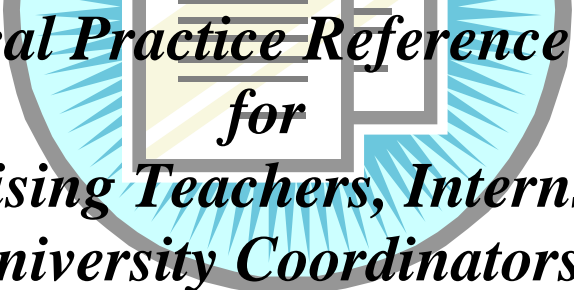




## **College of Education**

### **CLINICAL NOTES**

A circular icon with a light blue background and a grey border. Inside the circle, there are two overlapping document icons. The front document is white with a yellow highlight and a checklist on the right side. The background of the circle has a sunburst pattern.

*A Clinical Practice Reference Guide  
for  
Supervising Teachers, Interns, and  
University Coordinators*

Carolyn Walker-Hopp, Ph.D.  
Director, Office of Clinical Experiences

Manuscript Preparation  
Summer Katz

*Revised August 2005*



Greetings,

The Office of Clinical Experiences at the University of Central Florida greatly appreciates your work with our interns. The Clinical Experiences framework includes the Collaborative Internship Team. As a university coordinator, a supervising teacher, an intern, or a school-based administrator, you are a member of the team, and we depend on your work to ensure the success of the internship experience. The team also plays a vital role in the development of knowledge, skills, and dispositions of the pre-service educational practitioner.

The success of the internship experience is dependent not only on the collaboration of the internship team, but also on how well roles and responsibilities are understood. This guide, Clinical Notes, provides a quick reference to the essential elements of the internship. The Table of Contents has been linked to each main section, as well as to the specific areas within each category. Clinical Notes also reference the Student Teaching Handbook, which provides more detail and in depth explanations about roles, responsibilities, assessment and evaluation. We have included hyperlinks in the design of the handbook to simplify browsing the document. The Clinical Notes and Student Teaching Handbook are easily accessible on the Clinical Experiences website: <http://reach.ucf.edu/~edintern>

It is the collaborative efforts of our partnership school districts, and the Collaborative Internship Team members that make the internship a successful experience for our interns. Our continued efforts and partnership will provide quality experiences that contribute to the development of quality teachers.

A handwritten signature in cursive script that reads 'Carolyn Walker Hopp'.

Carolyn Walker Hopp, Ph.D., Director  
Office of Clinical Experiences

# TABLE OF CONTENTS

<b>Introduction to the Clinical Experiences Notes</b> .....	4
<b>Overview: The Internship Experience</b> .....	5
Field Experiences.....	5
Internship I.....	6
Internship II.....	6
Frequently Asked Questions.....	6
<b>The Work of a Supervising Teacher and Intern</b> .....	7
Internship I.....	7
Internship II.....	7
Summary.....	7
ESOL Requirements .....	8
ESOL Qualified Personnel.....	8
TESOL Notebook Information.....	9
<b>The Internship Collaborative Team</b> .....	10
Coaching and Mentoring .....	10
School Principal.....	10
Supervising Teacher .....	10
University Coordinator .....	10
Intern.....	10
<b>Internship I</b> .....	11
Work of Internship I .....	11
Expectations and Suggested Timeline:	
Elementary/Early Childhood/K-12 Internship I w/ Two Placements.....	13
Expectations and Suggested Timeline:	
Secondary Internship I w/ One Placement.....	15
Responsibilities of the Intern .....	17
Responsibilities of the Supervising Teacher.....	18
Responsibilities of the University Coordinator .....	20
<b>Internship II</b> .....	22
Work of Internship II.....	22
Expectations and Suggested Timeline: Internship II .....	24
Responsibilities of the Intern .....	26
Responsibilities of the Supervising Teacher.....	27
Responsibilities of the University Coordinator .....	29
<b>Legal Responsibilities of the Intern</b> .....	31
Legal Protection.....	31
Substitute Teaching.....	31
<b>Eligibility Requirements for Supervising Teachers</b> .....	32
Supervising Teacher Benefits .....	33
COP Information Memo .....	34
Orienting an Intern.....	35
<b>Evaluation of the Internship</b> .....	37
Benchmarks for Evaluation .....	37
Evaluation of the Internship.....	37
ESOL .....	37
Grading .....	37
Attendance .....	37
Rubric for Assessing Interns.....	38

## INTRODUCTION TO THE CLINICAL EXPERIENCES NOTES

### What is the purpose of this resource guide?

Welcome to the University of Central Florida Guide to Internship I and Internship II experiences: *Clinical Notes*. This guide was developed as an overview of the clinical experiences process in the College of Education at the University of Central Florida.

The *Student Teaching Handbook: A Guide for Internship and Clinical Practice*, which is on line at <http://reach.ucf.edu/~edintern>, provides more detail in each of the categories described in the *Clinical Notes*. The handbook also provides samples of forms that are used in the work of the internship and in evaluation.

We acknowledge that each school has particular needs and contexts that may vary across different supervising teachers, across grade levels, and across content areas. Therefore, this resource guide was conceptualized and developed as a document that supervising teachers and all members of the collaborative internship team can utilize to meet the goals of the UCF clinical experiences framework.

Clinical Notes describe the essential elements of the internship experience,\* and explains the role of each member of the collaborative team as well as how the work of the team relates to the overall goals of the framework. The guide should be used as a reference by the collaborative team to work through the continuum of the internship experience.

**\* Note: Please refer to the *Student Teaching Handbook* for more details about your Clinical Experiences.**

# **OVERVIEW: THE INTERNSHIP EXPERIENCE**

**University of Central Florida**

**College of Education**

## **Field Experiences**

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 College of Education, including essential coursework and exposure to classrooms and students. At the initial level of exposure to the classroom, there are field experiences associated with specific courses. 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 and families in contemporary society. This first level of participation is considered exploratory in that it provides students with a good feel for what the teaching profession is like and how it suits their life goals.

## **Eligibility for Internship I**

Students in the College of Education must be in good standing and have met entrance requirements into the College in order to be eligible for internship. Students must:

- Have on file in the University admissions office passing scores on all 4 parts of the College Level Academic Skills Test (CLAST) and/or Florida Teacher Certification Examination General Knowledge Test (no alternatives or waivers are accepted).
- Possess minimum overall GPA, specialization, and professional preparation of 2.5
- Achieve a “C-“ (1.75) or better in all prerequisite methods/specialization courses
- Complete a formal application for Internship I by listed deadlines
- Meet any special departmental requirements
- Be recommended by the faculty of your departmental major.

## **Eligibility for Internship II**

Students in the College of Education must be in good standing and have met entrance requirements into the College in order to be eligible for internship. Students must:

- Successfully complete Internship I
- Have on file in the University admissions office passing scores on all 4 parts of the College Level Academic Skills Test (CLAST) and/or Florida Teacher Certification Examination General Knowledge Test (no alternatives or waivers are accepted).
- Possess minimum overall GPA, specialization, and professional preparation of 2.5
- Achieve a “C-“ (1.75) or better in all prerequisite methods/specialization courses
- Complete a formal application for Internship II by listed deadlines
- Meet any special departmental requirements
- Be recommended by the faculty of your departmental major.

## **Internship I**

An essential component of the College of Education portfolio is the autobiography, which is included in the application process of Internship I and Internship II. In those autobiographies, students have the opportunity to express why they chose to become teachers.

During Internship I, students are in classrooms two days per week. They have the opportunity to observe teaching, to work with small groups of students, and to do independent study projects in order to gain an experiential background in how schools operate.

UCF faculty (i.e. university coordinators) supervise interns in collaboration with supervising teachers. Both university coordinators and supervising teachers observe the intern working with students and provide essential feedback about performance. Beginning week six or seven, as well as week 13 or 14, students plan and present single lessons. By the end of Internship I, students have a good understanding of school operations and what teachers do.

## **Internship II**

The College of Education teacher preparation program culminates with a full-semester student teaching experience. At this juncture, students have determined that they want to engage in the teaching profession. Internship II provides a structured, supervised process in which interns work with supervising teachers to develop their teaching skills. In this experience, students gain extensive practice in teaching skills and in the special methods of their teaching fields.

Interns are placed in schools and assume the work schedule of a full-time teacher five days a week for a full semester. Interns practice to develop knowledge and skills of the teaching profession as measured by the Florida Educator Accomplished Practices. Particular emphasis is placed on planning, in which interns 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.

College of Education faculty supervise all internships and collaborate with supervising teachers to guide the intern in developing teaching skill, and evaluate teaching practice according to indicators of the Florida Educator Accomplished Practices that relate to pre-service practice.

## **Frequently Asked Questions**

The Office of Clinical Experiences has compiled a detailed listing of frequently asked questions for reference. It can be found on our website, under General Information, at <http://reach.ucf.edu/~edintern/FAQ.html>. The Notes have been designed to make the internship process as simple to navigate as possible. As you will notice, the Table of Contents, as well as website information is linked directly to the information you may be seeking throughout the Clinical Notes document. Please refer back to the [Contents](#) for sections and categories of the specific information.

## THE WORK OF A SUPERVISING TEACHER AND INTERN

The UCF model of Clinical Experiences conceptualizes the relationship between supervising teacher and intern as one of mentor and mentee, collaborating in the process of developing the teaching craft. Over the course of a semester or a school year, the relationship between the supervising teacher and intern evolves, but there are also differences in the levels of knowledge and skills between the Internship I and Internship II student.

### Internship I

During Internship I, the supervising teacher maintains leadership of the classroom. Internship I is designed to introduce the intern to the school environment over an extended period of time. The intern is in schools for 2 full days per week. During the course of the internship, the student assumes responsibilities for various duties as assigned by the supervising teacher. The supervising teacher assigns the intern to work with individuals or with small groups of students. During Internship I, the supervising teacher is a guide. The intern is a student of the craft and a tutor for children. The intern also has specific work to do as outlined in *Educational Practice - Application of Understanding*. **The supervising teacher is expected to assist the intern in completing this work.**

### Internship II

During Internship II, the intern is in school five days per week for the entire day. In the first phase of the experience, the supervising teacher takes the lead in planning and delivering instruction while the intern provides support in carrying out planned lessons or working with small groups of children. The intern is phased in to assuming full responsibility for the classroom by working with small groups, and gradually assuming more responsibility for the entire class, or for multiple periods of instruction.

As Internship II progresses (approximately the third or fourth week), the intern takes the lead in planning, instruction and assessment. The supervising teacher assumes the role of **mentor** in this phase of the experience, and becomes a guide as the intern develops knowledge and skills in teaching, and demonstrates dispositions representative of the profession.

### Summary

In both Internship I and Internship II, the role of the supervising teacher and intern evolves, however, mentoring is always at the core of the relationship. The internship experience is a continuation that begins in Internship I with development of knowledge and skills required to plan and organize student learning. The supervising teacher in Internship I models the role of the teacher, and gradually introduces the intern to the teaching experience.

Experiencing both levels of internship provides UCF students the opportunity to understand what will be expected of them as teaching professionals. They will begin their development as instructional leaders in the classroom who are able to work collaboratively with other professionals. The internship will motivate them to continuously pursue knowledge of teaching practice that will in turn motivate students to pursue and achieve excellence.

## **ESOL REQUIREMENTS INTERNSHIP I and INTERNSHIP II**

<http://reach.ucf.edu/~studtesol>

◇ ID: tesolguest ◇ Password: tesol

Early Childhood Education, Elementary Education, English/Language Arts Education, and Exceptional Education interns will be ESOL endorsed, and should have experiences with ESOL students wherever possible, guided by ESOL qualified personnel.

### **ESOL Qualified Personnel**

ESOL qualified personnel include:

- ⇒ an ESOL teacher;
- ⇒ an ESOL-endorsed supervising teacher;
- ⇒ a supervising teacher who is **pursuing the ESOL endorsement**. The teacher should **collaborate with an ESOL trained teacher in the supervision/observation of the intern**;
- ⇒ a university coordinator who has completed the required ESOL training.

### **Internship I**

During Internship I, there is clearly defined work that provides interns an opportunity to address specific ESOL standards. The document, *Educational Practice – Application of Understanding*, is used by Internship I students to do the required work. The university coordinator also helps facilitate this work. (See the *Student Teaching Handbook* for this document, or access it directly on our website, <http://reach.ucf.edu/~edintern>). The university coordinator also facilitates this work. Continue documenting experiences on ESOL Performance Profile.

### **Internship II**

During the Internship II experience, students should:

- ⇒ teach one or more ESOL students in their internship classrooms;
- ⇒ complete an ESOL teaching assignment for a minimum of 2 weeks (or equivalent) of full-time teaching *or* co-teaching one or more ESOL students in a mainstream or ESOL class;
- ⇒ collaborate with an ESOL resource teacher if the teacher does not have the endorsement\*;
- ⇒ participate in an ESOL classroom for at least one period per day for the duration of (secondary English Education) internship; and
- ⇒ complete the required ESOL Performance Profile.

**\* Note: Please refer to the *Student Teaching Handbook - Roles & Responsibilities* for more information, (excerpted from the *ESOL Endorsement Infusion Model Student Handout*, revised March 2004).**

## TESOL NOTEBOOK INFORMATION

### TESOL-in Progress (TIP) Sheet

The TESOL-in-Progress (TIP) sheet documents the ESOL performance standards that have been addressed throughout a student's tenure in the teacher education program. In essence, it documents the infusion of the 25 ESOL performance standards throughout the teacher preparation curriculum.

The TIP sheet can be accessed at the UCF College of Education Office of Clinical Experiences Web site at <http://reach.ucf.edu/~edintern>.

The TIP sheet is to be included at the front of the TESOL Notebook. As students receive evaluated ESOL pieces of evidence in their courses, they should record on the TIP sheet next to the standard addressed, the title of each piece of evidence, the prefix and number of the course and semester/year during which the piece of evidence was created.

Evidence must remain in the appropriate notebook sections until the final notebook check is completed by the university coordinator during Internship II. The security and maintenance of the TESOL Notebook and TIP sheet are the student's responsibility.

### Completion of the TESOL Notebook

Prior to Internships I and II, the faculty advisor will check that there is evidence of progress in advisees' TESOL Notebooks. Likewise, students should be keeping their faculty advisor aware of the progress being made in developing this notebook.

The notebook is to be completed by the end of Internship II. The university coordinator will check for its completion and sign the final section of the ESOL Performance Profile signature pages where it is noted that the TESOL Notebook has been completed. This profile, along with the final Student Teacher Competency Profile Summary, will be submitted by the university coordinator to the Office of Clinical Experiences.

### Responsibility for TIP Sheet and TESOL Notebook

The TIP sheet and TESOL Notebook will remain with the student. Students should keep their notebooks in the event they are ever asked to provide it as evidence of their ESOL training.

### Obtaining the ESOL Endorsement for the Teaching Certificate

The "Application for Florida Educator's Certificate" may be obtained from the Office of Student Services.

(Please refer to the *Student Teaching Handbook* for complete TESOL information, which is excerpted from the *ESOL Endorsement Infusion Model Student Handout, revised March 2004*).

## THE INTERNSHIP COLLABORATIVE TEAM

This section of the Clinical Notes describes the roles and responsibilities of the internship collaborative team. Members of the team are the school principal, the supervising teacher, the intern, and the university coordinator.

### Coaching and Mentoring

Coaching and mentoring are essential elements of the model of clinical experiences at the University of Central Florida. The collaborative team works together to coach the student intern. However, the supervising teacher is the primary mentor in the process of developing the student intern. Professional learning and growth of the intern can only occur when there is consistent coaching and communication that include inquiry and feedback about effective teaching practice.

### School Administration

The principal selects the supervising teacher. The principal is also instrumental in facilitating an environment in which the intern can learn and grow, and in which professionalism is at the core of the learning community.

### Supervising Teacher

The role of the supervising teacher is to collaborate with the intern, the university coordinator, and the principal to guide and assist the intern in developing the knowledge, skills, and dispositions essential to the teaching professional. The collaboration should emphasize the application of understanding developed in university coursework and pre-internship field experiences.

The supervising teacher also observes and evaluates the effectiveness of the intern's teaching practice. The results of these observations are essential to the development of knowledge, skills, and dispositions in teaching practice. The supervising teacher and the university coordinator collaborate on the frequency of observations. **However, the supervising teacher must observe and provide feedback to the intern at least once per week.**

### University Coordinator

The university coordinator facilitates the experience of the interns with the supervising teacher and students in the classroom. The university coordinator also provides support for the intern and supervising teacher during the course of the internship. University coordinators visit schools regularly, conduct observations, confer with supervising teachers and interns, and serve as a resource for the collaborative team.

### Intern

The intern assumes the role of a professional, becomes part of a learning community in the process of the internship, and collaborates with the supervising teacher, the university coordinator, and the school principal in the process of becoming a teaching professional.

**\* Note: Please refer to the *Student Teaching Handbook - Roles & Responsibilities* for more information.**

# INTERNSHIP I

## **Goals of Internship I**

- ⇒ To orient interns to the profession (i.e., role of the public school, school operations and teacher responsibilities);
- ⇒ To facilitate the development of teaching skill related to planning for instruction, presenting subject matter, and engaging students in learning.

The collaborative team—the intern, the supervising teacher, and the university coordinator—meets frequently to assess the student teacher’s progress. The goal of the team is to work together to provide the best possible environment and experience for the pre-service teacher.

## **Educational Practice - Application of Understanding**

The work of Internship I is described in the document, *Educational Practice - Application of Understanding*. The work is designed to provide opportunities for the intern to apply understanding of selected Florida Educator Accomplished Practices, as well as multiple aspects of the learning environment. This work can also be used as evidence on the portfolio or the TESOL notebook. If your program has other work, those requirements supercede the Educational Practice – Application of Understanding. Please confirm other requirements with your program coordinator. The work of EPAU is confirmed in the overall evaluation of the internship.

## **Internship I Evaluation**

### **Elementary Education, Early Childhood, and Exceptional Education**

At the conclusion of the first Internship I placement (for [Elementary Education](#), [Early Childhood Education](#), [Exceptional Education](#), and [Secondary Education](#) – Art, Music, and Physical Education), the supervising teacher completes an Internship I Student Teacher Growth Profile to be reviewed by the intern and the university coordinator. At the end of the second placement, the supervising teacher and the university coordinator complete the Internship I Student Teacher Growth Profile and review it with the intern and university coordinator.

### **Internship I Evaluation for Secondary Education**

At the **midpoint and the conclusion** of the secondary Internship I placement - English, Foreign Language, Math, Science, and Social Science, the supervising teacher completes the [Internship I Student Teacher Growth Profile](#) and reviews the profile with the intern and the university coordinator.

## **Grading**

Interns will receive a grade of either “S” (Satisfactory) or “U” (Unsatisfactory); graduate students receive a letter grade (A or B). There must be achievement at a minimal level of mastery based on the Florida Educator Accomplished Practices, and UCF College of Education standards of internship performance.

## **Attendance**

Interns are expected to be in their assigned school each day, and to follow the school calendar. It is the responsibility of the intern to follow daily reporting procedures as outlined by the school, and to notify the supervising teacher and the university coordinator before the start of the day of the anticipated absence. It is not acceptable to leave a message only with the supervising teacher; **the school administrative office must also be notified.**

Extended absences due to illness or other extenuating circumstances are to be made up at the end of the internship. All missed days are to be made up. Only the following absences do not need to be made up:

- a. Seminars facilitated by the university coordinator (which are pre-arranged by the Office of Clinical Experiences).
- b. College of Education Career Fair (check website calendar for specific dates, as available).
- c. Any days that are missed due to natural disasters or unforeseen school closures (hurricanes, tornados, etc.).

Please note: Attendance is considered in the overall evaluation of the internship.

**\* Note: Please refer to the *Student Teaching Handbook –Forms & Documents* for more information.**

**EXPECTATIONS AND SUGGESTED TIMELINE**  
**INTERNSHIP I (ELEMENTARY/EARLY CHILDHOOD/K-12 w/Two Placements)**

*These expectations are required, but the timeline may be modified upon mutual agreement of the teacher, the university coordinator and the intern.*

<b>Week Number</b>	<b>Work of the Intern</b>	<b>Work of the University Coordinator</b>	<b>Work of the Supervising Teacher</b>
<b>WEEK ONE</b>	<ul style="list-style-type: none"> <li>→ Plan, make arrangements for, and begin observations.</li> <li>→ Learn school policies and procedures.</li> <li>→ Become familiar with school plant layout.</li> <li>→ Begin instructional support for supervising teacher.</li> <li>→ Learn names of students.</li> <li>→ Monitor students during independent practice activities (continue <i>throughout</i> the student teaching).</li> </ul>	<ul style="list-style-type: none"> <li>Visit schools; make contact with school principal, internship site coordinator, and supervising teacher.</li> <li>Review internship requirements with interns.</li> <li>Review <i>Student Teaching Handbook and Clinical Notes, and ESOL Performance Profile (if appropriate)</i> with intern and supervising teacher.</li> <li>Ensure access to Clinical Experiences website.</li> <li>Collect intern weekly schedules.</li> </ul>	<p><b>Preparing for the Intern</b> Meet with university coordinator and intern.</p> <p>Prepare working space for intern; introduce the intern as a colleague.</p> <p>General review of <i>Clinical Notes and Student Teaching Handbook</i>; clarify questions with university coordinator; visit Clinical Experiences website.</p> <p>Review Assessment and Evaluation section of Handbook; discuss questions with university coordinator.</p> <p>Assist intern with becoming familiar with school procedures and facilities.</p>
<b>WEEKS TWO THROUGH FOUR</b>	<ul style="list-style-type: none"> <li>→ Begin work on <i>Educational Practice – Application of Understanding</i>.</li> <li>→ Read textbooks, review teacher plan book, review course of study and curriculum frameworks.</li> <li>→ Supervise and manage students.</li> <li>→ Assume clerical responsibilities.</li> <li>→ Learn about and use technology.</li> <li>→ Make bulletin boards, displays, and/or transparencies.</li> <li>→ Assist in instruction and model supervising teacher’s lesson.</li> <li>→ Monitor small groups and special activities (continue <i>throughout</i> the semester).</li> <li>→ Prepare, conduct and evaluate small group activities.</li> <li>→ Plan and teach lessons for the entire class.</li> <li>→ Complete Biweekly Progress Report for each two-week period of time during the <i>entire semester</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Review work of internship I – <i>Educational Practice Application of Understanding – with supervising teachers and interns</i> (this work is included in the overall evaluation of the intern).</li> <li>Plan schedule of intern observations; review with supervising teachers and interns.</li> <li>Ensure that interns are involved in the total classroom experience.</li> <li>Begin observations of interns working in small groups.</li> <li>Facilitate improvement plan with intern and supervising teacher if there are concerns about intern performance.</li> </ul>	<p><b>Facilitate Work of Internship</b> Assist intern with work of internship I – <i>Education Practice – Application of Understanding</i> – to be completed over the course of the semester.</p> <p>Assign intern to work with specific groups of students.</p> <p>Provide opportunity for intern to complete ESOL observations as needed.</p> <p><b>Observation</b> Complete formal observations of interns working with small groups of students (using the 3-part observation forms).</p> <p><b>Assessment and Evaluation</b> Discuss any concerns about intern performance with intern and university coordinator.</p>

<p><b>WEEKS FIVE THROUGH SEVEN</b></p>	<p>→ Continue to work on campus class assignments as recommended.  → Continue to supervise and manage student behavior.  → Continue to provide instructional support for supervising teacher.  → Analyze and evaluate personal teaching competencies and the desirability for continuing in the profession.</p> <p>→ Continue to plan and teach lessons for total group of students.  → Continue to prepare, conduct, and evaluate small group activities.</p>	<p><b>Elementary/K-12-1<sup>st</sup> Placement</b></p> <p>Schedule mid-term observation reviews with interns and supervising teachers.</p>	<p><b>Elementary/K-12-1<sup>st</sup> Placement Planning</b></p> <p>Plan for one-week teaching assignment at end of first placement.</p> <p><b>Assessment and Evaluation</b>  Complete Internship I Growth Profile for first placement; review with intern and coordinator.</p> <p><b>Observation</b>  Complete formal observations of interns working with small groups of students (using the 3-part observation forms).</p>
<p><b>WEEKS EIGHT THROUGH ELEVEN (second placement Elementary)</b></p>	<p>Repeat, as appropriate, the following:  → Plan, make arrangements for, and begin observations.  → Continue to work on <i>Educational Practice – Application of Understanding</i>.  → Begin and continue instructional support for supervising teacher. Learn students’ names.  → Assume clerical responsibilities.  → Learn about and use technology.  → Continue to supervise and manage student behavior.  → Monitor and supervise students during independent practice activities.  → Monitor and supervise small groups and special activities. Prepare and conduct small group activities.  → Work on campus class assignments as recommended.</p>	<p><b>Elementary/K-12 -2<sup>nd</sup> Placement</b></p> <p>Facilitate transition to 2<sup>nd</sup> placement.</p> <p>Facilitate continuation of <i>Education Practice – Application of Understanding</i>.</p> <p>Plan schedule of intern observations; review with supervising teachers and interns.</p> <p>Ensure that interns are involved in the total classroom experience.</p> <p>Begin observations of interns working in small groups.</p> <p>Facilitate improvement plan with intern and supervising teacher if there are concerns about intern performance.</p>	<p><b>Elementary/K-12 -2<sup>nd</sup> Placement Preparing for (2<sup>nd</sup>) Intern</b></p> <p>Meet with university coordinator and intern.</p> <p>Prepare working space for intern; introduce the intern as a colleague.</p> <p><b>Facilitate Work of Internship</b>  Facilitate work of internship I – <i>Education Practice – Application of Understanding – to be completed over the course of the semester</i>.</p> <p>Assign intern to work with specific groups of students.</p> <p>Provide opportunity for intern to complete ESOL observations as needed.</p>
<p><b>WEEKS TWELVE THROUGH FOURTEEN</b></p>	<p>→ Plan and teach lessons for the entire class.  → Analyze and evaluate personal teaching competencies and the desirability of continuing in the profession.</p>	<p>Complete Internship I Growth Profile as final evaluation.</p> <p>Review final evaluation with interns and supervising teachers.</p> <p>Turn in final grades to Office of Clinical Experiences.</p>	<p><b>Observation</b></p> <p>Complete formal observations of interns working with small groups of students (using the 3-part observation forms).</p> <p><b>Assessment and Evaluation</b>  Discuss any concerns about intern performance with intern and university coordinator.</p>

## EXPECTATIONS AND SUGGESTED TIMELINE INTERNSHIP I (SECONDARY w/ One Placement)

*These expectations are required, but the timeline may be modified upon mutual agreement of the teacher, university coordinator and the intern.*

Week Number	Work of the Intern	Work of the University Coordinator	Work of the Supervising Teacher
<b>WEEK ONE</b>	<ul style="list-style-type: none"> <li>→ Plan, make arrangements for, and begin observations.</li> <li>→ Learn school policies and procedures.</li> <li>→ Become familiar with school plant layout.</li> <li>→ Meet building staff and support resources available for teacher consultation.</li> <li>→ Begin instructional support for supervising teacher.</li> <li>→ Learn names of students.</li> <li>→ Monitor students during independent practice activities (continue <i>throughout</i> the student teaching).</li> </ul>	<p>Visit schools; make contact with school principal, internship site coordinator, and supervising teacher.</p> <p>Review specific program requirements with interns and supervising teachers (refer to the Handbook appendices which detail specific program requirements).</p> <p>Review <i>Student Teaching Handbook, Clinical Notes, and ESOL Performance Profile (if appropriate)</i> with intern and supervising teacher.</p> <p>Ensure access to Clinical Experiences website.</p> <p>Collect intern weekly schedules.</p>	<p><b>Preparing for the Intern</b></p> <p>Meet with university coordinator and intern.</p> <p>Prepare working space for intern.</p> <p>Introduce the intern as a colleague.</p> <p>Visit Clinical Experiences website and complete general review of <i>Clinical Notes and Student Teaching Handbook</i>; clarify questions with university coordinator.</p> <p>Review Assessment and Evaluation section of Handbook; discuss questions with university coordinator.</p> <p>Assist intern with becoming familiar with school procedures and facilities.</p>
<b>WEEKS TWO THROUGH FIVE</b>	<ul style="list-style-type: none"> <li>→ Begin work on <i>Educational Practice – Application of Understanding (for applicable majors)</i>.</li> <li>→ Read textbooks, review teacher plan book, review course of study and curriculum frameworks.</li> <li>→ Supervise and manage students.</li> <li>→ Continue observations and interview.</li> <li>→ Identify school and district media resources in teaching field.</li> <li>→ Assist in instruction and model supervising teacher’s lesson.</li> <li>→ Monitor small groups and special activities (continue <i>throughout</i> the semester).</li> <li>→ Prepare, conduct and evaluate small group activities.</li> <li>→ Complete Biweekly Progress Report for each two-week period of time during the <i>entire semester</i>.</li> </ul>	<p>Review work of internship I – <i>Educational Practice Application of Understanding – with supervising teachers and interns</i> (this work is included in the overall evaluation of the intern).</p> <p>Plan schedule of intern observations; review with supervising teachers and interns.</p> <p>Ensure that interns are involved in the total classroom experience.</p> <p>Begin observations of interns working in small groups.</p> <p>Facilitate improvement plan with intern and supervising teacher if there are concerns about intern performance.</p>	<p><b>Facilitate Work of Internship</b></p> <p>Assist intern with work of internship I – <i>Education Practice – Application of Understanding</i> – to be completed over the course of the semester.</p> <p>Assign intern to work with specific groups of students.</p> <p>Provide opportunity for intern to complete ESOL observations.</p> <p><b>Observations</b></p> <p>Complete formal observations of interns working with small groups of students (using the 3-part observation forms provided by UCF).</p> <p><b>Assessment and Evaluation</b></p> <p>Discuss any concerns about intern performance with intern and university coordinator.</p>

<p><b>WEEKS SIX THROUGH NINE</b></p>	<ul style="list-style-type: none"> <li>→ Continue to work on campus class assignments as recommended.</li> <li>→ Continue to supervise and manage student behavior.</li> <li>→ Assume clerical responsibilities</li> <li>→ Use media and other resources.</li>   <li>→ Give demonstrations and/or conduct laboratories.</li>   <li>→ Continue to provide instructional support for supervising teacher.</li>   <li>→ Analyze and evaluate personal teaching competencies and the desirability for continuing in the profession.</li> <li>→ Participate in mid-term evaluation</li> <li>→ Write progress report.</li> </ul>	<p>Schedule mid-term observation reviews with interns and supervising teachers.</p> <p>Facilitate improvement plan with intern and supervising teacher if there are concerns about intern performance.</p> <p>Turn in midterm evaluations to Office of Clinical Experiences.</p>	<p><b>Planning</b></p> <p>Provide multiple opportunities for interns to teach extended periods of time; assist with planning.</p> <p><b>Observations</b></p> <p>Complete formal observations of interns working with small groups of students (using the 3-part observation forms).</p> <p><b>Assessment and Evaluation</b></p> <p><b>Make sure that at least 3 observations are complete.</b></p> <p>Complete mid-term Internship I Growth Profile and review with intern and university coordinator. <b>(Week 7)</b></p>
<p><b>WEEKS TEN THROUGH FOURTEEN</b></p>	<ul style="list-style-type: none"> <li>→ Plan and teach single lessons</li> <li>→ Continue to work on <i>Educational Practice – Application of Understanding</i>.</li> <li>→ Analyze and evaluate personal teaching performance.</li> <li>→ Construct, administer, and analyze an assessment.</li> <li>→ Provide instructional support.</li> <li>→ Plan and teach lessons for the entire class.</li> <li>→ Supervise and manage student behavior.</li> <li>→ Participate in end-of-term evaluations.</li> <li>→ Analyze and evaluate personal teaching competencies and the desirability for continuing in the profession.</li> </ul>	<p>Facilitate continuation of <i>Education Practice – Application of Understanding</i> (make sure that shadowing assignment is complete).</p> <p>Continue observation schedule as planned.</p> <p>Complete Internship I Growth Profile as final evaluation.</p> <p>Review final evaluation with interns and supervising teachers.</p> <p>Turn in final grades to Office of Clinical Experiences.</p>	<p><b>Facilitate Work of Internship</b></p> <p>Assist student with completion of the work of internship I – <i>Educational Practice – Application of Understanding</i>.</p> <p>Provide opportunity for intern to complete ESOL observations as needed.</p> <p>Continue to provide opportunities for extended teaching.</p> <p><b>Observation</b></p> <p>Observe interns in both whole class and small group instruction.</p> <p><b>Assessment and Evaluation</b></p> <p>Complete formal observations of interns working with small groups of students and whole class (using the 3-part observation forms).</p> <p>Complete Internship I Growth Profile as final evaluation.</p> <p>Review final evaluation with intern and university coordinator.</p>

## **RESPONSIBILITIES OF THE INTERN**

### **Internship I**

#### **As a Student**

- ⇒ Recognize that the internship is a professional commitment that requires maximum, personal effort.
- ⇒ Meet all requirements of the academic program.
- ⇒ Maintain a 2.5 GPA in professional preparation.
- ⇒ Maintain a 2.5 GPA in the specialization.
- ⇒ Maintain an overall GPA of 2.5.

#### **As a Professional**

- ⇒ Understand that consistent attendance at the assigned school is mandatory. If an absence is unavoidable, the intern must notify the school and will be responsible for make-up days.
- ⇒ Welcome the opportunity to teach children, thereby developing personal teaching skills.
- ⇒ Consistently demonstrate professional conduct in actions and attire.
- ⇒ Become acquainted with and abide by school policies.
- ⇒ Regard as confidential, information received about students or school personnel.
- ⇒ Become aware of a plan for individual differences among the children.
- ⇒ Be fair, impartial, and consistent in working with children.
- ⇒ Welcome constructive suggestions by the supervising teacher and the university coordinator and to incorporate them in subsequent planning and teaching.
- ⇒ Adapt to and fulfill varying requirements established by supervising teachers and university coordinators.
- ⇒ Collaborate with the supervising teacher regarding routine and/or serious discipline problems.
- ⇒ Attend, whenever possible, field trips or evening activities sponsored by the school.

## **RESPONSIBILITIES OF THE SUPERVISING TEACHER**

### **Internship I**

As a member of the collaborative team, the supervising teacher oversees a process in which the intern develops understanding of the education process and begins to demonstrate competency in the Florida Educator Accomplished Practices. In demonstrating effective clinical supervision practice, the supervising teacher is a coach and mentor to the intern in the learning and developing process.

#### **Mentoring**

- ⇒ Accept interns as individuals, taking each at his/her level.
- ⇒ Read and review the *Student Teaching Handbook – A Guide for Internship and Clinical Practice* (see <http://reach.ucf.edu/~edintern>)
  - The handbook is now more user-friendly with ‘hyperlinks’. These areas can only be used within the electronic version of the document. Hyperlinked sections are shown in blue, underlined text, and are utilized by placing the mouse/cursor over the link and following the necessary instructions (PDF only requires a left-click of the mouse, WORD specifies to hold the control key & left-click the mouse to follow the link).
- ⇒ **Provide opportunities for the intern to teach** at least once per week beginning no later than the third week of the internship.
- ⇒ Supervise and guide the intern as he/she plans and teaches.
- ⇒ Preview and review lessons.
- ⇒ Assess the intern’s work with students.
- ⇒ Model effective teaching strategies.
- ⇒ Collaborate with the university coordinator to discuss areas of needed improvement.
- ⇒ Create a climate in which the intern feels free to ask questions.
- ⇒ Keep lines of communication open between members of the collaborative team.
- ⇒ Praise and encourage.
- ⇒ Share professional experiences and materials.

#### **Learning Environment**

- ⇒ Prepare students to receive a professional co-worker.
- ⇒ Orient the student teacher to:
  - students;
  - ongoing program;
  - building facilities and resources;
  - personnel—special teachers, consultants, etc.;
  - school policies;
  - philosophy of the school;
  - nature of the community;
  - special features or challenges of education in that locale.

- ⇒ Provide facilities in the classroom for the intern as a co-professional.
- ⇒ Provide gradual induction to the teaching process.

### **Continuous Improvement**

- ⇒ Build positive relationships.
- ⇒ Capitalize on the special interests, talents, and background of the intern to enrich the curriculum.
- ⇒ Assess **daily** the strengths and areas of needed improvement in the intern's effectiveness in the teaching-learning situation.
- ⇒ Provide appropriate feedback.
- ⇒ Help the intern implement recommendations received during daily feedback/ mentoring input.
- ⇒ Provide consistent opportunity for the intern to collaborate with the university coordinator as appropriate.

### **Evaluation**

- ⇒ Observe each lesson taught by the intern to determine progress.
- ⇒ Discuss immediately any unacceptable behavior or performance of a student teacher with the university coordinator (and principal, if appropriate).
- ⇒ The final evaluation of the intern is a collaboration between the supervising teacher and the university coordinator.
- ⇒ Complete the Internship I Student Teacher Growth Profile form, discuss it with the intern, and the university coordinator.
- ⇒ The final Internship I Student Teacher Growth Profile form should be signed by the intern, the supervising teacher, and the university coordinator.

## **RESPONSIBILITIES OF THE UNIVERSITY COORDINATOR**

### **Internship I**

The university coordinator plays an essential role in the Internship I and Internship II experience, and collaborates with the supervising teacher, the interns, and the principal to ensure the success of the intern. Though the university coordinator has varied responsibilities, each is essential to the development of knowledge, skills and dispositions of the intern.

The university coordinator:

- ⇒ participates as a collaborating member of the internship team.
- ⇒ acts as liaison between the school site and the College of Education.
- ⇒ conducts an orientation with the supervising teacher and intern before (student) teaching begins.
- ⇒ confers regularly with the internship team: supervising teacher, intern, and site administrator.
- ⇒ confers regularly with the intern during the semester to:
  - provide encouragement;
  - assess progress of the internship;
  - provide opportunities to meet and discuss the internship in a seminar format;
  - provide consistent feedback on the work of Internship I and meeting standards of the Florida Educator Accomplished Practices.
- ⇒ mentors the intern and provides feedback as appropriate, including analysis of written unit and/or lesson plans.
- ⇒ evaluates the internship and assigns a “satisfactory” or “unsatisfactory” grade (graduate students receive a letter grade – A or B).
- ⇒ If necessary, collaborate with supervising teacher to complete Student Concerns Form if performance remediation is required.
- ⇒ makes recommendations as appropriate concerning withdrawal, reassignment, or extension of the internship experience.
- ⇒ provides resources and assistance to schools as requested and appropriate in such areas as:
  - curricular innovations;
  - mentoring and orientation of supervising teachers.
- ⇒ collaborates with supervising teachers and interns on internship evaluation including:
  - one Student Teacher Growth Profile evaluation, for Elementary Education, Early Child Education, and K-12 (Music Education, Art Education, Physical Education, and Exceptional Education) interns, with numerical ratings; at the end of the 1<sup>st</sup> and 2<sup>nd</sup> placement;

- two Student Teacher Growth Profile evaluations, for Secondary Education interns, with numerical ratings; at the midpoint and final;
- submitting midpoint evaluations to the Office of Clinical Experiences (at the midpoint of the fall and spring semesters);
- making recommendations as appropriate concerning withdrawal, reassignment, or extension of the internship experience;
- submitting original, signed copies of all evaluations at the end of the semester to the University Coordinator by the required dates. (See the Office of Clinical Experiences website: <http://reach.ucf.edu/~edintern> for the “Calendar” link.)

**Note: All midpoint and final evaluation copies must be signed by the university coordinator, the intern, and the supervising teacher.**

# INTERNSHIP II

## Goals of Internship II

- ⇒ To provide a learning environment in which interns can practice effective teaching strategies;
- ⇒ To provide coaching and mentoring to interns to the extent that they can demonstrate competency in the Florida Educator Accomplished Practices.

The *collaborative team*—the student teacher, the supervising teacher, and the university coordinator—meets frequently to assess the student teacher’s progress. All members of the team must communicate frequently.

## Instructional Practice

Internship II is designed for interns to gradually assume full responsibility of a classroom, under the guidance of the supervising teacher in collaboration with the university coordinator. Once the intern is engaged in full time teaching, planning, instruction, and assessment of students (in classes the intern is teaching) are the responsibility of the intern. (Note: the intern and the supervising teacher collaborate on final assessments for students to ensure accuracy. However, the *supervising teacher maintains full responsibility for final calculations and input of student grades. Interns should make parent contact only under close supervision of the supervising teacher*).

## Evaluation of Internship II\*

Evaluation of Internship II students includes completion of Student Teaching Competency Profiles (STCP) by the supervising teacher and the university coordinator. The following is a guideline for completion of internship evaluations:

<u>Form Type</u>	<u>Completed By</u>	<u>Timeline</u>
STCP w/ rubric (1-5)	University Coordinator	Midpoint
STCP w/ rubric (1-5)	Supervising Teacher	Midpoint
STCP w/ S/U	Supervising Teacher	Final
STCP w/ S/U	University Coordinator	Final
STCP w/ rubric 1-5	University Coordinator	Final

At the midpoint of Internship II (6–8 weeks), a formative evaluation takes place (*Student Teacher Competency Profile Summary*) and is submitted to the Office of Clinical Experiences. At the midpoint evaluation, there is a three-way conference between the intern, supervising teacher, and university coordinator. The purpose of the conference and mid-term evaluation is to make note of and review the student’s performance, particularly in those areas of needed improvement.

The supervising teacher *and* the university coordinator complete written evaluation forms using the *Rubric for Assessing Student Teachers*. This conference also results in the development of the student teacher’s Professional Development Plan.

***Important Note: If the midpoint evaluation is less than satisfactory, the collaborative team designs a plan for improvement, which must have clearly defined expectations, and be consistently monitored to note progress.***

At the conclusion of Internship II, a final (summative) evaluation occurs (*Student Teacher Competency Profile Summary*). This evaluation is also a three-way conference similar to the midpoint evaluation, and includes the supervising teacher, the university coordinator, and the intern. The supervising teacher and the university coordinator must complete *separate typed or word-processed* evaluation forms using “S” and “U” ratings; the university coordinator also submits a second evaluation form using the *Rubric for Assessing Student Teachers*.

### **ESOL\***

Interns in Early Childhood, Elementary Education, English/Language Arts Education, and Exceptional Education will complete Internship II with an ESOL endorsement. The collaborative team should complete and sign (with all required signatures) the ESOL Performance Profile (Final), a continuous record throughout the semester of demonstrated competencies in ESOL.

### **Competency Indicators\***

Student teachers will receive a grade of either “S” (Satisfactory) or “U” (Unsatisfactory); graduate students will receive a letter grade (A or B). This grade will be based on school performance and assignments given by the university. A passing grade indicates reaching target levels of performance at the **preprofessional level** (a score of 3 or above on the rubric and a rating of “S”) on all twelve competencies identified in the Florida Educator Accomplished Practices **and** a score of “E” (Excellent) or “S” (Satisfactory) on the competencies indicated on the Final *ESOL Performance Profile*.

### **Attendance**

Interns are expected to be in their assigned school each day, and to follow the school calendar. It is the responsibility of the intern to follow daily reporting procedures as outlined by the school, and to notify the supervising teacher and the university coordinator before the start of the day of the anticipated absence. It is not acceptable to leave a message only with the supervising teacher; **the school administrative office must also be notified.**

Extended absences due to illness or other extenuating circumstances are to be made up at the end of the internship. The number of days to be made up is to be determined in collaboration with the supervising teacher and the university coordinator.

All missed days are to be made up. Only the following absences do not need to be made up:

- d. Seminars facilitated by the university coordinator (which are pre-arranged with the Office of Clinical Experiences).
- e. College of Education Job Fair (check website calendar for specific dates, as available).
- f. Any days that are missed due to natural disasters or unforeseen school closures (hurricanes, tornados, etc.).

Please note: Attendance is considered in the overall evaluation of the internship.

**\* Note: Please refer to the *Student Teaching Handbook* for more information.**

## EXPECTATIONS AND SUGGESTED TIMELINE INTERNSHIP II

These expectations are required, but the timeline may be modified upon mutual agreement of the teacher, university coordinator, and the intern.

Week Number	Work of the Intern	Work of the University Coordinator	Work of the Supervising Teacher
<b>WEEK ONE</b>	<ul style="list-style-type: none"> <li>→ Plan semester activities. Make a time schedule.</li> <li>→ Plan, make arrangements for, and begin observations.</li> <li>→ Learn school policies and procedures.</li> <li>→ Learn student names.</li> <li>→ Be introduced to building staff, faculty, and other human resources available for teacher consultations.</li> <li>→ Assume clerical assignments.</li> <li>→ Provide instructional support for supervising teachers.</li> <li>→ Become familiar with school facilities.</li> <li>→ Review textbooks and courses of study.</li> </ul>	<ul style="list-style-type: none"> <li>Visit schools; make contact with school principal, internship site coordinator, and supervising teacher</li>   <li>Review internship requirements with interns</li>   <li>Review <i>Student Teaching Handbook, Clinical Notes, and ESOL Performance Profile (if appropriate)</i> with intern and supervising teacher.</li>   <li>Ensure access to Clinical Experiences website.</li>   <li>Collect intern weekly schedules.</li> </ul>	<p style="text-align: center;"><b>Prepare for Interns</b></p> <ul style="list-style-type: none"> <li>Meet with university coordinator and intern.</li> <li>Prepare working space for intern; introduce the intern as a colleague.</li>   <li>Visit Clinical Experiences website and complete general review of <i>Student Teaching Handbook and Clinical Notes</i>; clarify questions with university coordinator.</li>   <li>Review assessment and evaluation section of Handbook; discuss questions with university coordinator.</li>   <li>Assist intern with becoming familiar with school procedures and facilities.</li> </ul>
<b>WEEKS TWO THROUGH FIVE</b>	<ul style="list-style-type: none"> <li>→ Learn student background information.</li> <li>→ Develop long-range plans for classes.</li> <li>→ Survey school instructional resources.</li> <li>→ Supervise students; monitor halls and assigned areas.</li> <li>→ Observe other teachers in the department and other discipline areas.</li> <li>→ Assist in instruction; conduct discussions, model supervising teacher's lessons.</li> <li>→ Plan unit and daily lessons for teaching.</li> <li>→ Begin teaching one period or subject, and increase to one-half day of teaching.</li> <li>→ Analyze and evaluate personal teaching performance.</li> <li>→ Schedule regular reviews and self-evaluations with supervising teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Plan schedule of intern observations; review with supervising teachers and interns.</li>   <li>Finalize plans for ESOL observations (in other classrooms throughout the semester OR the last two weeks if there are no ESOL students at the school).</li>   <li>Begin intern observations.</li>   <li>Review requirements for professional development plans with supervising teachers and interns.</li> </ul>	<p style="text-align: center;"><b>Planning</b></p> <ul style="list-style-type: none"> <li>Begin planning with interns for gradual phase-in to teaching.</li> <li>Finalize long-range/unit plans.</li> <li>Provide time for intern to plan for ESOL observations in other classrooms.</li> </ul> <p style="text-align: center;"><b>Transition/Phase-In</b></p> <ul style="list-style-type: none"> <li>Allow interns to begin working with small groups of students. Secondary interns phase in with one or two classes.</li> </ul> <p style="text-align: center;"><b>Observation</b></p> <ul style="list-style-type: none"> <li>Complete formal observations of interns working in small groups as they phase in (using 3-part observation forms provided by UCF).</li> <li>Complete informal observations (<i>at least three times weekly</i>).</li> </ul> <p style="text-align: center;"><b>Assessment and Evaluation</b></p> <ul style="list-style-type: none"> <li>Provide on-going feedback.</li> <li>Conference daily with interns.</li> <li>Discuss any concerns about intern performance with university coordinator and intern.</li> </ul>

<p><b>WEEKS SIX THROUGH TWELVE</b></p>	<p>→ Continue to do written unit and daily planning one week in advance.  → Increase teaching responsibilities to full days.  → Assume administrative and classroom management responsibilities as agreed upon with supervising teacher.  → Continue daily conferences with supervising teacher.  → Participate in three-way conference with the supervising teacher and the university coordinator (mandatory at midpoint and at final evaluations) to evaluate progress and areas needing improvement.</p>	<p>Complete midterm observations in collaboration with supervising teachers (using 1-5 rubric and S/U)</p> <p>Document substandard performance with Student Concerns form; schedule appropriate meetings to resolve issues</p> <p>Continue to observe students, particularly those who have performance issues</p> <p>Begin final observations and evaluations.</p>	<p><b>Assessment and Evaluation</b>  Complete at least 3 observations prior to midterm.</p> <p><b>Week 7</b> - complete midterm observation in collaboration with university coordinators (using 1-5 rubric <b>and</b> S/U).</p> <p>Planning  Continue daily conferences with intern for planning and feedback.</p> <p><b>Observations</b>  Continue informal observations (<i>at least three times weekly</i>).</p>
<p><b>WEEKS THIRTEEN AND FOURTEEN</b></p>	<p>→ Gradually return classes to supervising teacher at proper breaks in student programs.  → Continue daily conferences with supervising teacher.  → Observe and critique peer teachers.  → Complete planned observations.  → Assist supervising teacher.  → Participate in final evaluation conference with supervising teacher and the university coordinator.</p>	<p>Collaborate with supervising teachers on final observations</p> <p>Final conference with interns and supervising teachers</p> <p>Turn in final grades to Office of Clinical Experiences.</p>	<p><b>Assessment and Evaluation</b>  Complete final observations in collaboration with university coordinator (<b>by week 13</b>)</p> <p><b>Transition/Phase-In</b>  Begin gradual return to teaching all classes.</p> <p>Complete final conferences with intern and university coordinator.</p>

## **RESPONSIBILITIES OF THE INTERN**

### **Internship II**

#### **As a Student**

- ⇒ Recognize that the internship is a professional endeavor requiring maximum, consistent personal effort (see Teacher as Reflective Practitioner).
- ⇒ Attend internship placement at the assigned school. Attendance is mandatory. If an absence is unavoidable, the intern must notify the school and the university coordinator in a timely manner.
- ⇒ Meet all other requirements as specified by your college program, including video taping, teaching performance, and evaluating performance based on the Florida Performance Measurement System (FPMS).
- ⇒ Complete the final section of the portfolio according to the guidelines.

#### **Planning and Instruction**

- ⇒ Complete daily lesson plans.
- ⇒ Fulfill requirements for full-time teaching of students for the entire school day.
- ⇒ Become aware of and plan for individual differences among students.

#### **Continuous Improvement**

- ⇒ **Accept constructive suggestions** by the supervising teacher and university coordinator and incorporate them in subsequent planning and teaching.
- ⇒ Demonstrate competency in all twelve Florida Educator Accomplished Practices (a score of 3 or better and final grade of “S” in all practices).
- ⇒ Demonstrate competency in ESOL Standards (a score of “E” or “S”) in the competencies indicated on the Final ESOL Performance Profile.

#### **Role of the Teacher**

- ⇒ Become acquainted with and abide by school policies.
- ⇒ Keep all information received about students or school personnel confidential.
- ⇒ Adapt and fulfill varying requirements established by the school, the supervising teacher, and the university coordinator.
- ⇒ Collaborate with the supervising teacher on routine and/or serious discipline problems.
- ⇒ Be readily available to attend professional meetings, in-service programs, and evening activities sponsored by the school.
- ⇒ Recognize that the intern shares the responsibility for success of students with the supervising teacher, and the university coordinator.
- ⇒ Welcome the opportunity to teach children, thereby developing personal teaching skills and knowledge of children.

## **RESPONSIBILITIES OF THE SUPERVISING TEACHER**

### **Internship II**

Internship II is the culminating experience for the student teacher. The intern gradually assumes full responsibility for teaching. As a member of the collaborative team, the supervising teacher oversees the intern in demonstrating understanding of the education process, and competency in the [Florida Educator Accomplished Practices](#). Using effective clinical supervision practice, the supervising teacher is a mentor to the intern in the process of demonstrating effective teaching practice.

#### **Mentoring**

- ⇒ Accept student teachers as individuals, taking each at his/her level.
- ⇒ Read and review the *Student Teaching Handbook – A Guide for Internship and Clinical Practice* (see <http://reach.ucf.edu/~edintern>)
  - The handbook is now more user-friendly with ‘hyperlinks’. These areas can only be used within the electronic version of the document. Hyperlinked sections are shown in blue, underlined text, and are utilized by placing the mouse/cursor over the link and following the necessary instructions (PDF only requires a left-click of the mouse, WORD specifies to hold the control key & left-click the mouse to follow the link).
- ⇒ Supervise and guide the student as he/she plans and teaches.
- ⇒ Preview and review lessons.
- ⇒ Assess the intern’s work with students.
- ⇒ Help the student teacher implement recommendations received during daily feedback.
- ⇒ Model effective teaching strategies.
- ⇒ Discuss areas of needed improvement.
- ⇒ Create a climate in which the student feels free to ask questions.
- ⇒ Keep lines of communication open among members of the collaborative team.
- ⇒ Praise and encourage.
- ⇒ Share professional experiences and materials.

#### **Learning Environment**

- ⇒ Prepare students to receive a professional co-worker.
- ⇒ Orient the student teacher to:
  - students;
  - ongoing program;
  - building facilities and resources;
  - personnel—special teachers, consultants, etc.;
  - school policies;
  - philosophy of the school;
  - nature of the community;
  - special features or challenges of education in that locale.

- ⇒ Provide facilities in the classroom for the student teacher as a co-professional.
- ⇒ Provide *gradual* induction to the teaching process.

### **Continuous Improvement**

- ⇒ Build positive relationships.
- ⇒ Capitalize on the special interests, talents, and background of a intern to enrich the curriculum.
- ⇒ Assess *daily* the strengths and areas of needed improvement in the interns' effectiveness in the teaching-learning situation.
- ⇒ Provide appropriate feedback.
- ⇒ Help the intern implement recommendations received during daily feedback/ mentoring input.
- ⇒ Provide consistent opportunity for the intern to collaborate with the university coordinator as appropriate.

### **Evaluation**

- ⇒ *Observe lessons taught by the intern to determine progress (minimum of three times weekly).*
- ⇒ Rate the student teacher's performance using the Rubric for Assessing Teachers.
- ⇒ Discuss *immediately* any unacceptable behavior or performance with the intern, the university coordinator (and principal, if appropriate).
- ⇒ **Both supervising teacher and university coordinator** must complete **ongoing** observations, a midpoint, and a final evaluation for interns. (Midpoint and final evaluations must be word processed with *numerical* ratings and indicators of performance in the Florida Educator Accomplished Practices.)
- ⇒ **Collaborate with the university coordinator** to develop a professional development plan (PDP), if necessary, which details what the intern should do to address areas of needed improvement, and provides specifics that describe *how* improvement is to be achieved.
- ⇒ If there is a [professional development plan \(PDP\)](#), descriptions of the work in the plan should clearly define expectations to ensure the intern is making progress in meeting expectations of performance.
- ⇒ Complete the midpoint and final evaluations and discuss with the intern. (The Student Teacher Competency Profile Summary form is available on our web site at <http://reach.ucf.edu/~edintern>. Use the *forms* link and select the appropriate form). Forms are also referenced in the Student Teaching Handbook.
- ⇒ Submit signed midpoint and final evaluations to the university coordinator.
- ⇒ Read and review the *Student Teaching Handbook: A Guide for Internship and Clinical Practice*.

## **RESPONSIBILITIES OF THE UNIVERSITY COORDINATOR**

### **Internship II**

The university coordinator plays an essential role in the Internship I and Internship II experience, and collaborates with the supervising teacher, the interns, and the principal to ensure the success of the intern. Though the university coordinator has varied responsibilities, each is essential to the development of knowledge, skills and dispositions of the intern.

The university coordinator:

- ⇒ participates as a collaborating member of the internship team.
- ⇒ acts as liaison between the school site and the College of Education.
- ⇒ conducts an orientation with the supervising teacher and intern before (student) teaching begins.
- ⇒ confers regularly with the internship team: supervising teacher, intern, and site administrator.
- ⇒ confers regularly with the intern during the semester to:
  - provide encouragement;
  - assess progress of the internship;
  - provide opportunities to meet and discuss the internship in a seminar format;
  - provide consistent feedback on the work of Internship I and meeting standards of the Florida Educator Accomplished Practices.
- ⇒ mentors the intern and provides feedback as appropriate, including analysis of written unit and/or lesson plans.
- ⇒ evaluates the internship and assigns a “satisfactory” or “unsatisfactory” grade (graduate students receive a letter grade – A or B).
- ⇒ If necessary, collaborate with supervising teacher to complete Student Concerns Form if performance remediation is required.
- ⇒ makes recommendations as appropriate concerning withdrawal, reassignment, or extension of the internship experience.
- ⇒ provides resources and assistance to schools as requested and appropriate in such areas as:
  - curricular innovations;
  - mentoring and orientation of supervising teachers.
- ⇒ collaborates with supervising teachers and interns on internship evaluation including:
  - a midpoint evaluation, using the Student Teacher Competency Profile Summary, with numerical ratings;
  - two final evaluations, using the Student Teacher Competency Profile Summary, one with satisfactory/unsatisfactory (S/U) ratings; a second with numerical ratings.

- ensuring that the intern receives an “S” (a score of 3 or better) on all of the Florida Educator Accomplished Practices;
- submitting midpoint evaluations to the Office of Clinical Experiences (at the midpoint of the fall and spring semesters);
- making recommendations as appropriate concerning withdrawal, reassignment, or extension of the internship experience;
- submitting original, signed copies of all evaluations at the end of the semester to the Office of Clinical Experiences.

**Note: All midpoint and final evaluation copies must be signed by the university coordinator, the intern, and the supervising teacher.**

## LEGAL RESPONSIBILITIES OF THE INTERN

### Legal Protection

The legal responsibility of the student teacher while in the school was addressed by the 1965 session of the Florida Legislature and amended in the 1967, 1972, 1975, and 1999 sessions. In brief, the student teacher has the same legal responsibility, and is accorded the same protection of the laws, as the certified teacher. The statute is quoted below - Chapter 1012.39:

#### **Employment of substitute teachers, teachers of adult education, non-degreed teachers of career education, and career specialists; students performing clinical field experience.**

“A student who is enrolled in a state-approved teacher preparation program in an institution of higher education which is approved by rules of the State Board of Education and who is jointly assigned by the institution of higher education and a school board to perform a clinical field experience under the direction of a regularly employed and certified educator shall, while serving such supervised clinical field experience, be accorded the same protection of law as that accorded to the certified educator except for the right to bargain collectively as employees of the school board.”

Current legal opinion is that interns are covered by workers' compensation as any other employee. The court contends that because a student's participation in the internship program is necessary to satisfy degree requirements it (the internship) constitutes valuable consideration. Florida law states that a person receiving valuable consideration is, by definition, an employee and not excluded from benefits.

### Substitute Teaching

According to Florida Statutes, Chapter 1012.39, “It is the intent of the Legislature that school personnel certified in this state possess the credentials ... to provide high-quality education in the public schools.” *A student teacher is in the process of gaining experience as a teacher under the supervision and guidance of a certified supervising teacher and University personnel. If the supervising teacher is absent from school before the designated four to six weeks that the student teacher takes full responsibility for the classroom, a certified substitute should be appointed as temporary supervising teacher. This must be done even though the student teacher is directing and teaching the classes.* A student teacher cannot be paid as a regular substitute teacher during his/her student teaching even though he/she may hold a Florida Substitute Teaching Certificate.

During the time that the student teacher takes over the classroom and is totally responsible for it, the supervising teacher may leave the classroom for short periods of time with the permission of the principal. At this time a substitute teacher is not required, provided someone in the building has been designated to supervise the student teacher. ***If a teacher is out of the building or away from the classroom for an extended absence, a substitute teacher must be hired.***

***Students must be aware: If they have been arrested for certain crimes, they may not be able to be placed in an internship or hired as a teacher.***

## **ELIGIBILITY REQUIREMENTS FOR SUPERVISING TEACHERS**

The supervising teacher has an essential role as a member of the collaborative team. As a *daily observer of the student intern*, the supervising teacher is the pivotal support for the university coordinator in terms of mentoring and assessing progress of the intern.

All school district personnel and instructional personnel who supervise or direct teacher preparation students during field experience courses or internships must have evidence of “clinical educator” training and must successfully demonstrate effective teaching strategies that consistently result in improved student performance. The Education Standards Commission shall recommend, and the state board shall approve, the training requirements.

### **Supervising Teacher Requirements**

**The supervising teacher must meet the following requirements:**

- ⇒ completed three years of successful teaching;
- ⇒ completed Clinical Educator Training as described in Florida State Statutes, Section 240.529, through either:
  - b. district-sponsored in-service *or*
  - c. university-sponsored coursework.

**Demonstrate outstanding performance in:**

- ⇒ classroom management strategies and consistently result in improved student performance;
- ⇒ strategies for incorporating technology into classroom instruction and record keeping;
- ⇒ methods for linking instructional plans to Sunshine State Standards;
- ⇒ instructional strategies that address various learning styles, exceptionalities, achievement levels, and other special circumstances;
- ⇒ assessment of student learning;
- ⇒ teaching strategies for instruction of ELL students.

### **ESOL Endorsement**

- ⇒ ESOL endorsement (300 hours) is required for Internship II supervising teachers.
- ⇒ Internship I supervising teachers should be seeking endorsement.
- ⇒ If the supervising teacher is currently pursuing the endorsement, the school ESOL Compliance Specialist and the supervising teacher will collaborate on the ESOL experiences of the senior intern.

The Director of Clinical Experiences monitors compliance, in collaboration with school district personnel. The Student Teacher Acceptance Form, signed by the principal, the supervising teacher, the county representative, and the director, also outlines these criteria.

## SUPERVISING TEACHER BENEFITS

Supervising Teachers have the opportunity to receive a Certificate of Participation (COP) voucher for participation during the internship semester. Supervising Teachers must acquire at least 300 supervision hours to receive a COP. The COP is good for the matriculation fees of up to 6 credit hours of graduate work during one semester of study at a university within the state of Florida. Each certificate is effective for **3 years**, and can be issued only by request to the Office of Clinical Experiences. Please complete the [Required Information Memo](#) and return to the Office of Clinical Experiences to be considered for a Certificate of Participation at the end of the internship semester. Your information must be complete and submitted to the Office of Clinical Experiences by a specific date during the fall and spring semesters to adhere to our processing needs. Please check with the [university coordinator](#) for deadlines.

### NEW GUIDELINES FOR CERTIFICATE OF PARTICIPATION (subject to change according to the University of Central Florida guidelines)

Graduate Hours	Cost (2005 – 2006)	Fees Waived \$201.54/Hour	You are Responsible For
1	\$241.17	\$201.54	\$ 39.63
2	\$482.34	\$403.08	\$ 79.26
3	\$723.51	\$604.62	\$118.89
4	\$964.68	\$806.16	\$158.52
5	\$1205.85	\$1007.70	\$198.15
6	\$1447.02	\$1209.24	\$237.78

**NOTE:** The way to determine the fees for which you are liable for the semester is deducting the waived portion listed above from your registration fee invoice. The remaining balance would be your responsibility.

A maximum of 6 hours of (matriculation) fees may be waived.

-----

A record of Participation for Internship I will be noted at this Office for each teacher until a full point has been earned. At that time, the certificate will be issued automatically to that supervising teacher. These certificates are non-transferable, valid for up to a 6-semester hour registration at any university within the state of Florida, and are applicable for **3 years** from date of issuance. These certificates can be used in part or in their entirety for only one semester. Points are earned as follows:

#### Supervising Senior (Intern II) Student Teachers

1 point for each student supervised for 13-14 weeks.

A teacher must supervise a senior intern for one (1) full semester to receive one (1) certificate.

#### Supervising Junior (Intern I) Student Teachers

¼ point for each student supervised for 6-7 weeks;

½ point for 13-14 weeks.

A teacher must supervise junior interns for two (2) full semesters to receive one (1) certificate.



COLLEGE OF EDUCATION  
OFFICE OF CLINICAL EXPERIENCES

TO: Supervising Teachers  
FR: Carolyn Walker Hopp, Ph.D.  
Director, Office of Clinical Experiences  
RE: Certificates of Participation

Greetings,

In appreciation of your participation in the University of Central Florida, College of Education, K-12 School System internship program, we are able to offer you a Certificate of Participation (COP) voucher. You can use this COP for matriculation fees of up to 6 credit hours of graduate course work.

In order to expedite the processing of the Certificates of Participation (COPs), our office requires accurate information in order to issue correct vouchers. The Office of Clinical Experiences is very aware that this is sensitive information, and we assure you that your information will be safeguarded. If we need to verify any of this information, it will be through the telephone contact that you provide.

Thank you for all that you do to support our University of Central Florida interns.

**Required Information for Certificates of Participation (please print)**

- I am **requesting** a COP to be processed at the end of this internship semester. \_\_\_\_\_ Initial
  - I am **not requesting** a COP to be processed at the end of this internship semester. \_\_\_\_\_ Initial
- Later requests will only be processed after the second week of the next academic semester.  
If you make a late request, you must send a notarized letter with your supervision information to:  
The Office of Clinical Experiences • College of Education • University of Central Florida • PO Box 161250 • Orlando, FL 32816-1250

Teacher Name \_\_\_\_\_ Teacher SS# \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Teacher Phone \_\_\_\_\_ Teacher E-mail \_\_\_\_\_

School Name \_\_\_\_\_ School Phone \_\_\_\_\_

Intern Name \_\_\_\_\_  Int. I (junior)  Int. II (senior / grad)

Intern Major \_\_\_\_\_ Supervision dates \_\_\_\_\_ to \_\_\_\_\_

-----  
\* if you (the supervising teacher) have two interns during the semester, please indicate the name of your second intern below.

Intern Name \_\_\_\_\_  Int. I (junior)  Int. II (senior / grad)

Intern Major \_\_\_\_\_ Supervision dates \_\_\_\_\_ to \_\_\_\_\_

## ORIENTING AN INTERN

Successful orientation of the intern is essential, and significantly impacts the success of the internship experience.

### Mentoring

**Be prepared to give step-by-step guidance.** The transition from the University to the classroom may require repeated explanations of detailed procedures in the classroom.

**Assist the intern with university assignments and other work that is connected to the internship.**

When appropriate, **include the intern in parent conferences** or telephone conversations. **Guide the intern in the use of diplomacy** and appropriate communication skills.

**Correct an intern's mistakes *after* the lesson** when the class cannot hear any comments being made. When an intern is corrected in front of the class, credibility is weakened and the intern can be embarrassed unnecessarily. If need be, a note can be written to the student or some form of nonverbal communication can be used to call attention to a glaring error.

**Accept each intern as an individual** and do not make comparisons to previous interns you have had. This places an unnecessary stress upon a student.

**Gradually give the intern some freedom** to foster a feeling of independence and a chance to learn from mistakes. Leave the room only for short intervals when the intern is teaching.

**Convey to the intern that you do not expect perfection** and that there is trust. They are very vulnerable and sensitive to your approval and acceptance. Some become so concerned about pleasing you that they forget to focus upon the children and sometimes lose confidence. Help them to see beyond "How am **I** doing?" to "How are the **children** doing?"

**Remember to ask the intern for an opinion** in some matters and be sure to **give the student credit** for generating a suggestion or ideas that can be used in the classroom.

### Learning Environment

**Include the intern in activities and experiences** from the very beginning of the semester. However, his/her induction into responsibilities should be gradual, from two to four weeks.

**Prepare the class for the intern** prior to arrival. Properly introduce the intern as a colleague.

**Familiarize the intern** with the school facilities, resources, and policies regarding the use of materials and equipment.

**Provide a separate work/study area** in the learning environment for the intern. A special desk is useful.

**Include interns in faculty and curriculum meetings** when appropriate. This is where they begin to learn about their role as leaders in the profession.

**Provide interns with teaching resources:** a set of textbooks; teachers' manuals; and curriculum guides or school handbooks, as needed.

**Explain to interns the methods of record keeping** for attendance, tardiness, grades, conduct, cumulative folders, etc.

## **Planning and Instruction**

**Demonstrate to the intern how to design lesson plans** and how to use many different resources and ideas. **Explain** why you use the materials or teach as you do. Help the student to raise these questions when doing his/her own planning of lessons. Do not assume that an intern will be aware of your intent simply from observing you model a lesson or procedure.

**Demonstrate the use of curriculum guides and teachers' manuals** for your grade level. Students have had varying amounts of instruction on such procedures.

**Choose a particular time for planning on a daily and weekly basis.** Interns will need supervision and assistance in the initial stages of making lesson plans. It is also helpful early on in the semester to do long-range planning and schedule the weeks when the intern will assume full responsibility.

**Explain discipline policies to the intern from the very beginning.** Indicate how a situation will be handled if a student misbehaves when both of you are in the classroom. Whose responsibility is it to discipline? To ensure a smooth transition, carefully plan how the discipline plan will be implemented when the intern assumes responsibility for the classroom.

**Provide frequent evaluations and feedback in written as well as verbal form. Remember to offer praise as well as constructive criticism. Be very specific in evaluations and offer suggestions, etc. Journals can also be used to have ongoing "conversation."**

## EVALUATION OF THE INTERNSHIP

### Benchmarks for Evaluation

All University of Central Florida interns (Internship I and Internship II) are evaluated based on the Florida Educator Accomplished Practices (FEAPs), which are addressed in coursework and used in evaluation of work prior to the internship experience.

### Evaluation of the Internship

Progress of interns is evaluated throughout the course of the internship. The supervising teacher and the university coordinator collaborate on the evaluation process, which includes ongoing observations, a midpoint and a final evaluation.

### ESOL

Interns in Early Childhood Education, Elementary Education, English Language Arts Education, and Exceptional Education will be ESOL-endorsed. Supervising teachers and university coordinators use the ESOL Performance Profile as a guide in evaluating ESOL competencies demonstrated in the internship.

### Grading

Undergraduate interns receive a grade of Satisfactory (“S”) or Unsatisfactory (“U”); graduate students receive a letter grade (A or B). The final evaluation is determined by performance in teaching and in meeting requirements of the academic program. There must be achievement at a minimal level of mastery based on the Florida Educator Accomplished Practices, and UCF College of Education standards of internship performance.

### Attendance

Interns are expected to be in their assigned school each day, and to follow the school calendar. It is the responsibility of the intern to follow daily reporting procedures as outlined by the school, and to notify the supervising teacher and the university coordinator before the start of the day of the anticipated absence. It is not acceptable to leave a message only with the supervising teacher; **the school administrative office must also be notified.**

Extended absences due to illness or other extenuating circumstances are to be made up at the end of the internship. All missed days are to be made up. Only the following absences do not need to be made up:

- a. Seminars facilitated by the university coordinator (which are pre-arranged by the Office of Clinical Experiences).
- b. College of Education Career Fair (check website calendar for specific dates, as available).
- c. Any days that are missed due to natural disasters or unforeseen school closures (hurricanes, tornados, etc.).

Please note: Attendance is considered in the overall evaluation of the internship.

**\* Note: Please refer to the *Student Teaching Handbook* for more details on intern evaluation, including forms and procedures.**

## RUBRIC FOR ASSESSING INTERNS

Some programs have developed program-specific guidelines for assessing interns. If no program-specific guidelines exist, coordinators and supervising teachers should use the rubric below for the [midpoint](#) and [final](#) Student Teacher Competency Profile Summary.

The student exhibits:

- 5 STRONG/EXEMPLARY**—Confident use of most indicators is consistently observed
- 4 MATURING**—Many indicators are observed on a consistent basis.
- 3 DEVELOPING**—Appropriate indicators are observed.
- 2 EMERGING**—Initial applications of several indicators are observed inconsistently.
- 1 BEGINNING**—Possesses entry-level knowledge of the indicators but is unable to make appropriate applications.

---

### Evaluation in Internship I and Internship II (Undergraduate)

- 1) To receive a Satisfactory (S) in Internship II, students must receive a rating of **3, 4, or 5** in *all areas* of the Florida Educator Accomplished Practices.
- 2) To receive an Unsatisfactory (U) in Internship II, students must receive a rating of **2 or below in only one** of the Florida Educator Accomplished Practices. (Students cannot receive a rating of 2 in any of the FEAPs and pass the internship).

### Evaluation of Internship (Graduate)

- 1) Graduate students only receive a letter grade of **A or B** in the internship.
- 2) To receive a grade of “A” in the internship, students must receive a rating of **5 or 4 in all areas** of the Florida Educator Accomplished Practices.
- 3) To receive a grade of “B” in the internship, students must receive a **minimum rating of 3 in all areas** of the Florida Educator Accomplished Practices.