

## ***PACE: Pathways for Accelerated Certification and Endorsement***

*PACE* provides opportunities for highly qualified nontraditional candidates with bachelor degrees to earn teaching certification and endorsement. These individuals meet the same high program admission, retention, and exiting requirements as traditional candidates but complete course work utilizing non-traditional methods. Besides the intern, perhaps the single most influential individual in their success or failure as a teaching intern is their on-site teacher educator (OSTE).

### **On-Site Teacher Educators**

OSTEs 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,” can serve as role models for dealing with both content and students, have permission of their administrators to work with interns, are interested in working with an individual intern and with the college's 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, are willing to share information and materials, to team teach, and to allow the intern to assume the role of lead teacher for an extended period during the internship.

### **Responsibilities of the OSTE**

OSTEs are most helpful to the intern when they accomplish the following during Internship.

- Forward the W-9 and OSTE Professional Information Forms to the College in the envelopes provided.
- Schedule a regular time to talk with the intern to discuss daily and weekly 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. Support the candidate's Model Unit and Professional Portfolio activities.
- If there is one subject preparation, formulate a schedule that permits the intern to assume primary leadership for teaching for eight weeks during the semester in partnership with the cooperating teacher. If there is more than

one subject preparation, formulate a schedule that permits the intern to assume primary leadership for all preparations for a minimum of four-six weeks.

- 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, OSTEs 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 six lessons** taught by the intern and schedule evaluation conferences to discuss each lesson. Make sure that the intern has thoroughly discussed the lessons s/he plans to teach in detail in advance and that for each day s/he teaches the intern provides a correct lesson plan. Evaluators may use the check boxes or just write narrative notes on the forms provided. Local district forms may be substituted.
- Complete a Mid Term Internship Evaluation and a Final Semester Internship Evaluation of the intern.
- Participate in an Exit Conference with the intern, college supervisor, and one other member of the Secondary Education Instructional Team.
- Maintain open communication channels with the college faculty supervisor.

### **Suggested Schedule of Internship II Activities**

Weeks 1-2	Assist OSTE, observe other teachers, begin planning.
Weeks 3-4	Form a teaching team; assist teacher, team-teach, mirror teach.
Weeks 5-12	Intern takes leadership role in partnership with the OSTE. One preparation – lead for eight weeks in all classes. Multiple preparations – lead in each preparation four weeks.
Weeks 13-15	Intern relinquishes leadership as lead teacher; team and mirror teaches; submits portfolio and prepares for Exit Interview.

### **Team Teaching**

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 teacher and intern in the classroom.

### **Webcams**

*PACE* candidates at distant sites use webcams so that the LCSC college supervisor may periodically view the intern's teaching and so that the intern can participate in live webcam seminars. Any assistance the OSTE and/or school technician may provide with installing the camera is most appreciated. Observations are **not** recorded and viewed only in faculty offices.

For additional information, see the *Secondary Teacher Education Program Handbook and Policy Manual* or visit the LCSC Secondary Education web site at <http://www.education/secondary>.

### Responsibilities of the Intern

The intern is expected to accomplish the following:

- Maintain an accurate Time Record Sheet of internship activities.
- Periodically assume responsibilities for planning, delivering, and evaluating instruction with the cooperating teacher acting as support. While team teaching will continue to benefit the students in the classroom, the intern will assume increasing responsibility for each subject preparation. If there is only one subject preparation, the intern will assume primary responsibility for a minimum of eight weeks during the semester. If there are multiple preparations, the intern will assume primary responsibility for all preparations for at least four-six weeks.
- Receive successful Mid Term and Final Semester Internship Evaluations from the OSTE and college supervisor.
- Compile the required activities associated with the Model Unit and electronic portfolio.
- Accumulate at least the minimal required hours (about fifteen weeks, 630 hours) at the internship site.
- Successfully complete an Exit Interview including the intern, the OSTE, college supervisor, and one other representative from the Secondary Education Instructional Team.
- Complete all college course work assignments, activities, and projects as required. Interns are expected to participate in all activities required of the on-site teacher educator, e.g. evening conferences, inservice activities.

### College Supervisor

Unless the intern is employed by a school district and under the supervision of a school administrator, LCSC will arrange for a local or LC college supervisor to observe, conference with, and support the intern and OSTE during the Internship. The college supervisor is expected to:

- maintain avenues of communication between the intern, OSTE, and LCSC;
- observe the intern no less than **six** times during the internship and participate in the Exit Conference;
- submit at least **six** formal lesson evaluations based on class observations and conferences with the intern (and OSTE as appropriate); and
- submit an accurate Visitation Record Form, a Mid Term Internship Evaluation Form, and a Final Internship Evaluation Form.

## PACE

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### Information About Internship Secondary Teacher Education

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*“Preparing Caring Professionals Who Teach For  
Understanding In Communities of Learning”*

#### *The Seven Program Principles*

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

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**Lewis-Clark**  
**S T A T E**  
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*Connecting Learning to Life*

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