

## **BLOCK II/INTERNSHIP FIELD EXPERIENCE**

Interns are required to work at least 150 hours. Candidates must complete regular reflections on their activities and experiences related to their internship.

### **INTERNSHIP FIELD EXPERIENCE**

Candidates have a wide range of experiences, talents, and interests. The candidates are not yet student teachers, but they do have more knowledge and background than Block I/Early Field experience candidates. The following assignments will be completed by the end of the Internship field experience. These assignments should be completed through skillful observation and reflection and be kept in your binder, at school, for examination by both your mentor teacher and university liaison.

1. completion of Internship Checklist
2. completion of teaching experience
3. completion of required Inquiry Project
4. completion of work sample

### **WORK SAMPLE**

As a part of their coursework candidates are required to plan a unit in their methods and literacy courses. Lessons from this unit may be taught during internship OR student teaching. This unit may also be an element of your work sample.

The work sample includes the candidate's plans for teaching lessons within a unit. The unit plan should provide a partial, written record of the candidate's planning, teaching, and learning during the semester, and it provides the university liaison and mentor teacher a way to assess candidate's growth. At the completion of each lesson, examples of student work and the candidate's reflections should be included as part of the work sample. Candidates must follow guidelines for the Standard Performance Assessment of Teaching in their Assessment Analysis and student work selection.

The work in Content Literacy and Content Methods courses is intended to be scheduled in coordination with the Internship field experience so that candidates can do initial planning for their unit plan during the first eight weeks of the semester, and then teach some, or all of their plan (or pilot the strategies, approaches or methods) during weeks 9-12. Afterward, candidates use their teaching experience to improve their teaching plans before the end of the semester

### **EVALUATION OF INTERNS**

Required components for evaluation of interns in Block II/Internship

1. Checklist for Internship completed
2. Teaching Experiences
3. Inquiry Project uploaded to Taskstream
4. Midterm Evaluation and Individual Professional Learning Plan Goal Form (IPLP)
5. Professional Leadership and Communication Log uploaded to Taskstream
6. Video and reflection uploaded to Taskstream
7. Final Evaluation and Individual Professional Learning Plan Goal Form uploaded to Taskstream

A critical responsibility of the mentor teacher and university liaison is making periodic assessments of the candidate's performance. The following are suggested guidelines, which could be used as a basis for

evaluating the entire experience. There will be 3 evaluations by liaison and 1 evaluation by an auxiliary liaison. These evaluations should:

- be within the framework of the objectives and goals of the Internship experience.
- promote the professional growth and improvement of the candidate's performance.
- be continuous--the final evaluation form can be used as a guide.
- promote effective and perceptive self-evaluation.
- be comprehensive and use both qualitative and quantitative evidence for interpreting and recording instruments.
- be based on using of a variety of evaluative instruments.
- be structured around frequent conferences.
- provide a medium through which strengths and weaknesses can be cooperatively identified. It should also provide some form of direction by which the candidate can become increasingly self-analytical and self-directive.

## MENTOR/INTERN DIALOGUE

**Purpose:** These topics are designed to assist the mentor and intern in documenting and communicating the subtleties and intricacies of their work together.

Below is a list of topics to consider for your dialogue:

Classroom Management  
Unit Planning  
State Standards  
Formative Assessments  
Summative Assessments  
Organization of Daily Tasks  
Seating Charts  
School Procedures  
Classroom Procedures  
Beginning of the Year Planning  
Differentiation  
Curriculum  
Remediation/Enrichment  
Teaching Strategies/Instructional Design  
Learning Environment  
Building Positive Relationships (student/colleague/parent, etc)  
Engaging Learners  
Professional Development

## BLOCK II/INTERNSHIP FIELD EXPERIENCE CHECKLIST

Goal: emphasis on lesson design and delivery

### Expectations

### Signature

- Complete the communication packet with mentor \_\_\_\_\_
- 6 hours minimum—observation at Elementary School. Record in PLCC Log. \_\_\_\_\_
- 6 hours minimum—observation at High School. Record in PLCC Log. \_\_\_\_\_
- Observation of one MDT, collaboration, 504, IEP, RTI PBIS, parent or staff meeting. Record in PLCC Log. \_\_\_\_\_
- After midterms, video record one lesson and submit it with a reflection to Taskstream \_\_\_\_\_
- Fill out Midterm evaluation and complete midterm goal sheet. (IPLP) \_\_\_\_\_
- Fill out Final evaluation and complete IPLP goal form on Taskstream as a guide development for first half of Student teaching. \_\_\_\_\_
- Complete Inquiry Project and upload to Taskstream (see page 20-21) \_\_\_\_\_
- Complete Professional Leadership Communication and Collaboration Log (PLCC Log in Appendix) \_\_\_\_\_
- Take Westada School District Screener prior to student teaching experience
- Optional: Apply for substitute teaching with the Meridian School District which will include an orientation (see Diane Simonsen to apply)

### Additional Requirements

Complete background check/fingerprinting through Boise State. Complete substitute application via AppliTrack on Westada School District Website

Teaching Experience---subject to mentor discretion

- a. shadow teaching
- b. teach a component of a lesson
- c. do a team-teaching lesson
- d. plan and lead a daily activity
- e. assist mentor with clerical duties

Interpersonal Communication---subject to mentor discretion

- a. contact parents
- b. communicate with students one-on-one regarding positive and negative behaviors
- c. communicate with administration and staff
- d. communicate in a professional manner

## BLOCK II/INTERNSHIP CHECKLIST OF EXPERIENCES

What should you look for as you observe and participate in the Internship program? Think: What should I see during the observation? What should I do to gain experience?

**Complete communication packet with mentor:** (complete during meet and greet meeting)

**Know:** Communication between mentor and intern is vital for the placement to go smoothly. The communication packet will familiarize the mentor and intern to how the mentor will be giving feedback and constructive criticism to the intern.

**Observation at an Elementary and a High School** (12 hours)

**Know:** It is important to understand the scope and sequence of education in your field, but there may be situations when your teaching assignment is not in your preferred area or age group; therefore, appreciating the scope and sequence of all age and grade levels can help prepare you for any possibility.

**Observe and Interact:**

- a variety of grade levels and teaching styles
- six hours at the elementary school (recommendation is two half days)
  - if doing half days, it is recommended that you experience upper and lower grades
  - this is a minimum recommendation; see mentor if more hours are wanted
- six hours at the high school (recommendation is two half days)
  - if doing half days, it is recommended that you experience upper and lower levels within your content area(s)
  - this is a minimum recommendation; see mentor if more hours are wanted
- discuss with your mentor what you observed at the different levels

**Observation of an MDT, collaboration meeting, 504, IEP, RTI, PBIS, parent or staff meeting** (one meeting)

**\*\*\*Due to student's right to privacy, information at these meetings is confidential.**

**Know:** Teachers see a number of students each day. Several go undetected as having special concerns. There is a process in place that addresses the needs of these students.

**Observe and Interact:**

- the interaction between administrators, counselors, and teachers regarding student concerns
- the accommodations made for that student
- refer any questions to the administrators, counselors, or teachers present
- write a short descriptive essay on the MDT, team or collaboration process and discuss it with your mentor teacher

**Video Record one lesson:** Submit with a reflection to Taskstream. This should take place after midterms. Jane will give instructions on how this should be accomplished.

**Midterm Evaluation:** Complete midterm evaluation and complete Professional Action Plan Goal Form. The intern, mentor and BSU liaison should all be involved in filling out the evaluation and creating the goals. The goal form will be used to guide activities for the rest of Block 2 activities.

**Final Evaluation:** Complete final evaluation and complete Professional Action Plan Goal Form. (IPLP) on taskstream. The intern, mentor and BSU liaison should all be involved in filling out the evaluation and creating the goals. The goal form will be used to guide initial Block 3 activities.

### **Teaching Experience**

The teaching experience is based on several methods of instruction as well as routine duties that affect the classroom environment. Some of those are:

- Shadow Teaching—Mentor presents a lesson; the candidate models the same lesson in a subsequent period
- Lesson Component—Candidate presents a portion of a lesson
- Team-teaching—Candidate and Mentor share responsibilities of lesson presentation
- Daily Activity—Candidate takes on the responsibilities of daily activities such as D.O.L., bell ringers, journaling, etc.
- Clerical Duties—Candidate assists Mentor with duties such as attendance, grading, copying, etc.

### **Interpersonal Communication**

As a teacher it is imperative to maintain consistent, professional communication between office staff, fellow educators, students, parents, and the community. **Candidate needs to get Mentor's approval prior to sending any communication.**

- Contacting Parents—this can be accomplished through e-mail, personal call, letters, etc.
- Student Communication—needs to be:
  - positive, even if addressing negative behavior
  - done confidentially, if possible
  - constructive
- Professional Communication—needs to be:
  - confident and calm
  - factual
  - grammatically correct