

# Learning for Tomorrow Teaching for Today

School/University Collaboration

## Secondary Education Field Guide

Initial Field Experience

Boise State University

College of Education

Spring 2009

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## PROGRAM OVERVIEW (GOALS)

<p>Introduction</p>	<p>The Teacher Education Programs at Boise State are designed to promote the continual development of teachers with an emphasis on increasing student learning. Working and practicing in classrooms is recognized as a significant part of the total preparation for teaching and includes directed observation, interaction with students, and teaching. The programs provide candidates with in-depth experiences, which include exposure to all grade levels (K-12), student shadowing, school culture, traditional classroom teaching, as well as the opportunity to work with a diverse student population. Application of knowledge from courses in classroom situations is basic in the preparation of teachers. Classroom experience is the link between formal preparation and full-time, independent teaching. Guided reflection of classroom experiences from a variety of perspectives fosters the self-analysis and evaluation skills essential for continued professional development.</p> <p>This handbook presents the organization for the Block I internship, describes the expectations and assessment procedures, outlines the procedural steps in the process, and identifies key personnel and their responsibilities.</p>
<p>The Mission</p>	<p>The mission of the College of Education at Boise State University is to prepare professionals using models that incorporate integrated teaching and learning practices to ensure high levels of knowledge and skill, commitment to democratic values, and the ability to work with a diverse population. As part of the only metropolitan institution in Idaho, the College of Education provides a collegial environment that supports a wide range of research and scholarly activity intended to advance knowledge and translate knowledge into improved practice at the local, national, and international levels. The College promotes the healthy development of society through outreach, partnership, and technical assistance activities that focus on organizational renewal. It advances the healthy development of individuals through a commitment to lifelong learning, wellness, personal excellence, and respect for individuals.</p>
<p>The Vision</p>	<p>The College of Education will be a leader in integrated teaching and learning, the advancement of knowledge through research and scholarship, and the preparation of professionals who provide exemplary educational and related services to improve the lives of individuals in a changing and complex global society.</p>
<p>Conceptual Framework: The Professional Educator</p>	<p>Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.</p>
<p>Idaho Core Teaching Standards</p>	<p>The foundation of the Teacher Education program is Idaho’s Core Teaching Standards that describe the expectations for initial preparation of teachers and are based on national standards for the preparation of teachers. We adhere to these standards in the design and delivery of pre-service teacher education programs that will prepare highly effective teachers.</p> <p>The assessment of student performance and program effectiveness is based on these principles. The Idaho Core Teaching Standards and their associated indicators of accomplishment are:</p>

	<p>Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students.</p> <p>Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social and personal development.</p> <p>Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.</p> <p>Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p>Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>Standard 6: Communication Skills - The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>Standard 7: Instructional Planning Skills - The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>Standard 8: Assessment of Student Learning - The teacher understands, uses and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.</p> <p>Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mentoring of the art and science of teaching.</p> <p>Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.</p>
Field Experience Goals	<p>Teacher education field experiences prepare candidates:</p> <ul style="list-style-type: none"> <li>❖ to enter learning communities rather than isolated classrooms.</li> <li>❖ for the full range of a teacher's responsibility.</li> <li>❖ to teach everyone's children and not just children like themselves.</li> <li>❖ to advance the skills and knowledge of each student in the classroom.</li> </ul>

## EXPECTATIONS

Interns	<p>Teachers must develop skills in working with students from a variety of different backgrounds and abilities. Every teacher regardless of grade level or content area is expected to teach students from different ethnic, racial, gender, socioeconomic, language, and religious groups.</p>
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	<p>The Internship is co-requisite with ED-CIFS 302/538 (Learning and Instruction) and ED-SPED 350/550 (Teaching Students with Exceptional Needs). During this experience interns will have the opportunity to work closely with students who are from different ethnic, racial, gender, socioeconomic, language, or religious groups. Interns will be under the direction of either a mentor teacher or an ELL coordinator in the school where they are assigned. Those interns assigned to a mentor teacher will work with students in the mentor teacher’s classroom. Those assigned to an ELL coordinator may be assigned to work with a variety of different students in various settings and content areas within the school. In either case, interns are to work with students needing additional assistance due to extenuating learning challenges.</p> <p>Interns are to:</p> <ol style="list-style-type: none"> <li>1. perform in a professional manner, make a positive impact on faculty and students, be prompt and dependable, and demonstrate the qualities of a professional teacher.</li> <li>2. demonstrate professionalism through attitude, behavior and dress. This means being aware of each school's dress code for faculty.</li> <li>3. read the information that has been provided (handbooks, schedules, etc.). Become familiar with the policies and procedures of the school.</li> <li>4. check in at the main office each time they visit a school. Each school should arrange for appropriate identification.</li> <li>5. always be prepared. Demonstrate a high degree of thorough, organized, consistent planning. The mentor teacher’s existing curriculum and management plans will guide interns. Our purpose is to support teachers' work, not further complicate their lives.</li> <li>6. create a positive experience for themselves, your students, and mentor teacher.</li> <li>7. work at least 50 hours <u>evenly distributed</u> throughout the semester. Time should be used working directly with students in tutoring situations. <b>A Verification Log (found in the back of the handbook) should be maintained and submitted to the ED-CIFS 302/538 instructor at the end of the semester.</b> Time spent as a paid substitute, even for the mentor teacher, may not be counted in the total hours. Circumstances that prevent interns from fulfilling the internship need to be immediately brought to the attention of their ED-CIFS 302/538 instructor in advance of the absence (except in emergency situations).</li> <li>8. complete activities and experiences related to the internship as assigned by the 302/538 instructor.</li> </ol> <p>At the beginning of the internship, specific due dates need to be discussed and a schedule that works with the plans of the mentor teacher/coordinator needs to be finalized. Any issues that would prevent the interns from completing assignments need to be discussed with their ED-CIFS 302/538 instructor.</p> <p>Interns should be aware of issues of professional liability. For example, they should never meet with an individual student in a closed room. Interns may never give rides to students. Interns must be careful to avoid situations in which they may be accused of improper or unprofessional conduct. This is an issue that affects the individual intern, the host school, the district, and Boise State University.</p>
Suggested Activities	<p>Some suggested activities for the experience MAY include but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Tutoring one-on-one</li> <li>2. Testing</li> <li>3. Listening to students read</li> </ol>

	<ol style="list-style-type: none"> <li>4. Speaking to student informally</li> <li>5. Grading papers</li> <li>6. Shadow teaching</li> <li>7. Assisting on the computer</li> <li>8. Working with small groups</li> </ol>
<b>Mentors</b>	<p>Interns have a wide range of experiences, talents, and interests. However, they are not yet teachers. Mentors/coordinators should always feel free to make decisions about the most appropriate role for an individual intern working in their classroom/school. Following are some suggestions that may give mentor teachers/coordinators and interns ideas for working together effectively. Mentor teachers should remain in the classroom while the intern is there to provide direction, modeling, and feedback.</p> <ol style="list-style-type: none"> <li>1. Interns are ideal for working with students who need special attention. These may be students who are having difficulty accomplishing required tasks or students who need enrichment opportunities.</li> <li>2. The mentor teacher should provide the intern with detailed lesson plans in advance of any teaching.</li> <li>3. Become familiar with the knowledge, skills, and dispositions expected of students in this phase of their education.</li> <li>4. Help interns feel welcome and inform students about the role of the interns.</li> <li>5. Model good teaching and communication with students as an example for interns.</li> <li>6. When time permits, talk to interns about teaching practices and student needs.</li> <li>7. Have high expectations for professionalism for interns: <ul style="list-style-type: none"> <li>❖ Appropriate dress</li> <li>❖ Consistency with planned schedule of work</li> <li>❖ Punctuality</li> <li>❖ Appropriate behavior with students</li> <li>❖ Positive with and encouraging of students</li> <li>❖ Flexibility</li> <li>❖ Ability to maintain confidentiality</li> </ul> </li> </ol>
<b>University Liaison</b>	<p>Interns assigned to a partner school will be supervised by a university liaison. This individual is a Boise State University College of Education faculty or an adjunct faculty member who represents the College of Education and maintains a relationship with a designated partner school to facilitate the goals of the partnership. The university liaison serves as the contact person for the college when issues arise regarding interns in their field experiences. The responsibilities of the University Liaison are as follows:</p> <ol style="list-style-type: none"> <li>1. Supervise the interns assigned to the partner school.</li> <li>2. Participate in professional development opportunities designed to facilitate or improve the partnership relationship.</li> <li>3. Contribute to P-12 student achievement in ways that are mutually agreed upon by teachers and principals in the partner school.</li> <li>4. Meet with intern and mentor teacher to outline team member responsibilities and pedagogical objectives for internship.</li> <li>5. Discuss frequency and type of feedback you will give the intern.</li> <li>6. Provide feedback to intern on task completion and professionalism.</li> <li>7. Check to see if intern is coaching in one-on-one and small group situations and receiving feedback. Discuss any support necessary with the mentor teacher.</li> <li>8. Complete intern evaluation and assign grade for field experience.</li> </ol>
<b>ELL</b>	<p>Interns assigned to a school to work within the ELL program will be supervised by the school's ELL coordinator.</p>

Coordinators/ Supervisors	<ol style="list-style-type: none"> <li>1. Meet with intern to outline responsibilities and pedagogical objectives for internship.</li> <li>2. Meet with participating teachers to outline purpose and goals of the internship.</li> <li>3. Discuss frequency and type of feedback you will give the intern.</li> <li>4. Provide feedback to intern on task completion and professionalism.</li> <li>5. Communicate to the BSU Director of Teacher Education any difficulties needing attention.</li> <li>6. Complete intern evaluation and the Technical Disposition Assessment.</li> </ol>
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## POLICIES

Changes in Assignment	If changes of assignment schedules are necessary even on a temporary basis, the Director of Teacher Education should be notified in advance of the change.
Liability Insurance	Interns are covered by liability insurance during the Professional Year: Idaho Code Section 33-1201 states, "A student while serving as a practice teacher under the supervision of a certificated teacher, shall be accorded the same liability insurance coverage by the school district being served as that accorded a certificated teacher in the same district, and shall comply with all rules and regulations of the school district or public institution while acting as such practice teacher."

## ASSESSMENT

Final Grade	The responsibility for grading and recording of grades rests with the ED-CIFS 302/538 instructor. A grade of Pass/Fail is given and recorded in the registrar's office upon completion of the experience.
Withdrawal from the Block I Internship	Interns may withdraw from the Block I Internship in accordance with standard university policies and procedures (check current BSU bulletin). If an intern decides to withdraw from the experience, the mentor teacher, principal, and the university supervisor should be notified as soon as possible.

**BLOCK I:** The Verification Log should be kept current and submitted to the instructor of ED-CIFS 302/538 before the end of the semester.

## ED-CIFS 301/560 Verification Log

Intern's Name: \_\_\_\_\_

ED-CIFS 302/538 Instructor: \_\_\_\_\_

Visit	Date	Time In	Time Out	Total Time	Cumulative Hours	Student Identification	Grade Level	Nationality Ethnicity	Exceptionality	Home Language	Mentor/Coordinator Signature
1											
2											
3											
4											
5											
6											
7											
8											
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I certify all hours listed above have been school contact time or approved preparation activities on dates and location identified. Candidate's signature \_\_\_\_\_