



School of Education

Secondary Education Department

UVU Intern Guide

2009-2010

UVU SECONDARY INTERN GUIDE
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How the Internship Differs from Student Teaching

Graduation Date for Interns: The intern's graduation date will be April 2010. Even though the intern completes his/her coursework in December, the intern does not graduate until spring graduation. The reason for this is based upon an agreement between the University and the local school districts to help protect them against an intern deciding mid-year that he/she is finished since he/she has met all of the graduation requirements. All coursework is still due at the end of the fall semester.

Workload: The intern's workload will be heavier than the student teacher's. *The intern is the teacher and is receiving a salary to teach.*

Supervision by Mentor: Under agreement between the University and the school, the mentor has received some compensation and released time to assist the intern as a mentor, observer, evaluator, and coach. An intern should not be shy about asking for a mentor teacher's input and help.

Evaluations: As a first year teacher in the district the intern will be oriented to the district's evaluation model and formally evaluated by the school administration as are all first year teachers.

Future Job Opportunities: If an intern does a good job, the possibility of future employment is enhanced because several individuals, including the principal, mentor teacher, and others, have observed the intern perform for the entire year.

Intern's Responsibilities by Month

January

- Complete the application by January 8 deadline.

February

- Attend the intern orientation meeting. This meeting is required or the intern's name will not be sent to cooperating principals for interviews.

March – April

- Interview
- Obtain internship
- Complete the intern training with John Burton and Glen Clark.

May

- Spend at least 2 days at the assigned school in the mentor teacher/department chair's classroom.
- Start reviewing "Important Information, Policies, & Procedures (Appendix I).

August

- Attend all school and district meetings/trainings required of new teachers.

September – November

- Complete all of the regular student teaching requirements, including the senior project, portfolio, placement folder, etc.
- Complete all expectations of the principal.
- Work with the mentor to become a great teacher.

December-May

- Continue to complete all expectations of the principal.

- Continue to work with the mentor to become a great teacher.

Mentor's Responsibilities by Month

August

- Orient intern to: (see Appendix I)
 - School calendar
 - Plan book
 - Grading
 - Seating charts
 - First-day plans
 - Substitute teacher plans
- Help the intern develop a “first of the year” procedures outline.
- Orient the intern to the school policies/procedures.
- Assure the intern receives all necessary classroom supplies.
- Orient the intern to purchasing procedures and availability of state legislative money.
- Orient the intern to the school’s grading system.
- Make the intern aware of any IEP or 504 plans for their students.
- Model lessons for the intern.
- Facilitate the chance for the intern to observe other master teachers in the school.
- Review the lesson plans of intern.
- Observe the intern frequently and provide needed feedback.
- If the school is involved in Professional Learning Communities, orient the intern and involve him/her in the PLC.
- Establish, at a minimum, a weekly team meeting and/or weekly planning sessions.

September

- Orient the intern to the parent teacher conference format and suggest ideas for conducting successful parent teacher conferences.
- Meet with the university supervisor before or after supervisor visits.
- Conduct formative evaluations for the university. Share copies of the completed form with the intern and the university supervisor. Discuss the intern’s strengths or concerns with the university supervisor.
- Develop any needed improvement plans with the intern and the university supervisor.

October

- Continue to conduct formative evaluations for the university. Share copies of the completed form with the intern and the university supervisor. Discuss the intern's strengths or concerns with the university supervisor.
- Help the intern start the early year enhancement (EYE) process.
- Review grading procedures.
- Orient the intern to the district evaluation process.
- Review the district evaluation instrument with intern.
 - The mentor teacher will teach a lesson, which the principal/designated administrator will observe using the district evaluation instrument. The intern will also evaluate the mentor teacher using the same tool. The administrator and intern will review their observations. The goal of this exercise is to assist the intern in becoming more comfortable with the evaluation instrument and know what the administrator is looking for as he/she eventually evaluates the intern.

November

- Continue to complete formative evaluations and a summative evaluation and submit all evaluations to the university supervisor.
- Review curriculum pacing. Is the intern where he/she needs to be in the curriculum at this point of the year?
- Continue working on areas needing improvement.

December

- Share strategies for days preceding Christmas vacation.
- Continue observing and working on areas needing improvement.

January

- Talk with the intern about hiring procedures for the district.
- Talk to administration about any openings in the intern's area for the following year.

- Help the intern to prepare for additional district evaluations.
- Continue observing and working on areas needing improvement.

February

- Continue observing and working on areas needing improvement.
- Begin preparations for end of year testing.

March

- Assist the intern in creating a network to provide opportunities for job placement as the intern begins his/her search.
- Review the intern's resume.
- Practice interview techniques with the intern.
- Continue observing and working on areas needing improvement.

April

- Assist the intern to develop procedures for end-of-year: end-of-year testing, end-of-year grades, and checkout procedures.
- Continue observing and working on areas needing improvement.

May

- Assist the intern with end-of-year procedures.
- Make sure the intern understands the importance of continuing instruction even during the last week.

Principal's Responsibilities by Month

June-July

- Provide the intern with classroom assignment, keys, textbooks, and other related materials.

August

- Ensure that the teaching load as agreed upon with UVU is maintained.
- Make sure that the intern is involved in all “new teacher” induction programs provided by the school and/or district.
- Ensure the intern is made aware of any IEP or 504 accommodated students assigned to his/her classroom prior to the start of school.
- Make sure that the intern is aware of and provided with the necessary budgets and supplies including legislative money.

September/October

- If teacher schedules have changed, the administrator should make certain that time is freed up for the mentor to observe the intern on a regular basis.
- Make certain that the mentor teacher is expending the appropriate time and effort in assisting the intern.
- Orient the intern to the district evaluation process.
- Review the district evaluation instrument with the intern.
 - The mentor teacher will teach a lesson which the principal/designated administrator will observe using the district's evaluation instrument. The intern will also evaluate the mentor teacher at the same time using the same tool. Following the evaluation the administrator and intern will review their observations together. The purpose of this exercise is to assist the intern in becoming more comfortable with the evaluation instrument and understanding what the administrator will be looking for as he/she evaluates the intern.

November/December

- Evaluate the intern in accordance with the district guidelines.

January/February

- Visit with the intern regarding job positions at the administrator's school.
- Introduce or refer the intern to other principals for possible job openings.
- Provide the intern with a letter of recommendation for hiring purposes.

University Supervisor's Responsibilities by Month

August/ September

- Introduce himself/herself to the school administration and mentor teacher.
- Determine that the teaching load and mentoring expectations are in compliance with what was agreed upon in the spring.
- Visit with the mentor and student teacher on each visit.
- Complete formative evaluations. Give a copy of each evaluation to the intern, the mentor and the School of Education.
- Review/assist with any improvement plans developed by the mentor and intern.

October/November

- Review/assist with any improvement plans developed by the mentor and intern.
- Continue to complete formative evaluations. Give a copy of each evaluation to the intern, the mentor and the School of Education.
- Complete a summative evaluation and distribute copies to the intern, the mentor and the School of Education.
- Visit with the mentor and the intern on each visit.
- Confer with the administration on the last visit indicate that although the intern has completed the university course work for graduation, he/she doesn't graduate until successful completion of the internship has occurred.



Department of
**SECONDARY
 EDUCATION**

Request for Intern

School:	Principal:
School Address:	E-mail:
District:	Phone:

We recommend that interns not teach more than 5 periods on an A/B schedule. On a traditional 7 period day the load should not exceed 5 classes. We also recommend that the mentor's schedule be created with time allowed both for observing and collaborating with the intern.

Please indicate the subject and grade level that the intern will be expected to teach for each period. <u>A/B Schedule</u>		Please indicate the subject and grade level that the intern will be expected to teach for each period. <u>7 Period Schedule</u>	
Subject	Grade	Subject	Grade
A1:		1:	
A2:		2:	
A3:		3:	
A4:		4:	
B1:		5:	
B2:		6:	
B3:		7:	

B4:		8:	
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Mentor Plan

Mentor Teacher's Name:

School:

1. Does the mentor teacher have at least three years of successful teaching experience and a level 2 license?

Yes _____

No _____ (If "No" please explain.)

2. Will the mentor teacher and the intern have a common preparation/released period? (Don't schedule both the teacher and the intern on the same preparation period for both days.)

Yes _____

No _____ (If "No" please explain.)

3. Will the mentor teacher have an additional preparation/released period to observe and evaluate the intern?

Yes _____

No _____ (If "No" please explain.)

4. Describe your mentoring plan for this proposed intern position. Include such things as collaboration, classroom management, curriculum mapping, instructional support, integration of technology, etc.

Principal's Signature:

Date:

APPENDIX I

Information, Policies, & Procedures the Intern Needs to Know

Classroom

Students with special needs – Who are they? What are their needs? What help is available?

Teaching schedule

Does the intern have a discipline plan ready? Has administration approved it?

Review procedures booklet from classroom management I/Finalize procedures

Grading policy

Homework policy

Disclosure document

Computer and network access

Department

Department goals or focus

Department collaborative efforts- Are there curricular areas where the department has common assessments, units or procedures?

Textbooks and other resources

Budget

School

New teacher meeting expectations

Student handbook with answers to the following:

- School rules
- Absence/tardy procedures

Faculty handbook with answers to the following:

- Audiovisual equipment
- Copy center guidelines
- Attendance procedures
- School /district behavior rules
- Bell schedules
- Emergency safety codes and procedures
- Contract hours and after hour procedures
- Personal leave, sick leave, & bereavement leave

- Substitute teacher procedures
- Lesson plan format and expectations
- Evaluation procedures
- Custodial services – What they’ll do and what you should do?
- Media center use
- Textbook procedures
- School calendar
- Lunch procedures
- Purchasing procedures – legislative money
- Record keeping procedures
- Supply policies
- Technology use policies
- Testing expectations – standardized tests, end of course tests

District

District goals or areas of focus
 Payroll and benefits information
 Teaching contract information

Community/State

State core curriculum
 Contextual factors—socioeconomics, parental support, demographics, etc.
 School boundaries