



**MISSISSIPPI UNIVERSITY  
FOR WOMEN**

*A Tradition of Excellence for Women and Men*

# **Teacher Internship Handbook**

**MUW Office of Field Experiences  
Department of Education  
College of Education & Human Sciences**

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**1100 College Street, MUW-1637  
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33<sup>rd</sup> Edition*

## Mississippi University for Women (MUW)

Mississippi University for Women has been dedicated to training teachers since it was founded in 1884, more than 125 years ago, as America's first public college for women. Sparked by Sallie Reneau's campaign to secure state funds for female higher education, today's institution boasts of an inclusive community and a wide range of academic programs. Despite the university's expanded mission and curriculum, education remains one of its most popular and respected fields of study.

*U.S. News & World Report's* 2009 edition of "America's Best Colleges," ranks MUW, the only Mississippi School listed, 12th among Southern public master's universities. It has appeared in this category five years straight. It also consistently ranks as a best value among the top 100 public colleges in America from sources such as *Kiplinger's Personal Finance* magazine and *Consumer Reports*.

### Handbook Editions

10 <sup>th</sup> Edition, 1976:	Dr. John. L. Southwell, Director of Student Teaching
12 <sup>th</sup> Edition, 1979:	Dr. Maude Yow, Director of Student Teaching
13 <sup>th</sup> Edition, 1982:	Dr. Nell May, Director of Field Experiences
14 <sup>th</sup> Edition, 1986:	Dr. Nell May, Director of Field Experiences
15 <sup>th</sup> Edition, 1987:	Dr. Nell May, Director of Field Experiences
16 <sup>th</sup> Edition, 1988:	Dr. Martha Jo Mims, Director of Field Experiences
17 <sup>th</sup> Edition, 1989:	Dr. Martha Jo Mims, Director of Field Experiences
18 <sup>th</sup> Edition, 1991:	Dr. Martha Jo Mims, Director of Field Experiences
19 <sup>th</sup> Edition, 1994:	Dr. Martha Jo Mims, Director of Field Experiences
20 <sup>th</sup> Edition, 1995:	Dr. Martha Jo Mims, Director of Field Experiences
21 <sup>st</sup> Edition, 1997:	Dr. Martha Jo Mims, Director of Field Experiences
22 <sup>nd</sup> Edition, 1998:	Dr. Martha Jo Mims, Director of Field Experiences
23 <sup>rd</sup> Edition, 1999:	Dr. Martha Jo Mims, Director of Field Experiences
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27 <sup>th</sup> Edition, 2003:	Dr. Mary L. Alexander, Coordinator of Field Experiences
28 <sup>th</sup> Edition, 2004:	Dr. Mary L. Alexander, Coordinator of Field Experiences
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31 <sup>st</sup> Edition, 2007:	Dr. Sue Jolly, Department Chair for Education
32 <sup>nd</sup> Edition, 2008:	Dr. Lillie Gayle Smith, Coordinator of Field Experiences
33 <sup>rd</sup> Edition, 2009:	Dr. Lillie Gayle Smith, Coordinator of Field Experiences

### Non-Discrimination Policy

Mississippi University for Women does not discriminate on the basis of race, sex, age, color, religion, disability, or national origin.

## Introduction

This handbook is intended to serve as a guide for teacher interns, mentor teachers, university supervisors, principals, superintendents and others involved in the Mississippi University for Women teacher internship program. The reader will find an explanation of the philosophy as well as a description of the cooperative nature of the program. Included are procedures and responsibilities for each member of the cooperative teacher internship endeavor. Individuals responsible for guiding a teacher intern through the teacher internship program should, along with the teacher interns, consider themselves as members of a team with a common goal, the development of the best teachers possible.

The MUW Teacher Internship Handbook, at its current printing, describes as accurately as possible the policies, procedures, regulations, and requirements related to student teaching. The MUW Teacher Education Unit reserves the right to adjust its policies at any time to promote the best interest of those involved in the program or to be in compliance with state regulations regarding the student teaching experience.

Additional information regarding the MUW teacher internship program may be obtained from the Office of Field Experiences by calling (662) 329-7191 or by mailing your request to 1100 College Street, MUW-1637, Columbus, MS 39701 or by visiting the website, [www.muw.edu](http://www.muw.edu). A companion document, the *MUW Teacher Education Handbook*, presents specific program information and requirements for Admission to Teacher Education and for Admission to Teacher Internship.

Comments or suggestions regarding this handbook should be directed to:

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## Accreditation

### SACS ACCREDITATION

**Mississippi University for Women is fully accredited by the Southern Association of Colleges and Schools (SACS).**

### NCATE ACCREDITATION

**All programs in education at Mississippi University for Women are accredited by The National Council for Accreditation of Teacher Education.**

### STATE ACCREDITATION

**The Mississippi University for Women Education Program meets all Process Review Standards of the Mississippi State Department of Education.**

### QUALITY ASSURANCE POLICY

**All teacher education programs are covered by the Mississippi Institution of High Learning Quality Assurance Policy. The university warrants the quality of our graduates for a period of two years immediately following graduation. Certain guidelines do apply. Contact the College of Education and Human Sciences for more information.**



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## Teacher Interning at MUW

Many studies have shown, and educators agree, that the most important single aspect of a teacher education program is actual teaching experience. At MUW, teacher interning is the major phase of a developing cumulative series of academic and professional courses and laboratory experiences designed to prepare the prospective teacher for full teaching responsibilities with competence and confidence.

The MUW faculty and staff believe that excellent teacher education results from broad cultural experiences, strong background in the teaching field, and practical professional preparation. To neglect any one of these would jeopardize the potential of success of the teacher intern.

The professional experiences of the teacher intern at MUW begin during the sophomore year with application for admission to teacher education. A process of screening and assessment is initiated which continues through application and acceptance into teacher internship. Finally, in post teaching seminars, teacher interns are given an opportunity to reflect upon and relate their experiences to the total program of teacher education.

At the school based teaching center, each teacher intern observes, assists, and gradually assumes the professional activities of the cooperating teacher. The activities of the teacher candidates are closely supervised and evaluated by both mentor teachers and university supervisors.

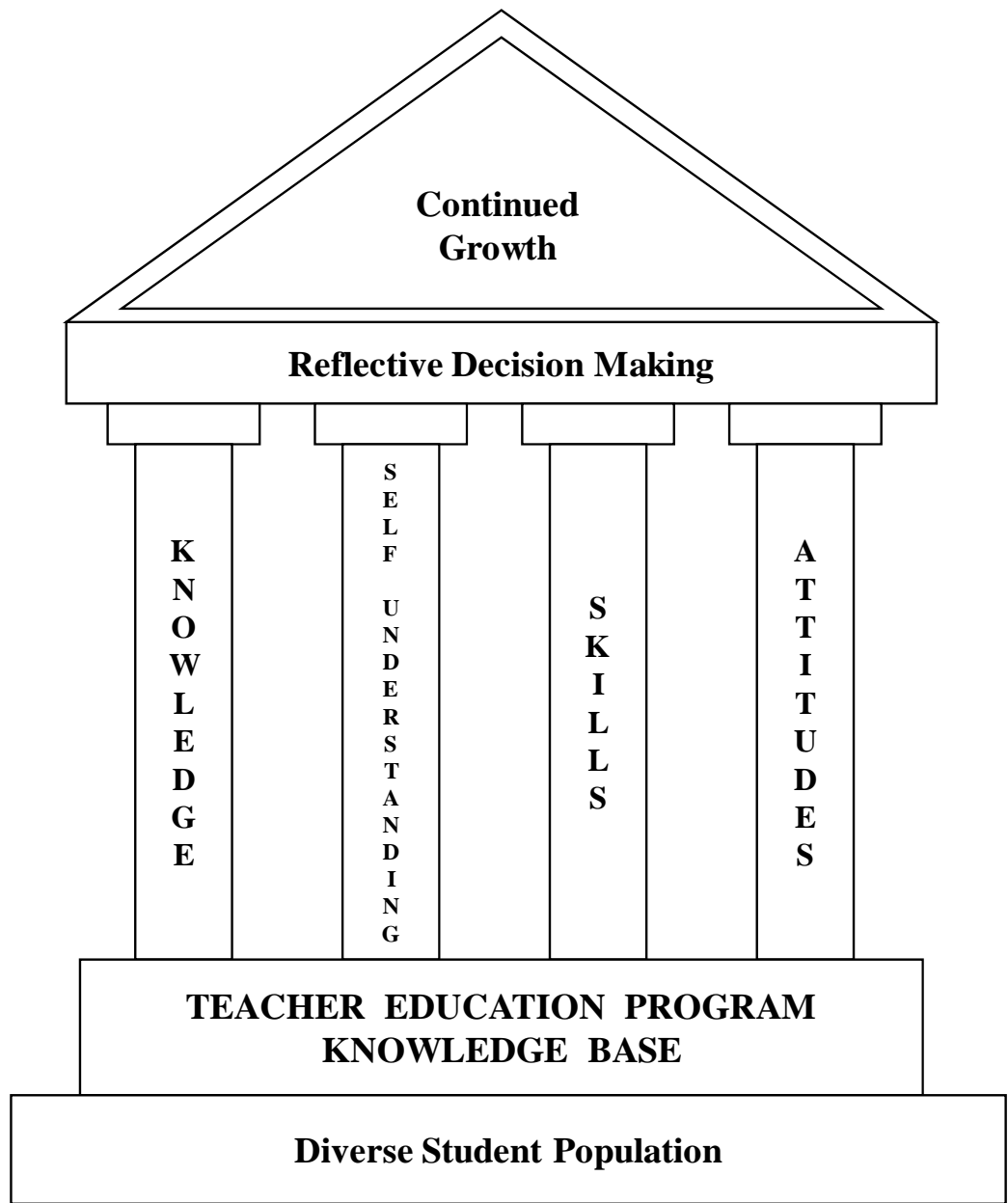
### Catalog Description of Teacher Internship

**Observation and Directed Teaching—Course Numbers ED 406, ED 407, and ED 409.** (9 semester hours) Full time during the Professional Semester according to the schedule of the school to which each student is assigned. To enroll in these courses, students must be officially admitted to Teacher Internship. The courses provide actual teaching experience in a teacher internship center under the direction of qualified classroom teachers and university supervisors. Observation and other field experience precede actual classroom teaching. Individual conferences are held by both the mentor teacher and the university supervisor. The courses are scheduled for five days each week during the Professional Semester. The last day of the Professional Semester is devoted to seminars under the direction of university supervisors, for the purpose of identifying and reinforcing areas in which additional information and study are needed. Teacher Interns will be on duty each day for the same hours required of their mentor teacher(s). Teacher Interns will normally follow the calendar of the school system of the student teaching assignment.

**ED 406 Observation and Directed Teaching: Grades K-8.** (9 semester hours)

**ED 407 Observation and Directed Teaching: Grades K-12.** (9 semester hours)

**ED 409 Observation and Directed Teaching in Secondary Education: Grades 7-12.** (9 semester hours)



**The Teacher as a Reflective Decision Maker  
Program Model**

## **Teacher as Reflective Decision Maker- The W Way**

*The Teacher as Reflective Decision Maker* is the model for the teacher education program at Mississippi University for Women and is designed to prepare prospective teachers to make decisions that promote the learning of students within their care. The decision making process begins with the teacher education student's personal philosophy, values, and belief system. Upon entering Mississippi University for Women these values and beliefs are initially shaped by general studies in the University core which help students appreciate different perspectives. Paralleling the core studies are special studies which focus on human development and learning and which emphasize individual and cultural differences among learners. Professional studies help prospective teachers develop a professional work ethic and a variety of instructional strategies for organizing and presenting subject matter knowledge so that it is meaningful to those they teach. The knowledge acquired in these studies is applied within a structured array of field experiences culminating with the teacher internship. These field experiences develop competence in instructional planning, classroom management, and the evaluation of student learning. Throughout the program of study, the model of *The Teacher as Reflective Decision Maker* encourages prospective teachers to reflect critically and creatively on their own knowledge, self-understanding, attitudes, and skills, and actively to seek out continued professional growth.

### **Aim**

The aim of the Teacher Education Program at Mississippi University for Women, in collaboration with Mississippi public schools, is to provide the curricula, organization, facilities, and experiences that will best prepare prospective teachers as sound professional decision makers. To guide in the accomplishment of their aim, the Teacher Education Program has adopted the ten principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the core standards of the National Board for Professional Teacher Standards as goals toward which prospective and practicing teachers can aspire.

### **Program Model**

The *Teacher as Reflective Decision Maker* model (shown on the next page) represents the beliefs about the process of teacher education held by the Teacher Education Program at Mississippi University for Women. The first step in the model is the recruitment of a diverse student population representing age, gender, race, and experiential differences. The task of the Teacher Education Program is to nurture these individual differences while providing students with an understanding of content, pedagogy, along with the experiences they will need to be reflective decision-makers. Once students enter the University they need to acquire a strong general knowledge base in core subject areas. When they have been accepted into the Teacher Education Program, they gain the knowledge, skills, and attitudes about education that they will need to be successful decision makers. The curricula of courses in Special Studies and Professional Studies programs are based on well-founded theories and current research about teaching and learning. The three levels of field experiences that begin in the ED 302, *The Art and Science of Teaching*, course conclude with the student teaching experiences which allow students to apply the knowledge they have gained in meaningful ways. In addition, they learn to use metacognition and reflection to develop understanding about themselves as teachers, students, and human beings. As they progress into the world of teaching, they exhibit the informed decision-making and continued growth that characterize exemplary teachers.

## Undergraduate Conceptual Framework

Teacher interns in our **undergraduate education programs** come from diverse backgrounds and experiences. Many are non-traditional students seeking a career change or are paraprofessionals who want to become teachers. Teacher interns in our program must exhibit the following: (a) competence in applying theoretical knowledge about teaching and learning; (b) attitudes that foster learning and positive human relationships; (c) self-understanding and reflection; and (d) a repertoire of teaching skills so that they can make sound professional decisions in the classroom. (*See model on previous page.*)

A teacher who graduates from the Teacher Education Program at Mississippi University for Women is expected to demonstrate the following knowledge, skills, dispositions, and self-understanding (INTASC principles):

### Knowledge and Skills

1. To understand the central concepts, tools of inquiry, structures, and professional standards of the discipline(s) he or she teaches and to create learning experiences that make these aspects of subject matter meaningful for students.
2. To understand how children learn and develop and to provide learning opportunities that supports their intellectual, physical, psychological, social, moral, and personal development.
3. To understand how students differ in their approaches to learning and to create instructional opportunities that challenge diverse learners.
4. To understand and use a variety of instructional strategies to encourage students' development of critical and creative thinking, problem solving, and performance skills.
5. To use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. To use knowledge of effective verbal and nonverbal communication, along with technology, to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. To plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. To understand and use formal and informal assessment strategies to evaluate and insure the continuous intellectual, physical, psychological, social, moral, and personal development of the learner.

### Dispositions and Self Understanding

9. To be a reflective decision maker who continually evaluates the effects of his/her choices and actions on others (e.g., students, parents, and other professionals in the learning community) and who grows professionally, actively seeking out opportunities for self understanding.
10. To work collaboratively with students, colleagues, parents, and agencies in the larger community to support student learning and well-being.

## Goals of MUW Teacher Interning

1. To develop the knowledge, attitudes, and skills needed by today's teachers to function effectively in a changing and increasingly complicated society. If this goal is to be realized, student teaching at MUW must include:
  - a. Experiences which develop understanding beyond the verbalization and formal skills of the college classroom and which lead to action based upon creative thinking and the practical use of skills.
  - b. Opportunities for the teacher interns to explore their potential effectiveness in both formal and informal teaching-learning situations.
  - c. Opportunities for the teacher interns to explore theories of method and techniques, which have evolved from their formal course work and other experiences, in actual classroom situations.
2. To obtain practical experience in performing the extra-class functions normally expected of the classroom teacher, which should include:
  - a. Participation in the "total" program of the cooperating school.
  - b. Development of an understanding of the proper role of the teacher in the community.
  - c. Experience in the role of the teacher as an agent of good public relations.
3. To begin developing the resourcefulness and maturity needed to cope with the problems of guiding the total growth of children and youth.
4. To engage in teaching activities that will insure an adequate level of teaching knowledge and skills in area(s) of specialization. The knowledge and skills acquired will be evident in the teacher candidate's ability to:
  - a. Plan for teaching by establishing a sound plan of instruction based upon clearly stated behavioral objectives and by utilizing appropriate instructional aids.
  - b. Give evidence of basic knowledge of subject matter.
  - c. Communicate subject matter and skills to students in Standard English.
  - d. Motivate learners through enthusiasm and respect for students as individuals.
  - e. Control their verbal behavior through use of questioning and listening skills as well as involving students in appropriate interaction.
  - f. Diagnose student needs in content and affective areas.
  - g. Manage classrooms effectively, both student behavior and physical environment.

- h. Evaluate student achievement, using a variety of valid and reliable techniques, and utilize evaluation results for instructional purposes.
- i. Display positive interpersonal skills with students and other staff members.
- j. Exhibit acceptable personal qualities such as appropriate dress and grooming, voice quality, communication, punctuality, and sense of humor.

## Terminology

1. The **Professional Semester** is the teacher internship semester. Teacher interns enroll in ED 401 Classroom Management (*3 semester hours*) and the appropriate student teaching course (*9 semester hours*). Classroom Management meets daily from 9:00 A.M. until 4:00 P.M. for the first eight days of the semester. Two days will be spent in the cooperating school to become familiar with environment of that setting. Student teaching during the 14 weeks serves as the laboratory for application of principles studied in the Classroom Management Seminar.
2. **The Cooperating School (or Teacher Intern Center)** is a public school or accredited private school which provides laboratory experiences for prospective teachers.
3. A **Teacher Intern (TI)** is a college student enrolled in the professional semester.
4. A **Mentor Teacher (MT)** is a faculty member of a cooperating school who is engaged in the supervision of a teacher candidate in the classroom or extra-class activities.
5. A **University Supervisor (US)** is a member of the university faculty who, in addition to teaching duties, is responsible for supervising teacher interns. Responsibilities include visiting the teacher interns, holding conferences with them and with their mentor teachers, evaluating the progress of the teacher candidates, and participating in student teaching seminars.
6. The **Coordinator of Field Experiences** is a university faculty member who has been assigned the following responsibilities: working with the administrators of the cooperating schools in making assignments, supplying necessary forms and reports, filing the final evaluations, maintaining five-year active files on each teacher intern, and maintaining a good working relationship within the cooperating schools. Any problem involving student interning or interpersonal relationships within a center should be called to the Coordinator's attention at once.
7. The **Chair of the Department of Education** works closely with the Coordinator of Field Experiences and has supervisory responsibilities to ensure a functioning, effective teacher education program.
8. The **Dean of the College of Education and Human Sciences** has the over-all responsibility for the program of teacher education, its relationship with other departments and offices of the university, the State Department of Education, and the university administration.

9. **Phase I Student Teaching** refers to the first half of the student internship experience and lasts approximately 7 weeks.
10. **Phase II Student Teaching** refers to the second half (7 weeks) of the student internship experience and involves placement in a different grade level or subject area from the Phase I placement.
11. **Teacher Intern Assessment Instrument (TIAI)**. To receive a passing grade in student teaching, students must demonstrate each competency on the Teacher Intern Assessment Instrument. The teacher intern is evaluated by and receives feedback from the university supervisor and mentor teachers. It is unlikely that a teacher intern will demonstrate all indicators in one visit by a university supervisor; therefore, additional visits will be used to validate the remaining indicators. The mentor teacher will also assess the teacher candidate's performance using the TIAI.

# Notes

# Teaching Center Placement

## Selection of Teacher Interning Centers

Teacher Interning is completed in the schools surrounding Mississippi University for Women. The schools selected as teacher internship centers are chosen because of the belief that they provide a desirable environment for the important final phase in the preparation of prospective teachers. They represent as nearly as possible the kinds of systems in which the teacher interns are likely to be employed. Factors considered in their selection are as follows: the quality of the administrative and supervisory leadership, the adequacy of the school facilities and equipment, the proximity to the university for supervisor travel, the availability of qualified teachers in the areas of students' specialization, and the need to honor varying requests made by the participating schools or school systems. Every effort is also made to honor the preferences and special needs of teacher interns within these constraints.

## Placement of Teacher Candidates

Mississippi University for Women places teacher interns in two settings: one for Phase I and one for Phase II, as follows:

<b>Elementary</b>	One placement in lower elementary (K-4) One placement in upper elementary or middle school (4-8)
<b>Secondary 7-12</b>	One placement in middle school or junior high One placement in high school
<b>Special Subjects K-12</b>	One placement in elementary One placement in secondary

Every effort is made to honor the preference and special needs of teacher interns regarding placement, but that is only part of the process. The Coordinator of Field Experiences prepares a master request list within restrictions of available TIAI certified mentor teachers, and schedules and travel time of university supervisors. A list of requests for assignments is mailed to the superintendents of the respective school systems. Superintendents consult the principals of the centers and approve the list as submitted or approve pending suggested assignment adjustments. Approvals are returned to the Coordinator of Field Experiences.

**Assignments will be made to schools that are located within a 30-mile radius of Mississippi University for Women. Assignments beyond 30 miles of the MUW campus will only be made in extenuating situations. Once an assignment is confirmed by a school district, teacher candidates should respect that assignment as a teaching contract.**

## Selection of Mentor Teachers

Cooperating teachers are selected from among qualified teachers in the cooperating schools upon the recommendation of their superintendents and principals. Cooperating teachers must have an educational background beyond the minimum required by law for their positions and must have demonstrated during several years of teaching that they are master teachers in their systems. More specifically, they must have **at least three years of teaching experience in the area of assignment**, be certified as teacher intern evaluators, and have a genuine desire to work with teacher candidates.

The mentor teachers selected are professionals who value in-service activities related to their new responsibilities and the completion of formal courses in supervision when the opportunities are present. A Master's degree is preferred.

### **University Supervisor Assignments**

The Coordinator of Field Experiences is responsible for making university supervisor assignments. Secondary and K-12 teacher interns are supervised by the teacher educators from the corresponding content areas. To the extent possible, assignments are made to ensure the best possible match between the university supervisor and the teacher intern.

# Responsibilities of Members of the Student Teaching Team

## Teacher Intern Responsibilities

The central figure in a program of preparatory teaching is the teacher intern. The specific responsibilities for the teacher candidate are as follows:

### To the school:

1. Secure a school handbook, seating charts, schedules, textbooks, etc. during the first visit to the school.
2. Complete a minimum of 2 observations per phase in a classroom other than the one where assignment has been made. At least one observation should be in a special education setting. Documentation of these observations is provided to the Coordinator of Field Experiences.
3. Submit all lesson plans to the cooperating teacher for evaluation and initialing prior to teaching. The initialed plans should be placed in a lesson plan notebook and made available to the University Supervisor on each visit. Deadlines for these submissions should be respectfully followed.
4. Assume responsibility for teaching according to the suggested schedule below for Phase I. Teaching responsibility in Phase II should be assumed more quickly.

<b>Week 1</b>	Orientation to the school/classroom; observing, assisting, and interacting with students.
<b>Week 2</b>	Primary responsibility for one class in a secondary school subject, or one block of time, subject, or activity in the elementary grades.
<b>Week 3</b>	Teaching equivalent of two or three class periods each day.
<b>Week 4</b>	Approximately half-time teaching.
<b>Weeks 5 &amp; 6</b>	Full-time teaching.
<b>Week 7</b>	Transition of teaching back to cooperating teacher.

Mentor teachers and teacher interns are encouraged to use a team approach. Therefore, the above schedule refers to the level of involvement of the teacher intern and does not mean that the mentor teacher is removed from any responsibilities. This is a suggested guideline and will vary according to the setting. Teacher interns should gradually assume the lead for preparation and delivery of instruction.

5. Develop and display at least two bulletin boards or visual displays per phase. At least one per phase will be interactive.
6. Consider school duties as professional responsibilities and make them a priority. Accept responsibilities which are a necessary part of the profession. Exemplify the attitudes and actions of a teacher rather than those of a student.
7. Conform to the school's rules, policies, and standards of behavior.
8. Cooperate at all times with students, teachers, and administrators.

9. Avoid unfavorable criticism of the school, the cooperating teacher, and the community.
10. Safeguard all personal and confidential information and use it for professional purposes only.
11. Dress appropriately and in keeping with faculty and university standards. **Jeans, low-riding pants or skirts, shorts, and sweats are not considered appropriate. T-shirts are not to be worn except in instances of school t-shirts for spirit days or special occasions. Mini-skirts, halter tops or any top/blouse that reveals skin below the neck is inappropriate.** Males should wear ties. Females may wear dresses or slacks. Comfortable shoes are a must.
12. Take an active part in the extracurricular activities of the school.
13. Endeavor to discover personal professional shortcomings and try to correct them.
14. Return all school materials, textbooks, resource materials, and student records before completing each phase.
15. Complete an interest inventory and learning styles inventory at the beginning of each phase (prior to teaching). Summaries of the results of these should be included in the lesson plan notebooks.

**To the university and teaching center:**

1. Attend all university seminars and other functions assigned by the education unit or the University Supervisor. Failure to attend Post-Seminar will result in an incomplete grade, which must be cleared in accordance with university policy.
2. Provide the university supervisor with a scheduled of planned teaching and observation activities each week by deadlines established by the university supervisor.
3. Record information on the Time Summary Record each week and submit a final tallied report.
4. Submit in writing all anticipated requests to be away from the teacher internship center. The request is made to the University Supervisor who recommends approval or denial and forwards to the Office of Field Experiences. If the request is approved, it is the responsibility of the teacher intern to inform the principal and cooperating teacher of the planned absences.
5. Report all unanticipated absences (illness, for example) immediately to the University Supervisor, principal, and mentor teacher. (See Page 47)
6. Prepare and present a Professional Portfolio on the date noted on the Professional Semester Calendar.
7. Self-evaluate, using the TIAI, at the end of Phase I and at the end of Phase II, and bring the completed self-evaluation to the final evaluation conference with the university supervisor and the mentor teacher. Also, report each absence to the Coordinator of Field experiences via e-mail the day of your absence.

## Mentor Teacher Responsibilities

Research clearly indicates the importance of the effective mentor teacher in a successful internship experience. Through the mentor teacher's guidance and knowledge, the teacher intern experiences firsthand what teaching is. To facilitate this experience, the following responsibilities are suggested:

1. Prepare the students for the teacher intern. Emphasis should be placed on the teacher intern as a “teacher” rather than as an “intern”. Students should be encouraged to go to the teacher intern for help, especially when teaching begins.
2. Collect a set of textbooks for the teacher candidate and provide helpful materials such as a daily schedule, class rolls, discipline plan, medical information, school handbook, Southern Association self-study, and curriculum guides.
3. Provide a work and study area (desk or table) in the classroom for the teacher intern.
4. Orient the teacher intern to the school through a tour of the building, introduction to Principal and other school personnel, and arrange time to visit and observe throughout the school.
5. Orient the teacher candidate to the classroom physical environment: ventilation, temperature control, lighting, seating arrangements, bulletin boards, chalkboards, housekeeping tasks, available supplies, instructional equipment, and technology.
6. Explain, at appropriate times, record-keeping methods: attendance records, homeroom records, grade and report cards, cumulative folders, and other records.
7. Inform the teacher intern about matters of school policy, management, fire drills, and discipline.
8. Include the teacher intern in attendance at faculty and staff meetings, PTA meetings, assembly programs, parent conferences, and other activities/duties expected of teachers.
9. Schedule a conference with the teacher intern at least once a week on a regular basis. In addition, impromptu conferences may occur daily depending on the teacher intern's needs and the mentor teacher's time.
10. Schedule at least two observation opportunities for the teacher intern in classrooms other than the one to which she/he is assigned. Such opportunities should especially be provided in the first week of each phase, and should include at least one special education setting. Observations may also occur as the phase progresses, as well as at the end.
11. Guide the teacher intern in lesson planning.
12. Plan jointly for the transition into teaching. The schedule below is suggested for Phase I. Teacher interns should move into the teaching experience more quickly in Phase II.

<b>Week 1</b>	Orientation to the school/classroom; observing, assisting, and interacting with students.
<b>Week 2</b>	Primary responsibility for one class in a secondary school subject, or one block of time, subject, or activity in the elementary grades.
<b>Week 3</b>	Teaching equivalent of two or three class periods each day.
<b>Week 4</b>	Approximately half-time teaching.
<b>Weeks 5 &amp; 6</b>	Full-time teaching.
<b>Week 7</b>	Transition of teaching back to cooperating teacher.

Mentor teachers and teacher interns are encouraged to use a team approach. Therefore, the above schedule refers to the level of involvement of the teacher intern and does not mean that the mentor teacher is removed from any responsibilities. This is a suggested guideline and will vary according to the setting. Teacher interns should gradually assume the lead for preparation and delivery of instruction.

13. Critique and initial the teacher intern's lesson plans in sufficient time to allow for revisions. Set clear deadlines for submissions to allow time for appropriate and adequate review.
14. Remain in the classroom as much as possible during the first 4 or 5 weeks, and help the teacher intern analyze each lesson taught, determining strengths and weaknesses.
15. Encourage the teacher intern to try his/her own ideas.
16. Inform the University Supervisor or the Coordinator of Field Experiences IMMEDIATELY when serious problems occur or are threatening.
17. Share frequently the evaluation of the teacher intern's progress with the teacher intern and the University Supervisor. Complete a Weekly Report Sheet on the teacher intern's progress and submit to the University Supervisor.
18. Evaluate the teacher intern formally at the end of the phase, using the TIAI Summary Form provided by the university. A formal conference with the teacher intern should follow. The teacher intern will be asked to sign the form after the evaluation has been explained. File the form with the University Supervisor.
19. Encourage the teacher intern's positive attitude about the teaching profession.

## School Principal Responsibilities

The school principal shares an important responsibility in assuring a successful student teaching experience. To facilitate this experience, the following suggestions are offered:

1. Prepare the mentor teacher for the teacher intern and share information furnished by the university.
2. Welcome the teacher intern to the school. Many principals plan an orientation to the school building, school policies, community background, etc. early in the experience.
3. Introduce the teacher intern at a faculty meeting to foster the feeling of being a part of the school.
4. Check periodically with the mentor teacher and/or the university supervisor to assess the experience.
5. Insure that the teacher intern has as a complete as possible picture of "what teaching is," while providing a secure environment in which to integrate previous learning into a personal teaching style.
6. Inform the university supervisor or Coordinator of Field Experiences immediately in the event of a professionally troublesome experience or an emergency.
7. Provide professional support and mentoring to the teacher intern whenever possible.

## University Supervisor Responsibilities

The University Supervisor has responsibility for coordinating resources of the university and cooperating school. Responsibilities include the following:

1. Hold an orientation meeting with assigned teacher interns prior to leaving campus to discuss expectations, guidelines, supervision style, etc.
2. Interpret university procedure, routine, and evaluation to the teacher intern, mentor teacher, and principal.
3. Meet with and provide necessary orientation to new teacher interns concerning their responsibilities.
4. Visit each teacher intern within the first week of each phase, for the purpose of discussing the teacher intern's schedule and verifying adjustment to the teaching assignment.
5. Evaluate and provide teacher interns feedback on the videotaped reflective analysis. A reflective analysis on a 45 minute videotaped session of the teacher candidate's teaching will be submitted by the teacher intern during Phase I of student teaching.
6. Visit each teacher intern a **MINIMUM of 4 times during each phase**. One visit should occur during the first week of each phase (item 3). The remaining visits shall be devoted to observations and frank discussions with the teacher intern and mentor teacher concerning the teacher intern's performance in the classroom with emphasis on strengths as well as suggestions for improvement. It is strongly urged that at least one visit per phase be unannounced. The final visitations of each phase should occur during the last two weeks for the purpose of final evaluation. Although only **8 visits** are required, additional visits may be made at the discretion of the university supervisor or at the request of the mentor teacher, principal, or teacher intern. At least 6 observations of actual teaching should be a part of these visits.
7. Consult with the mentor teacher at least every two weeks to assess the teacher intern's progress.
8. Regularly examine the teacher intern's lesson plan notebook and offer feedback.
9. Evaluate the teacher intern's instructional portfolio or lesson plan notebook, completed at the discretion of the university supervisor, during each phase and provide feedback within a reasonable time.
10. Observe the teacher intern teach during each phase and provide feedback on the TIAI competencies. The University Supervisor should make every effort to observe the teaching of multiple lessons.
11. Maintain a record of teacher intern observations and conferences ( via form ED-ST-24).
12. Know and follow cooperating school policies and programs.
13. Recommend approval/denial of special requests to be absent from the teaching center and forward them to the Coordinator of Field Experiences.

14. Meet with teacher interns as necessary during seminars.
15. Provide opportunities for teacher candidate to ask questions, clarify expectations, and express concerns. Be supportive and available to teacher interns beyond the school visits.
16. Inform the Coordinator of Field Experiences as soon as possible of a potentially troublesome situation.
17. Prepare two TIAI Evaluations on the teacher candidate's performance, one at the end of Phase I and the other at the end of Phase II, and discuss both with the teacher candidate.
18. Assign and report the student intern's final letter grade for student teaching to the Registrar and to the Office of Field Experiences.
19. Submit a completed folder for each teacher intern into the Office of Field Experiences during the final week of the student teaching assignment or by the established deadline.

## Field Experiences Coordinator Responsibilities

The Coordinator of Field Experiences is responsible for administering the teacher internship program within established guidelines. Specifically, the Coordinator is responsible for the following teacher intern related tasks:

1. Evaluate and approve teacher intern applications.
2. Recommend placement of teacher interns.
3. Consult with the Chair of the Department of Education regarding assignment of university supervisors.
4. Supply necessary forms and reports, including an up-to-date Teacher Internship Handbook, to teacher interns, mentor teachers, and university supervisors.
5. Provide professional development and training for University Supervisors and Mentor Teachers.
6. Serve as the identified liaison between the university and the cooperating schools.
7. Insure that teacher interns are involved in the experiences that will most effectively enhance their development.
8. Work with university supervisors and/or teacher interns to resolve problems with the student teaching assignments or interpersonal relationships within a center.
9. Conduct the student teaching seminars.
10. Continually assess the effectiveness of the teacher intern program through collecting feedback from teacher interns, mentor teachers, and university supervisors, and make recommendations for strengthening the program.
11. Provide placement assistance to program graduates by cooperating with campus career services for Educator Interview Day, mailing graduate availability info to area school districts, circulating information on position openings to graduates, and responding to requests from administrators.
12. Provide support for, and follow-up studies of, graduates of MUW's teacher internship program.
13. Maintain files on teacher interns and program graduates.
14. Prepare and administer the student teaching budget.
15. Maintain appropriate records for the MUW Teacher Internship Program and prepare MUW's materials for the annual Process Review conducted by the Mississippi State Department of Education.

## Suggested Early Experiences for the Teacher Intern

1. Complete at least two observations in classrooms other than the one to which assigned.
2. Carefully observe the individual students in the classes for which assuming responsibility.
3. Learn all about school and classroom policies and procedures: (See if a handbook is available.)
  - a) Reporting accidents, first-aid services.
  - b) Group movement within the corridors, building.
  - c) Evacuation plans for fire drills, bomb threats, tornado drills.
  - d) Use of duplicating equipment, requisitioning supplies, equipment.
  - e) Use of audio-visual equipment.
  - f) Lunchroom regulations; policies regarding the noon hour; open/closed campus.
  - g) Teachers' meetings; other professional and in-service meetings
  - h) Parent-teacher meetings/conferences.
  - i) Handling student absences, tardiness, check-outs, etc.
  - j) Arrangements about custodial services
  - k) Discipline procedures.
  - l) Student code of conduct: chewing gum, snacks, dress, leaving class during instruction, smoking, etc.
4. Become familiar with the mentor teacher's lesson and unit plans.
5. Plan jointly with the mentor teacher for the transition into teaching. The schedule below is suggested for Phase I. Student teachers should move into the teaching experience more quickly in Phase II.

<b>Week 1</b>	Orientation to the school/classroom; observing, assisting, and interacting with students.
<b>Week 2</b>	Primary responsibility for one class in a secondary school subject, or one block of time, subject, or activity in the elementary grades.
<b>Week 3</b>	Teaching equivalent of two or three class periods each day.
<b>Week 4</b>	Approximately half-time teaching.
<b>Weeks 5 &amp; 6</b>	Full-time teaching.
<b>Week 7</b>	Transition of teaching back to mentor teacher.

Mentor teachers and teacher interns are encouraged to use a team approach. Therefore, the above schedule refers to the level of involvement of the student teacher and does not mean that the mentor teacher is removed from any responsibilities. This is a suggested guideline and will vary according to the setting. Student teachers should gradually assume the lead for preparation and delivery of instruction.

6. Become familiar with the mentor teacher's supply budget and purchasing or requisitioning system.
7. Determine how to maintain attendance record and grading system. (Will the teacher intern have a separate grade book?)

8. Schedule a conference with the principal, if possible. Philosophy regarding discipline? Any suggestions for a teacher intern? (Invite the principal to visit the classroom.)
9. Schedule a conference with the counselor, if possible. Inquire about the testing program, the kind of information maintained in cumulative folders, etc.
10. Visit the school library; meet the librarian; assess the status of holdings, both books and periodicals; and determine policies for use of the library.
11. Assist in the classroom: roll call, evaluating papers, bulletin board, lab assistance, etc. Start teaching at least the equivalent of one class period per day by the second week.

## What to Expect During a University Supervisor's Visit

1. The University Supervisor is in the teacher internship center as an observer and will need a vantage point for best observing the teacher intern's performance. A chair or desk may be provided at the back or side of the learning environment to facilitate viewing both the teacher intern and the participation of the learners.
2. The US does not expect a formal introduction or undue attention. If students have been informed in advance that occasionally a teacher from the university will be present for the purpose of observing the teacher intern, a brief comment on the supervisor's first visit is all that will be necessary.
3. The US should be provided the lesson plan notebook, with a copy of the day's lesson plan, as soon as possible upon arrival. The US will also want to view copies of handouts being utilized in the lesson.
4. During instruction, expect the US to write notes, usually using a carbon critique form provided by the Office of Field Experiences. The notes will include strengths of the lesson as well as suggestions and will form the basis for the follow up conference later.
5. Do not expect the US to assist in teaching. The teacher intern needs to be prepared to teach independently. If the teacher intern needs assistance in behavior management or instructional delivery, it is the MT's role, not the US's. Input from the US may be sought in the follow up conference.
6. The US will want to have a follow up conference with the teacher intern. In some cases, the MT will assume responsibility for the next period of instruction to allow the ST to meet with the US. In other cases, when the TI cannot conveniently be available or if the US's schedule does not permit staying, the TI and US will mutually decide on a time to confer.
7. The US will usually use a carbon critique form as a basis for the follow up conference. The original copy will be left with the TI for reference, and the carbon will remain with the US for future reference as well. If the ST does not receive the amount of feedback desired, then specific questions should be asked.
8. It is recommended that the final minutes of the follow up conference focus on completion of the record form of the US visit. **The US and TI both maintain records which will be turned in at the conclusion of the semester.**
9. In addition to valuing three-way communication (US, MT, TI) the US usually likes to have some private time with both the TI and with the MT, providing time for questions or advice that may be apart from the student teaching experience.
10. The US will check in and check out at the Principal's Office when entering/exiting a teaching center.

## Program Policies

### Lesson Plans

MUW requires that all teacher interns **MUST HAVE WRITTEN LESSON PLANS** for all classes taught. Plans need to include the learning objectives, materials needed for instruction (e.g. audio-visual resources, games, etc.), plan of instruction, assignment (where appropriate), and evaluation. **Plans need to be given to the Mentor Teacher at least 24 hours or earlier as determined by the MT in advance of proposed use to allow time to integrate feedback into the lesson.** If it is the policy of the school, teacher interns may also be required to submit lesson plans to the principal. Lesson plans should be clearly and precisely written or typed and should be arranged chronologically in a folder or three-ring notebook available for review by the University Supervisor. The teacher intern should confer with the mentor teacher after a lesson presentation to secure input on the effectiveness.

Some schools may provide a lesson plan book - a large double-page book consisting of blocks of space with subject headings and corresponding days of the week. Other schools may provide a one-page format with key plans for a 5-day week of lessons. When such a plan book or lesson plan sheet is used, it serves as a **supplement** to more detailed plans which follow the instructional portfolio format of Mississippi University for Women. Some schools may also require electronic submission of lesson plans.

### Attendance/Absences

Teacher interns will follow the school calendar of the school system to which they are assigned, not the calendar of MUW. If the teaching center is in session on a day when the university is not, the teacher intern is expected to be present. Teacher interns must report to their schools at any time mentor teachers are asked to be present. This includes faculty meetings, staff development days, parent-teacher conference days, PTA or PTO meetings, etc. MUW's position is that the teacher intern should be present unless otherwise given special permission by the respective university supervisor.

Any day a teacher intern cannot report to school, the Principal, Mentor Teacher, and University Supervisor must be notified as early as possible. Such notice will allow the MT to assume the TI's responsibilities and will prevent the US making a visit when the ST is not present. Student teachers are limited to two EXCUSED absences for illness or emergencies only. Any additional absences must be made up. Arrangements for make-up days are to be made through the University Supervisor and Coordinator of Field Experiences, who will coordinate with the school. If a TI must be absent and has teaching materials that will be needed that day by the MT, it is the responsibility of the ST to get these materials to the school. **Absences must also be reported via e-mail to the Coordinator of Field Experiences the day of the absence.**

Teacher interns are expected to perform their assigned responsibilities at all times, except in the case of personal illness or emergency circumstances. For other situations where there is justifiable cause for requesting to be absent (educational conference or job interview) a "Teacher Intern Request to be Absent" form must be completed by the teacher candidate and submitted to the Mentor Teacher and the University Supervisor at least five days prior to the anticipated absence. If the requested and approved absence takes the total beyond the two built into the schedule, make-up days will be required.

### **Additional Coursework/Outside Employment**

Teacher interns enroll in ED 401 Classroom Management (3 semester hours) and the appropriate student teaching course (9 semester hours). No other coursework may be taken except with special approval by the Admissions Committee for Teacher Interns. In cases when permission is granted, the request approval form must be on record in the teacher intern's file.

Because teacher interns is a full-time on-the-job experience and requires much planning and preparation beyond the 40-hour workweek, teacher interns are discouraged from outside employment while enrolled in teacher internship. Teacher interns who are engaged in outside employment must file a notice of their employment with the Office of Field Experiences. Teacher interns who do find it necessary to maintain some level of employment are reminded that standards/expectations will not be compromised to accommodate the extra responsibilities.

### **Legal Status of the Teacher Intern**

Teacher interns are viewed as associate members of the faculty with emphasis placed on their role as teachers whenever possible; however, they are not legal employees of a system and are subject to some restrictions. Teacher interns **should not assign grades**. This does not mean that teacher interns should not work with the mentor teachers in assigning grades or that they should not construct, administer and grade tests. It does mean that the mentor teacher ultimately is responsible for the reported grades. In addition, for the protection of the teacher interns and the school system, teacher interns **must not administer physical punishment**.

Although teacher interns should contribute to the school in every way possible, they **cannot be used as substitute teachers and should not be used as assistant teachers. They should not represent the school in any official capacity.**

### **Evaluation of the Teacher Intern**

The evaluation of the teacher intern should be a continuous process. Through the use of self-evaluation and planned conferences with the university supervisor and cooperating teacher, the teacher candidates should make periodic checks on their own progress.

The university supervisor as the representative of MUW has the ultimate responsibility for assigning the final grade for the teacher candidate. The student teaching grade is the most important grade that a prospective teacher can receive and must be carefully considered. Prior to reaching this decision, the university supervisor and the Phase I and Phase II cooperating teachers will have completed evaluation forms and will be consulted many times.

Letter grades are assigned. A letter grade of "C" or above for each phase is required for successful completion of student teaching and eligibility for licensure.

If health reasons, unforeseen circumstances, or lack of time to demonstrate all competencies interfere with successful completion of the student teaching experience within the time frame provided, an "Incomplete" may be granted with approval from the Coordinator of Field Experiences, the appropriate College Dean, and the Vice President for Academic Affairs.



## Withdrawal from Teacher Internship

If a student finds it necessary to withdraw from teacher internship, the withdrawal policy outlined in the MUW catalog must be followed. In addition, the mentor teacher, principal, university supervisor, and Coordinator of Field Experiences must be notified immediately.

## Removal from Teacher Internship

### Termination of a Placement

Teaching Performance Termination. Although rare, sometimes a teacher intern's lack of progress in assuming classroom responsibilities may cause school officials and/or university officials to seek termination of the teacher intern's internship. If a mentor teacher or principal believes a teacher intern is not performing appropriately in the assignment, the mentor teacher and/or principal must discuss the problems with the university supervisor and the teacher intern. If the university supervisor believes a teacher intern is not performing appropriately in the assignment, the university supervisor must discuss the situation with the mentor teacher, principal, and teacher intern. After the discussion (regardless of whether the public school personnel or the university personnel initiated the concern for lack of performance), the university supervisor, mentor teacher, and teacher intern will collaboratively write an improvement plan.

The improvement plan will be signed by the teacher intern to confirm agreement to work toward meeting the goals of the improvement plan. If the teacher intern refuses to sign the plan, then a statement will be written on the plan indicating that the teacher intern refused to sign the plan. Upon completion of all signatures on the improvement plan, the plan will be submitted to the Office of Field Experiences for review and placement in the teacher intern's file. If the teacher intern shows continuous improvement, the teacher intern will proceed with the experience at the assigned site with careful supervision.

If the mentor teacher, principal, or university supervisor continues to see no improvement in the teacher intern's performance within five (5) school days of the date of the intern's signature on the improvement plan, a decision for termination may be made. The mentor teacher, principal, and university supervisor will conference with the Coordinator of Field Experiences to notify the intern of termination. The Coordinator of Field Experiences will present the letter of termination to the teacher intern within three (3) school days of the conference with the university supervisor and mentor teacher. The letter of termination shall include the date of termination and goals of the improvement plan that were not met.

Other Reasons for Termination. Removal of a teacher intern from a school site for reasons other than lacking in performance may be required in rare or emergency situations. Removal of a teacher intern from a school site will be considered when any of the following situations occur:

1. Unprofessional or unethical behavior in the school setting.
2. Any evidence of a lack of sensitivity to multicultural situations by the teacher intern.
3. Excessive absenteeism, tardiness, and/or failure by the teacher candidate to comply with established rules and policies.
4. Two incidents of **no lesson plans**. The first time, in which there is no lesson plan, the teacher intern will be given a written warning; the second time lesson plans are not available may be cause for removal.
5. Inappropriate interpersonal skills with students, staff, faculty, and administrators.
6. Inappropriate attitude or hostility.
7. Breach of confidentiality concerning a student.

Within three (3) school days of receiving a complaint supported by appropriate documentation, the Coordinator of Field Experiences will convene a committee consisting of him/herself, mentor teacher, university supervisor, and teacher intern to review the documentation of evidence and a decision for termination or no termination will be made. The letter for decision of termination or no termination will be sent to the teacher intern within three (3) school days of the committee hearing.

**Immediate Termination.** A teacher intern may be terminated immediately if continuing the placement compromises the safety of public school students. Decisions for immediate termination should represent a consensus among the school principal or superintendent, the university supervisor, the mentor teacher, and the Coordinator of Field Experiences. A decision for immediate termination **cannot** be made unilaterally.

School personnel who believe their students are unsafe if the placement continues should contact either the university supervisor or the Coordinator of Field Experiences. A university supervisor who believes the students are unsafe should contact the Coordinator of Field Experiences. The Coordinator of Field Experiences will schedule a meeting as quickly as possible with all persons involved for the purpose of discussing appropriate solutions.

Decisions for immediate termination should not be made lightly. These decisions should be made only after other alternatives have been considered. These alternatives should include opportunities for the teacher intern to learn how to handle difficult or controversial situations that often arise in school settings.

**Administrative Removal.** Teacher interns removed from internship for cause will be administratively removed from the professional semester. The professional semester includes internship and the classroom management class. If a student is removed after the university's designated drop date, then the student must withdraw from internship and classroom management. Since this action is an administrative removal, the grades recorded for student teaching and classroom management will be a "W". **Note:** Teacher interns may lose all or part of tuition paid for the semester.

### **Appeals Procedure for the Teacher Intern**

**Action by the Teacher Intern.** A teacher intern appealing for readmission into the teaching internship will submit a typed letter to the Coordinator of Field Experiences requesting a meeting with the Teacher Internship Admissions Committee. In the written letter the teacher internship will justify his/her request and steps that have been taken to rectify the situation. Reasons for appeal may include, but are not limited to, the following situation:

**Readmission into the Teaching Internship** -- include in the documentation why he/she should be allowed to re-enroll and provide information about additional experiences that have been undertaken to help him/her remedy problems identified during the first teaching internship.

The letter will be forwarded to the Coordinator of Field Experiences, who will then convene the Teacher Intern Admissions/Appeals Committee. The Coordinator will send a letter to the teacher intern indicating the time and place of the meeting requesting that the candidate be prepared to explain the situation, provide documentation to verify remediation, and to answer questions by the Committee members.

Action of the Teacher Intern Admissions/Appeals Committee. The Committee can either accept or deny the teacher intern's appeal request. The teacher intern will be notified within five (5) school days of the Committee's decision.

**NOTE:** If the Committee accepts the teacher intern's appeal and permits the student to reenter teacher internship, the student will intern the next semester (not the semester in which the removal occurred).

## **Teacher Internship Seminars**

On-campus seminars are scheduled during the internship period. If desired, other seminars may be scheduled by the university supervisors or the Coordinator of Field Experiences. A final post-teaching seminar is held at the end of the internship.

## **Mississippi Teacher Licensure**

The teacher intern will be eligible for a Mississippi teacher's license on completion of all degree requirements and teacher education program requirements, to include a minimum grade of "C" on teacher internship during the professional semester. The student must demonstrate all competencies on the STAI.

The application process for Mississippi licensure will be explained during the post teacher internship seminar. Students desiring to apply in other states should contact the respective certification offices in those states and request applications.

## The Professional Portfolio

### What is a Professional Portfolio?

The Professional Portfolio is a collection of samples of teaching performance - not just what one believes, but artifacts and examples of what has actually been done. The collection can show the submitter's teaching readiness skills to prospective employers; it documents specific skills and abilities, provides means for reflection, and offers the opportunity to critique one's work. It is more than an enhanced resume and more than a scrapbook collection of lesson plans and photos of students.

The portfolio will center on the 10 INTASC standards and will show the teacher candidate's growth, decision-making skills, and demonstrated understanding of INTASC standards.

### Professional Portfolio Requirement

Each teacher education student will be required to present a Professional Portfolio during ED 302, the methods course, and during the Professional Semester. The portfolio concept and format are introduced in ED 300 Education as a Profession, and students are encouraged to save examples of work and experiences with learners throughout the teacher education program. The Portfolio then becomes a developmental process much like the teaching file which is strengthened each semester.

### Portfolio Assessment

- < When: Begin in ED 300, submit three times -- in ED 302, as part of the methods course, and at the end of student teaching.
- < Evaluator: Course instructor (ED 302 and methods) and university supervisor.
- < For What: Exit requirement from student teaching.
- < Formative and Summative
- < Evidence: Artifact that matches each INTASC Standard and a reflection on that artifact, in addition to statement of educational philosophy, etc.
- < Evaluated three times by a rubric created by the Teacher Education Faculty (TEF)
- < Materials: 3-ring binder or CD for an electronic portfolio

### Possible Inclusions

Cover/Title Page - nature of document (*Professional Portfolio*), for whom (*name*), and area(s) of licensure

Table of Contents - or indication of how reviewer can navigate the portfolio

Personal/Professional Profile - Resume, Photo, Transcript, Praxis Scores, Letters of Reference, Philosophy of Education - *brief statement of specific beliefs about nature of learners, teacher's role, learning strategies, assessment, classroom management, role of particular subject area; avoid the Aone size fits all@ statement that could belong to any member of the profession. One or two pages.*

Plans for Teaching

Classroom Management Plan (*created in ED 401*)

Learning Styles or Interest Inventory created

Sample lesson plan developed and taught

### Artifacts - INTASC Standards

Include an artifact for each of the 10 INTASC Standards. Write a one-page reflection for each artifact.

### Evaluating and Giving Feedback to Students

Tests you have constructed and evaluated  
Student scores before and after a unit has been taught

### Contact with Parents

Logs of phone calls/conferences  
Letters/notes

## **Mechanics of Presentation**

Form of Presentations: Loose-leaf 3-ring binders are chosen for collection and presentation of items because these allow for additions and deletions to meet specific purposes: securing a teaching position, documenting professional development, applying for national board certification.

Binder Type: Consider a 3-ring binder with a cover sleeve to present the portfolio identification. Binders with clear plastic on front, back, and spine are less likely to get soiled in handling.

Binder Color: Neutrals -- black, white, navy -- are generally viewed as more professional.

Binder Size: A 4" or 5" binder is probably adequate.

Index Tabs: Clear self-adhesive tabs which can be affixed to plastic sleeve or cardstock divider pages provide a professional look. Standard 8 1/2 x 11 tabbed divider pages are not large enough to extend beyond plastic page protectors.

Horizontal entries are more conveniently viewed if all are presented in same direction so the notebook does not have to be twisted and turned for viewing.

A teacher intern may choose to develop an electronic portfolio. If so, all required components should be present and clearly organized.

## Sample Professional Portfolio Reflection

### Artifact # 3

INTASC Standard number three states, “The teacher understands how students differ in their approaches to learning and creates instructional opportunities that challenge diverse learners.”

To provide an example of this standard, I have prepared a case study of a student in my field experience class that I observed while taking a course called the art and science of teaching. I personally tutored the child after school as well. The seventh grader I worked with had just moved to America and spoke Spanish as her native language. Though she could speak English fairly well, the student had trouble pronouncing and spelling new words. In my case study I analyzed the student’s academic, social, and emotional needs and then described in detail how I would meet those needs if she were in my classroom.

I chose this artifact to represent INTASC standard number three because my work with the bilingual student exemplified my understanding of her diverse needs. In my case study I discuss how the student used avoidance strategies when she could not think of the English word she was trying to say. I also explain how, in the beginning, her Spanish language interfered with learning English spelling words. However, after I tutored the 7<sup>th</sup> grader, she began to use her Spanish language to help her remember spellings. In my case study, I discuss the cultural shock that the student was experiencing and provide a plan for how I would promote gradual recovery within the student. By addressing the child’s academic, social, and emotional needs, her motivation and learning could increase. Therefore, to meet the student’s diverse needs, my case study suggests particular grouping strategies, learning style-focused activities, and meaningful, realistic assignments.

Overall, I feel my case study was thorough and professional in its analysis. However, I believe that the paper is weak in addressing the child’s social needs in an effective way. Though I suggest various grouping strategies, I feel more needs to be done to help the child adjust to American culture. Perhaps the school counselor could intervene so the child will feel supported by several people. I also feel the student benefited from our tutoring time; therefore, I would use this method in my own classroom as well. By completing the case study, I have gained a better understanding of how to meet the needs of diverse students.

### Artifact # 4

INTASC Standard number four states, “The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical and creative thinking, problem solving, and performance skills.”

To provide an example of this standard, I have completed an instructional portfolio on the topic of poetry for my course, the art and science of teaching in the spring of 2004. In my poetry unit, I have included lessons at each level of Bloom’s Taxonomy that includes higher-level thinking, technology, and flexible grouping. Each lesson also addresses multiple intelligences and learning styles.

I selected my instructional portfolio to reflect standard number four because it contains several strategies that promote a higher-level of student learning. For example, by addressing each of the multiple intelligences and learning styles, the needs of many students are met. Students are motivated, and their learning increases when they discover how successful they are when allowed to incorporate their individual intelligence or learning style into the lesson. By planning my lessons around Bloom’s Taxonomy, the products within each of my lessons encourage critical and creative thinking, especially at the synthesis and evaluation levels. The products of each lesson enable students to develop and improve their performance skills. Through flexible grouping and the use of technology, students are given various opportunities to increase their learning. In addition, students demonstrate advance problem solving skills by discussing higher-level thinking questions.

As a way to strengthen my poetry unit, I would incorporate more advanced technology into the lessons. For example, instead of having the students type up their presentation, I could have them create a power-point presentation. To strengthen the musical aspect of my lessons, I could have the students write a poem that they actually turn into a song and perform for the class. Overall the unit is very strong in

creatively incorporating the various multiple intelligences and learning styles. Through all the strategies presented, students can decide which method helps to increase their learning the most.

#### **Artifact # 7**

INTASC Standard number seven states, “The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.”

To give an example of this standard, I have provided a preliminary planning document for a unit on poetry that I compiled in a course in the spring of 2004 called the art and science of teaching. Through this document I exemplified how I planned to incorporate the State’s Curriculum Framework into my unit.

I also discussed my goal for the year in the subject area of English and, specifically, my goal for my poetry unit. Plus, I developed “fat questions” about my topic and described how I would relate my unit to the student’s lives and interests.

I chose this planning document to represent standard number seven because it clearly reflects my ability to plan instruction based on the needs and requirements of my surroundings. For example, I demonstrated an understanding of English and poetry by stating my goals for the year and for my unit. My knowledge of the subject matter was also evident in the “fat questions” I developed. By relating my unit to the lives of my students, I exemplified my understanding of the students and their community. Lastly, I displayed my comprehension of planning curriculum goals by creating goals of my own that were directly related to the State’s Curriculum Framework. By having a good understanding of the subject matter, students, community, and curriculum goals, I can create a unit that promotes and increases student learning.

There are a few things I would change within my planning document to make it stronger. For example, I do not believe my unit goal is narrow enough. I want to incorporate so much more than is stated. The “fat questions” also need further development to insure that the class discussion will remain active. However, I am pleased with my method for relating the unit to the lives and interests of my students. Overall, this document was successful in leading me in the right direction to create an effective curriculum unit.

#### **Article # 8**

INTASC standard number eight states, “The teacher understands and uses formal and informal assessment strategies to evaluate and insure the continuous intellectual, physical, psychological, social, moral, and personal development of the learner.”

To provide an example of this standard, I have included a formative assessment that I wrote in the spring of 2004 for my class called the art and science of teaching. To demonstrate my ability to use formative assessment, I analyzed the test results of an exam taken by the students in my field placement classroom. Through my analyses, I determined which students needed enrichment and which ones needed remediation. Then I described the kinds of activities I would provide to the students who excelled on the exam, those who had some errors, and those who failed to understand the concepts being tested.

I chose the formative assessment to represent standard number eight because it shows my understanding and use of formal and informal assessment to increase student learning and development. For example, to remediate the group of students who had some errors on their test, I split them into groups so they could discuss the correct answers to the questions they answered incorrectly. To represent formal assessment, the students had to write a paragraph exemplifying the writing term they answered incorrectly. For the low level group, I provided examples of the writing terms and then asked the group to do a role play that exemplified the term. This method of assessment was informal and allowed the students to socially interact with each other while learning. The low level students were also allowed to maintain their dignity by entertaining the class with the role play. Through these assessment strategies, the students’ intellectual, physical, psychological, social, moral, and personal development increased. As a weakness, I feel my formative assessment is a bit confusing in its description of the low level errors.

To make this section clearer, I am going to provide a copy of the test I analyzed. However, I am pleased with the paper’s depth of the enrichment and remediation activities. Through these activities, I believe student learning will increase.

# APPENDIX

# Notes

**Teacher Intern Candidate  
Portfolio Assessment Checklist**

\_\_\_\_\_  
Name of Student

**ED 302 Assessment**

- \_\_\_\_\_ Candidate has included 4 artifacts.
- \_\_\_\_\_ Each artifact has addressed a different INTASC standard.
- \_\_\_\_\_ Each artifact and standard is described, including the semester and course when the artifact was completed.
- \_\_\_\_\_ Each artifact is analyzed.
- \_\_\_\_\_ Candidate had reflected on each artifact.

\_\_\_\_\_  
Name of Instructor

Date: \_\_\_\_\_

\*\*\*\*\*

**Methods Course Assessment**

- \_\_\_\_\_ Candidate has included 6 artifacts (to include the previous 4 artifacts).
- \_\_\_\_\_ Each artifact has addressed a different INTASC standard.
- \_\_\_\_\_ Each artifact and standard is described, including the semester and course when the artifact was completed.
- \_\_\_\_\_ Each artifact is analyzed.
- \_\_\_\_\_ Candidate had reflected on each artifact.

\_\_\_\_\_  
Name of Instructor

Date: \_\_\_\_\_

**Assessment by University Supervisor**

\_\_\_\_\_ Candidate has included 10 artifacts (to include the 6 previous artifacts).

\_\_\_\_\_ Each artifact has addressed a different INTASC standard.

\_\_\_\_\_ Each artifact and standard is described, including the semester and course when the artifact was completed.

\_\_\_\_\_ Each artifact is analyzed.

\_\_\_\_\_ Candidate had reflected on each artifact.

\_\_\_\_\_  
Name of Instructor

Date: \_\_\_\_\_

**ACTIVITY RECORD (Completed Activities)**

Student Teacher \_\_\_\_\_

School \_\_\_\_\_

Subject/Grade Level \_\_\_\_\_

University Supervisor \_\_\_\_\_

Directions: Side 1 (front)

This record will be kept daily. It includes all activities during the school day. Information on this side will be summarized on the Time Summary Sheet.

WEEK OF \_\_\_\_\_

(inclusive dates)

Time	Subj.	Monday's Activities

Time	Subj.	Tuesday's Activities

Time	Subj.	Wednesday's Activities

Time	Subj.	Thursday's Activities

Time	Subj.	Friday's Activities

**ACTIVITY RECORD (Planned Activities)**

Student Teacher \_\_\_\_\_

Directions: Side 2 (back)

This record represents the activities for the upcoming week. A conference should be held with the mentor teacher in sufficient time to determine the teacher intern's activities. **The university supervisor will use this information in planning observation visits.**

**IMPORTANT:** This form must be to the university supervisor by 8:00 a.m. on Monday morning. It may be e-mailed or hand delivered.

WEEK OF \_\_\_\_\_  
(inclusive dates)

Time	Subj.	Monday's Activities

Time	Subj.	Tuesday's Activities

Time	Subj.	Wednesday's Activities

Time	Subj.	Thursday's Activities

Time	Subj.	Friday's Activities

**TIME SUMMARY** (in hours)

Teacher Intern's Signature \_\_\_\_\_ Semester & Year \_\_\_\_\_

University Supervisor's Signature \_\_\_\_\_

<b>GENERAL</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Conferences (CT, US, etc.)															
Faculty/Department Meetings, etc.															
Observations (CT, other)															
Professional Meetings															
Visiting with Parents, PTA/PTO, etc.															
Planning (at school)															
Planning (away from school)															
Other															
<b>Weekly Total</b>															

**Total General**

<b>ASSISTING DUTIES</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Bulletin Boards (teacher made)															
Opening/Clerical activities															
Duty Posts (lunch, hall, playground)															
Special Projects/Programs															
Evaluation (constructing/grading)															
Other															
<b>Weekly Total</b>															

**Total Assisting**

<b>ACTUAL TEACHING DUTIES</b>		1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Bulletin Boards (directing students)																
Projects/Programs (directing students)																
Evaluation (administering/discussing)																
Tutoring/Individualized Instruction																
Field Trips																
<b>Content Area Instruction:</b>																
<i>Elementary</i>	<i>Secondary (specific)</i>															
Arithmetic																
Art																
Handwriting																
Language																
Music																
Phys. Ed.																
Reading																
Science																
Social Studies																
Spelling																
<b>Weekly Total</b>																

**Total Actual Teaching**(should be at least 200 hours)

GRAND TOTAL TIME STUDENT TEACHING –

# Notes

**University Supervisor Observation Record**

Teacher Intern \_\_\_\_\_

University Supervisor \_\_\_\_\_ Semester \_\_\_\_\_ 20\_\_\_\_\_

\*\*\*\*\*

Date: \_\_\_\_\_ Observation: Time \_\_\_\_ to \_\_\_\_ Visit only (No Observation) \_\_\_\_\_

Subjects: \_\_\_\_\_

Conference with Teacher Intern: Yes No Conference with Mentor Teacher: Yes No

Comments: \_\_\_\_\_

\_\_\_\_\_

\*\*\*\*\*

Date: \_\_\_\_\_ Observation: Time \_\_\_\_ to \_\_\_\_ Visit only (No Observation) \_\_\_\_\_

Subjects: \_\_\_\_\_

Conference with Teacher Intern: Yes No Conference with Mentor Teacher: Yes No

Comments: \_\_\_\_\_

\_\_\_\_\_

\*\*\*\*\*

Date: \_\_\_\_\_ Observation: Time \_\_\_\_ to \_\_\_\_ Visit only (No Observation) \_\_\_\_\_

Subjects: \_\_\_\_\_

Conference with Teacher Intern: Yes No Conference with Mentor Teacher: Yes No

Comments: \_\_\_\_\_

\_\_\_\_\_

\*\*\*\*\*

Date: \_\_\_\_\_ Observation: Time \_\_\_\_ to \_\_\_\_ Visit only (No Observation) \_\_\_\_\_

Subjects: \_\_\_\_\_

Conference with Teacher Intern: Yes No Conference with Mentor Teacher: Yes No

Comments: \_\_\_\_\_

\_\_\_\_\_

\*\*\*\*\*

Date: \_\_\_\_\_ Observation: Time \_\_\_\_ to \_\_\_\_ Visit only (No Observation) \_\_\_\_\_

Subjects: \_\_\_\_\_

Conference with Teacher Intern: Yes No Conference with Mentor Teacher: Yes No

Comments: \_\_\_\_\_

\_\_\_\_\_

\*\*\*\*\*

(Continued on back)

Date: \_\_\_\_\_ Observation: Time \_\_\_\_ to \_\_\_\_ Visit only (No Observation) \_\_\_\_\_

Subjects: \_\_\_\_\_

Conference with Teacher Intern: Yes No Conference with Mentor Teacher: Yes No

Comments: \_\_\_\_\_

\*\*\*\*\*

Date: \_\_\_\_\_ Observation: Time \_\_\_\_ to \_\_\_\_ Visit only (No Observation) \_\_\_\_\_

Subjects: \_\_\_\_\_

Conference with Teacher Intern: Yes No Conference with Mentor Teacher: Yes No

Comments: \_\_\_\_\_

\*\*\*\*\*

Date: \_\_\_\_\_ Observation: Time \_\_\_\_ to \_\_\_\_ Visit only (No Observation) \_\_\_\_\_

Subjects: \_\_\_\_\_

Conference with Teacher Intern: Yes No Conference with Mentor Teacher: Yes No

Comments: \_\_\_\_\_

\*\*\*\*\*

Date: \_\_\_\_\_ Observation: Time \_\_\_\_ to \_\_\_\_ Visit only (No Observation) \_\_\_\_\_

Subjects: \_\_\_\_\_

Conference with Teacher Intern: Yes No Conference with Mentor Teacher: Yes No

Comments: \_\_\_\_\_

\*\*\*\*\*

Date: \_\_\_\_\_ Observation: Time \_\_\_\_ to \_\_\_\_ Visit only (No Observation) \_\_\_\_\_

Subjects: \_\_\_\_\_

Conference with Teacher Intern: Yes No Conference with Mentor Teacher: Yes No

Comments: \_\_\_\_\_

\*\*\*\*\*

Date: \_\_\_\_\_ Observation: Time \_\_\_\_ to \_\_\_\_ Visit only (No Observation) \_\_\_\_\_

Subjects: \_\_\_\_\_

Conference with Teacher Intern: Yes No Conference with Mentor Teacher: Yes No

Comments: \_\_\_\_\_

\*\*\*\*\*

THIS FORM IS TURNED IN DURING THE POST TEACHING SEMINAR.

\_\_\_\_\_  
University Supervisor's Signature

**Mississippi University for Women  
Teacher Intern Request to Be Absent Form  
(May be duplicated as needed)**

Teacher Interns are expected to be performing their assigned responsibilities at all times except in the case of personal illness or extreme emergency circumstances. For other situations when there is strong, justifiable cause for requesting a scheduled absence, this form must be completed by the teacher intern and submitted to the mentor teacher and university supervisor at least 5 days prior to the projected absence. Makeup work may be required. (See absence policies during student teaching.)

**Teacher Intern's Name:** \_\_\_\_\_

**Time which you are requesting to be absent from your student teaching assignment:**

\_\_\_\_\_  
Month            Day            Hour            to            Month            Day            Hour

**Reason for Absence:** If you are going for a job interview, supply the following information:

Name of administration asking you to come: \_\_\_\_\_

Name of school where you are interviewing: \_\_\_\_\_

Address of school: \_\_\_\_\_

Telephone number of school: \_\_\_\_\_

If you are not going for a job interview, what is the reason for your absence?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Teacher Intern's Signature Date

\_\_\_\_\_  
Mentor Teacher's Approval Date

\_\_\_\_\_  
University Supervisor's Approval Date

\_\_\_\_\_  
Field Experiences Coordinator's Approval Date

**For additional comments, use the back of this form.**



# Quality Assurance Policy/Warranty Agreement for Beginning Teachers

## Mississippi University for Women

According to IHL policy 506.01, each public institution of higher learning offering Teacher Education programs will ensure that its graduates

1. have sufficient subject matter knowledge in all areas included on their teaching certificate;
2. can demonstrate success in bringing students from diverse cultural, ethnic, international, and socio-economic groups to high levels of learning;
3. are able to use telecommunication conducive to learning;
4. can maintain an environment conducive to learning.

Within the **first two years** after graduation, **Mississippi University for Women** will provide additional training to any graduate who is teaching in-field and at a grade level included on the certificate and is judged by the employing Mississippi school district and the university school district liaison to need additional training to be effective in helping students make satisfactory progress.

**Additional training will be provided at no cost to the teacher or to the school district.** This training will consist of an individualized plan with specified learning outcomes agreed upon between the school district and the university.

Before remediation is requested by the school district, there must be at least two formal assessments, documentation of professional development provided by the school, a copy of the professional improvement plan, and a written explanation of the principal's rationale for referring the teacher to the university.

The Quality Assurance Policy does not apply in situations where the teacher has been given an unreasonable number of assignments, an out-of-field assignment, an excessive number of students, or when other contextual arrangements exist which conflict with the idea of minimal and necessary support for beginning teachers.

This policy is effective with the 2002 education graduates.

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I acknowledge that I have been briefed on the Quality Assurance Policy and understand its provision.

---

Teacher Candidate's Printed Name

---

Date

---

Teacher Candidate's Signature



## **Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

The Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers, crafted model standards for licensing new teachers. Developed by representatives of the teaching profession along with personnel from 17 state education agencies, these standards represent a common core of teaching knowledge and skills that will help all students acquire 21<sup>st</sup> century knowledge and skills. The standards were developed to be compatible with the advanced certification standards of the National Board for Professional Teaching Standards.

This document addresses the knowledge, dispositions, and performances (skills) deemed essential for all teachers regardless of their specialty area.

### **STANDARDS**

**Principle #1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

#### **Knowledge**

1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
2. The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
3. The teacher can relate his/her disciplinary knowledge to other subject areas.

#### **Dispositions**

1. The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
2. The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
3. The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
4. The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

#### **Performances**

1. The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
2. The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.
3. The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
4. The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
5. The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
6. The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

**Principle #2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

**Knowledge**

1. The teacher understands how learning occurs -- how students construct knowledge, acquire skills, and develop habits of mind -- and knows how to use instructional strategies that promote student learning.
2. The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.
3. The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

**Dispositions**

1. The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
2. The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

**Performances**

1. The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
2. The teacher stimulates student reflection on prior knowledge and links new ideas to already active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
3. The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

**Principle #3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Knowledge**

1. The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps students' strengths as the basis for growth.
2. The teacher knows about areas of exceptionality in learning -- including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
3. The teacher knows about the process of second language acquisitions and about strategies to support the learning of students who first language is not English.
4. The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

5. The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

### **Dispositions**

1. The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
2. The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence." The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
3. The teacher is sensitive to community and cultural norms.
4. The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

### **Performances**

1. The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
2. The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
3. The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, and communication and response modes) for individual students who have particular learning differences or needs.
5. The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. Drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
6. The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
7. The teacher creates a learning community in which individual differences are respected.

**Principle #4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

### **Knowledge**

1. The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, intervention, memorization and recall) and how these processes can be stimulated.
2. The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).
3. The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

### **Dispositions**

1. The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

2. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

### **Performances**

1. The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).
2. The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.
3. The teacher constantly monitors and adjusts strategies in response to learner feedback.
4. The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, and audience) in relation to the content and purposes of instruction and the needs of students.
5. The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

**Principle #5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

### **Knowledge**

1. The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
2. The teacher understands how social groups function and influence people, and how people influence groups.
3. The teacher knows how to help people work productively and cooperatively with each other in complex social settings.
4. The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperating, and purposeful learning in the classroom.
5. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

### **Dispositions**

1. The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.
2. The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
3. The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
4. The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.
5. The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

### **Performances**

1. The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
2. The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
3. The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
4. The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
5. The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
6. The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
7. The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

**Principle #6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

### **Knowledge**

1. The teacher understands communication theory, language development, and the role of language in learning.
2. The teacher understands how cultural and gender differences can affect communication in the classroom.
3. The teacher recognizes the importance of nonverbal as well as verbal communication.
4. The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

### **Dispositions**

1. The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
2. The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
3. The teacher is a thoughtful and responsive listener.
4. The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

### **Performances**

1. The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).
2. The teacher supports and expands learner expression speaking, writing, and other media.
3. The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas

- and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
4. The teacher communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).
  5. The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

**Principle #7:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

### **Knowledge**

1. The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
2. The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.
3. The teacher knows when and how to adjust plans based on student responses and other contingencies.

### **Dispositions**

1. The teacher values both long term and short term planning.
2. The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
3. The teacher values planning as a collegial activity.

### **Performances**

1. As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
2. The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.
3. The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
4. The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.
5. The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

**Principle #8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

### **Knowledge**

1. The teacher understands the characteristics, uses, advantages, and limitations of different types of assessment (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how

students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

2. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
3. The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

### **Dispositions**

1. The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
2. The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

### **Performances**

1. The teacher appropriate uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.
2. The teacher solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
3. The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
4. The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
5. The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.
6. The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

**Principle #9:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

### **Knowledge**

1. The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
2. The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, and professional development activities).

### **Dispositions**

1. The teacher values critical thinking and self-directed learning as habits of mind.
2. The teacher is committed to reflection, assessment, and learning as an ongoing process.
3. The teacher is willing to give and receive help.

4. The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
5. The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

### **Performances**

1. The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
2. The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
3. The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

**Principle #10:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

### **Knowledge**

1. The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.
2. The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.
3. The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

### **Dispositions**

1. The teacher values and appreciates the importance of all aspects of a child's experience.
2. The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
3. The teacher is willing to consult with other adults regarding the education and well-being of his/her students.
4. The teacher respects the privacy of students and confidentiality of information.
5. The teacher is willing to work with other professionals to improve the overall learning environment for students.

### **Performances**

1. The teacher participates in collegial activities designed to make the entire school a productive learning environment.
2. The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.
3. The teacher can identify and use community resources to foster student learning.
4. The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.
5. The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.
6. The teacher acts as an advocate for students.