

The Unit for Professionals in Education



**University of  
New Hampshire**



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**HANDBOOK FOR THE  
ELEMENTARY INTERNSHIP  
AND SEMINAR IN TEACHING  
UNH Durham  
2015–2016 Internship Year**

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EDUC 900A/901A  
Internship and Seminar/Supervised Teaching

**Teacher Education Program**

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## PREFACE

Active, responsible classroom experience is an essential part of sound teacher preparation. Student teaching has long been accepted as the most effective way to help prospective teachers translate the theory of education into the practice of teaching. For students in the Teacher Education Program at UNH, a two-semester, post-graduate teaching internship has replaced the conventional one semester of student teaching as the final clinical experience. [Note: A four year undergraduate option, including one semester of student teaching is still available at UNH for teacher candidates in Kinesiology, Family Studies, Mathematics, and Music.]

In many respects, the two-semester internship experience is the heart of the UNH Teacher Education Program, and the selection of healthy, productive sites and competent, supportive school personnel is of critical importance to the quality of our program. We are very aware of the essential role that cooperating teachers and other school personnel play in the professional development of our interns. We view our relationship with the schools as a truly collaborative one in which we strive to create communities where we can support one another and explore new ideas and concepts together.

Students may not go to their internship sites until they have been admitted to the graduate school and successfully registered for EDUC 900A before September and have registered for EDUC 901A before January.

There is no single blueprint for the ideal internship experience. The nature of each situation is different and only through the joint effort of the intern, the University, and cooperating school personnel can a meaningful, productive pattern of experience emerge. While recognizing this uniqueness, we feel that there are certain elements that should be common to all internship experiences and certain essential conditions that should be met. The larger purpose of this booklet is to place those elements within the context of the philosophy of our internship program and provide some guidelines that will help fashion a rich and productive internship experience.

Many of the ideas and suggestions in this booklet have come from cooperating teachers and administrators who have worked closely with our interns. We thank you for your continued interest and support.

## **MISSION OF THE UNIT FOR PROFESSIONALS IN EDUCATION**

The professional education unit at the University of New Hampshire seeks to prepare practitioners who will become leaders in their own practice settings and within their profession, apply knowledge to improve education for all students and enrich the lives of clients. Immersion in subject matter, research, theory, and field-based experience provides a base for our graduates to make well-reasoned judgments in complex situations, render informed decisions, model exemplary practice, and take initiative for planned change. Students learn to establish caring environments that celebrate individual differences and backgrounds while fostering cooperation and educational improvement. We stress reflective critical inquiry as a mode of study and community building as a means for promoting change. We value and support both our students' local practice and their broader leadership within the profession.

## **MISSION OF THE TEACHER EDUCATION PROGRAM**

The teacher education program seeks to prepare teachers who possess the knowledge, dispositions, and skills necessary to take the lead in establishing effective teaching and learning environments within their own classrooms, their school communities, and within the profession itself. "Leader," to us, means someone who is knowledgeable in subject matter and educational theory and research, who can make well-reasoned judgments in complex situations with competing viewpoints, who is exemplary in his or her own practice, and who both takes initiative for planned change and collaborates effectively with others in the improvement of education.

## **INTERNSHIP AND SEMINAR IN TEACHING: COURSE DESCRIPTION (EDUC 900A/901A)**

In order to assume leadership roles within the classroom, and eventually within the school community and profession, interns must understand the theories and practices of building productive relationships with students. Interns must also understand the theories and practices of creating and contributing to learning communities. They must learn to plan for student learning, drawing on a well-grounded repertoire of teaching strategies while remaining responsive to the characteristics of the students they teach and the environments of their classrooms and schools. Throughout the internship year, daily opportunities are provided for interns to facilitate student learning, trying out a wide variety of teaching strategies gained through observation, self-study, and research. Interns are also expected to study and experiment with a variety of approaches to assessment, ranging from performance-based assessment to standardized testing. Through inquiry, critique, self-study, and collaboration with peers and mentors, seminar leaders work to establish a community of learners who share the goals of learning to teach and teaching to learn.

## **INTERNSHIP AND SEMINAR IN TEACHING: TEACHER EDUCATION GOALS AND OUTCOMES**

### **Goal One. Our graduates are knowledgeable in the subjects they teach.**

Outcomes. Our graduates:

- a.) demonstrate depth of knowledge in their subjects.
- b.) recognize how knowledge in their subjects is created, organized, and linked to other disciplines.
- c.) identify the organizing themes and central concepts necessary for understanding a subject.
- d.) identify associated content necessary for students to understand these themes and concepts.

### **Goal Two. Our graduates are committed to knowing their students and cultivating a community of learners.**

Outcomes. Our graduates:

- a.) understand how students develop and learn.
- b.) treat students equitably and work diligently to help each student reach his or her potential.
- c.) create and maintain an atmosphere conducive to learning.
- d.) recognize diversity among their students and adjust their practice accordingly.
- e.) create and maintain an atmosphere fostering mutual respect and caring.
- f.) cultivate within their own students a recognition and valuing of diversity.

### **Goal Three. Our graduates know how to teach subject matter to students.**

Outcomes. Our graduates:

- a.) demonstrate specialized knowledge of how to teach subject matter to their students.
- b.) use multiple approaches to facilitate student learning.
- c.) create lessons that are engaging and motivating for students.
- d.) create learning experiences that are appropriately challenging for all students.
- e.) involve students in thoughtful inquiry and reflection.
- f.) ensure that students understand the purpose of activities within and across lessons and units.

### **Goal Four. Our graduates effectively monitor student learning.**

Outcomes. Our graduates:

- a.) use multiple strategies to assess students.
- b.) regularly assess student progress using appropriate measures.
- c.) demonstrate the ability to make informed decisions about students and their learning based on classroom, district, and state assessments.

### **Goal Five. Our graduates are thoughtful and reflective practitioners who learn from experience.**

Outcomes. Our graduates:

- a.) make well-reasoned choices and decisions within the complex and demanding conditions of teaching.
- b.) analyze the effects of their actions and make appropriate changes.
- c.) take into account the moral and philosophical implications of educational decisions.
- d.) improve their practice by reflecting on their own experience, observing others, seeking advice, and drawing upon educational research and scholarship.

**Goal Six. Our graduates understand the nature of school reform and their roles as agents of change.**

Outcomes. Our graduates:

- a.) assess the relative merits of educational reform efforts and determine their appropriateness to the classroom, school, and broader societal contexts in which teaching and learning occur.
- b.) develop and articulate their own conceptual and philosophical perspective on teaching and learning based on professional experience and current theories and research in education.
- c.) develop an understanding of how leadership is informed by varied perspectives on the structure of public education, the nature of educational change, and the teacher's role in the change process.
- d.) are willing to take risks as advocates for the benefit of students, teachers, and the profession.

**Goal Seven. Our graduates are active members of learning and professional communities.**

Outcomes. Our graduates:

- a.) work with colleagues to enhance their own teaching, learning, and professional development.
- b.) work collaboratively with students, peers, and community members to create and contribute to effective learning environments.
- c.) participate in professional organizations.
- d.) continue to pursue avenues of inquiry into the teaching and learning process through study, research, and dialogue.

How the Internship Addresses these Goals & Outcomes

For each goal below, we list ways interns can reflect on these goals and begin to demonstrate competency. This is not an exhaustive list; there are many ways to demonstrate proficiency with respect to these goals and outcomes.

Ways in which the interns might address Goal One: Our graduates are knowledgeable in the subjects they teach.

- a.) Make connections between their academic course work and the curricula in place at their internship schools.
- b.) Demonstrate the depth and breadth of their content knowledge in preparing and developing education experiences for their students.
- c.) Discuss with their cooperating teacher and other mentor teachers possible resource materials that will enhance interns' subject matter knowledge.
- d.) Discuss with their cooperating teacher and other mentors concepts, generalizations, issues, and curriculum content to enhance interns' subject matter expertise.
- e.) Observe the classroom practices of expert teachers to gain subject matter understanding.

Ways in which the interns might address Goal Two: Our graduates are committed to knowing their students and cultivating a community of learners.

- a.) Get to know their students as learners and develop productive working relationships.
- b.) Model respect for students and their ideas.
- c.) Learn about and use teaching strategies that foster community and a positive learning climate.
- d.) Participate in or lead extracurricular activities with their students.

- e.) Understand how to use an English Language Learner’s first language as a resource in learning English.
- f.) Consider the special needs as well as the cultural and socio-economic backgrounds of their students when planning and implementing instruction.

Ways in which the interns might address Goal Three: Our graduates know how to teach subject matter to students.

- a.) Develop short- and long-term instructional goals.
- b.) Help students make connections between what they know, what they want to know, and what they need to know.
- c.) Develop resources appropriate for students with special needs.
- d.) Develop lessons that connect core concepts to students’ identities and interests.
- e.) Observe and converse with master teachers about instructional methods.
- f.) Create and analyze videotape of teaching efforts.

Ways in which the interns might address Goal Four: Our graduates effectively monitor student learning.

- a.) Distinguish between formative and summative forms of assessment.
- b.) Consult with educators (including teachers, guidance counselors, principals) and parents about alternative learning formats and teaching strategies that reveal student understandings.
- c.) Establish shared expectations with students that permit all members of the classroom to be heard and to reach their potential.
- d.) Learn about and experiment with the full range of assessment procedures in place at their internship site (e.g., parent conferences, grading, progress reports and national assessments).
- e.) Develop a system for keeping track of student work and student progress.

Ways in which the interns might address Goal Five: Our graduates are thoughtful and reflective practitioners who learn from experience.

- a.) Become aware of their personal attributes and how those attributes influence their teaching.
- b.) Identify their strengths and weaknesses as a learner and teacher, and the implications of both for their work and students.
- c.) Reflect upon instances of teaching practice and generate possible modifications.
- d.) Prepare themselves to understand and teach students who are different from themselves.
- e.) Use research literature on teaching to examine their own instructional practices.

Ways in which the interns might address Goal Six: Our graduates understand the nature of school reform and their roles as agents of change.

- a.) Understand the structure and dynamics of their internship classroom and school.
- b.) Articulate their own developing philosophy of education and the implications of this philosophy for classrooms and schools.
- c.) Learn to question and discuss ideas with which they do not agree.
- d.) Observe, analyze and evaluate a variety of educational settings.
- e.) Advocate for students and/or broader reform (e.g., grouping practices, special services, curriculum changes, school schedule, and so on).

Ways in which the interns might address Goal Seven: Our graduates are active members of learning and professional communities.



- a.) Be an active and positive contributor to the internship seminar and their internship school community.
- b.) Collaborate with fellow interns to create a community that fosters the professional growth of all members.
- c.) Attend and participate in staff and committee meetings at their internship school.
- d.) Attend and participate in district-wide staff development days.
- e.) Attend at least one professional meeting.
- f.) Design, implement and share with colleagues the results of a classroom-based inquiry regarding an approach to teaching and learning.

## **INTERNSHIP POLICY**

A strong feature of the UNH Teacher Education Program is its year-long internship. Two full semesters are required to develop the skills and confidence necessary to become an outstanding professional with the potential for leadership. Interns are required to complete the year-long internship, except in those rare cases where interns are already certified through an approved program and demonstrate evidence of successful teaching experience.

Interns who are already certified and who wish to petition for exemption from the second semester must demonstrate a level of competence which is at least equal to that of an intern completing the second semester of internship with an outstanding rating. Already certified interns who wish to be considered for an exemption from second semester must begin in the fall as a regular intern and must inform all parties concerned of the possibility of a one-semester placement. Petitions must be received by the Director of Field Experiences at Durham or the Director of Teacher Education in Manchester by November 15 and must include the following documentation: (a) positive letters of support from both the cooperating teacher and the University supervisor; (b) completed evaluation forms from the cooperating teacher, the University supervisor and the intern; (c) Statement of Educational Philosophy; (d) any other documentation which the intern wishes to include; and, (e) the “Recommendation for Licensure as a Teacher” form signed by the intern, cooperating teacher, and supervisor.

## **FIELD PLACEMENT POLICY**

### General Statement

The Education Department at the University of New Hampshire is committed to serving the well being of students in PreK-12 schools and community placements and to provide authentic learning experience for our students in our professional preparation programs. Training educational professionals involves field placements in regional public schools. We offer the following policies to ensure productive learning experiences for new professionals and the students in our partner schools.

Each program has a faculty or staff member responsible for placements. Those contacts are listed in field placement materials (placement procedure, description of responsibility) for each placement.

## Conduct

Students in Education Department programs are obligated to meet all of the following conduct and disciplinary obligations throughout their participation in the classroom and fieldwork placement portions of those programs:

- a.) the conduct code of the University of New Hampshire;
- b.) professional standards or competencies of their professional course of study or certification process; and
- c.) rules/policies of the school in which their field placement is made.

## Assignment of Field Placements

Each program in the Education Department offering field placements has established procedures for making those field placements. The procedures vary between programs and across years. The faculty and staff of the Education Department will announce the field placement procedures in a public and timely fashion. Students are responsible for knowing and following those policies.

- a.) In order for students to be placed, the field placement policy of each program must be followed including, but not limited to: application deadlines, site selection, completion of coursework required for field placement, completing and filing placement forms or applications and placement contracts developed by the program before the established deadlines.
- b.) Students who want to participate in a field placement must meet program requirements and be registered in the appropriate course.
- c.) Students who want to participate in a field placement must exhibit professional conduct/behavior throughout all courses in the program. Failure to exhibit professional conduct/behavior in the program may result in denial of field placement.
  - 1.) A student's unprofessional behavior should be reported to the program coordinator.
  - 2.) Upon review of allegations, the program coordinator may make the decision not to allow the student to be placed in a practicum.
  - 3.) A student may appeal this decision to the Education Department Chair.
  - 4.) If the practicum is required for completion of degree or certification, denying placement in a practicum would mean termination from the program.

## Problems in Placement

On occasion, a student in a field placement may encounter problems related to the experience. If a problem occurs during the field placement,

- a.) the student has a responsibility to contact their university instructor or supervisor overseeing their placement to resolve the dispute or problem. The student is expected to follow the procedure for resolution or remediation of a problem that has been established for their program of study.
- b.) If the problem is not resolved to a satisfactory conclusion, the student should contact the Program Coordinator for resolution.

## Background Check and Violations of Law

- a.) All field placement participants must complete a background check to be eligible for placement. The background check must be completed through the placement school SAU.
- b.) During a field placement, if a student is charged with a crime, he/she must report this to the Education Department Chair or the Field Placement Coordinator.
  - 1.) The Department Chair may suspend the student from the field experience pending resolution of the matter.
  - 2.) The Department Chair, in collaboration with the Education Department Executive Committee, may choose to suspend the student from the program.
  - 3.) The Department Chair may recommend to the Dean of the Graduate School that the student be terminated from the program.

## Performance Evaluation

An important aspect of the field placement is evaluation of performance in the placement. Students are expected to following the rules and expectations of each program regarding responsibilities during a practicum:

- a.) Evaluation of students is completed by their university instructor in consultation with a cooperating professional at the placement site according to the criteria established by the program and instructor.
- b.) Grades can be appealed through the process established by the university.
- c.) A candidate who is asked to leave a field placement by school personnel or is removed from a placement by the department for unsatisfactory professional performance may receive a failing grade for the course. A failing grade resulting from a request by school personnel to remove a candidate from a placement is not subject to an appeal through the college. Each program shall determine through published program requirements the consequences of failing a field placement experience. Some programs may allow a student to continue in the program, subject to appropriate conditions for completing its field placement requirement. No student who fails two field placement experiences, however, shall be allowed to complete any program offered in the Education Department.
- d.) Students who fail a field placement and are allowed to continue in the program will be required to reenroll in the course in the subsequent semester or year.
- e.) If a student is allowed to continue the program, failing a field placement experience requires repeating the entire experience.
- f.) Occasionally, a student may not meet the requirements for passing a field placement but the university instructor or supervisor believes that extending the placement may allow the student to satisfy placement expectations. A field placement extension can be granted in these circumstances, if the school in which the placement is made also approves the extension.

## **ROLES OF THE SCHOOLS, INTERNS, COOPERATING TEACHERS, AND SUPERVISORS**

### Selection of Schools

In attempting to identify productive sites for the internship experience, the University considers the following features to be of major importance:

- The belief that sound teacher preparation is the result of close collaboration between the University and the schools.
- A commitment to teacher education as an apprenticeship process in which teachers themselves play a major role.
- A willingness to provide the intern with a supportive environment and professional guidance.
- A firm belief that everyone has the capacity to learn, and that growth and learning occur at different rates for different learners.
- A deep respect for teachers as professionals.
- A recognition of the potential contribution interns can make to the school's professional development efforts and instructional program.

### What is an Intern?

UNH interns become staff members and share instructional responsibilities with the regular staff of the cooperating school. Their presence allows for a richer and more diverse educational program, however, interns are not replacements for regular teachers.

Interns work under the direct supervision of one or more “cooperating teachers”: teachers who have demonstrated an ability and willingness to instruct and assist beginning teachers, and who themselves provide exemplary models of teaching. The cooperating teacher assumes major responsibility for the supervision and evaluation of the intern and is freed from a certain number of his or her normal teaching duties to carry out these tasks. (This is usually accomplished by assigning some of the cooperating teacher's classroom responsibilities to the intern.)

A helpful way to define an intern's role is to compare an intern to a student teacher on the one hand and a beginning teacher on the other. An intern differs from a student teacher in that the intern is involved in the school for two semesters rather than one. Second, the intern already holds a baccalaureate degree and has been carefully screened for graduate study. For these reasons, among others, the intern is able to assume far greater responsibility and, indeed, is expected to exhibit a higher level of professional maturity and competence than a student teacher. Some interns are paid by the school system in which they are engaged. The stipend reflects the competence they have already achieved and the responsibility that interns are asked to assume, and, of course, it helps reduce the financial burden of a fifth-year of schooling.

An intern is similar to a student teacher, however, in the sense that s/he is learning to teach. Within the context of increasing the intern's responsibility and autonomy, s/he still works with the support and guidance of a cooperating teacher in the school.

As the year progresses the intern's role should more closely parallel that of a beginning teacher than that of a student teacher. Just how this transition occurs is largely a matter for the intern, the cooperating teacher, and supervisor to work out, but surely by the time second semester is underway the intern should be operating with a considerable amount of autonomy.

In some cases an intern may change placements at mid-year. These changes can occur with the approval of the cooperating teacher, building principal and University supervisor. A strong educational rationale must be provided in support of a request for a placement change.

### What is a Cooperating Teacher?

The cooperating teacher assumes the primary role in assisting the intern to become a competent and creative professional. During the early stages of the internship cooperating teachers are called upon to teach the intern about planning and management.

Teachers interested in serving as cooperating teachers should inform their principal or other appropriate administrator and/or the University's Director of Field Experiences at Durham or the Director of Teacher Education at Manchester. At least three years of successful full-time experience is required.

***Completing hiring paperwork is part of being a cooperating teacher.*** Since cooperating teachers provide essential information relating to the decision to recommend teacher candidates for certification, they are agents for the University. As such, the IRS has determined that cooperating teachers are employees and must have the appropriate paperwork on file **prior to the start of the internship**. The paperwork is not optional, and stipends cannot be waived. Failure to complete employment paperwork prior to the start date delays the intern from starting, jeopardizing the quality of their internship experience. Cooperating teachers who do not complete hiring paperwork will not be allowed to have an intern. All cooperating teachers are offered opportunities to complete the paperwork at their convenience in the months leading up to the start of the internship.

The cooperating teacher receives a stipend of \$50 per semester. A cooperating teacher who has successfully completed EDUC 965: Educational Supervision or EDUC 957: Collaborative Models of Teaching, Learning, and Leading receives \$150 per semester. In those instances where the intern is paid by the school system, the cooperating teacher receives \$150 per semester. Payment is made at the end of the semester directly to the cooperating teacher. If an intern works with more than one cooperating teacher, full stipends are issued to each mentoring teacher.

Cooperating teachers are also eligible for a tuition waiver according to the following stipulations. The waiver applies only to credit course tuition for courses offered by the Durham or Manchester campuses. A four (4) credit hour tuition waiver is earned for each full academic year of service as a cooperating teacher. A waiver must be used within two (2) academic years after the academic year in which it was earned. This waiver does not apply to registration fees, fees for special instruction, any other course related fees, or non-credit course fees. The waiver may be used for summer

session, J-term (the 3-week January session), continuing education credit courses, or degree program courses at the undergraduate or graduate level. (It is understood that the cash value of the tuition waiver is taxable income because it is considered as payment for services rendered. It is the individual's responsibility to report this on his or her income tax return.) Waivers are non-transferable. Contact Liz Arcieri by email [Elizabeth.arcieri@unh.edu](mailto:Elizabeth.arcieri@unh.edu) or by phone (862-2674) to arrange for this waiver.

The term "cooperating teacher" is almost universally used in teacher education, but the role of the cooperating teacher is rarely defined. The UNH internship program identifies the following qualities as the essence of a cooperating teacher:

- high competence as a teacher;
- a genuine interest in supporting and guiding interns in developing their own competency through role modeling, mutual planning and assessment;
- a commitment to a positive view of teaching which manifests itself in the belief that all students can be successful learners;
- an ability to carefully analyze classroom teaching;
- a self-awareness and willingness to talk candidly about their own teaching practices (both successes and failures), including the beliefs and motives that underlie their actions;
- an ability to work with peers as a team member and supportive colleague;
- knowledge of classroom management techniques;
- knowledge of curriculum possibilities and a willingness to explore different curricular approaches;
- instructional flexibility that allows for different styles of teaching to operate within the same classroom (different as opposed to divergent); and,
- a willingness to spend time outside of class and after school to work with interns.

Some specific responsibilities of the cooperating teacher are:

- orienting the intern to the school and specific teaching assignments;
- planning, modeling and discussing daily lessons with the intern as well as planning long-range course goals;
- introducing available curriculum materials to the intern and the factors involved in selecting what is appropriate;
- fostering practice in a variety of methodologies, including content that matches students' varied learning styles, interests and needs;
- evaluating lessons, including suggestions for subsequent learning activities;
- modeling and teaching about classroom management; and,
- identifying and promoting interpersonal skills (e.g., careful listening, empathy, positive reinforcement) that facilitate student learning.

### What is a University Supervisor?

The University supervisor is a UNH faculty member, experienced teacher, or graduate student with a teaching background who visits interns in the field for the purpose of observation, support, instruction and evaluation. The University supervisor comes to the school a minimum of six times per semester to observe, conference, or work with the intern in some other way. We strongly recommend at least five formal observations per semester. Some University supervisors are

Department of Education personnel or faculty from other University departments involved in the preparation of teachers. When the supervision is shared between the UNH Department of Education and another department, the student is visited a minimum of three times by each supervisor. University supervisors see themselves as working in a collaborative relationship with cooperating teachers and interns.

The University supervisor from the Department of Education is responsible for convening a weekly two-hour seminar (usually late Thursday afternoon) that is an integral part of each internship experience. At mid-semester and again at the end of the semester the University supervisor is responsible for arranging three-way assessment conferences for the intern, cooperating teacher and supervisor to discuss the intern's progress and to map out plans for future work.

## **THE INTERNSHIP EXPERIENCE**

### Planning the Internship

#### *The Internship Calendar*

Many questions arise each year about planning the internship. When do the interns start? When do they finish? What about University holidays? How can a cooperating teacher delegate meaningful responsibility when he or she knows that the intern will not be at school in June to see things through to the end? It is important that these questions are answered during the placement process so the cooperating teacher, the intern, the principal and the University supervisor know who is doing what and when.

All interns are University students. They pay tuition for their internship, six credits each semester. However, all interns are expected to follow the public school calendar. They begin the internship when their internship school begins in the fall and finish the first semester at the start of their internship school's holiday break. Interns resume their internship right after the holiday break. During the spring semester interns spend at least 14 weeks in the classroom and complete the internship at the end of April. Because there are two public school vacations during second semester, interns do **not** take the University break in March unless arrangements to do so were made and authorized during the placement process or early in the fall semester. Interns are expected to work in the schools even on days when a university holiday may exist.

#### *Time Alone in the Classroom and Solo Weeks*

Because the internship is a two-semester experience, there is ample time for the intern to work toward greater teaching responsibility. It is important that each intern, cooperating teacher and supervisor triad work closely together to determine the pace and degree to which the intern assumes more responsibilities. Some interns move more quickly than others, which is to be expected. If an intern moves too quickly, however, it is difficult to recover. It is essential for interns to develop detailed plans far enough ahead of time for the cooperating teacher to review and discuss them with the intern. If the intern is consistently unable to prepare adequately and teach a lesson successfully by the end of the first semester, this is cause for concern and should be discussed by the triad.

All interns are expected to successfully plan, teach and assess a full load of classes for two weeks during the second semester. (Note that in instances where an intern has arranged to change placements at mid-year, it is expected that the intern will plan, teach and assess a full load for at least one week before making the switch to the new placement.) The two weeks need not be consecutive. Many interns, for example, benefit from taking some time to reflect and revise between their first and second week of “solo teaching.” In planning for the two weeks, it is important that the intern work closely with his or her cooperating teacher to make sure that any departures from the standard curriculum or basic classroom procedures have been carefully thought through and that they meet with the cooperating teacher’s approval. It is also important to involve the University supervisor in the planning and scheduling of the two weeks. Both the cooperating teacher and the University supervisor need to be involved in making formal observations during the intern’s time alone. Cooperating teachers have used the interns’ two solo weeks as a time to visit other schools, shadow a special education teacher, work with another teacher to plan a unit or course, or undertake research at the school, UNH or elsewhere.

### *The Internship Plan*

A rich productive internship requires advanced planning: both the intern and the cooperating teacher need to agree upon the basic features of the internship and share expectations they have of each other.

There are a number of questions that the intern and his or her cooperating teacher should discuss in the spring prior to the internship. Often, a complete response to these questions is impossible in the spring; nonetheless, the questions should be raised with the expectation of returning to them when the internship begins in the fall. Among these questions are:

- What are the intern’s short and long range goals for the internship? How can these goals mesh with those of the cooperating teacher and the school?
- What specific teaching responsibilities will the intern be given early on? How will those responsibilities change over the course of the fall semester and year? What options exist for sharing and/or handing over teaching responsibilities in the classroom?
- How will the intern’s need to observe other teaching situations both within and outside the internship school be accommodated?
- What is the nature and extent of the intern’s non-classroom duties in the school? How will these change over the course of the year?
- How are the cooperating teacher’s observations and debriefings of the intern’s instruction to be accomplished? What observation formats will be used? How will time be allocated for conferences prior to or following the observations?
- To what extent will there be team teaching and joint planning?



## Observing the Intern

Interns want and need concrete, constructive and frequent feedback from their cooperating teachers. Interns find it difficult to focus on the full range of planned and unplanned occurrences during a lesson, especially at the beginning of the year. They welcome an extra pair of eyes and ears to take note of what is happening with respect to individual students, classroom management, pacing and comprehension, and so on.

Interns value the opportunity to sit down with their cooperating teachers after a lesson or at the end of the day to debrief and review the cooperating teacher's observational notes. When interns and their cooperating teachers work together in a collaborative fashion, trying to figure out the strengths and weaknesses of a given lesson or unit, both parties benefit from the exchange and interns grow as professionals.

In some situations it is extremely difficult for the cooperating teacher to find time to observe the intern for an entire lesson or activity. The most common example is when the intern and the cooperating teacher are teaching in the same room at the same time. In those instances it is helpful if both the intern and the cooperating teacher keep a small notebook by their sides, jotting down impressions and questions as they occur throughout the day. Sharing and discussing these random notes at the end of each day can provide a concrete starting point for sorting out events, answering questions and considering next steps.

There are many ways to conduct observations, although the appropriateness will vary from one situation to the next. Cooperating teachers will be provided with a *Cooperating Teacher Weekly Observation Form* to help organize the feedback they provide during a formal observation. (See page 40.)

Workshops will be offered from time to time to help cooperating teachers become familiar with various aspects of supervision. In addition, ED 957: Collaborative Models of Teaching, Learning and Leading is recommended for cooperating teachers wishing to improve their supervisory skills.

Cooperating teachers are to conduct formal observations of their intern about once a week. University supervisors are to conduct a formal observation every two to three weeks. In addition, there needs to be close collaboration and sharing of information between cooperating teacher and University supervisor. Building principals, assistant principals and department chairs can also provide helpful feedback through observing and meeting with the intern.

## Videotaping During the Internship

The following guidelines have been established regarding the videotaping of interns during their internship experience:

- interns are required to be videotaped as part of their internship for purposes of professional development;
- interns are required to share self-selected videotaped segments of their teaching with their supervisor, cooperating teacher, and seminar group throughout the year;
- if the intern's cooperating teacher is participating in the UNH supervision seminar, the intern is encouraged to share portions of their videotaped instruction with the cooperating

teacher for confidential use in the supervision seminar. The intern has complete control over the segments of instruction the cooperating teacher shares in the supervision seminar;

- aside from the above limitations, the intern has complete control over how the videotape material is used and who gets to view it; and,
- videotaping that includes the intern's students must conform to the school's policy on taping.

### Assessing and Grading the Intern

In many ways assessment and grading present difficult conflicts for interns, cooperating teachers and University supervisors. We are asking interns to be open, to ask for help, to try new things and to learn from their mistakes. We are asking cooperating teachers and University supervisors to be supportive and to provide objective, formative feedback to interns through the use of regular observations and conferences.

In light of the above conflicts and our desire for interns to take risks, the internship is graded on a Credit/Pass ("P") or No Credit/Fail ("F") basis. The internship carries six graduate credits each semester. The most effective way to lessen conflict in grading is to provide the interns with complete information at every step of the way. If there is a problem, confront it directly with the intern in a collaborative and optimistic manner. If the placement is a good one and if mutual respect is shared among intern, cooperating teacher and University supervisor, then agreeing on a "P" or "F" grade from all three perspectives is a relatively straightforward process. Components of the internship grade include both classroom/school performance and seminar participation. Typically, the cooperating teacher, intern, and University supervisor will determine the final grade in a three-way conference near the end of each semester.

Interns must have a credit/passing grade for first semester in order to begin their second semester.

If a "Fail" is received in EDUC 900:

- The student may not continue in EDUC 901;
- The student may retake EDUC 900 with permission of the Director of Field Experiences;
- The student may choose to drop out.

If a "Fail" is received in EDUC 901:

- The student will not be certified;
- The student may retake EDUC 901 with permission of the Director of Field Experiences.
- The student may choose to drop out.

### In Case of Emergency

Despite our best efforts, there are times when an internship placement is simply not working. Sometimes the teaching style or philosophy of the intern is incompatible with that of the cooperating teacher or supervisor. Sometimes the intern's skills are not sufficiently developed or personality differences emerge among members of the triad.

Whatever the trouble, the longer the situation is ignored, the harder it is to rectify. The sooner the University supervisor, cooperating teacher and/or intern is made aware that there is a problem, the greater the chance a positive outcome can occur. Sometimes a resolution is as simple as making an

adjustment to different styles of communication. If a discussion between members of the triad does not seem to help, the concern should be brought to the attention of the Director of Field Experiences.

In the last analysis, the intern is a University student and the schools are not expected to solve University problems. We will do our best to identify solutions that take the best interests of all concerned into account.

## **THE INTERN IN THE CLASSROOM**

While the principal focus of the intern's efforts must be on classroom teaching and the development of teaching skills, the experience provides opportunities to become fully engaged in the life of the school.

### Prior to Day One

Thorough preparation prior to the beginning of school helps to ensure a successful start for interns and their cooperating teachers. This is the time to establish a strong professional and working relationship. There are specific things that the cooperating teacher and intern can each do to help in this process.

The cooperating teacher is to take responsibility for:

- creating a work space for the intern so that s/he is an integral part of the classroom;
- introducing the intern to the school principal, other teachers, specialists, custodians, the librarian, and the school nurse;
- touring the school with the intern to point out such necessities as the teachers' work room, the lavatories (adult and student), the library, and the parking lot for teachers;
- showing the intern the basic classroom set-up, including where supplies are kept;
- showing the intern basic record keeping procedures and how to operate video equipment, photocopying machines and other devices;
- discussing classroom atmosphere, discipline, individual students, each class as a group, general philosophy of education, goals for the year, first day procedures, first day responsibilities of the intern, plans for observing and evaluating;
- discussing his/her philosophy of education and specific expectations for the internship;
- arranging specific times for regular meetings with the intern;
- deciding how to introduce the intern to parents and students;
- acquainting the intern with local community norms and characteristics; and,
- providing the intern with copies of texts for summer study.

The intern is to take responsibility for:

- describing his/her background, including work experience and school experience;
- discussing previous experiences in working with individual students, groups of students;
- explaining his/her academic preparation including relevant education and content of courses taken;
- outlining a schedule for the year including work, course and family commitments;
- discussing his/her philosophy of education and specific expectations for the internship;

- finding out precisely what s/he is going to be asked to do on “day one” and preparing for it;
- finding out school expectations for such things as appropriate dress for teachers, what time to get to school;
- finding out what he/she is going to be asked to do throughout the school year and preparing for it; and, arranging in school and out-of-school observations during the school year.

### Day One

Many interns have been tripped up by the legitimately felt need to be liked by their students. This often leads to problems in classroom control that may be prevented if the interns defer the expectation that they will be liked until later, when the class has gotten to know them. This is not to suggest that interns be unfriendly, but rather that a businesslike attitude, especially during the first weeks of school, will go far in providing a solid base for good rapport with students that all interns hope to build.

Interns need to have specific things to do right from the beginning. These tasks should communicate to students that the intern has the status and authority of a teacher. There are many housekeeping chores, for example, that must be done and for which interns can be prepared:

- distributing books and other materials;
- interviewing new students;
- escorting students to various parts of the building;
- taking attendance and learning students’ names; and,
- in some cases, teaching part of a lesson.

The cooperating teacher is responsible for introducing the intern to the class. The form of this introduction will depend on the individual situation; however, it should be made clear that the intern is a **teacher**, a **college graduate**, and is now pursuing a **master’s degree** in teaching.

### Discipline

Becoming a credible authority figure in the classroom and school is a basic goal of interns. Achieving this goal is a complex process that requires finding an appropriate balance among many seemingly contradictory influences. For example, there is the idealism, optimism and energy of the interns. These instincts sometimes run counter to the norms of the school or are seen as soft spots by the students. For interns to learn precisely where and when to draw the line with individual students as well as with an entire class frequently requires a period of trial and error.

There are many ways for cooperating teachers and other school personnel to help interns establish classroom control. Three of the most obvious ways to get started are:

- a.) Make sure the interns are fully aware of school rules and disciplinary procedures. Arrange for the intern to talk with the administrator in charge of discipline. There are few things worse than to be caught in the trap of not knowing the school rules.
- b.) Make sure the interns are equally aware of their cooperating teacher’s rules and behavioral expectations. Spend time learning the reasons behind these rules and expectations as well as sharing the experiences that helped to mold them.

- c.) Give the interns time and space to pull all the pieces together. This requires flexibility, patience and a genuine belief that interns will succeed in finding their own voices as responsible and caring teachers.

There are also many ways for interns to help themselves become more confident and competent when in front of a classroom. They should:

- a.) Pay close attention to what is going on. Each time something unexpected happens, they should jot it down. The intern should also record their response to the unexpected and their assessment of how well their response seemed to work.
- b.) Share these notes with their cooperating teacher and other school personnel. Find out how they respond to similar circumstances. Find out the backgrounds of the individual students involved.
- c.) With the help of the intern's cooperating teacher, identify as many alternative strategies as possible so that the intern can decide ahead of time what, if anything, to do differently if a similar situation arises. The intern can learn from their experiences so that they do not fall into the same traps over and over again.

It is important for everyone involved—interns, cooperating teachers, other school personnel, and University supervisors—to remember that classroom discipline is a highly sensitive and personal area about which many of us have strong convictions. It is also important to remember that there is no single right way to run a classroom. Therefore, interns, cooperating teachers, other school personnel, and University supervisors should make every effort to understand and respect one another's point of view, keeping in mind that it is, after all, the cooperating teacher's classroom and the ultimate goal is to help students learn.

## Planning

Learning how to plan lessons and units is a challenge for interns. Although the UNH Teacher Education Program stresses the importance of planning in its programming, it is not until the internship that interns experience first-hand the dilemmas of planning—where to find resources, trying to estimate how long a given activity will take, or calculating whether a concept will be difficult or easy for students to grasp. In the presence of so many unknowns, interns are tempted to avoid planning. This is understandable; committing oneself to a written plan on the basis of little experience is to take very great risks. To compare a written lesson plan with what actually happened is frequently quite threatening. Interns need to be taught to do this through teamwork and modeling by the cooperating teacher.

Helping interns learn how to plan effectively may be difficult for cooperating teachers and University supervisors. Planning is like thinking. Each of us does it a little bit differently. Some focus more on instructional methods while others focus more on content. Some plan in very great detail while others write down nothing but a few page numbers from the text(s). Some can explain thoroughly how they go about planning a lesson; others claim they “just do it.”

At the beginning it is important for interns to write detailed lesson plans. Interns should be writing formal lesson plans for classes that they are teaching. These plans should be submitted to their cooperating teacher for approval the day before they are to teach the lesson. This preplanning helps the intern envision the lesson and determine specific planning questions to ask of their cooperating

teachers. Interns, together with their cooperating teacher, can determine the format for these written plans that best meets their needs; however, the *Universal Based Design Lesson Plan Template* can provide a very effective format. (See page 39.)

These lesson plans serve as a valuable record, particularly when interns write short critiques of their plan immediately following the lesson. What went well? What surprises did I experience? How long did each segment take? What will I do differently next time?

### Teaching Load

An intern is usually involved with the school on a full-time basis. This means five days per week for the entire school day. In rare instances, an individual intern will have a commitment that differs from this basic pattern. In these instances, special arrangements can be made, but only after the consent of the cooperating teacher, building principal, and Director of Field Experiences has been obtained.

Elementary school interns usually spend most of their time and energy in their cooperating teacher's classroom. They should spend their first few weeks getting to know all of the students as individuals, establishing themselves as teachers and becoming comfortable with planning and teaching lessons to small groups (in reading and math, for example). Once the interns become familiar with the students and the basic routine, they should begin to expand their repertoire—working with larger groups of students in a broader range of curriculum areas. By the end of the first semester, the interns should have worked with all of the students and delved into all areas of the curriculum. By the end of the second semester the interns should be comfortable with and competent in all aspects of classroom teaching. They should have experienced two weeks of handling the full load alone so that they enter the job market with the confidence that can only come from successful experience.

### Role of the Cooperating Teacher

- We see the cooperating teacher's role as one of mentor, team leader, co-planner of instruction, partner in dialogue, guide, cheerleader, critical friend, and trusted colleague.
- Building a productive relationship requires thoughtful planning, honest dialogue, careful observation and regular feedback.
- Cooperating teachers and interns share responsibility for curriculum planning at the levels of long-range course goals, unit topics, unit objectives, and daily lessons.
- Cooperating teachers work directly with the UNH supervisor to insure a coordinated growth experience for the intern.

### *Dispositions*

In order to help interns assume increased responsibility in the classroom, cooperating teachers should display:

- an attitude of patience, empathy, tact, insight, and flexibility.
- a commitment to intern growth by recognizing and responding to the individual needs, background, and developmental patterns of the intern.

## *Activities*

The cooperating teacher, in consultation with the UNH supervisor and intern, accomplishes the following activities as part of an ongoing process:

- Establishes specific and regular times to meet with the intern to discuss, plan, and review;
- Models and teaches about classroom management and discipline;
- Helps interns regularly evaluate the effectiveness of their planning and teaching;
- Physically shares the classroom with the intern on a daily basis and establishes an environment in which the intern is viewed in the eyes of students as having the same authority as the cooperating teacher;
- Co-constructs an evolving schedule that encourages the intern's active involvement throughout each day (e.g., teaching, observing, debriefing, finding resources);
- Participates periodically in post-observation feedback sessions with the UNH supervisor and the intern; and,
- Formally assesses the intern's performance by seeking consensus among the triad of cooperating teacher, intern, and UNH supervisor.

### Introducing Observers to Students

Many interns feel awkward introducing their University supervisor to their students. Some interns fear that their credibility will be lessened if they reveal their student status to their own students. A simple, straightforward introduction, such as, "This is Mr. or Ms. So-and-So who is here to see what we're doing," generally satisfies student curiosity. In time, they forget the observer is there.

## **THE INTERN IN THE SCHOOL**

### Non-Classroom Duties

Interns should **not** be assigned supervisory duties (cafeteria, bus, and recess, for example) on a regular basis without pay. It is desirable, however, that the intern be exposed to these duties, including during their "solo weeks."

### Extra-Curricular Involvement

Many interns have special skills and talents that can enrich the school's extra-curricular program. In consultation with the cooperating teacher and supervisor, we encourage interns to work with students in these special ways when time permits. Interns should receive the same stipend that other teachers at their schools receive for this extra involvement.

### Observation of Classes

Interns are expected to spend time observing classes. Since much of the interns' attention is focused on learning by doing, they frequently resist this expectation. We strongly believe, however, that there is great value in learning by watching as well as by doing. There are so many different ways to approach even the simplest of teaching tasks, such as collecting homework, that no one intern can possibly come up with them all. Thoughtful observation can provide interns with a wider range of choices about how and what to do in the classroom than their own experience can provide.

Observation should be an active process. Interns should seek out teachers in their buildings who have special competencies about which they would like to learn more. When approached in a tactful and professional manner, most teachers are delighted to demonstrate their special strengths to interns. When observing, interns should take careful notes. Maximal gain occurs when the intern sits down with the teacher afterwards to explore the teacher's perceptions and perspectives.

During the school year interns are expected to make observations of additional teachers in their school, excluding their cooperating teacher. In addition, we encourage interns to observe other interns in their school. We strongly recommend that at least one of the observations involve an experience with English Language Learners and the ELL professional.

### Integrating Fine Arts and Physical Education into the Curriculum

Elementary interns are expected to have experience learning about integrating the fine arts and physical education into the curriculum. Supervisors often work with cooperating teachers and the interns to accomplish this task.

### Visits to Other Schools/Community Sites

All interns are expected over the course of the year to take professional days to observe and visit different schools or community-based organizations that serve K-12 students and/or their families. Interns frequently resist the expectation to visit other schools, as they believe that they cannot leave their own classes and responsibilities. While we respect this strong sense of duty, we firmly believe the internship should be a time for expanding and stretching. Visits to other schools and/or community agencies can provide visions of entirely new and different approaches. These visits can help interns develop new frames of reference for thinking about teaching and learning. To decide which schools or agencies to visit, interns should consult with their cooperating teachers, their building principals, their University supervisors, and fellow interns. Each visit should be carefully planned in advance, with proper protocol observed. Interns should make sure that everyone knows when they are coming, why they are coming and how long they are going to stay. A school visited during the internship may turn out to be the school where an intern obtains a job.

### Racial/Ethnic Diversity Requirement

In addition to visiting other schools, interns are also expected to explore and reflect on the various aspects of diversity and multicultural perspectives and the implications for their teaching. One way to accomplish this second requirement, particularly for interns who are not working in highly diverse settings, is to visit a school with a sizeable population of students from one or more of the following minority groups: Native American, African American, Hispanic, Asian, or Pacific Islander. Interns can also propose and carry out other activities designed to demonstrate their exploration of diversity issues.

### The Intern as Substitute Teacher

Before an intern is permitted to substitute for his or her cooperating teacher, the cooperating teacher, University supervisor and department chairperson or building principal must observe the intern's teaching and agree that the intern is capable of running a safe and productive classroom. In



addition, the intern must agree that s/he is ready to fill in. In most cases this does not happen before mid-October when the intern, cooperating teacher and University supervisor meet for the mid-semester triad assessment. To ask an intern to substitute before s/he is ready and before there is evidence to indicate that the intern and the students will have a positive learning experience is to run the risk of undermining the intern's confidence and weakening his or her credibility with students.

Substituting should always be at the discretion of the cooperating teacher, University supervisor, and intern. Before an intern is permitted to substitute for a teacher other than the cooperating teacher, the intern must successfully substitute in his or her own classroom. In addition, the cooperating teacher, the intern and the University supervisor must agree that the intern's professional development will be enhanced by the experience. Interns should never substitute in place of their regular teaching assignments for which they have planned and for which they are taking primary responsibility. They should substitute only within their area of certification or on their teaching team with their same students in a different subject area. As a general rule, the intern should not substitute outside of their own classroom more than 2-3 times per month. Subbing should be planned and discussed in advance whenever possible.

In most cases, it is very difficult for an intern to say "no" to a request to substitute. We ask that school personnel be sensitive to that issue. In all cases, interns must be paid as substitutes.

### The Building Principal as an Intern Resource

We urge interns to explore the human resources in their schools. The building principal, for example, can be extremely helpful. Principals are experienced observers who can offer interns new perspectives on their teaching. Principals can make suggestions about the variety of teachers in the building from whom the interns could learn by observing. Principals can also make suggestions about other schools for interns to visit. Principals can be especially helpful as a resource during the job search in the spring.

### Liability and School Law

Interns should be sure that they act as "prudent persons" at all times. Cooperating teachers are to make sure that interns clearly understand proper health and safety procedures for the classroom and the school. Interns share responsibility for the health and safety of the students under their supervision, along with their cooperating teachers and building principals. The intern is covered for liability under University of New Hampshire policy.

Interns are expected to have an experience learning about school law. The supervisor may invite the school principal or another person knowledgeable in school law to be a guest speaker in the internship seminar.

### Code of Ethics

We expect all participants in the internship to comply with the Code of Ethics in the N.E.A. (<http://www.nea.org/home/30442.htm>) and any code of ethics adopted by the State Board of Education in New Hampshire.

## THE INTERN AS A UNIVERSITY STUDENT

Interns are enrolled in EDUC 900 during the fall and EDUC 901 during the spring. In both courses, the University supervisor conducts a weekly two-hour seminar. The seminar is usually held after school on Thursdays, however, scheduling of seminars sometimes poses a problem. Accordingly, some seminars may meet at a time that necessitates the intern being excused early from his or her responsibilities in the school.

A major reason for the need to maintain some flexibility with respect to the intern's involvement in the school is that many interns are enrolled in one or two courses on campus while engaged in internship. Every effort is made to keep on-campus course work to a minimum during the internship, though program requirements often necessitate it. Most courses offered in the Department of Education are scheduled for late afternoon or evening and present no conflict with the intern's in-school responsibilities. Such is not always the case with courses offered in other departments, however, and the intern's schedule in the school may have to be adjusted to take this into account.

As students at UNH, interns are entitled to full library privileges. This includes access to Media Services. Students may take out three films at no charge each semester. A Media Services Card for this purpose can be obtained from the University Supervisor.

There are also services available in Durham at Morrill Hall and at UNH-Manchester. These include a media center which includes videotaping equipment; a cluster of on-line computers, scanners, and a software library. In addition, many faculty members are willing to share and recommend books and materials, available both in Morrill Hall and at the UNH-Manchester University Center. More information about gaining access to these and other services can be obtained from the University supervisor.

## PROCEDURES, REQUIREMENTS, AND CALENDAR

### The Background Check

The New Hampshire State Department of Education requires that all interns and student teachers will be required to initiate a "Criminal History Records Check" **before** beginning internship or student teaching. This regulation is due to a law (Chapter 77, An Act Relative to School Employee Background Investigations) that took effect on August 2, 1997. The current interpretation is that the law applies to anyone "who regularly comes in contact with pupils on a daily basis." Successful completion of a background check is also required to get a teaching license.

To complete the background check:

- a.) As soon as the intern has signed his or her contract for internship and has had it approved by the Director of Field Experiences at UNH, the intern should go to the SAU office and pick up a "Criminal Record Release Authorization Form" and fingerprint card. The intern should check with their internship school to see if there is an additional form to bring to the local police department.
- b.) Fill out the form(s) and get fingerprinted at the local police department in the district in which the intern will be completing the internship. If the intern has difficulty getting the

fingerprinting done at the district, the UNH campus police may help, given time. Interns should try the local police department first. (They may be charged for this.)

- c.) The SAU office will submit the forms. Interns can participate in regular school activities as soon as the materials are submitted to the SAU office.

The completed criminal history record forms will be submitted to the SAU and to the NH State Department of Education. The school district will assure confidentiality of the record. No applicant can be employed (or intern or student teach) if such person has been convicted of (1) murder, (2) child pornography, (3) aggravated felonious sexual assault, (4) felonious sexual assault, or (5) kidnapping. The SAU can deny employment for other convictions if they choose to do so.

### Applying for NH Licensure

#### *The Credential Check*

After a student has successfully completed all of the required courses for licensure, including the internship, and has achieved passing scores on PRAXIS CORE and PRAXIS II s/he is eligible to apply to the State of New Hampshire for certification.

For most interns, applying for NH Licensure occurs in late May, after internship grades have been submitted. (A student does not have to complete his or her master's degree to be eligible for licensure. See below for the list of courses required for licensure.)

The application and payment (\$130.00) for licensure is to be completed online through the New Hampshire Department of Education (NHDOE) website: <https://my.doe.nh.gov>. To access the application students must first create a NHDOE "New User Account". Directions for creating the account can be obtained by contacting Liz Arcieri at [Elizabeth.arcieri@unh.edu](mailto:Elizabeth.arcieri@unh.edu) or calling 862-2674. A transcript review will be conducted at this time to determine that all course requirements for licensure have been completed. Once the NHDOE receives the completed application and payment, a Beginner Educator Certificate (BEC) will be mailed within four weeks. It is the student's responsibility, not the University's, to apply for licensure.

#### *Required Courses for Licensure*

Elementary: EDUC 500/935, 700/800, 701/801, 703/803 (F & M), 705/805, 751/851A, 900, 901, one math methods course, and a reading methods course.

#### *Letter of Eligibility*

Students needing proof of certification eligibility as part of their job search process can request a letter of eligibility from Liz Arcieri that states the applicant will be duly licensed upon successful completion of all required courses and passage of PRAXIS CORE and PRAXIS II exams.

#### *Out-of-State Certification*

For students seeking licensure out of state, it is best to contact the Department of Education in that state as soon as possible to determine the specific certification requirements. The State of New

Hampshire participates in the Interstate Contract Concerning Qualification of Education Personnel, governed by the National Association of State Directors of Teacher Education and Certification (NASDTEC). Participation in NASDTEC shows acceptance of approved collegiate professional preparation programs. Although states recognize students have completed a preparation program at UNH, additional certification conditions (i.e., MTEL testing in Massachusetts) may be required.

*Qualifying scores on PRAXIS CORE and PRAXIS II*

Completion of the PRAXIS CORE with the following minimum scores		Completion of PRAXIS II for the subject areas listed below with the following minimum scores		
Reading Section	156	Art	Content Knowledge	158
Writing Section	162	Chemistry	Content Knowledge	153
Math Section	150	Earth-Space Sciences	Content Knowledge	148
The NH State Department of Education will waive the PRAXIS CORE requirement if a student has tested at or above the fiftieth percentile on a nationally recognized test in the areas of reading, writing, and mathematics such as the GRE, SAT or ACT.		Elementary	Multiple Subjects Test*	NA
			Reading and Language Arts Subtest	165
			Mathematics Subtest	164
			Social Studies Subtest	155
			Science Subtest	159
		English/Language Arts	English Language Arts: Content and Analysis	168
		Life Sciences	Biology: Content Knowledge	153
		Mathematics, Middle School	Middle School Mathematics	165
		Mathematics, Secondary	Mathematics: Content Knowledge	160
		Middle School Science	Middle School Science	150
		Music Education	Content Knowledge	161
		Physics	Content Knowledge	146
		Social Studies	Content and Interpretation	153
World Languages	<a href="http://www.ets.org/praxis/nh/requirements">www.ets.org/praxis/nh/requirements</a>			

\*To pass the *Elementary Education: Multiple Subjects* test teacher candidates must receive a passing score on each subtest. If a student wishes to take all four subtests (5032, 5033, 5034, and 5035) at the same time, the student should select *Elementary Education: Multiple Subjects* (5031) when registering. If a student wishes to take or retake an individual subtest, s/he may register to take just that subtest.

At the time of testing, students should request that their PRAXIS scores be sent to the NH Department of Education and to UNH. The NHDOE will review PRAXIS scores upon review of the application for certification.

For current New Hampshire PRAXIS Test information please visit <http://www.ets.org/praxis/nh/requirements>.

The State of NH Department of Education requires the *Foundations of Reading Test* for certification in the following areas: Early Childhood Education, Elementary Education, Reading & Writing Teacher, Reading and Writing Specialist. Information about the New Hampshire Foundations of Reading test can be found at <http://www.nh.nesinc.com/>.

Completing the Master’s Degree

**DEGREES** (total credits: 32)

**M.Ed.** Internship: 12 credits. Additional credits: 20

Of the 20 additional credits at the graduate level, 10 must be in education and 10 can be in either education or in another department.

**M.A.T. Internship:** 12 credits. Additional credits: 20

Of the 20 additional credits at the graduate level, 12 must be in an area of subject matter concentration (NOT in education) and 8 can be either in education or in another department. A graduate student in this program is strongly encouraged to develop a subject area concentration consisting of at least three courses in consultation with his or her adviser.

Students have six years from the date of admission to Graduate School to complete their Master's degree. Students must receive a "B-" or better in all required graduate coursework. A fee of \$200.00 is required for each semester of "continuing enrollment" (a semester when the student is not taking a course but is still working toward the degree). Completion of the master's degree is not a requirement for licensure. Completion of the Colloquium is a requirement for completion of the master's degree.

## Educator Rounds

The UNH educator rounds model draws on instructional rounds, a concept that builds from medical rounds in which experienced physicians, residents, and medical students circulate through teaching hospitals, reviewing real-life medical cases, in order to enhance students' diagnostic and treatment skills (City, et al., 2009; Roegman & Riehl, 2012). Instructional rounds have been implemented as a model for improving teaching practice at the school-, district-, and network-level for more than a decade (City et al., 2009). A recent publication suggests that rounds are one of the “most valuable tools that a school or district can use to enhance teachers’ pedagogical skills and develop a culture of collaboration” (Marzano, 2011, p. 80).

In teacher education, educator rounds have the potential to enable pre-service teachers to inquire into their teaching practice and interact as part of a learning community. In fact, national organizations, such as the National Council for the Accreditation of Teacher Education (NCATE), have recently highlighted rounds as one of a selected group of practices that support clinically-rich teacher education (Watts & Levine, 2010). Additionally, “teacher” or “education” rounds are currently used as a core practice in field experiences at a number of teacher education programs across the nation (Del Prete, 1997; Reagan, Roegman, Goodwin & Zuckerman, 2013). The UNH educator rounds model builds in this work and extends it to the University of New Hampshire educator preparation programs.

The UNH educator rounds model assumes the following:

- a.) An educator round is ultimately about understanding student learning in classrooms and the teaching practice that supports student learning. It is not evaluative.
- b.) An educator round is about learning in and from practice. Each round is focused by the host intern’s “framing the round inquiry” and question of practice.
- c.) A educator round is a collaborative process—it is a way to bring a number of eyes and ears to the task of learning more about what students are thinking and doing and what engages them.
- d.) All participants in educator rounds are reflective partners in a learning community.

The UNH educator rounds model focuses on peers observing each other in the context of a learning community. An educator round consists of four steps: (1) framing the round inquiry and question of practice developed by the host intern that serve as the focus of the observation; (2) a pre-observation orientation; (3) an observation of practice that consists of a small group of interns observing the host intern for a teaching segment (ranging from 35 minutes to 1 hour); and (4) a debrief session including an analysis of the observation, feedback, and next steps for the host and rounds participants. Upon completion of each intern’s educator round, there is a follow-up session to discuss and analyze the actual steps that were taken by each intern in his or her classroom.

Between October and December 2015, each intern will have the opportunity to participate in educator rounds as both a host and observer within a smaller learning community. The intern supervisors will facilitate the educator rounds, coordinate logistics, and clarify questions about the educator rounds process. **The Educator Rounds guidelines are contained in a separate Educator Rounds Guidebook that will be distributed to interns at the start of the fall semester.**

## New Hampshire Teacher Candidate Assessment of Performance (NH TCAP)

The New Hampshire Teacher Candidate Assessment of Performance (NH TCAP) is a complex, subject-specific, multiple measures, portfolio-style performance assessment designed to assess and provide formative learning experiences for beginning teachers.

### **Focus on student learning**

In the NH TCAP, interns will demonstrate the strategies they use to make literacy accessible to their students, and how they support students in learning to read, write, and use academic language. They will explain the thinking underlying their teaching decisions and analyze the strategies they use to connect students with the content they are teaching. Interns will examine the effects of their instructional design and teaching practices on student learning, with particular attention to students with diverse cultural, language, and socio-economic backgrounds and learning needs.

### **Select a learning segment**

A learning segment is a set of lessons that build upon one another toward a central focus that reflects key concepts and skills, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments.

For the NH TCAP, interns will **plan a learning segment of approximately 3-5 lessons (or, if teaching literacy within a large time block, about 3-5 hours of connected instruction)** that is designed to develop students' abilities to comprehend and/or compose text. The learning segment should develop literacy skills and strategies and include learning objectives for both the curriculum content and the development of academic language related to that content. A Glossary of terms used in the NH TCAP appears on pages 48-50 of the Guidelines packet.

### **Submit teaching artifacts and analysis**

Interns will submit lesson plans, copies of instructional and assessment materials, one or two video clips of the intern teaching, a summary of whole class learning, and an analysis of student work samples. Interns will also write commentaries that describe the teaching context, analyze their teaching practices, and reflect on what the intern learned about their teaching practice and their students' learning. The instructions in the Guidelines packet will guide the intern in putting together the instructional materials, video selection, student work samples, and commentaries required in the NH TCAP.

### **Assessment of the NH TCAP**

Each intern's NH TCAP submission should clearly demonstrate how their practice meets the NH 610.02 Standards for Beginning Teachers and the institutional Teacher Education Program Goals and Outcomes. Scoring rubrics have been developed to align with these professional expectations for classroom teachers.

**The NH TCAP Guidelines and Rubrics are contained in a separate Guidebook that will be distributed to interns at the start of the fall semester.**

## Colloquium Requirement

### *Purpose*

The purpose of the colloquium is to conduct research on a specific issue or problem important to the intern's development as a teacher, and to demonstrate the intern's capacity for leadership by engaging school colleagues (interns, the cooperating teacher, the university supervisor, other teachers at the school, and other UNH faculty) in a discussion of the issue or problem. The following questions are meant to serve as guides as interns plan and conduct their colloquiums:

- How does the issue or problem convey a central concern of your teaching?
- How might the issue or problem generate thoughtful and engaging dialogue among your colleagues?
- How will the issue or problem influence your future growth and practice as an educator?

### *Process*

A successful colloquium experience requires careful preparation of a research document that is reviewed by participants beforehand. In addition to the document, participants receive a cover letter that introduces the issue or problem, outlines how the colloquium will unfold, and suggests how participants can prepare. During the colloquium the intern presents his or her issue or problem, facilitates a thoughtful discussion among participants, and suggests directions for future research and teaching practice. (For further details, see the Colloquium Rubric on the following pages.)



Assessment of the Colloquium

**Teacher Education Program Colloquium Rubric**

Dimensions	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p><b>1. How did you form your inquiry question and related questions?</b></p> <ul style="list-style-type: none"> <li>The question is placed within the context of your field experience and arises from an identified problem or challenge in your teaching, subject area, or grade level.</li> <li>The question is “unpacked” to reveal the sub-issues and/or sub-questions that need examination and will guide the inquiry.</li> </ul>	<p>Inquiry makes innovative and potentially transformative connections to classroom and/or school.</p> <p>Identified sub-questions and issues thoroughly and creatively guide inquiry.</p>	<p>Inquiry makes connections to classroom and/or school.</p> <p>Identified sub-questions and issues effectively guide inquiry.</p>	<p>Inquiry makes limited or no connections to classroom and/or school.</p> <p>Identified sub-questions and issues do not adequately guide inquiry.</p>
<p><b>2. Why is this inquiry important and what do other people have to say about it?</b></p> <ul style="list-style-type: none"> <li>The question is situated within a broader body of ideas and research.</li> <li>Persuasive rationales are given for the importance of examining the question, including connections to your “philosophy &amp; practice statement.”</li> <li>There is evidence of systematic review of relevant literature.</li> </ul>	<p>Substantial evidence of scholarly and professional relevance.</p> <p>Makes substantial case for inquiry and connections to one’s philosophy &amp; practice.</p> <p>Includes substantial research support (8 or more relevant citations).</p>	<p>Acceptable evidence of scholarly and professional relevance.</p> <p>Makes acceptable case for inquiry and connections to one’s philosophy &amp; practice.</p> <p>Includes acceptable research support (4-7 relevant citations).</p>	<p>Limited evidence of scholarly and professional relevance.</p> <p>Inadequate rationale for inquiry and/or limited connections to one’s philosophy &amp; practice.</p> <p>Includes little to no research support (0-3 relevant citations).</p>
<p><b>3. How did you generate, analyze and present your data?</b></p> <ul style="list-style-type: none"> <li>Research methodology is described and justified.</li> <li>Research includes local data gathering and analysis.</li> </ul>	<p>Substantial explanation of methods and rationale for their use.</p> <p>Substantial local data gathering and analysis.</p>	<p>Acceptable explanation of methods and rationale for their use.</p> <p>Acceptable level of local data gathering and analysis.</p>	<p>Little to no explanation of methods and/or rationale for their use.</p> <p>Little to no local data gathering and/or analysis.</p>

<ul style="list-style-type: none"> <li>Findings are presented clearly and concisely.</li> <li>Conclusions follow logically from the research data gathered.</li> </ul>	<p>Presentation of findings are exceptionally clear and organized.</p> <p>Clear and substantial connections made between data and conclusions.</p>	<p>Presentation of findings are clear and organized.</p> <p>Acceptable connections made between data and conclusions.</p>	<p>Findings lack clarity and/or organization.</p> <p>Little to no connection between data and conclusions.</p>
<p><b>4. What are the implications for you as a teacher?</b></p> <ul style="list-style-type: none"> <li>Explain how your beliefs about teaching and learning have been or will be modified.</li> <li>Offer questions you might pursue in future cycles of inquiry.</li> </ul>	<p>Substantial discussion of impact of colloquium on one's beliefs about teaching and learning.</p> <p>Questions provide important and potentially innovative lines of future inquiry.</p>	<p>Acceptable explanation of impact of colloquium on one's beliefs about teaching and learning.</p> <p>Questions provide lines of future inquiry.</p>	<p>Limited or no mention of impact of colloquium on one's beliefs about teaching and learning.</p> <p>Limited or no questions offered for future inquiry.</p>
<p><b>5. To what extent was this professional development effort worthwhile to your colleagues?</b></p> <ul style="list-style-type: none"> <li>Presentation demonstrated your understanding of the topic.</li> <li>You facilitated participant engagement during discussion.</li> <li>Feedback revealed the colloquium to be informative and helpful to colleagues.</li> </ul>	<p>Presentation demonstrates rich and detailed understanding of topic.</p> <p>Discussion was lively, substantial, and insightful.</p> <p>Colleagues highly valued the experience and made connections to their own practice.</p>	<p>Presentation demonstrates sound understanding of topic.</p> <p>Discussion elicited interest and participation.</p> <p>Colleagues valued the experience.</p>	<p>Presentation demonstrates partial and/or flawed understanding of topic.</p> <p>Discussion elicited little to no interest and/or participation.</p> <p>Colleagues expressed little to no appreciation for the experience.</p>
<p><b>6. To what extent was the colloquium document well organized and well written?</b></p>	<p>Outstanding organization and nearly flawless grammatically.</p>	<p>Well organized with few grammatical errors.</p>	<p>Organization needs additional work and/or too many grammatical errors.</p>

### Intern Workshop Days Policy

To provide interns with the necessary time to reflect upon their year of experience, up to ten working days will be set aside during the academic year to work on the NH TCAP and Colloquium requirements. It has been our experience that interns and their supervisors rarely feel the need to use all ten available days. The decision on which days to use as workshop days should be made in collaboration with the supervisor, interns, cooperating teachers, and principal at each site. During workshop times, interns are expected to work on substantive changes to various components of their master's degree requirements including the planning, research, implementation, and final editing of their NH TCAP and/or colloquium. Weekly seminars are held until the end of the semester.

## Internship Time Line

### Late August

- Meetings, Planning with Cooperating Teacher
- Teacher Workshop Days
- Classroom Set-Up
- All interns are expected to start their internship when their cooperating teachers begin, even if it is earlier than the start of UNH classes.

### Early September

- First Seminar
- 3-Way (Triad) Meetings for Intern, Cooperating Teacher and University Supervisor
- Informal Classroom Visits by University Supervisor
- Interns should only be team-teaching at this point

### Mid-September

- Observations by Cooperating Teacher/University Supervisor begin
- Interns begin to observe other teachers

### Mid-October

- Interns should be submitting formal lesson plans to their cooperating teacher for approval the day before they are to teach the lesson.
- Mid-Semester Triad Conferences

### November

- Optional Mini-Solos

### December

- Colloquium Introduction, Literature Review, and Methodology sections completed
- UNH Classes End
- Interns teach until the SAU winter break
- End-of-Semester Progress Reports and Triad Conferences
- Intern Grade Due (Credit or Fail)

### January

- Interns return to school with SAU faculty
- Interns continue to write formal lesson plans for their lessons
- UNH Second Semester Begins

### February

- School Vacation Week
- Interns begin drafting resume
- Interns begin job search
- Possible Solo Weeks

### March

- Mid-Semester Triad Conferences
- Possible Solo Weeks
- UNH vacation. (However, interns are expected to work at their school placements.)

### April

- Complete Solo Weeks
- Educational Philosophy Statement, NH TCAP, and Colloquium Completed
- Internship ends the Friday before April vacation
- School Vacation Week

### May

- Colloquiums are scheduled for early May
- UNH Classes End
- Triad Conferences
- Intern Evaluations/*Recommendation for Licensure* Form Due
- Intern Grade Due (Credit or Fail)
- UNH Commencement

\*\* Throughout the year, interns are to follow the calendars of their internship schools, even on days when University classes are not held because of holidays. \*\*

## Internship Registration Information and Academic Calendar for UNH Durham

### **Fall Semester 2015**

End of August	All interns are expected to start their internship when their cooperating teachers begin, even if it is earlier than the start of UNH classes.
Monday, August 31	University classes begin. The first internship seminar will be held on Thursday of this week (September 3).
Monday, September 7	Labor Day—No University classes. Offices closed.
Friday, September 18	Last day for graduate students to register and pay without having degree status discontinued.
Monday, September 28	Last day to file <i>Intent-to-Graduate</i> form online for December 2015 graduation without a \$25 late fee.
Wednesday, November 11	Veterans' Day observed—No University classes. Offices closed.
Wednesday, November 25	Thanksgiving Break—No University classes, offices are open.
Friday, December 11	Last day of classes.
Monday, December 28	J-Term begins for online courses.
Monday, January 4	J-Term begins (all other courses).
Friday, January 22	J-Term ends.

### **Spring Semester 2016**

Tuesday, January 26	University classes begin.
** Review graduate school calendar for important dates <a href="http://www.gradschool.unh.edu">www.gradschool.unh.edu</a> .	
Friday, February 12	Last day for graduate students to register and pay without having degree status discontinued.
Beginning of March	Graduate students intending to graduate in May need to complete an <i>Intent-to-Graduate</i> form.
March 14-18	UNH vacation. (However, interns are expected to work at their school placements.)
End of April	Internships end.
Monday, May 9	Last day of UNH classes.
May 20-21	Commencement

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Other important dates will be provided to interns and cooperating teachers as they become available.

## FIELD EXPERIENCES CONTACT INFORMATION AND EMPLOYMENT RESOURCES

If you have any questions regarding the internship, please contact:

**Shannan Douglas**  
**Sr. Program Assistant for Field Experiences**  
*general internship inquiries and placement questions*  
Shannan.Douglas@unh.edu  
603-862-4501

**Shay Cassily**  
**Director of Field Experiences**  
*internship policies and placement coordination*  
[Shaleen.Cassily@unh.edu](mailto:Shaleen.Cassily@unh.edu)  
603-862-3278

**Tom Schram**  
**Director of Educator Preparation**  
*program inquiries and policies*  
[Tom.Schram@unh.edu](mailto:Tom.Schram@unh.edu)  
603-862-2383

**Liz Arcieri**  
**Coordinator of Certification and Accreditation**  
*certification and licensure, tuition waivers for cooperating teachers*  
[Elizabeth.arcieri@unh.edu](mailto:Elizabeth.arcieri@unh.edu)  
603-862-2674

Employment resources may be found at:

### State Department of Education

Students interested in securing certification and employment in another state are encouraged to visit that state's department of education (DOE) website for certification procedures and job openings links. As an example, the employment opportunity page at our New Hampshire Department of Education can be found at <http://www.education.nh.gov/employment/index.htm>.

The following site provides a link to each state's certification requirements:  
<http://certificationmap.com/>.

### Other Resources

Academic Employment—<http://academploy.com>

Association of Independent Schools in New England—<http://www.aisne.org>

Current Jobs in Education—<http://www.graduatejobs.com>

EDJobsNH—<http://www.edjobsnh.com>

SchoolSpring—<https://www.schoolspring.com>

Teachers-Teachers—<https://www.teachers-teachers.com>

UNH Advising and Career Center—<https://www.unh.edu/uacc>

## UNIVERSAL BASED DESIGN LESSON PLAN TEMPLATE

Stage 1—Desired Results		
<b>ESTABLISHED GOALS:</b> (INCLUDE ALIGNMENT WITH STANDARDS AND 21 <sup>ST</sup> CENTURY SKILLS)	<b>Transfer</b>	
	Students will be able to independently use their learning to...	
	<b>Meaning</b>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"><b>UNDERSTANDINGS</b> Students will know...</td> <td style="width: 50%; padding: 5px;"><b>ESSENTIAL QUESTIONS</b></td> </tr> </table>	<b>UNDERSTANDINGS</b> Students will know...
<b>UNDERSTANDINGS</b> Students will know...	<b>ESSENTIAL QUESTIONS</b>	
<b>Acquisition</b>		
Students will know...	Students will be skilled at...	
Stage 2—Evidence		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
	PERFORMANCE TASK(S):	
	OTHER EVIDENCE:	
Stage 3—Learning Plan		
Summary of Key Learning Events and Instruction		
Materials Needed:		
Safety Considerations:		
Learning Activities:		
Specific differentiation strategies for individual students (use student initials):		
Post-Lesson Reflection		
What went well:		
What I would change:		
What I wondered about:		
What I learned from review of student formative assessment:		
Other notes:		

## COOPERATING TEACHER WEEKLY OBSERVATION FORM

Please complete this form (or an alternative designed by you and your intern) for each observation.

Name (of intern): \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Class and Time Period: \_\_\_\_\_

### **For the intern:**

- attach your lesson plan
- answer the following
  - What is the focus of today's observation?
  
  - What do you want your CT to observe?

### **For the cooperating teacher:**

What were the challenges for the intern in this lesson?

How did s/he handle these challenges?

Strengths of lesson:

Areas to work on:

What came out of the post-observation conference?

Any other comments?



RECOMMENDATION FOR LICENSURE AS A TEACHER FORM

Teacher Education Program
Department of Education
University of New Hampshire

Student's Name

I.D. Number

Grade/Subject Area(s) of Licensure

Based on an extended period of collaborative work in the classroom and observation of performance on the seven goals and outcomes established by the UNH Five-Year Program in Teacher Education, I recommend/I do not recommend that the above named intern be licensed as a teacher.

Cooperating Teacher

Date

Cooperating Teacher

Date

\*\*\*\*\*

Based on seminar work and frequent observations of teaching performance on the seven goals and outcomes established by the UNH Five-Year Program in Teacher Education, I recommend/I do not recommend that the above named intern be licensed as a teacher.

University Supervisor

Date

University Supervisor

Date

\*\*\*\*\*

Based on review of transcripts and records and the recommendation of cooperating teachers and University Supervisor on the seven goals and outcomes established by the UNH Five-Year Program in Teacher Education, I recommend/I do not recommend that the above named individual be licensed as a teacher.

Director of Educator Preparation

Date

## CHECKLIST FOR INTERNS

### Prior to the Internship:

- Read the *Handbook for the Internship and Seminar in Teaching* in its entirety.
- Complete your background check paperwork for the SAU before beginning any internship activities.**
- Meet with your cooperating teacher to plan, discuss goals, and establish expectations.
- Familiarize yourself with curriculum resources.
- Attend the new-teacher workshop days prior to the beginning of the school year.
- Set up the classroom with your cooperating teacher and create your workspace.
- Discuss basic record keeping procedures, how to operate basic classroom equipment and the school schedule with your cooperating teacher.
- Discuss discipline philosophy, rules and expectations with your cooperating teacher. Meet the staff responsible for discipline support.
- Tour the school and introduce yourself to colleagues, the librarian, office personnel, etc.
- Establish specific and regular times to meet with your cooperating teacher to discuss, plan, and review.
- Together with your cooperating teacher, plan for “Day One” (i.e., decide how to be introduced to the class, plan specific tasks you will be responsible for on “Day One”).

### Throughout the Internship:

- Attend triad meetings with your cooperating teacher and university supervisor.
- Co-construct an evolving schedule that encourages your active involvement throughout each day (e.g., teaching, observing, debriefing, finding resources).
- Create written lesson plans and submit them to your cooperating teacher at least one day before teaching the lesson. Consider using the *Universal Based Design Lesson Plan* template.
- Expect to be observed formally by the cooperating teacher at least once per week. Informal observations and feedback will occur daily.
- Participate in post-observation feedback sessions with the UNH supervisor and your cooperating teacher.
- Be open to the objective, formative, constructive, and honest feedback you will receive. Implement any suggested changes. Take risks and challenge yourself.
- Observe other teachers, interns, and teachers with specific areas of expertise (English Language Learners, exceptional learners, multicultural perspectives, etc.). Observe teachers in other schools.
- Review and discuss video-recordings made of your teaching with your cooperating teacher, UNH supervisor, and in your seminar.
- Integrate the arts and physical education into the classroom. (This is required at the elementary level and is encouraged at the secondary level.)
- Explore and reflect on aspects of diversity and multicultural perspectives.
- Develop best-practice strategies for classroom management and discipline.
- Use up to ten working days away from classroom responsibilities to work on written assessments (NH TCAP, Colloquium, etc.).
- Pre-plan for your two weeks of solo teaching. Expect a large degree of autonomy; however, you should still review your lesson plans with your cooperating teacher and should expect to be observed.
- Participate in the End-of-Semester I triad meeting. Reach consensus about your Semester I grade and goals for the second semester.

### Final Internship Activities:

- Request feedback on your draft versions of your NH TCAP, Colloquium, Ed Rounds (if applicable), etc.
- Participate in the final triad meeting and reach consensus about your End-of-Semester II grade.
- Remind the cooperating teacher to complete the *Recommendation for Licensure as a Teacher* form.
- Complete the online survey for interns to provide feedback about your internship experience.

Please note: this checklist is provided as a summary only. It is essential that you thoroughly read the entire *Handbook*.

## CHECKLIST FOR COOPERATING TEACHERS

### Prior to the Internship:

- Read the *Handbook for the Internship and Seminar in Teaching* in its entirety.
- Complete cooperating teacher employment paperwork before the internship begins.**
- Inform intern of dates of new teacher orientation and workshop days. The intern is expected to attend.
- Meet with intern to plan, discuss goals, and establish expectations.
- Provide curriculum resources.
- Set up classroom with intern and help to create a workspace for the intern.
- Tour the school and introduce the intern to colleagues, the librarian, nurse, office personnel, etc.
- Show the intern basic record keeping procedures, how to operate basic classroom equipment and familiarize the intern with the school schedule.
- Discuss discipline philosophy, rules and expectations. Introduce the intern to discipline-support staff.
- Establish specific and regular times to meet with the intern to discuss, plan, and review.
- Together with the intern, plan for “Day One” (i.e., decide how to introduce the intern to the class, plan specific tasks for the intern).

### Throughout the Internship:

- Attend triad meetings with intern and university supervisor.
- Physically share the classroom with the intern on a daily basis and establish an environment in which the intern is viewed in the eyes of students as an authority figure.
- Co-construct an evolving schedule that encourages the intern’s active involvement throughout each day (e.g., teaching, observing, debriefing, finding resources).
- Review intern’s written lesson plans and provide constructive and frequent feedback. Consider using the *Cooperating Teacher Weekly Observation* form to provide this feedback.
- Communicate objective, formative, supportive, and honest feedback to the intern on a daily basis.
- Observe the intern and formally debrief at least once per week.
- Encourage the intern to observe other teachers, interns, and teachers with specific areas of expertise (ELL, exceptional learners, multicultural perspectives, etc.). Encourage the intern to visit other schools.
- Videotape the intern teaching. Review the recording and jointly discuss observations.
- Provide and support opportunities for the intern to integrate the arts and physical education into the classroom. (This is required at the elementary level and encouraged at the secondary level.)
- Provide and support opportunities for the intern to explore and reflect on aspects of diversity and multicultural perspectives.
- Continue to model best practice strategies for classroom management and discipline.
- Participate periodically in post-observation feedback sessions with the UNH supervisor and the intern.
- Provide the intern with up to ten working days away from classroom responsibilities to work on written assessments (NH TCAP, Colloquium, etc.).
- Review intern’s solo week lesson plan and provide feedback.
- Observe the intern teaching a lesson during solo week. However, the intern should have an opportunity for autonomy and you should have a chance to complete professional activities that are not tied to the classroom.
- Formally assess the intern’s Semester I performance by seeking consensus among the members of the triad. Set Semester II goals.

### Final Internship Activities:

- Provide time and support while the intern works to complete final requirements (NH TCAP, Colloquium, etc.).
- Formally assess the intern’s Semester II performance by seeking consensus among the triad members.
- Complete the *Recommendation for Licensure as a Teacher* form.
- Complete the online survey for cooperating teachers.

Please note: this checklist is provided as a summary only. It is essential that you thoroughly read the entire *Handbook*.