

II. Intern Responsibilities

A. Beginning of program (summer sessions)

- Completes all requirements for full entrance into the program.
- Buys subscription to TaskStream.
- Becomes familiar with use of Blackboard.
- Begins planning for exit portfolio.
- Begins building a credential file (optional).

B. Prior to Internship

- Completes all requirements for full entrance into the program.
- Attends all informational meetings.
- Makes proper arrangements for a pre-practice visit for each internship during which the intern discusses the teaching situation with mentor teacher, and observes and becomes aware of appropriate school protocol in terms of appearance and attire.

C. During Internships:

Observations

- Collaborates with the mentor teacher to plan for intern observations of the mentor teacher teaching in each one of his/her classes before the intern assumes any teaching duties.
- Plans for observations of other teachers in collaboration with the mentor teacher.

Teaching

- Becomes familiar with the mentor's classes and individual student needs before assuming teaching duties.
- Gradually assumes **teaching duties**. The rate of assumption of teaching duties rests with the mentor teacher in collaboration with the intern and university supervisor. However, the recommendation is that the intern begins with one class at least by the middle of the second week. Additional classes would then be added regularly until the intern is teaching a full assignment, usually by week five in Practicum I. This process may be accomplished sooner in Practicum II if the mentor and the intern believe it is appropriate. Teaching duties include planning for instruction, using informal / formal and formative / summative assessments, managing the classroom, establishing routines, maintaining classroom discipline, maintaining correspondence with parents, preparing instructional materials, etc.
- Teaches a minimum of 10 full days (all classes) in each placement.

Journal reflections

- Completes a minimum of one journal reflection concerning teaching, instruction, and learning each week using the Weekly Reflections Journal form (these do not include lesson reflections). The supervisor reviews and initials all reflections.

Daily time sheets

- Maintains daily time sheets. The supervisor checks time sheets and initials them during his/her visits throughout the practicums.

Daily activities of the school

- Participates fully in daily activities of the school.

Lesson planning

- Cooperatively plans the first few lessons in each new area with the mentor teacher.
- **Obtains approval** of the lesson plans by the mentor at least one day **before the lesson is taught**. Mentor teachers should initial the lesson plans when approved.
- Uses the lesson plan form on TaskStream when developing lesson plans and addresses all sections of the lesson plan form. When being observed by the supervisor, this form must be used.
- Possibly moves to a shorter form of planning when the mentor teacher and the supervisor agree that the intern is ready.

- Integrates student use of technology into at least one lesson.
- Maintains a planning notebook containing all required items.

Content Lesson Interview

- Participates in a formal lesson interview conducted by the supervisor

Other Responsibilities

- Creates an inviting classroom environment.
- Completes non-instructional duties.
- Attends professional development activities and is an active member of the school community.
- Plans and participates in student activities such as field trips.
- Participates in after-school program(s)
- Maintains substitute teacher plans.

Professional Attitudes

- Uses correct grammar (written and spoken).
- Is professionally attired.
- Maintains confidentiality with IEP meetings, parent conferences, teacher conversations, etc.
- Models appropriate behaviors and good character traits.
- Uses self-reflection and mentor teacher and supervisor feedback for continuous self-improvement.

Intern Evaluation

- Works with the university supervisor and the mentor teacher to complete a collaborative (3-way) mid-point evaluation and a final evaluation of the internship during each 10-week internship period.
- Completes the internship evaluation form and a competency form individually before meeting for the collaborative evaluation.
- Understands that an intern assessed as unsatisfactory in any area on the assessment instrument (in the final evaluation) will not pass the internship.
- Gives assessment of NA without penalty to certain items on the form that may not be applicable to a particular intern during the evaluation period.
- Understands that should a consensus be unattainable the internship grade (Pass/No Pass) ultimately rests with the university supervisor.
- Understands that at the mid-point evaluation, an unsatisfactory rating in any area must be followed with a written plan of remediation that is signed by the mentor, supervisor, and intern, and each retains a copy of the plan of remediation.

D. End of Internship/Program

Exit Portfolio

- Prepares a portfolio documenting the six unit attributes (outcomes).
- Presents the portfolio for assessment during portfolio night at the end of the second internship semester.
- Works on improvement of the portfolio and the portfolio presentation and repeats the process of portfolio presentation if the portfolio preparation and presentation are not successful. Successful completion and presentation of the portfolio is a requirement for program completion.

Program Completion

- Satisfactorily completes all course work.
- Successfully completes all internship experiences.
- Successfully completes and presents the exit portfolio.
- Satisfactorily completes all program requirements.

E. Credential File (optional)

- Establishes a credential file at the beginning of the first semester of the program and maintains it throughout the program. There is a \$20.00 fee for the service.
- Contacts the following to establish the credential file:

Dr. Robbie Cordle, Director
Office of Career Services
Frostburg State University
301.687.4403