

**AUBURN UNIVERSITY**  
**College of Education**

**Orientation Manual**

**for University Students and Faculty  
and  
Public School Teachers and Administrators**

From the  
Professional Education Services Office  
3464 Haley Center

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## **OVERVIEW OF PREPARATION**

The preparation of classroom teachers is a complex process. Not only must prospective teachers be given a considerable body of knowledge, both general as well as specific to their field of specialty, they must develop skills and attitudes necessary for adjusting to the diverse student clientele they will face. A combination of classroom work and laboratory experience seems to be the most viable framework for accommodating the proper mix of theory and practice absolutely essential to the preparation of teachers whose conceptual skills are adequate for making professional decisions.

In an effort to develop this kind of functional program for prospective teachers, the Auburn University College of Education provides opportunities for students to learn and evaluate theories and principles of sound educational practice. The preparation given in the University setting is augmented by the services of classroom teachers and other field-based educators who guide these prospective teachers through many hours of practice. Through this partnership of University and field-based setting, a critical dimension of the teacher preparation program is fulfilled.

In a further effort to assist students in their progress through the teacher preparation program, students are given valuable individual guidance in the following ways:

1. Pre-College Counseling sessions conducted by personnel in Professional Education Services
2. Assessment of outside course work by Evaluators
3. Assignment of faculty advisor in program area
4. Assistance with admission, retention and completion requirements by Advisors/Department Heads and Professional Education Services Personnel
5. Arrangement of Clinical Experience sites
6. Registration and Schedule Adjustment procedures
7. Referral to other services available on campus
8. Clearance for Internship
9. Clearance for Graduation
10. Assistance with Certification procedures

## **PROGRAM COMPONENTS**

Careful attention is given to sequencing of students' programs. Throughout this Orientation Manual procedures are explained to assist with proper planning for fulfillment of program requirements.

### **I. THE GENERAL STUDIES CURRICULUM COMPONENT**

As prospective educators, students in teacher preparation programs need a sound general education in addition to the specialized professional study. Therefore, almost half of their required program is completed in general studies. This curriculum component is given serious consideration in selecting candidates for teacher education. Only those students who demonstrate their capability to achieve a satisfactory grade point average on their general studies courses are considered for admission to the Teacher Education Program.

## II. THE FOUNDATIONS OF PROFESSIONAL STUDIES COMPONENT

Foundations of Professional Studies provide a frame of reference for students' observation of and participation in school activities. The courses in this category allow teacher education students to focus on social, psychological, anthropological and philosophical questions indigenous to a pluralistic society. Through examining issues relevant to a rapidly changing social order, prospective teachers are made aware of the challenges of teaching students who have diverse cultural backgrounds. The course work provided through this curriculum component is supported extensively through experiential learning activities, both in simulated and in field-based classroom settings.

## III. THE PROFESSIONAL STUDIES COMPONENT

Students in the teacher education curriculum must enhance the knowledge, skills and attitudes needed to enter the teaching profession. Every student admitted to teacher education, therefore, completes a series of courses which provides opportunities for applying studies in foundations to his/her chosen teaching major(s).

## IV. THE TEACHING MAJOR(S) COMPONENT

As a part of professional studies, each prospective teacher participates in intensive study of the content to be taught to his/her students. Coupled with professional studies, the study of the content of a teaching major provides necessary preparation for decision making responsibility in classrooms.

## V. LABORATORY EXPERIENCES COMPONENT

Throughout the prospective teacher's preparation program there is heavy reliance on laboratory experiences as a means for helping students interpret teaching/learning theories and principles. These laboratory experiences progress from early periods of observation such as the pre-teaching experience, to more active and responsible involvement in school programs. Every student admitted to the teacher education curriculum spends a considerable amount of time in laboratory and clinical settings. Each laboratory exercise is conducted under the supervision of an experienced teacher who provides guidance to the student.

The culminating laboratory experience is the internship, a full day, 12-week semester, spent in a setting suitable for the prospective teacher's career plans and area(s) of certification. This extended laboratory provides opportunities for students to test and reconstruct their own evolving teaching style under the supervision of a qualified classroom teacher and a University Supervisor. A University faculty member shares the supervisory responsibility during the internship experience and joins the Cooperating Teacher in giving advice and aid to the student. The Cooperating Teacher and the University Supervisor also have opportunities to make judgments about the student's skills, understandings, characteristics and prospects as a teacher. Usually the internship is within a 60-mile radius of Auburn, but there are two alternative arrangements available in overseas placements.

## **TEACHER EDUCATION INFORMATION**

**The Selective Admission and Retention Program In Teacher Education —** In recognition of responsibilities to the schools in which its graduates teach, the College maintains a program of selective admission and retention of candidates for the teaching profession. This program is designed to assure that no candidates are recommended for admission to the Teacher Education Program, the professional internship or certification unless they are deemed competent in their university studies and professional performance.

**Transfer Requirements —** A minimum GPA of 2.5 (on a four-point scale) on all college courses attempted, on all courses attempted at Auburn, and on all courses attempted in the intended program is required to transfer into the College of Education.

**Admission to Teacher Education in Early Childhood Education and Elementary Education Programs —** All freshmen and transfer students entering the Early Childhood Education program will be classified pre-Early Childhood (GCEC); all freshmen and transfer students entering the Elementary Education program will be classified pre-Elementary (GCEE). Admission to Teacher Education will occur in each of these two programs following the procedures listed below.

1. Students must submit a formal written application for admission to Teacher Education after completing at least 45 semester hours applicable to their program, usually at the end of the sophomore year. To be eligible to apply, the following criteria must be met:
  - a) minimum cumulative GPA of 2.5 on all coursework attempted,
  - b) minimum cumulative GPA of 2.5 on all coursework attempted at Auburn,
  - c) minimum cumulative GPA of 2.5 on all coursework attempted in the program, in professional studies and in the teaching area,
  - d) successful performance in the pre-professional field experience (pre-teaching).
2. All students meeting the above criteria who are applying for junior-level admission to these two programs will be ranked by GPA from 4.0 downward on all college coursework attempted. The top 17 candidates for Early Childhood Education will be forwarded each semester, including summer, to total 51 per year. The top 50 candidates for Elementary Education will be forwarded fall semester and 25 spring semester, to total 75 per year.
3. The selected candidates will be eligible to proceed to the professional interview for admission to Teacher Education.
4. Once admitted, the student's curriculum designation will be changed to Early Childhood (CEC) or Elementary (CEE).

Students who apply and are not selected for admission to Teacher Education in one of these two majors will be counseled as to their options in education, but may not continue to pursue that major.

### **Admission to Teacher Education in All Other Programs:**

1. Students must submit a formal written application for admission to Teacher Education after completing at least 45 semester hours applicable to their program, usually at the end of the sophomore year. To be eligible to apply, the following criteria must be met:
  - a) minimum cumulative GPA of 2.5 on all coursework attempted,
  - b) minimum cumulative GPA of 2.5 on all coursework attempted at Auburn,
  - c) minimum cumulative GPA of 2.5 on all coursework attempted in the program, in professional studies and in the teaching area,
  - d) successful performance in the pre-professional field experience (pre-teaching),

**Note:** Secondary science programs require a minimum 2.75 GPA for a), b), and c).

2. All students meeting the above criteria will be eligible to proceed to the professional interview for admission to Teacher Education.

Students who fail to meet these criteria upon initial application may submit new evidence in an effort to satisfy any and/or all of the above standards.

**Retention in Teacher Education Programs** — While retention in the Teacher Education Program is based on the continuous evaluation of students, a formal evaluation takes place as a prerequisite for admission to the professional internship. Requirements for admission to the professional internship are:

- (1) admission to the Teacher Education Program;
- (2) completion of appropriate courses in the area of specialization as specified on the program checklist;
- (3) a minimum GPA in each of the following: (a) Auburn University cumulative. (b) professional teacher education, (c) the teaching major(s) and overall program; and,
- (4) demonstrated potential for teaching.

To be eligible for graduation with recommendation for teacher certification, students will be expected to

- (1) complete the requirements identified above
- (2) to demonstrate teaching readiness through a successful internship and exit evaluation, and
- (3) to pass the Prospective Teacher Test.

Persons with degrees may apply for study in a curriculum leading to professional certification. The same standards must be met to qualify for recommendation for certification. Applications and specific information about the criteria for admission to Teacher Education are available from the Professional Education Services Office in 3464 Haley Center.

Professional liability (tort) insurance is required for students in designated majors.

## **LABORATORY EXPERIENCES**

### **INTRODUCTION**

Laboratory experiences, whether simulated or in an actual teaching/learning setting, are recognized as an extremely important element in teacher preparation programs worldwide. The Auburn University College of Education has always included interactive experiences in its teacher education curriculum, and is constantly expanding and refining its laboratory experience activities. It is recognized that students need a variety of types of experiences. Emphasis has been placed on providing students with placements that offer a variety of socioeconomic-multicultural settings.

### **PURPOSES**

The major purpose of the laboratory experience is to provide for students a context in which they can examine the theoretical bases presented in University classes. Through this process, students have opportunities to make needed adjustments in their own thought and behavior patterns. The relationships between theory and practice are clarified as prospective teachers test their teaching styles in reality-based settings. Finally, laboratory experiences help the prospective teacher make a personal assessment of his/her commitment to teaching.

### **ASSUMPTIONS**

The laboratory experiences program at Auburn University is based on the assumption that meaningful laboratory experiences provided concurrently with the content of professional education and subject matter courses, are essential to the process of teacher preparation.

Other assumptions underlying the program are:

1. Laboratory experiences are an integral part of teacher preparation programs and play an increasingly important role in professional curricula leading to certification.
2. Teacher preparation rightfully is viewed as a joint responsibility shared by local school districts, institutions of higher learning and the State Department of Education.
3. Laboratory experiences enable students to evaluate and verify their interests in teaching.
4. Laboratory experiences gained concurrently with course content are vital to the individualization of teacher preparation programs.
5. Laboratory experiences alert prospective teachers to the broad range of social, economic, cultural and environmental factors which affect learning.
6. Laboratory experiences assist prospective teachers in understanding and evaluating the role of the school staff and auxiliary personnel as well as the purpose of the school.
7. Personal involvement in laboratory experiences makes teacher preparation relevant for prospective teachers.

## TYPES

Laboratory experiences at Auburn University are provided through the following:

- (1) pre-teaching field experience,
- (2) professional laboratory experiences,
- (3) professional internship (student teaching).

Laboratory experiences, designed to accomplish specific purposes through courses in the professional sequence, are arranged with schools and community agencies as the need arises. These arrangements are made with appropriate personnel by University instructors through the Professional Education Services Office. Experience may involve individual students, small groups, and/or entire classes.

## PRE-TEACHING FIELD EXPERIENCE

Pre-teaching is a five day experience required of every teacher education candidate. This experience should be completed in the student's teaching field at the opening of school and at a public school site. Students are urged to schedule pre-teaching in a school system other than the one they attended. Most students are successful in securing a site for pre-teaching on their own through the superintendent's office of the school district. Students should inquire through personnel in the superintendent's office regarding additional paperwork that school may require in the application process. Students with questions or problems arranging their pre-teaching should contact the Professional Education Services Office for assistance.

The five day pre-teaching experience is intended to provide the opportunity for students to participate in the opening of school and to observe the school as a total organization. It is important that students note the interactions of teachers with other teachers, students, administrators, auxiliary staff and, if possible, with parents in order to increase their knowledge of the professional role they are preparing to assume. The primary focus of pre-teaching is on observation and reflection. Limited participation in certain teaching/learning activities such as preparing bulletin boards, inserting information in various kinds of record books, or tutoring individuals/groups is encouraged. However, these activities should not prevent students from gaining an overview of the entire school. Some suggested activities and experiences follow:

1. Assist with the planning and preparation of learning experiences.
2. Assist with clerical matters that come with the opening of school.
3. Assist with correcting papers.
4. Tutor students individually or in small groups.
5. Assist the teacher whenever possible (noon duty, recess duties, assemblies, etc.).
6. Assist with projects, bulletin boards, science corners, laboratories, etc.
7. Assist with preparing and distributing materials and equipment.
8. Attend teachers' meetings, workshops, orientation programs, etc.
9. Talk to teachers about utilizing any special talents or abilities you might have (i.e. ability to use sign language, play guitar, etc.).
10. Visit with the principal to observe administration and guidance procedures.

Students are required to keep a journal reflecting on their daily activities and to obtain an evaluation of their performance from the Cooperating Teacher. Both the completed journal and evaluation form must be returned to the Professional Education Services Office, 3464 Haley Center. This material is not available to students after it has been processed.



## PROFESSIONAL LABORATORY EXPERIENCES

The College of Education's undergraduate curricula include numerous laboratory experiences. As students progress through their curriculum, the level of activity and participation in each laboratory intensifies. Laboratory experiences are included in most professional courses in the College of Education. The continuum of experiences moves from orientation activities, which rely heavily on observation, into those designed to increase students' awareness of the full range of professional obligations of classroom teachers.

After admission to the Teacher Education Program, students enter the final phase of their professional preparation. During this phase, students are expected to learn and demonstrate those strategies deemed most successful in the various teaching specialties.

Professional laboratories are organized and directed by faculty members of the various departments. Thus, these experiences reflect the individual points of emphasis appropriate for specific classes as well as those associated with the teaching specialties. The individual course instructors request laboratory experience site placements through the Professional Education Services Office. Responsibility for orientation, supervision, evaluation, and verification of satisfactory completion of the laboratory experience rests with that course instructor. Information regarding the purposes, procedures, and requirements of laboratory experiences to be completed within professional courses will also be provided by the course instructor the first week of the semester. Students should direct any specific questions they may have to the instructor of the particular professional course involved. Forms that can be used with this clinical experience are found in Appendix B.

### Professional Studies

The foundations of professional studies are concerned with practices, principles and problems which permeate the total educational endeavor regardless of area of specialization. All educators share common responsibilities which can be adequately met only in relation to the nature, needs, and problems of both the individual and the culture. Furthermore, education in a complex society requires the application of rationally grounded and empirically tested theories to determine, evaluate and revise the aims of education, the content of the curriculum, teaching and learning methods, and the organization and administration of the learning process.

Laboratory experiences in conjunction with foundations of professional studies courses are based on the philosophy that

- (1) theories of human development, learning and social action become meaningful when they direct educational practices and produce results by which the theories themselves may be evaluated, and that
- (2) responsible educational practices are too serious and complex to be guided merely by technical know-how and subject-matter expertise apart from objectives, justification, and evaluations based on educational theories.

The interdependence of theory and practice necessitates that knowledge shared in the classroom be coupled with practical laboratory experiences in such ways that each complements the other.

Specific information concerning laboratory experiences is provided by instructors when students enroll for courses in the departments. The courses included in foundations of professional studies and required in all programs are:

EDUC 3000	Diversity of Learners and Settings (6 hrs.)
FOUN 3100	Child Development, Learning, Motivation & Assessment (6 hrs.)
	OR
FOUN 3110	Adolescent Development, Learning, Motivation, and Assessment I (3 hrs.)
	AND
FOUN 3120	Adolescent Development, Learning, Motivation and Assessment II (3 hrs.)

Laboratories vary in length and nature of the experience; however, they all contribute to the student's ability to integrate theory and practice through interaction with individuals in education settings.

### Teaching Area

The professional laboratory experiences in the teaching area are based on the premise that actual experience in the classroom will offer firsthand insight and perception into human behavior and the learning process. Furthermore, opportunities are offered to develop skills in using methods and materials that are appropriate to students in a classroom setting.

### Purposes:

1. To provide meaningful and realistic field experiences for students concurrently with class work within the major field of specialization.
2. To provide an opportunity for prospective teachers to gain further orientation to the profession of teaching, to the study of young people, and to appropriate content methods and materials in the specific teaching area.
3. To provide an opportunity for prospective teachers to further evaluate and verify interest in their specific teaching area.
4. To provide an opportunity for instructors to relate the content and assignments of the teaching area course to public school situations in which students are immediately involved.

## **INTERNSHIP**

The most demanding laboratory experience, the internship, requires each student to assume for a limited time the role of professional teacher. The minimum 12 week internship (with the Intern assuming full responsibilities of a teacher for at least 20 days) is conducted under daily supervision of a classroom teacher who is selected on the basis of his/her demonstrated ability to participate in this crucial phase of the teacher preparation program. Each Cooperating Teacher is judged to be an outstanding practitioner in the Intern's area of specialization and meets State Board of Education criteria. Students are not permitted to engage in internship in their "home" system.

### Important considerations:

- For P-12 programs, the internship shall be divided between elementary and secondary grades.
- For early childhood programs, the internship shall include a pre-school or kindergarten placement unless substantial field experiences were completed at those levels.

- For elementary education programs, the internship shall include upper and lower elementary-level placements unless substantial field experiences were completed at both levels.

Working closely with the Cooperating Teacher(s) is a University Supervisor who observes the Intern a minimum of four times during the semester. After each observation visit, the University faculty member consults with the student and the Cooperating Teacher individually and, if possible, as a team. These periods of consultation allow each participant to become active in improving the process of teacher education for the individual Intern.

### Purposes

The purposes of the internship are:

1. To provide practical experiences for realistic interpretation and application of educational theory in terms of human growth and development.
2. To prepare students personally and professionally to assume their roles as teachers.
3. To provide a setting for prospective teachers to implement in practical situations the educational concepts, skills and attitudes which they have developed.
4. To provide the College of Education an opportunity to evaluate its pre-service program in teacher education in order to ensure continuous improvement.

### Assumptions

1. Teacher preparation at Auburn University is a joint responsibility of the University and the public school.
2. Interns will be given needed help by the cooperating teacher, University supervisors, and other resource people.
3. Cooperating Teachers will be selected on the basis of their personal and professional competencies.
4. The Intern's induction into classroom teaching is a process of everwidening participation until full responsibility can be assumed.
5. Participants in the internship program will grow professionally as a consequence of their participation in the program.
6. Interns will have opportunities to grow in self-analysis and self-evaluation.

### Application

1. Each student must complete an Internship Application Form and submit it to the faculty advisor who will then forward it to the Professional Education Services Office. Applications should be submitted to the advisor one year prior to the semester during which the internship is to be completed (i.e., during Fall Semester for fall internship, during Spring Semester for spring internship).

2. Eligibility to intern is determined by an evaluation of the student's competence in his/her teaching field(s) and in professional education. Included in the requirements are:
  - (a) admission to the Teacher Education Program
  - (b) completion of courses prerequisite to the internship,
  - (c) demonstrated potential for teaching, and
  - (d) a minimum GPA of 2.5 in each of the following: 1) professional studies, 2) teaching area(s), and 3) overall in program.

An initial evaluation is made when the student submits the application. Each semester when grades are released the eligibility is reviewed. Students who fail to clear initially may become eligible before their internship quarter. Or students who clear initially may fall below standard the following semester and be deferred.

3. The student is sent a copy of the evaluation and a letter explaining the results. This letter also addresses the status of the student toward graduation.

### Placement

The assignment of Interns to particular sites is determined cooperatively by University advisors, the Professional Education Services Office, Interns, and personnel in the participating centers. The policy is to place a student within a 60-mile radius of Auburn when at all possible. There are, however, two alternative internship situations available. One is at the Celebration School in Orlando, Florida. The other alternative opportunity is through the Consortium for Overseas Student Teaching (COST). Information on these two alternatives can be secured from faculty advisors or the Professional Education Services Office. No transient internships (i.e., registering for internship at another institution and being supervised/evaluated by personnel at that institution) will be approved.

Special attention is given by the Department Coordinator/Advisor to the placement of each Intern in an effort to best suit the needs of that student. In an effort to ensure an objective and unbiased evaluation for all Interns, students will be placed in a system other than the one they attended themselves. Consideration is given to providing sites with exposure to different socioeconomic multicultural settings. It is the responsibility of the Professional Education Services Office to make the official placement. A letter is sent to the selected site during the semester prior to the arrival of the Intern. The request letter designates the following: the Intern, suggested grade level(s), subject area(s), the date of arrival of the Intern and the suggested Cooperating Teacher and University Supervisor. If the recommended assignment is satisfactory, the letter is signed by the Cooperating Teacher and the Principal and returned to the Professional Education Services Office. A personal data sheet providing information on each Intern is also sent to the school system. If adjustments in assignments are necessary, the public school notifies the Professional Education Services Office.

### Participation

The internship semester the student enrolls for a minimum of 12 credit hours, pays full-time University fees, and devotes the entire semester to the experience. The semester has three important components:

1. Orientation Session.
2. Professional Internship Experience.
3. Evaluation Session.

These three components of the internship and other aspects of organization and operation are described in more detail in the following sections.

### Orientation Session

Orientation is scheduled the first Auburn University class day of the internship semester and is required of all students. They meet first in a large group session with personnel from Professional Education Services. Later they meet with their individual University Supervisor. Topics covered are:

- (a) general information concerning the internship experience,
- (b) school-community relations,
- (c) teaching experiences and responsibilities,
- (d) personal and professional development of Interns,
- (e) graduation information,
- (f) certification information, and
- (g) job placement services.

### Professional Experience

Following the orientation, Interns report to the assigned off-campus site for their internship experience. During the remainder of the semester they are provided an opportunity to combine educational theory with classroom experience. The significant aspect of this phase of the program is the actual experiencing of the typical functions of a classroom teacher under the close supervision of a Cooperating Teacher and a University Supervisor.

### Evaluation Session

After Interns have completed the off-campus experience they return to the campus for a required evaluation session. Once again, they must meet in a large group first and then with their University Supervisor. Opportunities are provided during the evaluation period for Interns to:

- (a) participate in group analysis and evaluation of experience,
- (b) hold individual and small group conferences with University Supervisors, and
- (c) devote attention to student personnel matters, certification, and job opportunities.

## **Functions and Responsibilities of Interns**

The Intern is an ambassador of goodwill representing Auburn University while teaching in a cooperating school. Part of a successful internship is developing desirable public relations with the administration, the Cooperating Teacher, the staff, the students, and the community.

Arrangements for the internship are made between the local school and the Professional Education Services Office before Interns report to the cooperating school. A personal data sheet containing a photo of the Intern and basic information concerning professional preparation is mailed to the cooperating school. It is recommended that Interns visit the school to which they have been assigned prior to the first day of internship. The Principal and Cooperating Teacher will assist the Intern in gaining an orientation to the school and the community.

The internship experience is designed to permit students to gradually assume more and more responsibility in the program until, ultimately, the Intern assumes full responsibility as a professional teacher. The program must be flexible to permit each Intern to progress in terms of his own ability and readiness toward assuming the full role of a teacher. Although no definite timetable can be established, the total experience may be viewed in approximately four phases — observing, assisting, teaching, and participating in out-of-class activities.

### Observation

Most cooperating schools require an Intern to observe teacher activities during the first few days of the assignment. During this time the prospective teacher is introduced to the total school setting and observes the faculty, administrators and auxiliary staff at work. The length of this period obviously depends upon the Intern's readiness to begin teaching and the materials being covered. Usually the Intern will participate in activities such as:

1. make a seating chart or use some other device to learn the student's names as soon as possible,
2. assume responsibility for checking attendance, collecting papers and preparing laboratory materials,
3. prepare written notes covering observation period, and
4. study cumulative records of students after securing the permission of the Cooperating Teacher to do so.

### Assistance

After a brief period of orientation the student moves into a more intensive observation phase and assists the Cooperating Teacher. During this period Interns participate in routine duties and responsibilities such as:

1. correcting papers,
2. helping students or small groups with learning problems, and
3. planning and making bulletin boards, flannel boards, charts, graphs, and other learning aids.

## Teaching

At a time deemed most appropriate by the Cooperating Teacher in consultation with the University Supervisor, the student will be asked to teach. Under direction of the Cooperating Teacher, the Intern will begin with small groups and as they gain confidence and experience will work with the entire class. As the Intern's skill level builds the amount of responsibility for planning and teaching increases. Interns are encouraged to complete the induction period as quickly as possible, enabling them to get as much actual teaching experience during the term as time will permit. Every Intern is expected to spend a **minimum of twenty full days completely in charge of the class. Ten of these days must be consecutive.** This implies that Interns will learn to:

1. develop units of work and prepare lesson plans,
2. carry on efficient class work, using a variety of methods and techniques,
3. prepare and evaluate examinations,
4. assist in administering and evaluating tests,
5. assume routine responsibilities such as taking roll, reading bulletins, recording grades, and attending to lighting, ventilation, and temperature, and
6. be as diligent in their responsibilities as if they were salaried faculty members.

## Out-of-Class Activities

The assumption is made that Interns want rich and varied experiences; therefore, they are encouraged to participate in as many of the following activities as possible:

1. attend staff meetings when invited,
2. plan, execute, and evaluate assemblies,
3. visit students' homes when invited,
4. visit with the principal to observe administrative and guidance procedures,
5. spend some time in observing activities that take place in the school office,
6. assist in supervising student activities,
7. eat lunch with the faculty,
8. assume duties with the cooperating teacher in activities such as playground, lunch supervision, study hall, etc.,
9. attend PTA meetings, and study groups, and
10. observe and participate in community affairs.

## Supervision

Interns are visited a minimum of four times during the semester. When circumstances justify the need for additional supervision, other visits are scheduled. The typical visit includes adequate time for observation of the student's performance as well as follow-up conferences with the Intern, the public school Cooperating Teacher and school administrators.

In addition to visits by University Supervisors, seminars involving groups of Interns are scheduled occasionally during the semester. One such seminar is to provide the Intern with an opportunity to become familiar with the central organization and administration of the school system. Topics of discussion include:

1. board of education,
2. office of the superintendent,
3. central office personnel,
4. job opportunities,
5. salary schedules,
6. fringe benefits,
7. tenure,
8. retirement, and
9. supervisory assistance for the teacher.

## Evaluation

The internship is unique when compared to other experiences in a teacher preparation program. It is a professional experience designed to make the transition from the role of a student to that of a teacher. The Intern largely assumes the role of a teacher in the school to which he or she is assigned. The unique and professional nature of the internship experience requires a method of evaluation which gives a complete record of the student's work during internship.

Throughout the internship the Cooperating Teacher is encouraged to provide systematic feedback to the student. This guided growth activity is critical to the student's development of knowledge, skills and personal characteristics deemed essential for certification as a professional teacher.

Finally, the Intern and the internship are evaluated. The evaluation of the Intern is a three-way process involving the Intern, the Cooperating Teacher, and the University Supervisor. After several evaluations have been made during the semester, the Cooperating Teacher should submit a signed final evaluation to the University Supervisor at the close of the semester. The final evaluation form which has the University Supervisor's signature must be submitted to the Professional Education Services Office to be included in the student's personal folder.



### **RESPONSIBILITIES OF THE INTERN**

1. Assist the department coordinator or advisor in making arrangements for the laboratory experience as requested.
2. Provide the Cooperating Teacher with information about interests, needs, and abilities.
3. Observe school policies and procedures which apply to laboratory experiences specifically and to general behavior, as well.
4. Be prompt and regular in attendance.
5. Notify the Cooperating Teacher, the school site (notify school secretary) and the University Supervisor of any absence.
6. Conform to the norms and standards of the school and community regarding dress, speech and personal habits.
7. Take the initiative in seeking help and suggestions for improvement.
8. Make the University Supervisor aware of any need for assistance or advice.
9. Refrain from discussion of confidential information.
10. Maintain a log (diary) of activities in which engaged to include dates, times, and comments relevant to the activities.
11. Participate in the school day as much as possible to increase awareness of the teacher's role.
12. Meet all deadlines for completing assignments.
13. Be professional in all actions, general behavior as well as teaching behavior.

### **RESPONSIBILITIES OF THE COOPERATING TEACHER**

1. Prepare students in your class for the University student's arrival. (You may want to show the Intern's picture to your class.)
2. Explain school policies and procedures to the Intern.
3. Prepare a collection of materials which your Intern will need during his/her stay with you.
4. Make it possible for your Intern to visit with and observe other teachers, as appropriate.
5. Introduce your Intern to other staff members and help him/her become familiar with the school building and its facilities.

6. Consult carefully with your Intern so he/she will know exactly what you expect in terms of his/her behavior.
7. Provide your Intern with an understanding of their responsibilities and authority with your students.
8. Guide your Intern through increasingly demanding activities, being sure your expectations are realistic for the Intern's level of preparation and maturity.
9. Encourage your Intern to talk with you about his/her plans, hopes, fears, etc. as a prospective teacher.
10. Notify the University Supervisor immediately if problems arise which require consultation or intervention.
11. Evaluate your Intern fairly, honestly, and carefully.
12. Make specific suggestions for ways your Intern can improve his/her skills as a teacher.
13. Expect professional behavior commensurate with your Intern's level of maturity.
14. Provide your University student with necessary information for contacting you at home should a situation arise which requires him/her to talk with you after the school day ends. (Don't hesitate to set limitations on the time you are willing to devote to school business after hours, however.)
15. Share with the University Supervisor your opinions regarding the University preparation program and any suggestions you may have for improving this cooperative experience.

### **RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR**

1. Prepare students for the field experience.
2. Review with Interns the goals and objectives of the field experience.
3. Discuss the activities the Intern will be engaged in during the field experience.
4. Set expectations for the behaviors of Interns, to include discussion of policies regarding attendance.
5. Communicate with the Principal and Cooperating Teacher to explain the objectives of the field experience.
6. Designate any specific activities which need to be completed during the field experience.
7. Discuss with the Principal and Cooperating Teacher the special needs and abilities of the Intern.
8. Observe the Intern in the field laboratory as often as possible.

9. Respond to any request for assistance or consultation from the Principal, Cooperating Teacher, and/or student.
10. Be prepared to make specific suggestions for improvement of the Intern's competencies in the laboratory setting.
11. Assist the Intern in making the connection between theory and practice associated with the internship.
12. Spend time with Intern and Cooperating Teacher in evaluation type sessions.
13. Submit to the Professional Education Services Office a signed evaluation form for the Intern.

#### **RESPONSIBILITIES OF THE PROFESSIONAL EDUCATION SERVICES OFFICE**

1. Identify sites for internships and/or make necessary contacts with sites identified by other University personnel.
2. Compile and process the requests for internship placements of University students.
3. Maintain careful records of placements.
4. Conduct an orientation session at the beginning of the semester and an evaluation meeting at the end of the semester.
5. Provide information on policies and procedures related to the internship to local agencies and to University faculty and students.
6. Prepare assessment instruments, collect and analyze data and report findings regarding various dimensions of the internship.

## **EXIT EXAMINATION**

## COLLEGE OF EDUCATION EXIT EXAMINATION

### Background

The State Department of Education requires that all students in teacher preparation pass a comprehensive exit examination on content and professional knowledge prior to being recommended for certification. This State mandate applies to all students who have entered a teacher education program after September, 1989.

In response to this State mandate, the College of Education established an Exit Examination Committee consisting of members from different departments in the college. This committee was charged with reviewing the alternatives which comply with the mandate and literature. The efforts of the committee have resulted in an evaluation plan which requires each student to complete a portfolio.

### Exit Portfolio Requirements

The student will complete a portfolio which involves flexibility and integration with coursework. This portfolio includes three different sections. In addition to a component required of all students, the portfolio includes a component determined by the student's major program area and a component determined by the individual student. This portfolio will be completed throughout the teacher education coursework and field experiences so that the internship can be reserved for final revision and refinement of the overall portfolio.

An important part of the portfolio is the student's **reflection** upon items included and explanations for why these particular items were included. The written reflections should not be formal essays written in an impersonal style and addressed to a wide audience. The reflections should be more relaxed and informal in nature, and more personal and conversational in tone. The audience is the University Supervisor, who will be most interested in the student's thinking — i.e., the insights gained from the student's teaching experiences and the realizations attained as a result of looking back on those experiences.

The requirements for the three sections of this portfolio are described below:

#### Section A — College-Wide Components

Some components will be required for all students in the College of Education. These components will be kept to a minimum. The current number of college-wide required components is five. These specific portfolio requirements may be revised as continued feedback is gathered from Interns and University Supervisors on the portfolio process. The required components for completing the portfolio are:

- (a) a **professional résumé**,
- (b) a **self-evaluation** of one's teaching ability,
- (c) a **lesson plan** which proved **most successful** in its execution,
- (d) a **lesson plan** which proved **least successful**, and
- (e) a **student evaluation instrument**, or **process**.

## Section B — Program-Specific Components

The student will also be required to include components specified by the program area. Each department will first determine the specific program areas responsible for deciding what components best reflect the knowledge and skills appropriate for students in their area. These components will then be identified as program area required components. These components will not duplicate those already required by the college in Section A. Specific program area requirements may range from a minimum of one to a maximum of five portfolio components. The specific components determined by the program area faculty may be derived from required coursework, field experiences, or other significant experiences that students engage in as part of their teacher preparation. Program areas will also establish the criteria for the evaluation of each component.

## Section C — Individual Components

The final category of portfolio components will be determined by individual students. Each student will select components that supplement those already specified by the college or program area. A list of possible portfolio components has been shared with program areas and will also be distributed to students in orientation meetings. Students will not be limited to components appearing on this list. However, each component selected must be accompanied by a statement of reflection which requires an explanation of the component and what it demonstrates about the student's teaching.

The list that follows may also be helpful in making portfolio selections:

### Suggestions of Possible Portfolio Components

- letters of recommendation
- unit plans, complete unit
- internship evaluations
- pictures of bulletin boards
- video tapes
- audio tapes
- term papers
- student discipline policy
- teaching philosophy statement
- sample communication with students
- communication with parents
- samples of student work
- Individualized Educational Program (I.E.P.)
- daily journal
- class organization plan
- statement of the role of teacher and child
- pictures of students working
- study guides
- games — creative work
- evaluation from students
- case studies