
Secondary Teacher Education

Handbook and Policy Manual

“When only the best will do.”

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Division of Education
Lewis-Clark State College
Lewiston, Idaho 83501

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Introduction

This Handbook has been prepared by the Secondary Education Instructional Team in the Division of Education at Lewis-Clark State College as a guide to the Secondary Teacher Education Program and Professional Internship Semesters. The Handbook is divided into five parts – Section 1: The Secondary Teacher Education Program; Section 2: Internship; Section 3: Other Activities During Internship; and Section 4: Reference; Section 5: Frequently Used Forms; and Section 6: Teacher Education Program Standards. The first section describes the program options for obtaining secondary teaching certification and endorsements. The second section describes the internships and includes the expectations and responsibilities of everyone involved in the internship experiences. The third section provides information on the exam, portfolio, and exit interview associated with Internship II. The fourth section contains additional information of potential interest to the intern and the on-site teacher educator (OSTE). The fifth section contains forms associated with the program and the sixth section contains the principles and standards on which the Teacher Education Program is based. The Handbook is subject to ongoing revision.

Important components of the Conceptual Framework for the Secondary Teacher Education Program include the program goal and principles. The goal of the Secondary Teacher Education Program is to *prepare caring professionals who teach for understanding in communities of learning*. The seven program principles include:

- Dedicated Professional
- Knowledgeable Professional
- Content Specialist
- Educational Designer
- Educational Facilitator
- Educational Evaluator
- Reflective Professional

The Secondary Teacher Education Program attempts to prepare teacher candidates to meet the program principles and requires teacher candidates to demonstrate through product and performance attainment of standards associated with these principles. Candidates who fail at any time or during any phase to make satisfactory progress in achieving program expectations, requirements, and standards may be asked to withdraw by the Secondary Instructional Team.

Requirements and content in this handbook are subject to change at the discretion of the Secondary Instructional Team.

SECTION 1 - THE SECONDARY TEACHER EDUCATION PROGRAM

Secondary Teaching Certificate and Endorsements

A teaching certificate is a license that permits an individual to teach public school at specific grade levels. Secondary certificates issued in Idaho allow individuals to teach grades 6-12. Multiple grade level certificates (K-12) are available for certain subjects like Art, Foreign Language, Music, Physical Education, and Reading. A teaching endorsement is added to a license to allow an individual to teach a specific subject or group of subjects such as History, Natural Sciences, or English As A Second Language. LCSC undergraduates may select from courses of study that lead to secondary teaching (grades 6-12) certification include the following major teaching fields.

English

Kinesiology: Physical Education K-12 and Health 6-12

Mathematics

Natural Sciences

Social Sciences

Given a teaching major, candidates may also pursue endorsements in a variety of teaching minors. College majors and minors differ from teaching majors and minors. College majors are based upon completion of specific course work required by an academic department in order to obtain a bachelor's degree. These courses are listed in the LCSC college catalog. Teaching majors and minors are determined by the Idaho State Department of Education. It is the teacher candidate's responsibility to make sure that in completing the college requirements for a major and/or minor, the candidate also completes the courses required for teacher certification by the State Department of Education. The State Department of Education requires completion of a minimum of thirty semester credits of specified content area course work for a teaching major, twenty semester credits of specified content area course work for a teaching minor, or forty-five semester credits of specified content area course work in a single comprehensive teaching field.

Students are held to the graduation requirements of the catalog under which they are admitted to the college. Candidates seeking teacher certification are held to the requirements for teacher education in effect at the time they are admitted to the Secondary Teacher Education Program. Careful advising is important since these requirements change through new state legislation or State Department of Education policy changes. Meeting regularly with a teacher education advisor will help assure that the teacher candidate meets all requirements for gaining teacher certification.

Three Program Options

The Secondary Teacher Education Program has three options to meet the differing needs of teacher candidates. Option 1 is specific to undergraduates attending LCSC. Option 2 relates to those teacher candidates who currently hold a baccalaureate degree in a content area and who are available to attend classes on the LCSC campus for most of the two-semester required internship program. Option 3 is for those who are unable to attend classes on campus but instead complete course work full or part time using distance learning technology. These individuals would most likely complete their internships at distant sites near their homes. All three options include course work organized into three phases: Phase I - Pre-Professional; Phase II – Professional Internship I; and Phase III – Professional Internship II.

The Undergraduate Option

Individuals in this option complete the requirements for secondary teacher certification and endorsement as part of their program of studies leading to a bachelor's degree in a content area.

Phase I Pre-Professional Course Work

General Education Core Requirements

Follow the general education core requirements for the bachelor's degree program in the content area and include:

PSYC 205 - Developmental Psychology 3 credits

Major Area Course Requirements.

The Secondary Teacher Education Program must be combined with an approved bachelor's degree in one of the following areas:

English
Kinesiology: Physical Education K-12 and Health 6-12
Mathematics
Natural Sciences
Social Sciences

Pre-Professional Foundations (18 credits)

ED/PSYC 318 Assessment of Learning, SE 322 Inclusion Strategies, and RE 422 Reading in the Content Area require grades no lower than "B-."

ED 214 - Principles of Education OR	
ED 310 – Professional Foundations of Education	3 credits
ANTH 311 - Culture and Education*	3 credits
ED/PSYC 318 - Assessment of Learning	3 credits
SE 322 - Inclusion Strategies*	3 credits
RE 422 – Reading in the Content Area	3 credits

Plus one of the following:

HLTH 215 - Health Science	3 credits
HLTH 272 - Fitness & Wellness	3 credits

*Kinesiology/Health majors will enroll in KIN 420 Social-Cultural Aspects of Sports and KIN 467 Physical Activities/Recreation for Individuals With Special Needs, both 3 credits.

Some upper division (300 and 400 level only) Pre-Professional courses may be completed during Internship I.

Phase II: Professional Internship I

No grade lower than a “B-“ will be accepted in the follow courses.

Foundations and Strategies

Registration into the following courses requires prior admission to the Secondary Teacher Education Program. Application should be made by the first day of class the semester before the Phase II semester.

ED 427 - Professional Seminar: Issues in Education I	1 credit
ED 453 – Media and Technology for Teaching 6-12	3 credits
ED 454 - Professional Teaching Strategies 6-12	3 credits
ED 456 - Content Teaching Methods 6-12	2 credits
ED 458 – Professional Internship in Education I 6-12	3 credits

Phase III: Professional Internship II

No grade lower than a “B-“ will be accepted in the following courses.

Strategies and Implementation

Registration into the following courses requires successful completion of Phase II.

ED 430 - Professional Seminar: Issues in Education II	1 credit
ED 460 - Professional Internship in Education 6-12*	12 credits
SE 407 - Adaptive Teaching	2 credits

*Kinesiology/Health majors will enroll in ED 461 Professional Internship II (K-12).

Post-Baccalaureate Options

There are two options for college graduates who desire to be recommended for secondary teacher certification. The *Bac Plus* option is intended for those teacher candidates who hold a bachelor's or higher degree in a content area and are available to attend classes on the LCSC campus for most of the two-semester required internship program. The *PACE* (Pathway for Accelerated Certification and Endorsement) option is for those who are unable to attend classes on campus but instead will complete course work full or part time using distance learning technology. These individuals would most likely complete their internships at distant sites near their homes. This option is especially suitable for individuals currently teaching without full certification and endorsement.

Bac Plus Option

Phase I Pre-Professional Course Work

A Bachelor's Degree from an Accredited College or University.

Major Area Course Requirements.

A teaching major of at least thirty semester credits and a teaching minor of at least twenty semester credits, or one comprehensive teaching major of at least forty-five semester credits as specified by the Idaho State Department of Education.

Pre-Professional Foundations

ED/PSYC 318 Assessment of Learning, SE 322 Inclusion Strategies, and RE 422 Reading in the Content Area require grades no lower than "B-."

PSYC 205 - Developmental Psychology	3 credits
ED 214 - Principles of Education OR	
ED 310 – Professional Foundations of Education	3 credits
ANTH 311 - Culture and Education*	3 credits
ED/PSYC 318 - Assessment of Learning	3 credits
SE 322 - Inclusion Strategies*	3 credits
RE 422 – Reading in the Content Area	3 credits

*Physical Education majors will enroll in KIN 420 Social-Cultural Aspects of Sports and KIN 467 Physical Activities/Recreation for Individual With Special Needs, both 3 credits.

Some upper division (300 and 400 level only) Pre-Professional courses may be completed during Internship I.

Phase II: Professional Internship I

No grade lower than a “B-“ will be accepted in any of the following courses.

Foundations and Strategies

Registration into the following courses requires prior admission to the Secondary Teacher Education Program. Application should be made by the first day of class the semester before the Phase II semester.

ED 427 - Professional Seminar: Issues in Education I	1 credit
ED 453 - Media and Technology for Teaching 6-12	3 credits
ED 454 - Professional Teaching Strategies 6-12	3 credits
ED 456 - Content Teaching Methods 6-12	2 credits
ED 458 – Professional Internship in Education I 6-12	3 credits

Phase III: Professional Internship II

No grade lower than a “B-“ will be accepted in any of the following courses.

Strategies and Implementation

Registration into the following courses requires successful completion of Phase II.

ED 430 - Professional Seminar: Issues in Education II	1 credit
ED 460 - Professional Internship in Education 6-12*	12 credits
SE 407 - Adaptive Teaching	2 credits

*K-12 grade teacher candidates i.e, Art, Foreign Language, Music, Physical Education, or Reading, will enroll in ED 461 Professional Internship II (K-12).

PACE Option

PACE is intended for individuals who are unable to regularly attend classes on campus due to restraints of time, location, employment, etc. Typically these individuals are contemplating career changes and have acquired life experiences that may be valuable in the teaching profession. After attending an intense on-campus orientation, the remainder of their program of studies can be tailored to their personal situations using flexible scheduling and alternative modes of instructional delivery.

Individuals are expected to have access to personal computers that support WebCT, MicroSoft Word 95 or more recent, and e-mail. A Zip drive is recommended. Candidates for the *PACE* option are expected to plan and adhere to a plan of studies approved by their faculty advisor and submitted with their application for admission to the Secondary Teacher Education

Program. Teacher candidates have three years to complete the program. Alterations from the plan of study must be approved by the faculty advisor. If the candidate fails to adhere to the approved program of study, the candidate may be removed from the *PACE* program by the Secondary Education Instructional Team. There are additional fees for participants in the *PACE* option.

Teacher candidates may challenge course work or petition some course requirements on the basis of documented life experience and demonstrated performance. For example, individuals who work in the schools or who have previous teaching experience may be given credit for portions of their field experience requirements. The petition(s) will be reviewed by the Secondary Education Instructional Team and the Division Chair and the candidate informed of the decision(s).

Teacher candidates may complete internships at distant sites, e.g. schools near their residences. Distant internship sites are considered those not in the greater Lewiston-Clarkston Valley. For those who must work full or part time, internship possibilities include half day extended teaching, evening school, summer school, or other options to meet the minimal required hours of supervised teaching. The Secondary Education Instructional Team must confer with the school's administration and on-site teacher educator (OSTE) in order to approve the internship site. Candidates at distant sites will be charged fees to pay the cost of college faculty supervision and conferences to include travel, meals, and lodging as necessary. Fees will vary depending upon the location of the internship site. One or two LCSC Division of Education faculty members will visit and observe the candidate for a two day period at least twice a semester. There will also be an Exit Interview near the end of Internship II.

Phase I Pre-Professional Course Work

A Bachelor's Degree from an Accredited College or University

Major Area Course Requirements

A teaching major of at least thirty semester credits and a teaching minor of at least twenty semester credits, or one comprehensive teaching major of at least forty-five semester credits as specified by the Idaho State Department of Education.

At least one advanced course in the intended teaching area during the last three years.

Pre-Professional Foundations

ED/PSYC 318 Assessment of Learning, SE 322 Inclusion Strategies, and RE 422 Reading in the Content Area require grades no lower than "B-."

ED 310 – Professional Foundations of Education	3 credits
ED/PSYC 318 - Assessment of Learning	3 credits
RE 422 – Reading in the Content Area	3 credits
SE 322 - Inclusion Strategies*	3 credits
PSYC 205 - Developmental Psychology	3 credits
ANTH 311 - Culture and Education*	3 credits

*Physical Education majors must enroll in KIN 420 Social-Cultural Aspects of Sports and KIN 467 Physical Activities/Recreation for Individual With Special Needs, both 3 credits.

Some upper division (300 and 400 level only) Pre-Professional courses may be completed during Internship I.

Phase II: Professional Internship I

No grade lower than a “B-“ will be accepted in any of the following courses.

Foundations and Strategies

Registration into the following courses requires prior admission to the Secondary Teacher Education Program. Application should be made by the first day of class the semester before the Phase II semester.

ED 427 - Professional Seminar: Issues in Education I	1 credit
ED 453 – Media and Technology for Teaching 6-12	3 credits
ED 454 - Professional Teaching Strategies 6-12	3 credits
ED 456 - Content Teaching Methods 6-12	2 credits
ED 458 – Professional Internship in Education I 6-12	3 credits

Phase III: Professional Internship II

No grade lower than a “B-“ will be accepted in any of the following courses.

Strategies and Implementation

Registration into the following courses requires successful completion of Phase II.

ED 430 - Professional Seminar: Issues in Education II	1 credit
ED 460 - Professional Internship in Education 6-12*	12 credits
SE 407 - Adapted Teaching	2 credits

*K-12 grade teacher candidates i.e, Art, Foreign Language, Music, Physical Education, or Reading, will enroll in ED 461 Professional Internship II (K-12).

Admission to the Secondary Teacher Education Program

It is the responsibility of the teacher candidate to secure admission to the Secondary Teacher Education Program and maintain that status. Teacher candidates must be formally admitted to the program prior to participation in Phase II course work. The Secondary Teacher Education Program admission procedure addresses four areas: 1) scholarship; 2) qualifying entrance examinations and interview; 3) professional experience; and 4) references. Teacher candidates in the undergraduate and *Bac Plus* options should plan to enroll in Phase II courses in fall semesters. Teacher candidates in the *PACE* option will present an individual plan of studies approved by the Secondary Education Instructional Team specifying when the candidates plan to begin Phase II course work. In order to begin Phase II course work in the fall semester, teacher candidates should have made application for admission to the Secondary Teacher Education Program by the first day of the preceding spring semester. Spring semester at LCSC begins mid-January. Full admission may be awarded to teacher candidates who meet all the following requirements.

- ✓ Satisfactory completion of all Phase I course work.
- ✓ A minimum 2.75 grade point average for all LCSC course work and a minimum 3.0 grade point average in the major teaching area.
- ✓ Submission of scores on the Praxis II Content Area Exams.
- ✓ Passing the program Entrance Admission Interview including an extemporaneous essay.
- ✓ Satisfactory professional recommendations from three confidential references.
- ✓ Evidence of potential to succeed working with adolescents.
- ✓ Transcripts from all higher education institutions attended other than LCSC.
- ✓ Submission of the completed application and payment of fees prior to the deadline.

Admission is based in part upon the availability of high quality internship sites. The Secondary Education Instructional Team will evaluate each teacher candidate's application material using a standard rubric and award points based on grade point average, the entrance interview and essay, and confidential references. Detractors from a successful application include but are not limited to patterns of course withdrawals, patterns of course incompletes, and moral turpitude.

Teacher candidates will be ranked from highest to lowest based on their total points. In the event that all applicants cannot be accepted because of a lack of quality internships sites, teacher candidates will be admitted beginning with the highest rankings until all available internship sites are filled. Teacher candidates who cannot be admitted will be placed on a waiting list in case an opening should occur. If an opening does not occur in the teacher candidate's cohort, the teacher candidate will be added to the list of applicants for the following fall. Teacher candidates will be admitted for enrollment in the Secondary Teacher Education Program with a specific starting date. Failure to successfully progress in the courses during the semesters for which the teacher candidate was admitted may jeopardize his/her place in the Secondary Teacher Education Program; the teacher candidate may then be required to reapply.

Admission to Phase III Course Work

Admission to Phase III course work requires the recommendation of the Secondary Education Instructional Team based on a Program Progress Evaluation Conference with the intern. This conference will be scheduled near the end of Professional Internship I. A successful conference will require in part that the intern has:

- ✓ removed any cause(s) for provisional admission to the Secondary Teacher Education Program, e.g. receives full admission to the Secondary Teacher Education Program;
- ✓ obtained passing scores on the Idaho Technology Performance Assessment;
- ✓ completed all Phase I and Phase II course work and received a positive Internship I evaluation; and
- ✓ demonstrated progress toward completion of her/his Professional Portfolio.

Recommendation for Teacher Certification

In order to be recommended by the LCSC Division of Education for teacher certification, the intern must complete all Phase III requirements. These requirements include the following:

- ✓ successful completion of Phase III course work;
- ✓ an approved Professional Portfolio; and
- ✓ a successful Program Exit Interview.

SECTION 2 - INTERNSHIP

Two Semesters of Internships

Secondary internship experiences are scheduled over two semesters. During the first semester interns will spend the opening weeks of school with their OSTE's at the internship site and then return to LCSC for coursework. Interns will accumulate another three weeks of field experience during the semester. During the second semester interns are assigned to a school five days a week for either eight or sixteen weeks. Under certain circumstances, some OSTE's will prefer to work with the same interns for both semesters. In other situations, interns may be assigned to different OSTE's each semester.

This LCSC approach to field experiences attempts to link theory with practice. The intern learns about the theory and then is given the opportunity to apply the theory in the classroom. The classroom students benefit from the presence of two adults. As the internship progresses, the intern will form an instructional team with his/her OSTE who will serve as the lead teacher on most occasions, but with ample opportunities for the intern to assume instructional leadership during the second semester. The internship model will continue to be refined as college supervisors and OSTE's collaborate and share ideas for the most effective ways to prepare future teachers.

Purpose of Internship

Internship is a transitional experience aimed at developing initial teaching competence. It provides the intern with opportunities for observation and teaching in a realistic yet supportive environment. Internship should benefit the intern, on-site teacher educator, and the students with whom they work. Over the course of the two semesters, the interns engage in field-based opportunities in order to apply the knowledge, skills, and dispositions developed in their college course work. The internships provide teacher candidates with increasingly sophisticated mentored experiences in all areas of teacher performance.

On-Site Teacher Educators, Interns, and College Supervisors

On-site teacher educators, interns, and college supervisors work as a team over the course of the two semesters. On-site teacher educators play an important and invaluable role in helping their interns to begin the transition toward becoming professionals. These teachers allow the interns to slowly gain teaching experience that will enable the intern to take major responsibility for instruction during extended periods in their second semester. Potential on-site teacher educators have opportunities to interview the interns before making a commitment to work with them. As a result, an OSTE may accept or decline to work with an intern without being asked to provide a cause or explanation. This permits applicants for internships to be considered individually and compatibility factors are allowed to influence placement.

In addition to teaching classes on-campus and fulfilling administrative and committee assignments, college faculty members also supervise interns during the two semesters of internship. In most cases, the interns are or have been in college classes taught by the college supervisors.

Distant Site Internship

While most internships are designed to be undertaken primarily in the LCSC service region, it is possible under certain circumstances for a teacher candidate to complete the internships at a distant site outside the LCSC service region. Teacher candidates' requests for college and school supervision at distant internship sites must be made in writing and be included with the completed Application for Admission to Teacher Education. Candidates will be assessed a fee to assist in paying the added expense of supervision at a distant internship site. This fee can range from \$400 upwards depending upon the site location. The Secondary Education Instructional Team must approve all requests for distant site internships. No guarantee is made that a distant site will be available or approved.

Teaching in the Major and Minor Areas and Field Experience Hours

Interns may be assigned to teach in only their teaching majors or in both their teaching majors and minors or second endorsement areas. In the later case, the ideal division of the teaching day will be three periods in the major area and two periods in the minor or endorsement area.

The minimum total hours of field experience required during Internship I is no less than 135 hours. The minimum total hours of field experience required during Internship II is no less than 640 hours but may vary depending upon the program option.

Interns will have to make up missed days during the first semester of internship by extending their internship. Interns may be absent no more than four days during the second semester of internship. The intern will be required to extend internship for any missed days beyond the four days. Attendance at job fairs count against the four days. Interns must secure permission in advance from their on-site teacher educators and college supervisors to be absent from internship.

When the first semester of internship begins in the fall, interns are expected to begin field experiences on the first day the school is open regardless of whether or not the college is in session. Interns will conclude their field experiences according to the college calendar, e.g. by final exam week. This will most likely occur before the school begins winter break. The intern will begin the second semester of field experience on the first day that the school is open after

winter break regardless of whether or not the college is in session. Interns will observe the spring holidays of the school, not the college. Interns will conclude their field experiences by the college graduation date in May unless an extension is deemed necessary by the Secondary Education Instructional Team.

Resolving Difficulties During the Internship

One of the major functions of the internship is to ascertain whether or not the intern is suited by temperament, education, or experience to a career in teaching. If the on-site teacher educator and college supervisor believe the intern demonstrates serious deficiencies that raise the question about the suitability of the intern to enter the teaching profession, they will complete a Peer Competency Form, inform the Coordinator of the Secondary Teacher Education Program who will schedule and chair a conference with the intern, the on-site teacher educator, the college supervisor, and possibly other educators. The committee will discuss the deficiencies with the intern and suggest possible remedies. The nature of the problem and suggested solutions will be communicated in writing to the intern and a specific time frame identified during which the intern should attempt to overcome the deficiencies. Additional teachers and college supervisors may be asked to observe the intern and make suggestions. If the deficiency is not resolved by the end of the time frame, the Coordinator of the Secondary Teacher Education Program will reconvene the group and discuss possible actions to be taken. These include extending the internship, placement of the intern at another site, removal of the intern from internship in order that the intern can have an opportunity to remediate the deficiencies, or permanent removal of the intern from internship and advising the intern about alternative career choices. Interns who are removed from internship must wait at least one full semester before they are permitted to apply for another internship placement. Before an intern will be assigned to a second internship, the intern must demonstrate to the satisfaction of the Secondary Education Instructional Team that all deficiencies have been removed. In the event that irreconcilable difficulties arise during the second placement, interns will not be assigned to a third internship. Appeal of the committee's decision may be made first to the Education Division chair and secondly to the Education Division at a regularly scheduled division meeting.

The Intern

Responsibilities of the Intern

As the intern moves from the first to the second semester of internship, it is expected that the intern will develop into a valued member of the teaching team. At times following the lead of the on-site teacher educator and for several extended periods during the second semester, the intern will assume the lead role in the planning, organizing, managing, teaching, and evaluating of instruction. Participation in faculty professional and social functions is encouraged. Interns with appropriate skills or experience may volunteer to coach or advise extra-curricular activities without prior approval from the Secondary Instructional Team.

On-site teacher educators have a right to expect interns who are enthusiastic, responsive, and well-prepared. Interns should remember that it is a privilege extended by the teacher and the school to serve as an intern.

Before the beginning of Internship I, interns should comply with school district requirements for criminal background checks and/or finger printing. Throughout both semesters of internship, interns have the responsibility to do the following:

- ✓ Display personal identification as required.
- ✓ Learn and carry out school policies and procedures (see district/school handbook for school employees) and maintain professional and legal expectations for confidentiality of privileged information.
- ✓ Dress in a professional manner and maintain good personal hygiene and wellness.
- ✓ Report their absences to their on-site teacher educators and college supervisors prior to the absence; failure to report an absence may be sufficient cause for removal from the internship.
- ✓ Take initiative in seeking help from the on-site teacher educator.
- ✓ Be punctual in keeping appointments and schedules and submitting required materials.

During the internship, interns are expected to fulfill responsibilities both on campus and at their assigned school site. Interns are to complete college course assignments as well as duties assigned at their school. They should perform professionally according to public school policies and procedures. Failure to successfully progress through the internship may result in an extended internship, inability to continue the internship, or withdrawal from the Secondary Teacher Education Program. Internship involves an intern's total commitment for the entire two semesters. Outside employment during internship is strongly discouraged. Permission to be employed during Internship II must be obtained from the Secondary Education Instructional Team.

Required Activities During the First Semester of Internship

The following activities are required for interns during the first semester of internship.

- ❑ Become familiar with the school and its students and staff.
- ❑ Observe and assist the OSTE. Identify the various roles played by the OSTE in and out of the classroom.
- ❑ Work with students as a tutor or in small group activities and if appropriate, assist in teaching a lesson or part of a lesson in the classroom.
- ❑ Seek and utilize opportunities to work with minority students and students from low socio-economic backgrounds.
- ❑ Complete the written Internship Site Orientation assignment.
- ❑ Receive a successful Internship I Evaluation from his/her on-site teacher educator and college supervisor.
- ❑ Accumulate at least the minimal required 135 hours of field experiences.

- ❑ Complete all other college course work assignments, activities, and projects as required. The intern should be prepared to participate in special field experiences, conferences, meetings, and/or workshops. Every effort will be made to inform the interns and on-site teacher educators of such obligations as far in advance as possible.
- ❑ Make some preliminary plans with the OSTE to complete an action research project intended to demonstrate the effect of the intern on student learning during Internship II.
- ❑ Participate in an Internship Progress Evaluation Conference at which members of the Secondary Education Instructional Team determine that the intern is prepared to continue to Internship II.

Required Activities During the Second Semester of Internship

The following activities are required for interns during the second semester of internship.

- ❑ Interns will periodically assume responsibilities for planning, delivering, and evaluating instruction with the on-site teacher educator acting as support. While team teaching will continue to benefit the students in the classroom, the intern will assume primary responsibility for each subject preparation for a minimum of four weeks during the semester. It is recommended that the intern should have no more than three separate preparations at any given time. If there is only one subject preparation, the intern will assume primary responsibility for a minimum of eight weeks during the semester.
- ❑ Interns will prepare lesson plans for each day they teach. On days they do not teach and if the OSTE has no lesson plans, interns will write post lesson plans based on observing the OSTE's teaching and discuss these with the OSTE. If the OSTE has written lesson plans, the intern will receive a copy and prepare short reflections about each lesson plan.
- ❑ Receive successful Mid Term and Final Semester Internship II Evaluations from his/her on-site teacher educator and college supervisor.
- ❑ Compile evidence of attainment of program performance objectives for use in the portfolio. Evidence from the action research will include material that demonstrates the intern's effect upon student learning.
- ❑ Accumulate at least the minimal required 640 hours at the internship site.
- ❑ Complete all college course work assignments, activities, and projects as required. In addition, the intern should be prepared to participate in special field experiences, conferences, meetings, and/or workshops. Every effort will be made to inform the interns and on-site teacher educators of such obligations as far in advance as possible.
- ❑ Successfully complete an Exit Interview including the intern, the on-site teacher educator, college supervisor, and one other representative from the Secondary Education Instructional Team.

On-Site Teacher Educators: The School Mentors

Model and Mentor

The on-site teacher educator is both model and mentor to the intern. As a model, the experienced teacher displays those teaching behaviors that demonstrate to the intern effective ways of interacting with pupils. As a mentor, the OSTE will take personal responsibility for the intern's success, acting as guide, facilitator, and encourager. On-site teacher educators influence the teaching confidence of the interns they supervise, and gaining confidence is a prerequisite for a successful internship experience, according to Cruickshank and Kennedy (1977).

A broad definition of the on-site teacher educator's job, suggested by Copas (1984) states, "The job of (the on-site teacher educator) is to help the intern develop a deep and meaningful concept of teaching, to help the intern analyze the many facets of teaching, to provide the intern with sources and resources, and to encourage the intern's unique teaching behavior."

Selection

Qualified, capable teachers, who wish to assume the responsibilities of guiding an intern, are selected based on recommendations from administrators, peers, and college Education Division faculty. On-site teacher educators meet the following selection criteria.

- ✓ They have at least three years of successful teaching experience, are up-to-date in their teaching field, and are committed to career-long professional development.
- ✓ They are recognized as teachers who demonstrate "best practices" and can serve as role models for dealing with both content and students.
- ✓ They are interested in working with an individual intern and with the college's Secondary Teacher Education Program and see it as another arena for teaching.
- ✓ They have the interpersonal skills to communicate effectively with interns and college supervisors in offering evaluation and support.
- ✓ They are willing to share information and materials, to team teach, and to allow the intern to assume the role of lead teacher for a minimum of four to eight weeks during the second internship semester.
- ✓ They are willing to assist their interns in identifying a question and completing an action research project related to that question during the internships.
- ✓ They are interested in collaborating with other educators involved in teacher education and agree to meet as necessary for effective program functioning.

Several 400 level directed studies courses are available only to on-site teacher educators. These courses include Action Research in the Classroom, The Challenge Curriculum, and Mentoring Interns. All may be repeated at least once.

Responsibilities of the On-Site Teacher Educator During the First Semester

On-site teacher educators are most helpful to the intern when they accomplish the following during the first semester.

- ❑ Make time to talk with the intern sharing the course plans for the year and discussing weekly and daily activities. A calendar indicating when different units will be studied would be helpful.
- ❑ Introduce the intern to fellow educators and help them become familiar with school operations and rules.
- ❑ Permit the intern to observe lessons and to assist by grading and filing papers; preparing bulletin boards and collecting instructional resources; coaching and tutoring students; helping students who were absent to make-up work; mirror teaching; preparing materials; participating in class discussions and cooperative learning; and attending student staffings, parent conferences, team meetings, and inservice meetings.
- ❑ Complete an Internship I Evaluation of the intern.
- ❑ Maintain open communication channels with the college supervisor.

Responsibilities of the On-Site Teacher Educator During the Second Semester

On-site teacher educators are most helpful to the intern when they accomplish the following during the second semester.

- ❑ Schedule a regular time to talk with the intern to discuss weekly and daily activities. Maintain a current calendar that shows what different units or activities are scheduled and when and what units or activities the intern is expected to plan, develop, deliver, and assess.
- ❑ If there is one subject preparation, formulate a schedule that permits the interns to assume primary leadership for teaching for eight weeks during the semester. If there is more than one subject preparation, formulate a schedule that permits the intern to assume primary leadership for teaching four weeks for each preparation.
- ❑ Permit the intern to work as a team member sharing and participating in the instructional activities. In addition to their work grading and filing, interns can tutor individual students and work with small groups. Interns can mirror teach or team teach. After several weeks, on-site teacher educators will begin to leave the room or area for short periods and eventually for longer periods in order for the intern to gain confidence in her/his ability to manage the students.
- ❑ Formally evaluate in writing at least three lessons taught by the intern and schedule evaluation conferences to discuss each lesson. Make sure that the intern has thoroughly discussed the lessons they plan to teach in detail in advance and that for each day s/he teaches a correct lesson plan is provided.
- ❑ Complete a Mid Term Internship II Evaluation and a Final Semester Internship II Evaluation of the intern.

- ❑ Participate in an Exit Interview with the intern, college supervisor, and one other member of the Secondary Education Instructional Team.
- ❑ Maintain open communication channels with the college supervisor.

Sample Plan for Internship I

August/September Experience

Interns will open the school year with their on-site teacher educator(s). Depending on the school's calendar, interns will spend from one to two weeks with their on-site teacher educator. Interns are expected to attend faculty workshops and meetings. Interns and on-site teacher educators should review the expectations and policies of the school and the on-site teacher educator, the teaching schedule for the year, and the preliminary calendar noting when each major unit is scheduled to be taught. Interns can become familiar with the school and classroom, students, and instructional materials. They can help the teacher prepare for the arrival of students by inventorying textbooks and supplies, preparing student folders, making bulletin board displays, etc. Interns may have opportunities to meet with school administrators and other faculty and staff members. Interns have college assignments to complete for this time period including an Internship Orientation Assignment.

The November/December Experience

Interns will return to their internship site for approximately two-three weeks in November. The intern and the on-site teacher educator will discuss the action research project to be undertaken by the intern during the next semester. The purpose of this project is to gather evidence of the effect of the intern upon student learning. The intern can assist the on-site teacher educator by grading papers, recording grades, working with small groups, tutoring, preparing study materials, and mirror teaching lessons they have observed their on-site teacher educator deliver.

Sample Plan for Internship II

Weeks 1-2

If the intern did not complete Internship I with the on-site teacher educator, the intern needs to become familiar with the school - its students, policies, and procedures. The intern and on-site teacher educator(s) need to agree upon the schedule of classes to teach and possible extracurricular activities. The intern will begin planning for their teaching units. They should assist their OSTE(s) in grading and record keeping, small group work and discussions, and tutoring. This is also the time for interns to observe some classes of other teachers in the school and to conference with administrators, librarians, counselors, and others.

Weeks 3-4

The intern and on-site teacher educator(s) should form a teaching team. Team teaching is encouraged and is characterized by cooperative planning, mutual support when the team

members are together, shared supervision of students, shared presentation, discussion, coaching, and monitoring of student work, and cooperative evaluation of the effectiveness of classroom instruction upon student learning. Students should benefit from the presence of both OSTE and intern in the classroom. Interns should observe their on-site teacher educator present lessons and then the intern should mirror teach the lessons to another class.

Weeks 5 – 13

Interns should be given responsibility to be the lead teacher in several classes. This means that the intern takes responsibility to plan instruction; prepare materials including study guides, handouts, quizzes and exams; gather resources; and deliver and assess instruction assisted by the on-site teacher educator. If the intern has a single subject preparation, the intern should be given responsibility for all the classes for eight weeks. If the intern has several different subject preparations, the intern can begin with one or two classes and then add the remaining classes after one or two weeks. When there are multiple subject preparations, the intern should be allowed to have the responsibility of lead teacher for four weeks in each preparation. In addition, the intern will participate in all school activities and meetings that the on-site teacher educator must attend. The intern may assist in extracurricular activities as well. Team teaching should continue.

Minimum Time Requirements for Intern As Lead Teacher

One Preparation	=	Eight weeks
Multiple Preparations	=	Four weeks in each preparation

Weeks 14 – 16

The intern should begin to relinquish responsibility as the lead teacher. Interns can continue to mirror teach and assist their on-site teacher educator(s). During the last three weeks interns can increasingly concentrate on submitting their portfolios, arranging their exit interviews, and preparing paper work for teacher certification.

The College Supervisors

Critique, Advise, Support

College supervisors are faculty members of the Lewis-Clark State College Division of Education. In some cases, the Education Division will contract with qualified individuals to supervise interns at distant internship sites. College supervisors objectively critique the performance of interns, advise them on strategies and tactics that will help them attain the Secondary Teacher Education Program standards, and support them in their development toward becoming highly capable professional educators.

The college supervisor is responsible to the intern and on-site teacher educator in helping to facilitate the internship experience. The college supervisor is an advocate for the intern and a resource for both the intern and the on-site teacher educator.

Qualifications

College supervisors should meet the following qualifications.

- ✓ Have earned at least a Master's Degree.
- ✓ Have at least three years experience in the elementary or secondary schools as a certified teacher or administrator and course work or experience in instructional supervision.
- ✓ Have the interpersonal skills to communicate effectively with interns and on-site teacher educators in offering evaluation and support.
- ✓ Are willing to share information and materials and to participate occasionally as functioning members of the classroom instructional team.
- ✓ Are interested in collaborating with other educators as a member of a professional development group and agree to meet as necessary for effective program functioning.

Responsibilities

The college supervisor is expected to accomplish the following.

- ✓ Assign interns to on-site teacher educators and establish and maintain professional relationships with administrators, faculty, and staff at the internship site(s).
- ✓ Work to nurture a professional cadre in a community of learning so that all members may experience personal success and professional growth.
- ✓ Prior to the internship experience, conference with the intern and on-site teacher educator to review the roles and responsibilities of the team and establish a preliminary calendar.
- ✓ During the first semester observe and/or conference with the intern and on-site teacher educator at least twice at the internship site. During the second semester observe and/or conference with the intern and on-site teacher educator at least eight times at the internship site.
- ✓ During the first semester formally evaluate in writing the intern at least once.
- ✓ During the second semester formally observe and evaluate in writing the teaching activities of the intern at least twice. Conference sessions should occur immediately after the lessons.
- ✓ Complete a written Internship I Evaluation, a written Mid Term Internship II Evaluation, and a written Final Internship II Evaluation.
- ✓ Participate in the Exit Interview together with the intern, on-site teacher educator, and one other representative of the Secondary Education Instructional Team.
- ✓ Be available to the intern and on-site teacher educator should problems in communication or instruction occur. Share any serious problems or concerns with the Secondary Teacher Education Program coordinator.

- ✓ Evaluate the intern's progress in accumulating evidence for the portfolio; evaluate the final portfolio prior to evaluation by a second member of the Secondary Education Instructional Team.

Provisions for the *PACE Option*

College supervisors will endeavor to conference with the on-site teacher educator(s) before commencement of the internships. Supervision during the internships will take the form of at least one visit during Internship I. There will be at least two visits and possibly a third visit during Internship II. Visits during both internships will be for one or two days. During the visits the college supervisor will observe the intern teach, complete evaluations, and conference with the intern and on-site teacher educator. Interns will be assessed fees for the additional expenses of distant site internship supervision. The Division may contract with qualified adjunct faculty to supervise the intern during Internship II.

The Principal

Orientating the Intern

The principal or administrator appointed to place interns plays a vital role in orienting the intern to the profession. A sense of awe for the "administrative role" is pervasive in the attitudes of interns. This feeling often produces anxiety if the administrator fails to point out the professional role of the intern. The awareness that interns are accepted as professionals reinforces the maturity and responsibility necessary to perform adequately.

Responsibilities

An adequate orientation to the building and district would include informing the intern about school routines, requirements, faculty meetings, support services for students, and extra curricular involvements. Copies of building and district handbooks are helpful in orienting the intern to the school environment.

Observing the intern on both a formal and informal basis is helpful, especially if constructive feedback helps the intern progress. If several interns are placed in the same building, occasional meetings with the group are helpful for purposes of morale building and sharing of mutual concerns. Principals are perceived as being crucial to the intern's success, and a word of encouragement from this influential observer is highly prized. Often, interns will request formal written recommendations by the principal for their placement file. The principal communicates his or her perception of the intern's progress to the on-site teacher educator on a regular basis. Problems should be reported to the college supervisor.

SECTION 3 - OTHER ACTIVITIES DURING INTERNSHIP

Professional Seminars

All interns are required to participate in the professional seminars. Activities include problems encountered in the intern role, review of classroom management strategies, discussion of current issues in education, introduction to action research and development of action research projects. The seminar also provides a forum for the discussion of alternative teaching strategies (Henry & Beasley, 1980). Interns at distant sites will be given special directions for meeting the professional seminar requirements.

The Portfolio

The portfolio is a record of rubric-based performance assessments that require interns to demonstrate that they have the knowledge, skills, and dispositions needed to be an effective classroom teacher. Development of the portfolio is a two-semester endeavor. Ideally, one half of the portfolio will be completed by the end of Internship I. In this portfolio the interns collect and display evidence (artifacts) that they are able to meet the set of seven principles and standards required for completion of the Lewis-Clark State College Teacher Education Program. The seven principles are titled:

- Dedicated Professional
- Knowledgeable Professional
- Content Specialist
- Educational Designer
- Educational Facilitator
- Educational Evaluator
- Reflective Professional

Instructions for The Portfolio

Procedure

The portfolio shall be submitted in an electronic format on a compact disk. Interns will divide their portfolios into the following sections.

- ❑ Title page with intern's name and photo.
- ❑ Table of contents
- ❑ Résumé
- ❑ Philosophy or belief statement describing thoughts about education and how children learn.
- ❑ Separate labeled sections for the seven standards.
- ❑ Provide the definition for each standard.

- Provide at least two pieces of evidence (artifacts) for the standards. One piece of evidence may come from the first semester of internship. For each piece of evidence, interns will provide a specific explanation about why they believe that the evidence demonstrates their ability to meet that set of standards. Specific required artifacts include the following:
 - A summary of action research that demonstrates the intern's effect on student learning under Professional Evaluator.
 - A model syllabus and instructional unit developed during Internship I that meets the required performance specifications in Knowledgeable Professional, Content Specialist, or Educational Designer.
 - Required materials from Adaptive Teaching under Educational Designer or Educational Facilitator.
 - Appendix of formal evaluations, ITPA, lesson plans, etc.

Interns should maintain a separate hard copy file folder of all evaluations from both Internship I and II and present this file when they submit their portfolios. Any one piece of evidence (artifact) may be used only once. For example, a lesson plan cannot be used as evidence for more than one standard.

Items that interns would like to use for evidence should be placed into the appropriate section for each standard. Other items that may be of value should be placed into the appendix. It is important that interns demonstrate the ability to meet the knowledge, skills, and dispositions more than once and on a regular basis. Therefore, there should be multiple rubric-based references to the various knowledge, skills, and dispositions. As the semester progresses, interns should regularly look through their materials to decide if they are using the strongest items of evidence. Replace weak items with the newer and stronger items.

Evaluation of the Electronic Portfolio

The intern's portfolio will be assessed by their college supervisor and one other member of the Secondary Education Instructional Team before being voted upon by the Education Division. The intern will submit two copies of the electronic portfolio. After the portfolio has been approved, the intern will present the portfolio at his/her exit interview at which the intern will share the highlights of their internship experience.

To be considered acceptable, the portfolio should be complete, professional in appearance, and free of errors. If these items do not meet the acceptable criteria, the portfolio will be returned to the intern. Interns should be extra careful that there are no spelling or grammar errors. Each piece of evidence for a standard will be assessed using the following rating scale:

- 4 = exceptional evidence of accomplishment
- 3 = evidence of proficient competence
- 2 = developing evidence of competence, needs improvement
- 1 = inadequate

The following serve as criteria in assessing each standard's section:

- Two pieces (artifacts) of evidence in each standard’s section.
- Relevance and validity of samples provided for the standard.
- Thoroughness of explanation for each sample provided.
- Overall presentation (neatness, organization, grammar, spelling, etc).

A rating of “1” is unacceptable and cause for the portfolio to be returned. Portfolios with one or more ratings of “2” will be assessed by a third faculty member. If the portfolio receives an additional rating of “2,” the portfolio will be returned to the intern for revision. Interns may appeal the portfolio rating first to the Education Division Chair and secondly to the entire Education Division at a regularly scheduled division meeting.

Portfolio Definitions and Examples of Evidence

Dedicated Professional

A dedicated professional conducts herself/himself in a manner that shows care and concern for young people and their learning and a commitment to the profession of education. The dedicated professional exhibits high ethical standards and professional standards and fosters relationships with colleagues, parents, and community agencies to support students’ learning and well being.

Examples of evidence:

Active involvement (not just membership) in Education Division organizations (e.g. KDP)
 Evidence of community involvement related to education
 Active membership (not mere membership) in professional education organizations
 Extracurricular participation in the schools

Knowledgeable Professional

A knowledgeable professional understands how young people as individuals and in groups learn and develop and how instruction can be provided to support the intellectual, social, physical, and personal development of all types of learners. The knowledgeable professional understands schools as organizations within the larger community context and the laws and norms that guide their operation.

Examples of evidence:

Media and text evaluations
 Syllabus and unit plan
 Literacy activities
 Internship Site Orientation Assignment
 Diagnosis of student learning misconceptions, misunderstandings, etc.

Content Specialist

The content specialist understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches. The content specialist maintains currency in the knowledge of the content area(s) and skills of the discipline.

Example of evidence:

Course rationale
Syllabus and unit plan
Summary of subject curriculum patterns
Analyses of local/state/national standards
Research papers from advanced courses or senior research projects

Educational Designer

The educational designer plans and creates learning experiences based on knowledge of the subject matter, students, the community, and the curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) that s/he teaches meaningful for students. The educational designer designs and develops learning opportunities that are congruent with how children learn and develop, that utilize instructional strategies based upon researched best practices, and that are appropriately adapted for diverse learners.

Example of evidence:

Needs analysis from pretests
Formal unit plans and correlation to standards
Lesson plans with learning objectives and correlated assessments
Materials created for instructional purposes
Evidence of adaptations based on an IEP

Educational Facilitator

The educational facilitator utilizes a variety of instructional strategies and resources, effective classroom organization skills, and effective communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students. The educational facilitator fosters active inquiry, collaboration and supportive interaction in the classroom. The educational facilitator 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.

Example of evidence:

Video of 2-3 minutes of classroom instruction

Photos of teaching with anecdotal records
Student evaluations of intern w/ comments by intern
Evidence of use of different instructional models w/ comments by intern
Evidence of effective classroom management techniques

Educational Evaluator

The educational evaluator understands and uses appropriate formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. The educational evaluator performs appropriate comprehensive assessment of the processes of instructional design, facilitation, and evaluation. The educational evaluator adjusts and refines instruction based on informed analysis.

Examples of evidence:

Samples of student assessments linked to learning objectives
Analysis of class pre- and post-tests linked to learning objectives
Required action research evidence of affect on student learning
Evidence of developmental progress over time
Lessons in which the intern attempts to re-teach a skill or concept
Samples of “before” and “after” student products
Quizzes, test rubrics and other assessment tools correlated to objectives

Reflective Professional

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). The teacher actively seeks out opportunities to grow professionally.

Examples of evidence:

Reflective essays (avoid mere reporting)
Lesson and unit revisions with detailed explanations
Evidence of professional growth from specific experiences, assignments and activities
Depth self-evaluation (avoid superficial reporting)

Exams and Interviews Associated With the Internships

Idaho Technology Performance Assessment

Beginning September 1999, LCSC’s teacher candidates must pass the Idaho Technology Performance Assessment (ITPA) as a part of their credential program. This statewide assessment has been approved by the Idaho State Board of Education as a means for teachers to demonstrate basic

technology competence. The ITPA assesses both basic technology skills and understanding of how to integrate technology into teaching and learning. Interns take the ITPA after they have been admitted to the Secondary Teacher Education Program and before they complete their first internship semester. The ITPA consists of six tasks, each of which takes from 30 to 60 minutes to complete. The six tasks provide evidence of skill and the ability to integrate in the areas of computer operations, word processing, spreadsheet/database, graphics, electronic presentations, and e-mail/web. For more information, visit the Division of Education web site or contact Ms. Gwen Johnson at 208-792-2869.

Senior Test

All LCSC graduating seniors are required to take the Senior Exam. There is no minimum passing score. *Bac Plus* and *PACE* teacher candidates are not required to take the exam.

Internship Progress Evaluation Conference

Near the end of Internship I the intern will meet with members of the Secondary Education Instructional Team. The purpose of the conference is to determine if the intern has met all the requirements to progress to Internship II. The intern should be prepared to show progress in compilation of the Portfolio. A successful conference will require in part that the intern has:

- ❑ completed all core, major, minor, elective, and Phase I and II course work;
- ❑ obtained passing scores on the Idaho Technology Performance Assessment;
- ❑ received a positive Internship I evaluation;
- ❑ received full admission to the Secondary Teacher Education Program.

Exit Interview

A formal exit interview is required of all interns at the completion of their program. The Exit Interview Committee will consist of a member of the Secondary Education Instructional Team, the intern's college supervisor, and the on-site teacher educator. Interns may invite a college faculty representative from their major teaching field. The college supervisor is the chair of the Exit Interview Committee. Approximately four weeks before the end of the internship experience, if both the on-site teacher educator and college supervisor agree that the intern is demonstrating the competencies expected for beginning teachers, the exit interview process will proceed in the following manner. Candidates shall not bring recording devices or prompts other than the electronic portfolios to the interview.

- ❑ The intern will submit two completed electronic portfolio CDs to their college supervisor.
- ❑ When the portfolio has been approved by the college supervisor and by a second member of the Secondary Education Instructional Team, the intern will contact all Exit Interview Committee members and arrange for a mutually acceptable place and time for the interview.
- ❑ Exit interview questions will relate to the internship experience, the content of the portfolio, general questions about theorists and methods, action research, and typical job interview questions as well as other pertinent content as deemed appropriate by the committee.
- ❑ The intern will present herself/himself for the exit interview at the time and place agreed upon, answer questions honestly and to the best of her/his ability, and then be excused from the

interview room for a short period. The committee members will review the intern's responses and vote on whether or not the intern has been successful in the interview.

- Interns will be invited to return to the room and will be informed of the committee's decision. Interns will then receive a critique by committee members to assist them in future exit or job interviews.
- The interview committee may vote to pass or fail, or to extend or reschedule the interview. The committee's decision to fail the intern may be appealed first to the Education Division Chair and secondly to the entire Education Division at a regularly scheduled division meeting.

Study Guide For The Exit Interview

Goals of the Exit Interview

- To evaluate the intern's ability to meet the seven standards of the Secondary Teacher Education Program.
- To evaluate the internship experience itself in order to provide the Education Division with information to consider for program revisions.
- To provide the intern with experience in responding to questions that are typically asked during job interviews.
- To determine if the candidate can be recommended for teacher licensure and endorsement.

Examples of Exit Interview Questions

1. What program standard caused you the most difficulty in obtaining evidence and why?
2. What is the section or item in your portfolio about which you are proudest and why? Please share that selection.
3. Explain why the evidence in this section of your portfolio demonstrates your ability to meet the particular program standard.
4. What was the highlight of your internship experience? Why?
5. What caused you greatest concern during the internship? Why?
6. What one or two students with whom you worked as an intern stand out in your memory? Why?
7. Can you describe an instance in which you effectively dealt with multiculturalism or individual diversity during the internship? Explain.
8. With the experience gained from your internship, do you still want to be a teacher and why?
9. Explain your philosophy about classroom management and effective teaching.
10. Explain your philosophy about what is most important for students to know and be able to do.
11. What qualities do you possess that help make you an effective teacher?
Discuss a highly successful instance in which you collaborated with your on-site teacher educator to provide your students with an effective learning experience.
12. Aside from your classroom teaching responsibilities, in what other ways might you be able to contribute to our school if you were hired?
13. What technological skills will you be able to bring to this school?
14. How are you prepared to be a caring professional who teaches for understanding in communities of learning?
15. Describe several constructivist methods or strategies you might use in your teaching.
16. What are the seven program standards and what is the program's goal?
17. Explain why the following individual(s) is/are important in the field of education.

Benjamin Bloom
Jerome Bruner
John Dewey
Erik Erikson
Robert Gagne
Kenneth & Yeta Goodman
Howard Gardner
Lawrence Kohlberg
Nel Noddings
Jean Piaget
B.F. Skinner
Lev Vygotsky

SECTION 4 - REFERENCE SECTION

Of Potential Interest to the On-Site Teacher Educator

Overview of the Internship

The on-site teacher educator should orient and prepare his/her students for the arrival of the intern. A desk or workspace for the intern equipped with appropriate curriculum guides, materials and supplies is important. During the first week, the intern needs to get acquainted with the building, the staff members (including counselors and secretaries), policies, schedules, etc. No detail is too small, for example: where to park; where to eat lunch; which rest room teachers use; where to make copies; where to locate books and supplies; etc.

Students need to know that they are expected to treat the intern as they would treat their classroom teacher and that under the law, interns assume the same legal responsibilities and are entitled to the same privileges as are licensed teachers.

It is helpful to the intern to have some information on the community, staff, and students. Access to cumulative records and other student data should be discussed. The intern should be introduced to other faculty and building personnel. Activities, such as faculty meetings, P.T.A. functions, parent conferences and inservice events can be scheduled into the intern's calendar. Approaching the internship experience as a team-teaching effort is suggested for inducting the intern into the life of the classroom. This provides a less stressful transition for the OSTE, the intern, and their students. Interns are meant to be an asset to their on-site teacher educators. Students should benefit from the presence of two adults in the classroom. The intern, for example, can free the OSTE to work with smaller groups or to give more attention to individuals who need special help. Interns can tutor students, grade and record assignments, help develop instructional materials, mirror teach, team teach, or provide instruction for small and large groups.

As with induction into the classroom, planning should begin as a cooperative venture. Initially, the OSTE will share instructional plans with the intern, pointing out the sequences of instruction and explaining routines of each day and week. The intern will teach more often as the internship progresses. Interns need to be team members who know how to follow and how to lead when asked. They need to feel comfortable questioning their OSTE about why they do certain things, but interns also need to understand that they are the novices. It is entirely inappropriate for an intern to challenge the authority, experience, or expertise of an OSTE. Interns should always discuss their plans well in advance with their OSTEs and should react positively to the suggestions and advice they receive. They need to follow the directions given them by their OSTEs. The OSTE has a right to expect detailed lesson planning from interns. All plans should be submitted to their OSTEs at least one day in advance of teaching.

OSTEs should acquaint their intern with yearly plans, review material that was presented prior to the arrival of the intern as well as discussing units to be developed after the intern leaves. By the second semester of internship, the weekly plan book should be a cooperative planning activity. Occasionally

the intern will be given responsibility to take the lead in planning, developing, delivering, and evaluating instruction from four to eight weeks during the internship.

“When Should the Intern Assume Responsibility in the Classroom?”

These guidelines should provide adequate suggestions that remain flexible enough to accommodate individual differences. The Secondary Teacher Education Program is flexible and encourages diversity and adaptation relative to the unique experience and situation of each intern.

Interns should start assuming some responsibilities as soon as possible. However, the intern should be given responsibilities only when the his/her OSTE is convinced that the intern is ready. Giving an intern total responsibility when he or she lacks the skills necessary for success may lead to problems. Internship is meant to be a cooperative team effort; the “sink or swim” theory does not apply.

The Importance of Lesson Plans and Learning Objectives

Experienced teachers differ in the amount of formal planning and preparation they undertake. Some write daily lesson plans and many do not. Inexperienced teachers, the interns, need to plan more thoroughly. The OSTE can help the intern by reviewing weekly and daily lesson plans emphasizing learning objectives. If lesson plans are not available or do not include learning objectives, then the intern can write the learning objectives for the lesson after observing the OSTE teach the lesson. Discussing the intern’s perception of the learning objectives later is extremely valuable. In the end, the intern must gain experience in deciding specifically what is most important for a student to know and be able to do as a result of a lesson, and what activities are most appropriate for achieving these ends. Some interns have difficulty predicting how much time each activity will take and as a result, over plan or under plan for a lesson. Interns often confuse activity descriptions with learning objectives. Whenever the intern teaches, no matter if it is only a portion of a class or an entire class, they should have prepared a written lesson plan with observable learning objectives.

Some Generic Suggestions

- ✓ While the intern is observing at the beginning of the internship, focus the observation: “ I want you to look for...” New interns may look without seeing. On different days, the OSTE can emphasize different things interns should observe.
- ✓ Have the intern work with individual students (help during lessons, one-to-one tutoring) and with small groups of learners (supervising project groups, small discussion groups, etc.).
- ✓ It is suggested that the intern have several “one-shot” lesson experiences before being given the responsibility for a class or subject. These could begin with the micro-teaching lessons that the intern is required to deliver during the first semester.
- ✓ Prior to the intern teaching her/his own lesson:
 - The intern and OSTE should plan the lesson together.
 - The intern should be given help specifying the learning objectives, activities, and assessment.
 - The intern should prepare for the lesson securing necessary materials in advance.
- ✓ The OSTE should observe the intern teach the lesson.
- ✓ The intern and OSTE should follow up with an evaluation conference even if brief.

It is important not to make too many assumptions regarding the intern's beginning knowledge and skills. Some interns are ready and able to jump into full responsibility for a class the first week. Others simply need more warm-up time. OSTE's will find themselves adjusting to the different needs and abilities of their interns just as they do to the students in their classes. If, however, the intern is not taking hold as the OSTE think s/he should be, please let the college supervisor know. Weaknesses need to be discussed openly among the intern, OSTE, and college supervisor so they can be identified, worked on, and improvement demonstrated.

The college supervisor is the third member of the team and is as supportive of the intern as is the OSTE. S/he serves as facilitator and a second source of evaluation for the intern, so please do not hesitate to call the college supervisor between visits if necessary. College supervisors will do frequent observations and conferences during the internship. However, it is the OSTE feedback that is going to be most important to the intern because the OSTE represents "the real world." Interns need praise when they deserve it, just as they need clear discussion and suggestion in areas in which they need to improve.

We believe that the longer an intern is able to operate as a full time member of the teaching team, the better. The overall goal of Lewis-Clark State College's Internship Program is to provide a chance for the intern to observe, practice, and finally to demonstrate the role of an effective classroom teacher.

Alternating Responsibilities During the Second Semester

The intern and OSTE should operate as a functioning instructional team, especially during the second semester. If there is one subject preparation, then the OSTE and the intern can alternate in taking the lead for the planning, delivery, and assessment of instruction. Toward the beginning of the second semester the intern might take the lead for only a few days or a week working with material from a unit that the OSTE has already planned. The OSTE will leave the intern alone in the classroom for short periods of time so the intern can gain confidence in his/her classroom management skills. Later the intern can take the lead for longer periods of time being given responsibility for the complete planning, delivery, and assessment of an entire unit or two. The OSTE will probably decide to leave the intern alone for several days at a time.

As the intern approaches the end of the internship experience, s/he should be given a decreased instructional role. The intern will be preparing for the review of his/her portfolio, the exit conference, and completing resumes, job applications, and documents for teacher certification.

OSTE, the college supervisor, and the intern should be conferencing and collaborating during the entire semester so that any problems or concerns are quickly identified and appropriate action taken. Major weaknesses should be addressed well before the end of the internship. If the internship is to be extended so that the intern can improve in some area or demonstrate certain knowledge, skills or dispositions, this should be determined well before the last week of internship and should come as no surprise to the intern.

Special Courses for On-Site Teacher Educators

Several self-paced on-site 400 level courses are available only to on-site teacher educators. These courses include Classroom Action Research, The Challenge Unit, and Mentoring Interns. The courses

lend themselves to collaborative work between the on-site teacher educator and the intern. More information can be obtained from the college supervisors.

Of Potential Interest to the Intern

Introduction to the Internship

Internship will probably be the highlight of the intern's Secondary Teacher Education Program experiences. There is no doubt in anyone's mind that the intern will be required to work very hard. In working hard, the intern should work smart. Interns should keep a daily planner book in which they carefully note their classes, activities, and assignments. Interns should schedule carefully; do the most important things first. Whenever it is possible, interns should work ahead of assignments and projects. They should not let personal business or part time work interfere with their internships. Interns should always maintain high expectations and standards. Interns' work on-campus and at the internship site should always be of the highest quality. Internship requires total commitment.

OSTEs have volunteered to work with their interns. OSTEs are not required to do this; no matter how much help interns provide, it is still additional work for on-site teacher educators to work with interns. And while the on-site teacher educator is concerned with helping his/her intern become a good teacher, the OSTE's first loyalty and concern is with his/her students. Likewise, the intern's first concern should not be self, but the welfare of the students with whom s/he works.

Interns should develop a rapport with their on-site teacher educator so that they feel comfortable questioning about why things are done certain ways, but interns also need to understand that they are the novices. It is entirely inappropriate for interns to challenge the authority, experience, or expertise of their OSTEs. Interns should always discuss their plans well in advance with their on-site teacher educators and should react positively to the suggestions and advice they receive. Interns should practice listening skills; OSTEs should not have to tell interns something twice. Interns should follow the directions given by their OSTEs.

Observation

The primary purpose of observation is to improve the intern's instructional capacities. Observation and analysis of the on-site teacher educator's techniques as well as other school faculty is critical if interns are to develop a basis for their own teaching strategies. Another purpose for observation is to discern the varying forms of student behaviors, when they occur, and how they enhance or distract learning (i.e. when students get restless, tired, active, etc.). Individual students may be studied for their reactions and responses. Interns can learn a great deal from watching an experienced teacher work. The following questions will help put what interns observe into sharper focus so that they can profit from this valuable opportunity.

The Purpose of the Lesson

- What is the teacher attempting to accomplish; what are the learning objectives?
- Is the purpose of the lesson clear to the students?
- Is it possible to discriminate between activity descriptions and learning objectives?

Review

- In what way did the teacher find out what the students already knew?

Motivation

- What was the motivation for the lesson?
- Did it appear effective in challenging the students? In what way?

Questioning

- What were some examples of questions that elicited information from the students, made them think through a problem or question, see a relationship?

Problem-Solving/Constructivist Approach

Where in the lesson was/were:

- problem-solving/constructivist approach(es) utilized?
- a problem or question raised?
- a hypotheses offered?
- facts collected to support a hypotheses or answer a question?
- summaries provided?
- an application of what was learned?
- information told to students that could have been elicited from them by good questions – helping them to recall what they already knew or had experienced – an experiment or use of the discovery method?

Media/Technology

- Was use made of media or technology?
- In what ways were they effective teaching aids?

Rapport

- What evidence was there that the teacher was really communicating with the students?

Summary

- Was there a good summary of what students had learned at the end of the lesson?
- Did the teacher attempt to evaluate with the students what they still did not understand?

Lead-On/Follow-Up/Closure

- What did the teacher give the students to anticipate in the next lesson?
- Did s/he suggest any follow-up activities?

Evaluation

- Had the intern taught this lesson, would s/he have felt satisfied or dissatisfied?
- Why?
- What might have been done more effectively? How?

This outline could be used by the intern in evaluating her/his own teaching.

Planning

On-site teacher educators can expect their interns to plan both long-range goals and daily lesson plans. Adequate planning is essential if teaching time is to be maximized. Each activity and instructional segment for which the intern is responsible must be based on a formal, intentionally prepared plan. While the Education Division does not subscribe to any one specific plan format, its faculty does believe that all lesson plans will include observable learning objectives, appropriate activities for teacher and students, materials, evaluation, and periodic review. Specific requirements may vary as they will reflect the individual needs of the intern, on-site teacher educator, and college

supervisor. No instruction should be permitted for which adequate pre-planning is not in evidence. Whenever the intern teaches, whether for part of a class or for the entire class period, s/he needs to have a lesson plan that clearly identifies learning objectives.

Interns need appropriate input from their on-site teacher educators for advance planning to be comprehensive. Interns need to know when they are expected to teach specific lessons and must be informed about the content (scope and sequence) to be addressed. It is helpful if interns are aware of the resources available in the school and community to enrich the learning experiences. Interns can then be expected to take initiative in planning creative lessons for their classes.

Effective planning will be:

- purposeful rather than incidental;
- pre-planned rather than last minute;
- cognizant of instructional and safety interests;
- a basis for analysis and evaluation of instruction; and
- consistent with the intern's philosophy of learning.

Basic components of lesson plans include the following elements.

- Identification of subject, grade level, and subject of the lesson.
- Learning objectives that state in an observable and measurable way what is to be accomplished by the student by the end of the lesson and an explanation about how the students will be assessed to determine if they can meet the objective.
- List of activities that support the learning objectives, outline the content to be taught and how it is to be taught (chronological order and time allocation).
- List of materials needed by teacher and by students.

Teaching

Induction into instruction is best accomplished by using the team approach. This gradual assumption of responsibility, while sharing instruction and management with the on-site teacher educator, provides a smooth transition for both intern and the students. Initially, interns may imitate the teaching style of their on-site teacher educator; however, eventually personal preferences for practices and procedures will emerge. Interns set very high standards for their instruction and become discouraged when their attempts are not successful. Gradual improvement and analysis of instruction are the goals here, not expertise. As inferred by McIntyre (cited in *Encyclopedia of Educational Research, 5th edition*), interns do not become good teachers by merely teaching. While acquiring teaching skills, interns must have opportunities to develop personal perspectives on teaching without becoming replicas of their on-site teacher educators. They must step back from their teaching and analyze its effectiveness; otherwise they become technicians, unconsciously imitating other's teaching behaviors.

Interns should not leave the methods and strategies they learned on campus at the school house door. Interns needs to make a conscious effort to apply what they have been taught. Some

methods and strategies may be new to on-site teacher educators, and they will be curious to see what their interns are doing.

Evaluation

Informal evaluations should be continuous and specific. If growth is to take place, interns need to know their strengths and weaknesses. Formal evaluation occurs near the end of Internship I and mid-way through and near the end of Internship II. The forms used for evaluations are completed by the interns' on-site teacher educators and their college supervisors. The completed evaluation forms serve as the basis for a conference between interns, their on-site teacher educators, and their college supervisors. These forms are then placed in the interns' Education Division files. First semester interns receive a letter grade and second semester interns are graded on a Pass/Fail basis.

Round Trip Mileage for Internship Sites

Asotin	13.3	Lapwai	36
Avery	300	Lewiston Senior High	1.5
Camelot	12	Lincoln Middle	12
Centennial	8.5	McGhee	11
Clarkston High School	4	McSorley	3.4
Coeur d'Alene	240	Moscow	70
Colton	43	New Meadows	310
Cottonwood	126	Orchards	7.4
Craigmont	90	Orofino	91.5
Culdesac	52	Parkway	4
Elk City	278	Peck	68
Genesee	42	Pierce	162
Grangeville	157	Pomeroy	65
Grantham	5.1	Riggins	232
Heights	12	Sandpoint	326
Highland	7.8	Sacajawea	10
Holy Family	5.6	St. Stanislaus	1.2
Jenifer Junior High	2	Shiloh	4.6
Juliaetta	49	Webster	1.4
Kamiah	132	Weippe	148
Kendrick	54	Whitman	2.6
Kooskia	175		

Sites over 55 miles roundtrip are considered long distance sites. Interns must note their desire to teach at a distant site on their Application for Admission to the Secondary Teacher Education Program. Unless the Secondary Education Instructional Team assigns an intern to a distant site at the choice of the Education Division, interns are required to pay additional fees for the hiring of a distant site college supervisor and other expenses. The Team must approve each request to intern at a distant site.

Career Development & The Credential File

Establishing A Credential File

Interns should meet with a Career Development Services Professional during their internship experience. At that time, strategies for a successful job search will be explained including credential files, resume writing, and interviewing. A Credential File (sometimes called Placement File or Reference File) is a file maintained by Career Development Services that contains letters of recommendation from intern college supervisors, on-site teacher educators, faculty, former employers, and other relevant references. At the intern's written request, it can be copied and provided to potential employers or graduate/professional schools.

What Does a File Contain?

The file contains a Candidate Information Form completed and updated by the intern. This form provides LCSC (and potential employers/graduate schools) with current information about the intern and their references. It also contains recommendations. Interns are allowed up to five at any one time. Note: Transcripts and resumes are not part of the Credential File. Many employers (& virtually all school districts) require a file containing current reference letters as part of the application process. This is a convenient manner by which to submit letters without having to ask references to write new recommendations for every application. Files can be sent to any *bona fide* employer as part of the employment application process and may also be used in applying for admission to graduate school. For more process and policy details regarding credential files at Lewis-Clark State College, please visit the following web address: <http://www.lcsc.edu/cds/jsearch.htm>

Idaho Teacher Certification

Interns who satisfactorily complete a Teacher Education Program at Lewis-Clark State College are eligible to apply for one of the following State of Idaho teaching certificates: (1) Standard Elementary K-8; (2) Standard Secondary 6-12, or (3) Exceptional Child K-12. K-12 teaching field endorsements such as Physical Education can be added to these standard certificates. These certificates are issued by the State of Idaho Department of Education and are recognized in 34 member states of the Interstate Certification Compact. Teacher certification requirements vary among all states and applicants should address any questions concerning teacher certification requirements to state teacher certification agencies.

Application for teacher certification is the sole responsibility of the graduate. Idaho certification procedures and forms will be provided following internship. To obtain an official LCSC Institutional Recommendation for the State of Idaho indicating completion of an approved Teacher Education Program, the applicant must submit the following to the LCSC Education Division after all requirements/courses are completed:

1. A completed "Application for an Idaho Professional Education Credential" form;
2. Official transcripts from ALL higher education institutions attended except LCSC;
3. A check or money order for the appropriate State of Idaho application fee;

4. Completed State of Idaho fingerprint cards; and,
5. Any additional documents required by the Idaho State Department of Education Teacher Certification Office.

The Education Division will process, endorse, and mail to the Idaho State Board of Education Teacher Certification Office completed applications only. Incomplete applications will be returned to the applicant. The applicant must supply all data requested on the application form(s).

Note: Official LCSC Institutional Recommendations are available for other states. Please follow that state certification agency's procedures.

Sources of Help and Information

Education Division, Ms. Anne Storch, Administrative Assistant.....	208.792.2260
FAX.....	208.792.2820
Web Site.....	www.lcsc.edu/Education
Education Division Web Application Site.....	http://edudiv.lcsc.edu/application.htm
Education Division Web Forms.....	http://edudiv.lcsc.edu/forms/
Division Chair, Dr. Jannette R. Hill.....	208.792.2260
jhill@lcsc.edu	
Division Program Assistant, Ms. Petra Burkhardt.....	208.792.2849
pburk@lcsc.edu	
Coordinator: Secondary Teacher Education, Dr. Lana Elliott.....	208.792.2093
lelliott@lcsc.edu	
Coordinator: <i>PACE</i> , Dr. Wayne Carroll.....	208.792.2487
wcarroll@lcsc.edu	
Faculty Advisor: Kinesiology & Health, Dr. Betsy VanClief.....	208.792.2277
vanclief@lcsc.edu	
Faculty Advisor: Literature, Language and Performing Arts, Dr. Lana Elliott.....	208.792.2093
lelliott@lcsc.edu	
Faculty Advisor: Science and Mathematics, Mr. Ken Wareham.....	208.792.2625
klwareham@lcsc.edu	
Faculty Advisor: Social Science, Foreign Language, Dr. Wayne Carroll.....	208.792.2487
wcarroll@lcsc.edu	
Faculty Advisor: Special Education, Dr. Tom McFarland.....	208/792.2836
tmcfarla@lcsc.edu	
ITPA Coordinator: Ms. Gwen Johnson.....	208.792.2869
gjohnson@lcsc.edu	
LCSC Career Development Services.....	208.792.2313
FAX.....	208.792.2298
LCSC Admissions.....	208.792.2210
FAX.....	208.792.2063
LCSC Registrar.....	208.792.2223
FAX.....	208.792.2429
LCSC Distance Learning.....	208.792.2323

Lewis-Clark State College
Division of Education
500 8th Avenue
Lewiston, ID 83501

Code of Ethics of the Idaho Teaching Profession

Preamble

Believing in the worth and dignity of each human being, the educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach, while guaranteeing equal educational opportunity for all. The educator accepts the responsibility to practice the profession according to the highest ethical standards. The Code of Ethics of the Idaho Teaching Profession symbolizes the commitment of all Idaho educators and provides standards by which to judge conduct.

PRINCIPLE I – COMMITMENT TO THE STUDENT

The educator measures success by the progress each student makes toward the realization of his/her potential as an affective citizen. The educator, therefore, works to stimulate the spirit of inquiry, acquisition of knowledge and understanding, and thoughtful formulation of goals.

In fulfilling these obligations to the student, the Idaho educator:

- Shall not, without just cause, deny the student access to varying points of view.
- Shall protect the student from conditions detrimental to learning or to physiological or psychological well-being.
- Shall not procure, distribute, or in any way make available any of the substances recognized as harmful to learning, well-being of the student, or to advocate the use of any such substances.
- Shall respect the constitutional rights of students.
- Shall provide professional educational services in a nondiscriminatory manner.
- Shall refrain from using professional relationships with students for personal advantage.
- Shall keep in confidence information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- Shall not tutor students assigned to one's classes for remuneration, except when specifically approved by the board of trustees.
- Shall assess and report student achievement and ability as required by the employing educational agency.

PRINCIPLE II – COMMITMENT TO THE PUBLIC

The educator believes that education should preserve and promote the principles of democracy. Thus, the educator shares with all other citizens the responsibility for the development of sound educational policy.

In fulfilling these obligations to the public, the Idaho educator:

- Shall distinguish between personal views and the views of the employing educational agency.
- Shall not distort or misrepresent the facts concerning educational matters.

- Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
- Shall present only factual information on the application for certification and employment.
- Shall not use institutional privileges for private gain, for the promotion of political candidates, or for political activities.
- Shall accept no gratuities, gifts, or favors that impair, or appear to impair, professional judgment, nor offer any such to obtain special advantage.

PRINCIPLE III – COMMITMENT TO THE PROFESSION

The educator believes the quality of the services of the education profession directly influences the nation and its citizens. Therefore, the educator strives to establish and maintain professional standards, to improve, service, and achieve conditions which attract highly qualified persons to the profession.

In fulfilling these obligations to the profession, the Idaho educator:

- Shall provide professional educational services in a nondiscriminatory manner and not interfere with the free participation of colleagues in their professional associations.
- Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
- Shall use no coercive means nor give special treatment in order to influence professional decisions of colleagues.
- Shall withhold and safeguard information acquired about colleagues in the course of employment unless disclosure serves professional purposes or is required by law.
- Shall present one's professional qualifications accurately and completely.
- Shall present evaluations of and recommendations for colleagues fairly, accurately, and professionally.
- Shall cooperate with the Professional Standards Commission in inquiries and hearings.
- Shall not engage in conduct which is offensive to the ordinary dignity, decency, and morality of others.

PRINCIPLE IV – COMMITMENT TO PROFESSIONAL EMPLOYMENT PRACTICES

The educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. The educator believes sound professional personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect. The educator discourages the practice of the profession by unqualified persons.

In fulfilling these obligations to professional employment practices, the Idaho educator:

- Shall apply for, accept, offer, or assign a position or responsibility after due consideration of professional preparation and legal qualifications.
- Shall apply for a specific position only when it is known to the educator to be vacant and shall refrain from underbidding or commenting adversely about other candidates.
- Shall present only factual information regarding the assignment or conditions of employment to an applicant.

- Shall adhere to the terms of a contract or appointment, unless these terms have been legally terminated, falsely represented, or substantially altered by unilateral action of the employment agency.
- Shall conduct professional business through appropriate channels.
- Shall provide, upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- Shall use time granted for the purpose for which it is intended.
- Shall not delegate assigned tasks to unqualified personnel.

VIOLATION OF THE CODE OF ETHICS OF THE IDAHO TEACHING PROFESSION

Under Idaho Code 33-1208, a violation of the Code of Ethics is grounds for suspension or revocation of one's teaching certificate. An allegation of ethical misconduct may be brought by an Idaho local board of trustees or by any individual – other than a student of an Idaho public school – who has substantial interest in the matter.

Upon receipt of an allegation, the Executive Committee of the Professional Standards Commission reviews the circumstances *of the case and determines whether sufficient grounds* exist to warrant filing a complaint against the individual accused of misconduct. *If sufficient grounds are determined to exist, the chief certification officer of the Professional Standards Commission files a formal complaint against the accused.* Upon receipt, a hearing will be held, and a recommendation will be made to the Professional Standards Commission. The final decision of the Professional Standards Commission shall be subject to judicial review. Such hearings are held in compliance with Idaho Code 33-1209.

Glossary of Terms

Cadre – a group composed of as many as six on-site teacher educators and their interns coordinated by a LCSC Division of Education faculty member. Cadres may be organized by a variety of criteria including grade level, subject, special interest, or location.

Certification – teacher certification is a license issued by a state to teach at specified grade levels in the public schools.

College Supervisor – an individual, usually an Education Division faculty member, assigned to facilitate, coordinate, and support a cadre of interns and on-site teacher educators.

Competencies Performance Record – a collection of records completed during the internship by the intern that contains descriptions or summaries of instances when the intern has demonstrated a program standard knowledge, skill, or disposition.

Conceptual Framework – a construct that systematically relates how the physical, natural, social, and human realities of the Teacher Education Program are aligned into a coherent whole. It is described in the document, *Conceptual Framework Narrative*.

Demonstration of Knowledge, Skills, and Dispositions Summary Sheet – a form signed by the intern’s college supervisor to acknowledge that the intern has demonstrated a program standard knowledge, skill, or disposition on a regular and repeated basis. The form is signed after study of the Competencies Performance Record.

Endorsement – a teacher endorsement is added to a teaching certificate issued by a state to teach specified subjects or perform other roles in the public schools.

Formal evaluations – formal evaluations include 1] the observation, follow-up conference, and written evaluation of one or more instances of the intern’s teaching a lesson and 2] the Mid-Semester and Final Semester Evaluations.

Idaho Technology Performance Assessment (ITPA) – a State of Idaho mandated assessment that must be passed by interns before they can be recommended for teacher certification.

Learning Community – the social setting in which cadres operate. Learning communities include school support personnel and administrators, students, parents, college liberal arts and sciences faculty members, board members, and lay persons with an interest in P-12 education.


On-Site Teacher Educator (OSTE)– an exemplary K-12 classroom teacher also known as a school mentor with whom an intern is placed.

Portfolio – the document that is created during both semesters of the internship containing, among other things, evidence that the intern has met the seven program standards of the Secondary Teacher Education Program.

Program standards – the seven standards created by the Division of Education that describe the knowledge, skills, and dispositions that interns need to demonstrate in order to be recommended for teacher certification.

Site – a classroom within a school at which an agreement is reached and permission secured from the appropriate school administrator for an on-site teacher educator to work with and mentor a teacher intern.

SECTION 5 - FREQUENTLY USED FORMS

 <p>Lewis-Clark S T A T E C O L L E G E <i>Connecting Learning to Life</i></p>	<p>Secondary Teacher Education Division of Education Lewis-Clark State College Lewiston ID 83501</p>	<p>CONFIDENTIALITY STATEMENT</p>
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Arrangements by the Division of Education at Lewis-Clark State College for students enrolled in its courses to undertake educational field experiences and internship is a privilege with accompanying responsibilities that must be acknowledged and accepted by students who choose to avail themselves of this privilege. In return for permission to participate in field experiences and internships, students agree to abide by the following guidelines. Failure to abide by these guidelines may be cause for removal of the student from field experiences and/or internships. Information that is considered confidential or privileged includes, but is not limited to the following.

1. Contents of pupil personnel records.
2. Discussions during MDT/IEP staffings, disciplinary meetings and hearings, parent conferences, and teacher conferences.
3. Private discussions involving teachers, school administrators, parents, students, teacher candidates and/or college faculty.
4. Conversations between teacher candidates and their school on-site teacher educators, college instructors, and/or LCSC supervisors.

Practicum students and interns with knowledge of confidential or privileged information are to discuss the information only inside the school environment and then only in the presence of appropriate school or college personnel. Students should discuss school situations that they have observed as requested in college education classes only in the abstract avoiding any reference to particular students, school personnel, and school.

Students should avoid careless conversation in public involving confidential information related to their field experiences and internship.

Divulging confidential or privileged information does not reflect a professional attitude, raises questions about an individual's capacity to exercise responsibility and good judgment, and may involve the individual in legal action.

The signature below indicates the student's willingness to acknowledge and abide by these guidelines.

Student's Signature

Date

Please Print Name



Secondary Teacher Education
Division of Education
Lewis-Clark State College
Lewiston ID 83501

OBSERVATION
RECORD FORM

Intern

School

On-Site Teacher Educator

Grade/Subject

Period

Date

Comments

Observer



Secondary Teacher Education
 Division of Education
 Lewis-Clark State College
 Lewiston ID 83501

LESSON PLAN FORM

Intern	School	On-Site Teacher Educator
Grade/Subject	Period	Date
Lesson Topic/Activity		Instructional Method/Model

This lesson relates to which unit or course objectives?

Learning Objectives

After attending to this lesson and completing all activities, students will demonstrate their knowledge by:


Sequence of Activities: (include attendance, set induction, review, closure, etc.)

Time

Assessment:

Teaching/Learning Materials:

Anecdotal Information:

	Secondary Teacher Education Division of Education Lewis-Clark State College Lewiston ID 83501	RE 422 READING IN THE CONTENT AREAS LESSON PLAN FORM
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Intern	School	On-Site Teacher Educator
Grade/Subject	Period	Date

Course Goal: The students will increase their literacy proficiency in the content area.

Learning Objectives: After attending to this lesson and completing all activities, students will be able to -- (use action verbs from Bloom's Taxonomy)

Hook:

Rationale:

Literacy Strategy and its description:

Instructional Procedures/Activities:

Time

Assessment:

Teaching/Learning Materials:

Anecdotal Information (Reflection):



Secondary Teacher Education
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LESSON EVALUATION
 FORM

Intern	School	On-Site Teacher Educator
Grade/Subject	Period	Date
Lesson Topic/Activity		Instructional Method/Model

Key: 4 = Exemplary 3= Proficient 2 = Developing 1 = Inadequate N0 = Not Observed

Comments

Lesson Plan

- _____ Measurable learning objectives and appropriate assessment procedure(s)
- _____ Sequence of activities.
- _____ List of teaching/learning materials

Knowledge of Content

- _____ Demonstrated depth knowledge and understanding of the subject matter.

Instruction

- _____ Utilized generic procedures, i.e. set induction, review, explanation of purpose, checks for understanding, closure, etc.
- _____ Appeared well organized and prepared to teach.
- _____ Responded to students' questions and requests for assistance.
- _____ Identified and clarified students' misconceptions.
- _____ Demonstrated effective communication and motivation skills.
- _____ Utilized media/technology effectively.
- _____ Utilized high quality teaching/learning materials effectively.
- _____ Assessed students' ability to meet stated learning objectives.

Classroom Management/Rapport

- _____ Addressed classroom/lab/gym safety issues.
- _____ Appeared professionally dressed and well groomed.
- _____ Appeared relaxed, confident, and positive.
- _____ Addressed students by name.
- _____ Kept students on task and adjusted pace to students' needs.
- _____ Effectively attended to any student misconduct.
- _____ Utilized all available time for instruction.

 Signature of Intern

 Signature of Evaluator

Original: Intern First Copy: Local Supervisor Second Copy: College Supervisor



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 Lewiston ID 83501

INTERNSHIP I
 EVALUATION FORM

Intern	School	On-Site Teacher Educator
Grade/Subject	Period	Date

Key: 4 = Exemplary 3 = Proficient 2 = Developing 1 = Inadequate N0 = Not Observed

Program Standards: Dedicated Professional & Content Specialist

COMMENTS

- _____ Is regular in attendance (D2g).
- _____ Is punctual (D2g).
- _____ Works carefully and neatly (D2c).
- _____ Follows directions of mentor (D2c).
- _____ Takes an active interest & asks relevant questions (D4b).
- _____ Accepts responsibility (D2c).
- _____ Demonstrates initiative & resourcefulness (D2c).
- _____ Is open to suggestions (D4a).
- _____ Cooperates with on-site teacher educator (D4a).
- _____ Is sensitive to the needs of the students (D1d).
- _____ Develops professional rapport with students (D1b).
- _____ Maintains confidentiality of student & staff information (D3c).
- _____ Demonstrates knowledge of content area (C1a).
- _____ Demonstrates enthusiasm for content area (C1e).
- _____ Demonstrates currency & continuous growth in content (C2).

Please comment for any criteria marked "1."

How has the classroom benefited from the intern's participation?

Do you recommend that the intern be advanced to the second semester of internship?

Yes	No
-----	----

General Comments:

 Signature of Intern

 Signature of Evaluator

Original: Intern First Copy: On-Site Teacher Educator Second Copy: College Supervisor



Secondary Teacher Education
 Division of Education
 Lewis-Clark State College
 Lewiston ID 83501

PROGRESS
 CONFERENCE
 EVALUATION FORM

Intern	School	On-Site Teacher Educator
--------	--------	--------------------------

Grade/Subject	College Supervisor	Date	COMMENTS
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_____ Completed Intern Site Orientation Assignment

_____ Successful Internship I Evaluation.

_____ Evidence of attainment of program standards.

_____ Minimal 135 hours field experience accumulated.

_____ All college course assignments, activities, projects completed.

_____ Professional growth, participation, and collaboration.

_____ Passed ITPA.

_____ Reacts positively to constructive criticism.

_____ Motivation for/commitment to teaching.

Decision of Team

___ Proceed to Internship II

___ Do Not Proceed to Internship II (Explain Below)

 Signature of Team Member

 Signature of Team Member

 Signature of Team Member

 Signature of Team Member

Original: Intern First Copy: College Supervisor



Secondary Teacher Education
 Division of Education
 Lewis-Clark State College
 Lewiston ID 83501

**INTERNSHIP II
 EVALUATION FORM**

Intern	School	On-Site Teacher Educator
--------	--------	--------------------------

Grade/Subject	Period	Date
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Formative Evaluation _____ **Summative Evaluation** _____

Key: 4 = Exemplary 3= Proficient 2 = Developing 1 = Inadequate N0 = Not Observed

COMMENTS

Dedicated Professional

- _____ Shows concern for student/learning.
- _____ Committed to the profession.
- _____ High ethical/professional standards.
- _____ Fosters appropriate relationships.
- _____ Engages in professional collaboration.
- _____ Demonstrates professional demeanor.

Knowledgeable Professional

- _____ Lessons are age/grade appropriate.
- _____ Well prepared and organized.
- _____ Integrates subject content.
- _____ Possesses knowledge of school organization & laws.

Content Specialist

- _____ Possesses appropriate content knowledge.
- _____ Maintains currency in content area.

Educational Designer

- _____ Plans appropriate learning experiences.
- _____ Is aware of district's curriculum goals.
- _____ Plans for diverse learners.
- _____ Uses a variety of resources.

Educational Facilitator

- _____ Uses a variety of instructional strategies.
- _____ Demonstrates effective organizational skills.
- _____ Demonstrates effective communication skills.
- _____ Uses appropriate motivational techniques.
- _____ Demonstrates effective classroom management.

Educational Evaluator

- _____ Uses formal and informal assessment strategies.
- _____ Adjusts & refines instruction based on assessment.

Reflective Professional

- _____ Evaluates effects of choices.
- _____ Seeks and acts upon advice.
- _____ Grows professionally.
- _____ Maintains own well being.

 Signature of Intern

 Signature of Evaluator

Original: Intern First Copy: Local Supervisor Second Copy: Collg Supervisor



PORTFOLIO EVALUATION FORM
Teacher Education Programs

Lewis-Clark State College, Division of Education, Lewiston, Idaho

KNOWLEDGE

SKILL

DEDICATION

Candidate: _____

Date: _____

Evaluator: _____

The portfolio of professional experience should include evidence that the teacher candidate demonstrates knowledge, dispositions, and skills for each of seven main principles of teaching, in accordance with national, state, and local standards.

This form has been developed to ensure that the portfolio contains sufficient evidence of proficiency in each of these principles. A four-point scale will be used in assessing the evidence provided.

4	3	2	1
Exceptional	Proficient	Developing	Inadequate
Evidence is both well-described and well-chosen.	Evidence is well-described (i.e. it clearly communicates information sufficient to allow the evaluator to understand the context of the evidence.)	Evidence is either well-described or well-chosen.	Evidence is neither well-described nor well-chosen.
Evidence is well-represented (i.e. includes multiple artifacts to support each piece of evidence).	Evidence is well-chosen (i.e. it clearly establishes that the principle is supported by this evidence).	Competence is not fully demonstrated.	Competence is not demonstrated.

Overall Presentation and Content of the Portfolio:

Title page with photo of candidate.....	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Table of contents.....	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Résumé.....	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Appendix of formal evaluations, Idaho technology and reading tests.....	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Philosophy/belief statement of learning and teaching.....	4	3	2	1
Appropriate writing mechanics and spelling.....	4	3	2	1
Presentation: organized, neat, interesting, easy to read.....	4	3	2	1

Exhibition of appropriate conduct as a professional: Dedicated Professional

The candidate provides clear and convincing evidence that she/he:

- ❑ Conducts herself/himself in a manner which show care and concern for children and learning.
- ❑ Conducts herself/himself in a manner which shows commitment to the profession of education.
- ❑ Exhibits high ethical and professional standards.
- ❑ Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

4 3 2 1 Comments:

Knowledge of the foundations of the professions: Knowledgeable Professional

The candidate provides clear and convincing evidence that she/he:

- ❑ The teacher understands how children, as individuals and in groups, learn, develop, behave, and are motivated to learn.
- ❑ The teacher understands a variety of instructional strategies to create learning opportunities that
 - Support the intellectual, social, and personal development of learners,
 - Encourage positive social interaction, active engagement in learning, and self-motivation, and
 - Encourage students' development of critical thinking, problem solving, and performance skills.
- ❑ The teacher understands how students differ in their approaches to learning and how instructional opportunities are adapted to diverse learners.
- ❑ The teacher understands schools as organizations within the larger community context and the laws and norms that guide their operation.

4 3 2 1 Comments:

Exhibition of expertise in subject(s) taught: Content Specialist

The candidate provides clear and convincing evidence that she/he:

- ❑ The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.
- ❑ The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

4 3 2 1 Comments:

Demonstration of skills as an Educational Designer

The candidate provides clear and convincing evidence that she/he:

- ❑ The teacher plans and creates learning experiences based upon knowledge of subject matter, students, the community, how children learn and develop, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches meaningful for students.
- ❑ The teacher designs and develops learning opportunities which utilize well-selected instructional strategies and learning resources.
- ❑ The teacher designs and develops learning opportunities which are appropriately adapted to diverse learners.

4 3 2 1 Comments:

Demonstration of skills as an Educational Facilitator

The candidate provides clear and convincing evidence that she/he:

- ❑ The teacher utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.) to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
- ❑ The teacher utilizes effective, classroom organization skills to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
- ❑ The teacher utilizes effective, communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
- ❑ 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 and fosters active inquiry, collaboration, and supportive interaction in the classroom.

4 3 2 1 Comments:

Demonstration of skills as an Educational Evaluator

The candidate provides clear and convincing evidence that she/he:

- ❑ The teacher understands and uses appropriate, formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- ❑ The teacher performs appropriate, comprehensive assessments of the processes of instructional design, facilitation, and evaluation.
- ❑ The teacher adjusts and refines instruction based upon informed analysis.

4 3 2 1 Comments:


Demonstration of reflective practice: Reflective Professional

The candidate provides clear and convincing evidence that she/he:

- ❑ 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).
- ❑ The teacher actively seeks out opportunities to grow professionally.

4 3 2 1 Comments:

Comments:

	<p>Secondary Teacher Education Division of Education Lewis-Clark State College Lewiston ID 83501</p>	<p>RECORD OF EXIT INTERVIEW</p>
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Intern

Date

As a final evaluation of the intern’s professional competencies and as preparation for employment interviews, s/he will exhibit the oral communication skills and the reflection processes appropriate for an entry level professional. Please determine if the candidate accomplished the following.

Program Standards

1. **Dedicated Professional:** the intern demonstrated evidence that there was care and concern for learning, commitment to the profession, high ethical and professional standards and relations with school colleagues, parents, and other agencies that support the learning and well-being of all students.

Yes No Comments:

2. **Knowledgeable Professional:** the intern demonstrated that s/he comprehends how both individual and groups learn, develop, and behave. Were motivation and a variety of instructional approaches that included instructional adaptations apparent?

Yes No Comments:

3. **Content Specialist:** the intern demonstrated sufficient knowledge of content s/he teaches and a willingness to pursue professional development.

Yes No Comments:

2. **Educational Designer:** the intern demonstrated the ability to plan effective instructional opportunities for all learners.

Yes No Comments:

3. **Educational Facilitator:** the intern provided information about her/his use of a variety of instructional strategies; effective classroom organization; explicit communication techniques; positive motivation; constructive social interaction; proactive learning; and the ability to foster inquiry, collaboration, and productive interaction.

Yes No Comments:

4. **Educational Evaluator:** the intern demonstrated use of appropriate formal and informal assessment strategies and exhibited a willingness to adjust and refine instruction based on those assessments.

Yes No Comments:

5. **Reflective Professional:** the intern demonstrated continual engagement in cycles of review and adjustment for the purposes of professional growth and improvement of instruction.

Yes No Comments:

Interviewing Skills

The intern demonstrated confidence and composure during the interview.

Yes No Comments:

The intern demonstrated the necessary skills to effectively, coherently, and clearly communicate.

Yes No Comments:

The intern demonstrated the ability to listen to, and appropriately respond to, specific questions.

Yes No Comments:

Decision (Circle one): **Approve** **Not Approve***

College Exit Chair _____

On-Site Teacher Educator _____

On-Site Teacher Educator _____

Other _____

Division of Education Representative _____

*Plan for Approval (if approval was not given, please give specific activities and due dates for improvement):

Original: Intern

First Copy: Coordinator

Second Copy: College Supervisor



Secondary Teacher Education
 Division of Education
 Lewis-Clark State College
 Lewiston ID 83501

**ON-SITE TEACHER
 EDUCATOR RESUME**

 Name of On-Site Teacher S.S. # _____ Date _____
 Educator

Academic History

Degree	Major	Year	Institution	Location

Current Certification (state and type): _____

Employment History

Current Position School	City/State	Grade Level or Subject(s) Taught	Years

Previous Teaching Experience School	City/State	Grade Level or Subject(s) Taught	Years

Professional Activities

Presentations Topics	Organization/Audience	Location	Year

Professional Organizations/Affiliations

Honors/Other

PARA-COMPETENCY FORMS

SECTION 6 - TEACHER EDUCATION PROGRAM STANDARDS