

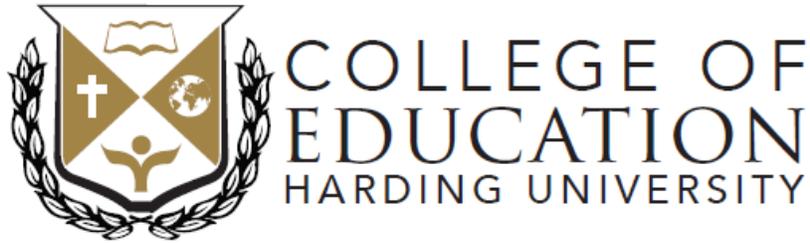


COLLEGE OF  
EDUCATION  
HARDING UNIVERSITY

# Internship II Handbook

*Office of Professional Field Experiences*

Searcy, Rogers, and North Little Rock Campuses



## **Vision of the Cannon-Clary College of Education**

The vision of the Cannon-Clary College of Education embodies all that God would have us to be as Christians engaged in touching the lives of people. We see ourselves and our task as part of a larger mission to change lives of people through learning and serving.

## **Mission of the Cannon-Clary College of Education**

To this end, the mission of the Cannon-Clary College of Education is to equip and sustain reflective, life-long learners who are competent, confident, compassionate, and courageous professionals, who, in turn, will inspire and enable those they serve.

By following this vision and its accompanying mission, the Cannon-Clary College of Education strives to develop principled professionals who possess the knowledge, skills, and disposition to:

- Integrate their faith, learning, and living to serve their communities as models and mentors for moral and ethical leadership.
- Respect and recognize variance in those they serve and have knowledge and skills to accommodate those variances.
- Develop critical thinking skills within those they serve so they can make responsible choices about their learning and behavior.
- Challenge themselves to grow professionally through rigorous study, reading, reflection, and research.
- Possess superior knowledge of the discipline(s) they teach or practice as well as a general knowledge of all disciplines.
- Seek to establish collegial relationships for meaningful collaboration.
- Effectively use and apply emerging technologies in changing environments.
- Possess skills which enable them to effectively serve in a variety of settings.

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## FORWARD

This handbook is designed for use by those involved in the Harding University Teacher Preparation Program as interns, cooperating teachers, university supervisors, and building principals. If any questions arise concerning the information given in this handbook, please contact either the Office of Professional Field Experiences or the university supervisor assigned to the intern.

## INTRODUCTION

The purpose of this guide is to provide information and policies related to Harding University's Internship II requirement for licensure in all education areas. These materials serve as a guide to students, supervisors, cooperating teachers, and administrators of Harding's internship program.

Harding University has contractual agreements with a limited number of school districts for the placement of interns. The working arrangements between these school districts and the university have come about through years of successful interaction. This cooperative arrangement between school districts and the university works to the advantage of the intern, since he or she will be able to function within a framework that already exists. The districts that host interns fulfill a valuable function in the teacher education process because of their professionalism, logistical convenience for students who must commute from Harding, and previous history of benefit to interns. The list of approved school districts is available in the office of the Director of Professional Field Experiences.

Harding University strives for a high-quality internship program. This quality is based upon the premise of clearly defined purposes and understandings of the roles of all persons concerned. This guide strives to enable this understanding and to serve three purposes:

1. to foster a better understanding of the operation of Harding's internship program,
2. to clarify the duties and responsibilities of those who participate in the program, and
3. to serve as a guide for providing the best possible experiences during the internship semester.

Internship is a learning experience, not a professional hurdle that an intern must pass. The student enters the program as a novice and emerges as a certified teacher. As the culminating experience of a student's education program, it is vital that a partnership between the university and the cooperating school exists. It is hoped that through this guide, a clearer understanding of practices and policies will emerge, and that cooperative efforts with the schools and their personnel will be more effective.

## PHILOSOPHY OF THE INTERNSHIP PROFESSION

Harding University's model of teacher preparation is conceived in three phases: deciding to teach; learning to teach; and beginning to teach. Internship represents the third phase of this plan. The university bases its internship program upon the assumption that internship is the most important single course in teacher education and that the program reflects a partnership between the university and the cooperating schools.

The internship program at Harding University provides an opportunity to develop and evaluate students' competence in an actual school setting. Internship is intended to bridge the gap between theory and practice.

The team relationship between university supervisor, cooperating teacher, and intern determines the quality of the internship experience. The intern needs competent and concerned supervisors.

## GOALS OF THE INTERNSHIP PROGRAM

The major goal of the internship program is to provide interns a challenging, relevant, and rewarding experience that will allow them to acquire professional competence. This includes the ability to:

- Understand the role and operation of the school. (ATS: 9a, 9b, 9c, 9d, 9e, 9f, 9g, 9h, 9i, 9j, 9k, 9l, 9m, 9n, 9o, 10a, 10b, 10c, 10d, 10e, 10f, 10g, 10h, 10i, 10j, 10k, 10l, 10m, 10n, 10o, 10p, 10q, 10r, 10s, 10t; TESS/Danielson: Domain 4)
- Respect and work effectively with students of varying backgrounds. (ATS: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2k, 2l, 2n, 2o; TESS/Danielson: Domain 2)
- Assume the various responsibilities of the classroom teacher. (ATS: 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i, 5j, 5k, 5l, 5m, 5o, 5p, 5q, 5r, 5s, 8a, 8b, 8c, 8d, 8e, 8f, 8g, 8h, 8i, 8j, 8k, 8l, 8m, 8n, 8o, 8p, 8q, 8r, 8s; TESS/Danielson: Domain 3)
- Plan instruction and learning experiences which recognize the individual needs and differences of students. (ATS: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2k, 2l, 2n, 2o, 7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h, 7i, 7j, 7k, 7l, 7m, 7n, 7o, 7p, 7q; TESS/Danielson: Domain 1)
- Organize and manage the classroom environment to maximize learning. (ATS: 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3m, 3n, 3o, 3p, 3q, 3r; TESS/Danielson: Domain 2)
- Manage classroom interactions and student conduct to create a positive climate for learning. (ATS: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3j, 3k, 3l, 3m, 3n, 3o, 3p, 3q, 3r; TESS/Danielson: Domain 2)
- Identify and use appropriate instructional techniques, media, and methods. (ATS: 8a, 8b, 8c, 8d, 8e, 8f, 8g, 8h, 8i, 8j, 8k, 8l, 8m, 8n, 8o, 8p, 8q, 8r, 8s; TESS/Danielson: Domain 3)
- Evaluate learning to determine the extent to which instructional objectives are achieved by students. (ATS: 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 4k, 4l, 4m, 4n, 4o, 4p, 4q, 4r, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j, 6k, 6l, 6m, 6n, 6o, 6p, 6q, 6r, 6s, 6t, 6u, 6v; TESS/Danielson: Domain 3)
- Establish positive and effective communication with students, parents, colleagues, administrators and community members. (ATS: 10a, 10b, 10c, 10d, 10e, 10f, 10g, 10h, 10i, 10j, 10k, 10l, 10m, 10n, 10o, 10p, 10q, 10r, 10s, 10t; TESS/Danielson: Domain 4)
- Accept and assume the responsibilities associated with being a competent professional and lifelong learner. (ATS: 9a, 9b, 9c, 9d, 9e, 9f, 9g, 9h, 9i, 9j, 9k, 9l, 9m, 9n, 9o, 10a, 10b, 10c, 10d, 10e, 10f, 10g, 10h, 10i, 10j, 10k, 10l, 10m, 10n, 10o, 10p, 10q, 10r, 10s, 10t; TESS/Danielson: Domain 4)

## INTERNSHIP ASSIGNMENTS AND POLICIES

The Director of Professional Field Experiences is responsible for all internship assignments. Although the prospective intern may express a preference, the Director of Professional Field Experiences, in cooperation with area schools, makes the final decision as to geographical area, school system, and teacher.

Placements are made in schools, which are currently open and may not always be the student's preference. Students are not allowed to student teach at a school that they have previously attended or where family members or children work or attend.

### ASSIGNMENTS

The birth to kindergarten, elementary, middle level, secondary education, and special education candidates at Harding University who have completed all the prerequisites for the Internship II are assigned to cooperating schools. Various configurations of internship assignments are possible within the 18-week placement. In this placement, the intern is typically assigned nine weeks of the term with one teacher, and the following nine weeks with another depending on the major.

**BK SPEC Candidate:** The birth to kindergarten interns will be placed in a special-needs placement for nine weeks and a general education kindergarten for nine weeks. This may be adjusted to include a preschool setting depending on the location of their Internship I placement.

**Elementary Candidates:** The elementary intern is assigned to one cooperating teacher if the candidate participated in the cohort Internship I program. During the internship I and II semesters, candidates will be placed in a K-2 and 3-6 classroom. If the candidate did not participate in the cohort field, they will have two Internship II placements.

**Mid-Level Candidates** The middle level intern is assigned to two cooperating teachers; nine weeks with one teacher and the next nine weeks of the term with another representing a 4-6 placement and a 7-8 placement as well as the two subject areas of licensure.

**Secondary Candidates** The secondary interns are assigned within the area of their majors, and, in addition, whenever practical, in the area of their minors for which they at least meet minimum state certification. The interns are assigned one nine-week placement in the 7-9 grade band and one nine-week placement in the 10-12 grade band.

**All K-12 Candidates (kinesiology (PE), art, foreign language, speech/drama, and music majors):** obtain a K-12 endorsement in their major on a secondary certificate. These students are assigned to an elementary placement for nine weeks and a secondary placement for nine weeks. As per ADE rules and regulations, if an elementary placement cannot be secured, the intern may complete the entire internship in a 7-12 placement.

**Special Education Candidates:** The special education intern is assigned a K-6 and a 7-12 special education placement in various settings such as inclusion, resource, and self-contained classrooms.

## **INTERNSHIP PLACEMENTS IN NORTHWEST ARKANSAS AND NORTH LITTLE ROCK**

Candidates enrolled in programs at the NWA and NLR campuses will be placed for their internship by representatives at their campuses. Candidates will meet the same requirements as interns from Main campus, but they will attend meetings and submit required paperwork at their respective campus. If any issues arise with placements or interns, the NWA and NLR campuses will work with the Office of Professional Field Experience to resolve these issues.

Requests can be made by any candidate to student teach in the area of another campus (i.e., A Searcy campus candidate may request to student teach in Northwest Arkansas, etc.). If this is approved, the campus where the candidate is enrolled will seek the placement. The student will be required to attend meetings and seminars at their home campus during this semester as well as submit all needed paperwork to their home campus. Their home campus may use supervisors from other campuses, but their home campus will complete the required contracts and paperwork.

## **INTERNSHIP IN LOCATIONS OTHER THAN DESIGNATED CENTERS**

Requests for assignments in areas other than the designated intern centers should be made in writing to the Director of Professional Field Experiences. Interns are expected to complete their internship placement near their campus as designed by the program. Exceptions will only be made in extreme circumstances and will be evaluated on an individual basis. See the Office of Professional Field Experiences for more information. Financial exigencies and getting married are not usually considered adequate justification for a student to complete an assignment outside the designated areas. A student with an internship assignment outside the designated centers will be required to pay all costs for supervision that exceed Harding's established fee. Costs vary with location. Candidates will be required to travel to their home campus for all seminar days during their internship semester.

## **THE CALENDAR**

During internship, all students are expected to begin with, and adhere to, the school calendar in the school district to which they are assigned. Vacations are scheduled according to the school district calendar. The university establishes the final date of internship.

## **SEMINAR ATTENDANCE**

Interns are required to attend all seminars or course sessions and keep an attendance record in order to receive credit. In the event that a student is unable to attend a session due to illness, it will be necessary for the student to develop an alternative experience in cooperation with the seminar leader. It is expected that the student will notify his/her leader in advance of any absences. The seminar leader will provide dates at the beginning of each semester. Candidates will attend seminar with their home campus unless otherwise informed.

During the seminar sessions, there are opportunities for students to share teaching experiences with their peers and to discuss problems in discipline or in other areas. Seminars will include topics such as human relations, classroom management, ethics, instructional strategies, TESS, cross-cultural experiences, diagnosing and remediating learning problems, inclusion of exceptional children, employment, licensure, and other topics that address the needs and concerns of interns.

## PLACEMENT ISSUES OR PROBLEMS

Students who enroll in internship make a commitment to the goals, responsibilities, and expectations outlined in this guide. When an intern has difficulty fulfilling the responsibilities, the following procedure should be used:

1. An initial conference between the cooperating teacher and the intern on the matter should be held. It should be emphasized that frequent conferences between the cooperating teacher and intern should be held regularly. Early identification of problems is essential.
2. If the situation cannot be alleviated, the cooperating teacher should contact the university supervisor immediately and arrange a conference with the intern, cooperating teacher, and the university supervisor as soon as possible. The building administrator is encouraged to be involved in the conference.
3. If this procedure is ineffective, the problem will be referred to the Director of Professional Field Experiences. If in the judgment of the Director, after reviewing the circumstances, the situation may be brought to the Committee for Admission and Retention of Teacher Education. If the situation seems insolvable, reassignment or removal from internship may occur.
4. The intern may request in writing a review of the decision by the Committee for Admission and Retention of Teacher Education. Reasons for the request must be stated.
5. The student may make a written appeal to the Administrative Council for Teacher Education.

## LEGAL STATUS OF INTERN

An intern is a student of Harding University who has been approved for internship by the Admission and Retention Committee. The requirements for admission to internship are in the University catalog. By law, the intern enjoys the same immunities of law as certified teachers (The School Laws of Arkansas, 6-17-305).

## EVALUATION PROCEDURES

Evaluation of the progress of an intern can be a difficult task. The evaluation of the intern is the primary responsibility of the cooperating teacher, supported by the university supervisor. The university supervisor is responsible for conferencing with the intern and cooperating teacher to assure the development and evaluation of the intern. Cooperating teachers are encouraged to help the interns evaluate themselves through such techniques as conferencing and videotaping. Harding University's evaluation forms provide the evaluator with opportunity to identify the strengths and weaknesses of the intern.

## FORMAL TEACHING OBSERVATIONS AND EVALUATIONS

During the internship semester, each candidate will have six formal evaluations using the Danielson-based HUFEOES evaluation rubric. If the candidate has two placements, each placement will include one observation from their Cooperating Teacher and two from their University Supervisor. If the candidate has one placement, the cooperating teacher will spread out two observations throughout the semester, and the university supervisor will observe four times during the semester.

For each observation, the candidates will provide the Lesson Plan and Lesson Summary documents to their observer two days prior to the observation. During the observation, the Cooperating Teacher or University Supervisor will observe the candidate teaching and evaluate their performance using the HUFEOES rubric. After the lesson, the observer and candidate will meet to reflect and discuss the strengths and weaknesses of the lesson and create a goal for the next observation. Within 24 hours of the observation, the candidate will complete the Lesson Reflection form for the observer.

After each evaluation, the observer will enter the rubric scores in the TK20 system online. Please note that this rubric is based on Danielson and used with novice and experienced teachers alike. So, interns will rarely meet the highest evaluation level scoring a 4 (or Distinguished). Our goal is to have interns scoring consistently in the proficient category.

## ATTENDANCE

Interns are expected to be in their placement each day during all hours required of the teachers. Candidates should arrive on time. Candidates are not permitted to leave placement during preparation periods or leave early for any reason that is not approved. Any absences will be reported in Canvas by the candidate, and any absences other than illness must be approved through the Director of Professional Field Experiences. Cooperating teachers cannot approve absences for interns.

Attendance Records: Candidates are required to track their hours using the provided attendance form and get weekly initials from their Cooperating Teacher as well as a signature at the end of the placement. This original document will be submitted to the Office of Professional Field Experience at the end of the placement. This form will not be accepted without the appropriate signatures.

Cooperating Teachers will submit an attendance verification in the TK20 system. Here, teachers will provide a list of the dates and times the intern was out of their placement and will verify with an electronic signature. The Cooperating teacher can use our provided form or another method of tracking the intern's attendance. If attendance or promptness is a problem at any point, Cooperating Teachers should contact the University Supervisor.

## THE FINAL EVALUATION

A summative evaluation is given during the last week of internship placement. This evaluation will become part of the intern's placement file. The cooperating teacher and university supervisor will both complete a summative evaluation and assign a midterm grade and a final grade. This grade will be entered into the TK20 system online. Each evaluator should provide comments explaining why the grade was assigned.

Although the university supervisor and supervising teacher serve to provide guidance and support to the intern, they also have a responsibility to the teaching profession and to the students the profession serves. The internship experience culminates in the evaluation of the intern during the internship experience. Evaluation is seen as a continuous process from the first day to the last. During the experience, the two members of the support team complete evaluations. All of these are taken into account in the final grade for internship, although the greatest emphasis is placed upon the intern's performance level at the end of the semester.

Letter grades of A, B, C, D, and F are assigned for the eight semester hours of internship in secondary and twelve semester hours of internship in birth to kindergarten, early childhood, elementary, and middle level. The grading categories are as follows:

**A-** The student teacher has demonstrated **proficiency** in all areas of teaching and demonstrated positive dispositions throughout the student teaching process.

**B-** The student teacher is **progressing** toward becoming a proficient teacher. With opportunities for professional growth, he/she will be an asset to a school system. The candidate demonstrated many positive dispositions throughout the process.

**C-** The student teacher has demonstrated **basic** skills associated with teaching. For his/her own good, however, it would be best if he/she works closely with a mentor teacher during the first year. Some dispositions demonstrated were not ideal for a teacher (explain in comments).

**D-** The student teacher is **below basic** in the skills necessary to take a regular teaching position. He/she needs further improvement in order to be successful as a beginning teacher. Many dispositions demonstrated were not ideal for a teacher (explain in comments).

**F-** The student teacher demonstrated **unsatisfactory** skills in teaching and demonstrated negative dispositions that are not acceptable for a teaching position (explain in comments).

To successfully complete the supervised teaching semester, the candidate must make a C or better in all professional education courses and field experience courses, as noted in the university catalog.

## **ROLES AND RESPONSIBILITIES**

### **Responsibilities of the Director of Professional Field Experiences**

1. Administer and provide leadership for the internship program.
2. Establish policies and procedures for administering the internship program.
3. Consult with school administrators and coordinators of internship and all departments of the university to develop, implement, and evaluate the internship program.
4. Provide opportunities for in-service education for supervisory personnel.
5. Approve cooperating teachers.
6. Approve internship assignments.
7. Oversee the nature and quality of the internship experiences.
8. Monitor the nature of the supervision provided by the university.
9. Review the written evaluation of each internship experience.
10. Cooperate with the Department Chair and the Dean in implementing teacher education goals.
11. Plan an orientation for prospective interns prior to internship, which emphasizes their responsibilities and clarifies their roles in the public school.
12. Interpret the internship program to faculty, pupils, parents, and the general community, emphasizing its nature and importance and enlisting their support.
13. Coordinate the internship program in the designating schools and the community.
14. Serve as a liaison between the offices of the local schools and the university.
15. Provide professional leadership within the total community, and specifically within the teaching faculty, to develop high-quality internship experiences.
16. Recommend cooperating teachers and represent the schools in the placement of interns.
17. Assume responsibility for the orientation of interns and the new cooperating teachers.
18. Advise and assist principals, cooperating teachers and university supervisors in their responsibilities for guiding the growth of interns.
19. Participate with the offices of the Superintendent of Schools and the university in evaluating the effectiveness of the internship program.
20. Train cooperating teachers and university supervisors.

### **Responsibilities of the University Supervisor**

1. Serve as a liaison between the schools and the university.
2. Cooperate with school personnel in a manner that will enhance the partnership between the school system and the university.
3. Identify and recommend potential cooperating teachers.
4. Recommend assignments of interns.
5. Serve as a resource person for the cooperating teacher and intern.
6. Observe the intern deliver a full lesson at least 4 times per semester. The observations will be spread throughout the semester. A student who has a split assignment will be observed a minimum of two times per assignment. The university encourages each supervisor to make at least 5 visits to each intern.
7. Initiate conferences with between the cooperating teacher and intern concerning progress.
8. Confer and cooperate with the intern and cooperating teacher in evaluating the students' progress.
9. Submit all TK20 forms and required paperwork to the Director of Professional Field Experiences.

10. Act to enhance continuing growth and quality of internship program.
11. Keep the Director of Field Placement informed of any issues that arise with the Intern that might interfere with the intern successfully completing the internship program.

Research indicates that interns consistently want feedback about their performances, especially from university supervisors. University supervisors play a vital role in the professional development of entering teachers by performing this function. Every effort should be made to point out the intern's positive accomplishments as well as his or her shortcomings. These conferences may be informal in nature. They are most effective when they are continuous and ongoing.

Following each period of observation, the university supervisor completes a report and shares his or her observations with the intern and cooperating teachers. The supervisor, cooperating teacher, and intern each retain one copy of the report and the data and notes are entered into TK20.

### Responsibilities of the Cooperating Teacher

1. The cooperating teacher's first responsibility is to the pupils in his or her class. This must be kept in mind if the public, administration, and pupils are to continuously support the internship.
2. Prepare the class to work with an intern and notify the parents that there will be an intern in the classroom.
3. Provide a working area for the intern (a desk or table) and share responsibilities whenever possible, accepting him or her as a co-worker and professional person.
4. Acquaint the intern with pertinent school policies and regulations, philosophy, priorities, and assessment criteria.
5. Immediately involve the intern in specific classroom tasks.
6. Plan, with the intern, a schedule for assuming responsibilities of the classroom, which allows the intern to assume increasing responsibility as he or she exhibits readiness to do so.
7. Require the intern to be solely responsible for planning, preparation, instruction, and evaluation for a minimum of two weeks to demonstrate the continuity of instruction and teacher accountability.
8. Guide the intern in preparing daily lesson plans, unit plans, and tests, and approve and critique all plans before they are taught. Assist in understanding and applying evaluation techniques.
9. Demonstrate a variety of effective teaching techniques, and arrange for visits to other classrooms from time to time.
10. Guide the intern in developing and understanding the skills of self- evaluation.
11. Evaluate the quality of the intern's performance, and engage in frequent conferences with the intern to insure continuous progress and/or early identification of problems.
12. Confer with the intern regularly concerning their progress and teaching
13. Encourage the intern to participate in community activities.
14. Help the intern relate theory to practice.
15. Keep a record of attendance and tardiness of the intern and enter this into TK20.
16. Conduct at least one formal observation, scoring the observation using the HUFEOS rubric and entering those scores into TK20. If the candidate is placed for the entire semester, two formal observations are required.
17. Complete the grade form and disposition form in TK20 at the end of the placement. If the candidate is placed for the entire semester, this will be completed at mid-term and at the end of the placement.

## Internship Responsibilities Of The Principal

1. Work with the Director of Professional Field Experiences to place interns.
2. Accept interns as junior members of the teaching faculty.
3. Offer students those facilities, resources, teaching materials, supplies, and equipment customarily available to other teachers.
4. Help the faculty and parents understand their responsibilities to the student teachers.
5. Introduce the interns and university personnel to the building.
6. Assist the Director of Professional Field Experiences, interns, the cooperating teacher, and the university supervisor to resolve special problems in internship.
7. Help cooperating teachers guide the growth of interns.
8. Provide counsel and assistance to the Director of Professional Field Experiences and the university supervisors in the development of a high-quality internship experience in the building and in the community.

## CRITERIA FOR SELECTION OF COOPERATING TEACHERS

Because of the importance of the cooperating teacher, criteria have been developed for their selection. These criteria grow out of the general policies and understanding, which form the basis for the Agreement on Internship, which is executed between Harding University and the cooperating schools. These criteria are similar to those used by teacher education institutions across the nation. Their objective is to define a relationship between the university and the cooperating teachers, and between the cooperating teachers and the students who may be assigned to them. These criteria are as follows:

- has completed a minimum of three years teaching experience, with the most recent year being in the present school system.
- has a valid teaching certificate.
- teaches in the area of his or her certified specialty.
- consistently demonstrates high quality teaching with a score of 3 or above in the TESS evaluation system.
- demonstrates desirable personal-professional attitudes.
- demonstrates evidence of continuous professional growth.
- participates in the program voluntarily, and looks upon supervising the growth of interns as a challenge and a contribution to his or her profession.
- is recommended by his/her administrator(s).
- has completed training in TESS.

## RESPONSIBILITIES OF THE INTERN

1. Become familiar with school policies and practices and work in a manner consistent with them.
2. Become thoroughly acquainted with classroom facilities and learn the procedures used by the cooperating teacher.
3. Become acquainted with instructional materials available in the school and school district.
4. Become familiar with the community and its relationship to the educational program.
5. Plan thoroughly, in writing, for all teaching responsibilities. A lesson plan is required for every lesson to be taught. It will be approved by the cooperating teacher and reviewed by the university supervisor.
6. Be punctual and attend each class daily, whether teaching or not.
7. Inform the school principal, cooperating teacher, and university supervisor in advance of anticipated absences, or as early as possible on the day that an emergency arises.
8. Make time available for conferences with the cooperating teacher and the university supervisor.
9. Continuously evaluate personal progress with the cooperating teacher and university supervisor.
10. Attend and participate actively in all internship seminars and required field meetings.
11. Come to school with professional attire and dispositions.
12. Respond appropriately to supervision as prescribed in the *Guide to the Internship Experience*.
13. Interact appropriately with students and families, maintaining a professional distance and demeanor at all times.
14. Perform expected responsibilities in a professional manner as assigned by professionals at the field site.
15. Abide by the ethical, moral, and behavioral expectations of the Harding University Code of Conduct.
16. Submit all required paperwork to the Office of Professional Field Experiences in a timely manner.
17. Maintain accurate record keeping with your attendance form, getting weekly initials from your Cooperating Teacher.
18. Inform the University Supervisor and/or Director of Professional Field Experiences of any issues that arise during placement that might affect your successful completion of the program.

## INTERNSHIP MEETINGS

The Director of Professional Field Experiences will schedule various meetings during the internship semester. These are mandatory meetings that all interns must attend. Meetings will be announced via email and Canvas announcements.

# STATEMENT OF UNDERSTANDING

## CONDITIONS OF SUPERVISION FOR THE INTERNSHIP SEMESTER

Candidates in the pre-internship and internship semesters work closely with students and professionals in school settings. These relationships presuppose an exemplary ethical and behavioral standard, which provides a healthy, positive, and professional interaction for the benefit of the students. Abiding by this standard is a condition to being a candidate.

In recognition of this ethical and behavioral standard, pre-interns and interns are expected to and agree to:

1. respond appropriately to supervision as prescribed in the *Guide to the Internship Experience*;
2. interact appropriately with students and families, maintaining a professional distance and demeanor at all times;
3. perform expected responsibilities in a professional manner, as assigned by professionals at the field site; and
4. abide by the ethical, moral, and behavioral expectations of the Harding University Code of Conduct.

In recognition of the standard for pre-interns and interns, I affirm that I have read and understand the above stated expectations for pre-student and internship semesters.

Furthermore, if I fail to comply with the above standard and expectations, my status will be subject to review by the Teacher Education Admission and Retention Committee, which may result in my suspension and/or removal from field placement. The Committee reserves the right to take other appropriate actions.

My signature signifies that I agree to these standards, conditions, and expectations.

Signature of Intern \_\_\_\_\_ Date \_\_\_\_\_

**Office of Leeann Howard, Ed.D.  
Cannon-Clary College of Education  
Harding University  
Searcy, AR 72149-2254  
Revised: Fall 2019**