director  
Office of Career Services  
Frostburg State University  
301-687-4403

### **3. Lesson Plans**

A lesson that is well-planned in advance will be a better lesson. Candidates who are in the process of learning how to teach should expect to spend a great deal more time, effort, and care in planning lessons than experienced teachers need to spend. There appears to be a strong tendency to adopt a negative set of attitudes toward lesson planning. Because experienced teachers are seen planning in a more brief form, interns may deem it unnecessary to expend the time and effort required to plan thoroughly. An equally negative idea is to view lesson planning as a chore to be completed, to simply satisfy requirements of a course.

The first few lessons in each new area should be planned cooperatively with the mentor teacher. Later, the intern may take sole responsibility for making up the plan; it should be completed well enough in advance for the mentor teacher/university supervisor to have an opportunity to check it before it is used in the classroom. Mentor teachers should initial the lesson plan when he/she has approved the plan.

Lesson planning should be both short and long range. Lesson plans must be detailed, long form (Appendix) at the beginning of the internship. Lesson plans may then vary in length and format with the approval of the mentor teacher and university supervisor. This will depend upon your teaching competencies and interactions with your mentor teacher and university supervisor.

#### **4. Observations**

Supervisors conduct a minimum of 4 formal observations. Additional formal and/or informal observations/visits may be made at the discretion of the supervisor or department.

#### **5. Teaching Unit**

See Appendix for detailed information

#### **6. Full Days of Teaching**

The number of days of full-day teaching will vary according to individual circumstances, to be determined by the mentor teacher and university supervisor. The FSU Educational Professions faculty are aware that interns have had several semesters of fieldwork prior to the Internship II experience, and should be ready for extensive fieldwork.

As a minimal guideline, it is suggested that the **intern take responsibility for at least five full days of teaching toward the end of the experience.**

#### **7. Conferences**

The university supervisor will conduct two 3-way evaluations with the intern and the mentor teacher(s). One will be held at the mid-point of the semester, and one will be held at the end of the semester.

#### **8. Notebook**

The intern is required to keep a loose-leaf notebook during the semester (See Appendix ). Please have your notebook and lesson plan available when the university supervisor visits you. Your supervisor and your mentor teacher will check the notebook. Follow the instructions of your seminar teachers and your university supervisor as you initiate and make entries into your reflective journal.

#### **9. Portfolio**

Each intern will complete a portfolio documenting the six unit outcomes (Dedicated Professional, Instructional Leader, Continuous Assessor, Collaborative Bridge Builder, Educational Advocate, Reflective Decision-Maker), and present the portfolio for assessment at the end of the Intern II semester. Assessors are Liberal Arts and Sciences faculty, Educational Professions faculty, and Public School faculty. A rubric and details of the portfolio will be discussed during Leadership seminar.

## **10. Content Lesson Interview**

Candidates will be interviewed by their supervisors approximately the fifth week of internship to determine the candidate's understanding of content, curriculum, and content standards. This information is provided to the Office of Unit Assessment.

### **Attention:**

- *Interns should check with their university supervisor on the first visit to determine if they are keeping the time sheets correctly. Interns will maintain a time record for each teaching assignment.*
- *Provide your lesson plan and your notebook to the university supervisor when visited.*