Intern Orientation

**English Language Arts**

# Spring 2014

# Note: In this meeting, we will highlight some aspects of internship, but it is your responsibility as interns to read and re-read—very carefully—this handout and the College of Education’s Intern Handbook.

# What Successful Interns Say and Do

1. Be on time and prepared.
2. Be responsible with your evening and weekend time.
3. Plan so your teaching builds on previous teaching over weeks and months.
4. Be teacherly in your dress and demeanor.
5. Show you want to be at the school working with students.
6. Seek out opportunities to exercise initiative.
7. Follow directives that your university supervisor and your cooperating teacher give you.
8. Try to not stigmatize or stereotype those whom you may feel are the source of your difficulty or frustration; try to see their points of view.
9. Consider that the consensus in our field is that no one can rightly tell you one easy recipe for how to teach secondary English--and that every teacher at your school is a teacher whose example can help you learn. There is something important you can learn from every teacher at your school.
10. Therefore, get to know your school: the faculty, especially the staff, and the administrators.
11. Listen to your students and their families to better see strengths of your school’s local community.
12. Actively increase some aspect of your expertise as an English educator (e.g., read and apply *Voices in the Middle* and *English Journal*, participate in *The English Companion Ning* ([www.englishcompanion.ning.com](http://www.englishcompanion.ning.com)).
13. Make part of your routine stepping off the figurative treadmill that teaching can otherwise become in order to keep the perspective of what should happen next in the story you want your teaching and your life this spring to tell (e.g., meditate, maintain your daybook, listen to music, walk).
14. Maintain contact with those who inspire, challenge, encourage, and are essential to you (family, friends, congregation, student organization, writer or other public voice who is an important distant teacher for you).
15. Think about not only *How am I feeling? How am I doing?* but about the grade 6-12 students who are entrusted to you: *How are they feeling? How are they doing?* (and don’t forget to keep focusing on yourself, too).

**Roles and Responsibilities**

* **University Supervisor (Jones/Warner)**: Mentor, Confidante, Evaluator (Details in your Intern Handbook)
* **Cooperating Teacher**: Mentor, Teacher of Record of the grade 6-12 students, Evaluator (Details in your Intern Handbook)
* **Contact Person for the Department of Curriculum and Teaching, for Professional Education Services, and for the College of Education: Dr. Sams**. (So if there is an information item for all of the ELA interns from the Department or College, for example, or something from all three of us who are your ELA education spring 2014 intern supervisors, all 11 of you who are spring 2014 ELA interns might receive an email from Dr. Sams.)
* **Intern:** Teacher of the grade 6-12 students in your Cooperating Teacher’s classes; colleague with your cooperating teacher; colleague with the faculty, staff, and administrators at your school; appreciative supporter of parents and families and of the local community of your school; and colleague with your College of Education classmates. Responsibilities spelled out in your Intern Handbook.

**Note**. The roles of your university supervisor and your cooperating teacher do not include being a “fix-it” person. We intend to assist you in your development, but you own the responsibility for the students who are entrusted to you.

# Professional Ethics

Two crucial items:

1. That you become aware of the professional ethics you are required to maintain.
2. That you understand what is and is not a violation of professional ethics.

We encourage you to be open and frank with your university supervisor: Being open, honest, and frank with your university supervisor about your concerns and feelings is not a violation of professional ethics. Moreover, the conversations you have one-on-one with your university supervisor are meant to be—and to remain—confidential.

However, gossiping or badmouthing with others about students, teachers, administrators, other school personnel, or university supervisor is a violation of professional ethics. **Don’t do it**. Likewise, badmouthing with teachers about the university and professors is a violation of professional ethics. **Don’t do it**.

Do not engage in conversations about students, teachers, administrators, other school personnel, your school and its local community, the College of Education, or your university supervisor in public places such as teachers’ lounge or workroom; restaurants; or Haley Center hallways (e.g., before or after your management class).

Be extra vigilant about social media. There is NOTHING private about social media. Never, ever post ANYTHING that puts your professional ethics in jeopardy. Do not “friend” students on FaceBook.

See Intern Handbook for more information about professional ethics.

**Confidentiality and CTSE 4203**

Story swapping sounds like such an innocent thing to do. But whenever you swap stories with others about what has happened at your school, you are in danger of violating professional ethics concerning confidentiality.

Do not swap stories as you are waiting for your classroom management class to start, or after class, either. This is a VERY sensitive issue. Your instructor for the class will discuss confidentiality and how you’ll maintain it during the class discussions and assignments.

See Intern Handbook for more information.

# Employment Outside Internship

The Department of Curriculum and Teaching strongly discourages any outside employment during internship. Internship must be your commitment this semester. Do not put your “satisfactory” for internship in jeopardy.

See Intern Handbook for more information.

# Attendance

First and last days in schools are mandated by State Board rules. The general orientation and general evaluation meetings are set by PES. For minimum attendance, as determined by State Board mandates and the College of Education rules, see Intern Handbook.

**BUT DO NOTE**:

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| We in ELA require **MORE** than the state or college-mandated minimum attendance. **ANY** day that you miss must be made up—other than Education Interview Day or a mid-semester meeting of ELA interns (TBA).  You **MUST** notify your university supervisor and your school before you miss any day of school except Education Interview Day or a mid-semester meeting of ELA interns (TBA). You must have detailed lesson designs and all needed materials for the lessons in place at your school in advance of any day that you are absent from school.  Record here how your university supervisor would like you to contact him or her about any day of school that you miss and about any day you are late to school:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

# Liability and Legal Status

See Handbook.

# When to move from observing and assisting to teaching

First of all, we at the university do not dictate teaching schedules: we recommend and negotiate with your cooperating teachers.

That said, we make two recommendations about your beginning to teach during internship:

1. That you not begin teaching immediately. Instead, for the first week of internship (at minimum) you should be observing and assisting your teacher, observing other teachers, and becoming acquainted with other school personnel (e.g., administrators, media specialist, staff).
2. That you ease into teaching. For example, you might start by planning and teaching a segment of the class period. Or you might start with one class and then add others, keeping in mind the “full responsibility” state requirement.

**State requirement for teaching during internship**

Interns must take on “full responsibilities of the teacher for at least **twenty** days including at least **ten** consecutive days” (State Board Rule 290-3-3-.02).

The 20/10 State Board rule is a **minimum** requirement. We in ELA expect that you will do **more** than the minimum.

Note that on the paper Internship Verification Form (provided by your university supervisor) you must record the dates for “full-time teaching.” [Note: Internship Verification Form is turned in to supervisor at the end of the semester]

**Format for unit/lesson design** (separate handout)

Remember: the lesson designs are meant to provide your cooperating teacher and university supervisor with evidence of your thinking, planning, and instruction rationales. For each observation and for your PWS 5-day unit, please have lesson designs ready for us when we arrive in your classroom. The primary purpose of the lesson designs is to help you think through your rationales, connect your instruction to state and national standards and provide supervisors and teachers insight into the quality of your thinking and to give us a detailed picture of your planning prior to teaching.

The design format is meant to provide you with a *guide* for planning. You need to take into account each component of the university ELA program’s unit and lesson design each time you prepare for your daily teaching, even if you are not articulating your ideas in the unit and lesson plans attached to each weekly log as extensively as you must for the required observations by your university supervisor.

As just stated, for the three (or more) required observations by your university supervisor, you must follow the ELA unit and lesson design format.

**Format for Lesson Plans**

Unlike the format for the unit and lesson designs on the days of scheduled observations, for the weekly lesson plans follow the unit and lesson plan format your cooperating teacher prefers. If your school does not have a required format, use the template we have provided for you on CANVAS. Also, each week, you will be required to complete a reflective discussion on CANVAS.

Please understand that the lesson plan and reflective discussion are an important communication with your university supervisor, not casual paperwork. These help the university supervisor see a bigger picture than what the three observations allow for. And, remember, by State Board rule, it’s the university supervisor who must determine the ultimate outcome: satisfactory or unsatisfactory for your internship. We also hope this becomes a space for sharing and problem solving to help everyone have a successful internship.

**Visits by the university supervisor**

You, your cooperating teacher, and your university supervisor will meet to get acquainted early during the semester. It is your responsibility to make arrangements for this meeting, given the information supplied by the university supervisor about possible dates and times:

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To prepare for the get-acquainted meeting:

1. Have three paper copies of the completed emergency contact information form ready (copy for your internship master notebook, copy for your cooperating teacher, and the original for your university supervisor) on the day of the get-acquainted meeting.
2. Have talked with your cooperating teacher before the get-acquainted meeting about your College self-assessment on January 11 and have three copies of that self-assessment (one for you, one for your cooperating teacher, and one for your university supervisor).
3. Have talked with your cooperating teacher about and have three paper copies of what your cooperating teacher prefers for the unit and lesson plans attached to your weekly log for each preparation (copy for you, copy for your cooperating teacher, and copy for your university supervisor). If your school does not have a unit and lesson plan format your cooperating teacher prefers, be sure to have communicated with your university supervisor in plenty of time for you to bring examples of possible formats to the get-acquainted meeting.
4. Ask your cooperating teacher to bring her or his calendar and bring your own calendar for conversation at the get-acquainted meeting, should your university supervisor wish to discuss when you will teach each preparation, the class period or blocks for your five-day unit, and dates of PWS (see this section, below) and COI observation(s) of your teaching.

After the get-acquainted meeting, the other three visits are for observation of you at work with your students. For each of these observations, your university supervisor will meet with you after the observation to discuss your progress.

One of the required observations involves the PWS: a curriculum unit you design for five consecutive days of one preparation during your full-time teaching. Together with your design and teaching of this unit, the PWS involves writing, discussion, and analysis of student work before, during, and after the day of the unit when your university supervisor observes your teaching. Your cooperating teacher and university supervisor are meant to both be observers and then to both be participants in the reflective dialogue the day of the PWS when your university supervisor visits. It is important for you to be in dialogue with your university supervisor about your PWS Unit. Your supervisor needs to approve your PWS project before you commence teaching it, meaning that you need to send them your planning questions and your lesson designs in advance, giving your supervisor enough time to respond with feedback. (See separate ELA PWS procedures handout and Intern Handbook).

**Target Date for PWS Meeting: Friday, February 7th**

**Ideal dates for you to complete the teaching of your 5 day PWS Unit: February 17th-March 21st**

During at least one of the observations by your university supervisor, s/he will evaluate your teaching using the Classroom Observation Instrument (COI) specific to ELA (separate handout).

Around midsemester (Feb 27th), according to how your cooperating teacher and supervisor have agreed to meet the midsemester requirement of a score for your progress on each dimension of the College of Education’s Educate Alabama and Professional Dispositions requirements (see Intern Handbook), those scores will be recorded by the university supervisor as your midterm evaluation (see Intern Handbook). Near the end of the semester your summative score on each dimension of the College of Education’s Educate Alabama and Professional Dispositions requirements will be recorded by your university supervisor, again in consultation with your cooperating teacher.

You will work with your supervisor and cooperating teacher to set the dates and times for each of your required observations.

Note that university supervisors may make more than the three required observations. These additional observations may or may not be scheduled ahead of time.

**Debriefing of your university supervisor’s observation of your teaching**

In an ideal world, you and your university supervisor and your cooperating teacher would sit down together to debrief immediately after you have been observed. Occasionally that does happen. But we do not live in an ideal world. Your cooperating teacher, for example, may have to conduct the next class immediately after the one you conducted, or as you become more involved and are taking on more responsibilities, you might have to conduct the next class. And then, too, the university supervisor might have to get back to campus to conduct class or to hold office hours or for a department faculty meeting. Hence debriefing after your university supervisor has observed you teach might happen not face-to-face but electronically and might not be until after school lets out, or the next day—whenever you can consult with the university supervisor face-to-face at your school or back on campus or electronically.

Make notes during each debriefing of your university supervisor’s observation of your teaching. Your university supervisor might require that you summarize the debriefing in a page or less, word-processed, and that you provide your university supervisor with that one-pager within one or two school days of each debriefing of observation of your teaching.

Near or on your last day in school you are responsible for completing the Intern Verification Form completed (paper handout), signed by intern and teacher, and for delivering it to your university supervisor.

**Interns**: You are responsible for making a copy of the forms for teachers to use, by photocopying pages from the Intern Handbook, and for making all of the preparations for the get-acquainted meeting. Please be sensitive to the limited photocopying and other materials resources of your school and cooperating teacher—and, indeed, to how much your cooperating teacher is giving of her or his time, energy, experience, and attention to development of the next generation of English teachers. Cooperating teachers receive no tangible benefit or compensation for teaching you—not an Auburn University parking permit or library card, no tuition credit, *some* years a College coffee mug! These leaders in our region agree to mentor you as an additional teaching role in their semester to contribute their knowledge to you as the next generation of teachers of English in our state. As you write back and forth with your cooperating teacher, please remember to thank her or him and to make your thanks specific for what you are learning that is important to you. You might also give thought to an inscribed book or other inexpensive tangible gift after the summative evaluation of your internship with which to express what your cooperating teacher’s mentorship has meant to you. You might consider some expression to your school and school principal that is specific and renders what have been learnings and benefits of your semester as a member of the school. Finally, you might give thought to expressing to your students specifically what they—their qualities, their accomplishments—have taught you that is shaping what story you want your teaching and your life to tell.

**Reference forms and recommendations**

1. Ask permission a month in advance of any deadline BEFORE you list someone as a reference. If your university supervisor has a preference for how you contact her/him about listing her/him as a reference, make note of it here:

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1. Make sure you have conferred with the person you ask for a recommendation so that you know the recommendation will be favorable.
2. Ask if the person whom you are asking to serve as a reference would like a resume and sample(s) of your teaching (e.g., unit design, samples of student work, and concise interpretation by you of those artifacts).
3. Ask four people for references if three are required, as a “safety net.”
4. For written recommendation forms:
   1. Complete the top part and sign it (if applicable).
   2. Supply a stamped, self-addressed envelope for each form.

**Your early “to do” list**

1. Submit to your school your less-than-one-year-old negative TB test.
2. Make a copy of this Orientation Handout for your collaborating teacher.
3. Arrange the date, time, and place for your university supervisor to meet initially with you and your teacher (before school, after school, or during the teacher’s planning period, for example).
4. Prepare the materials and have the preparatory conversations for the get-acquainted meeting with your cooperating teacher and university supervisor.
5. Give a copy of your emergency contact form to the school office.
6. Get a copy of the school’s handbooks (teacher handbook, student handbook) and study them carefully to understand school and district policies.
7. Get a copy of the school’s calendar. In particular, find out about standardized testing dates and official school holidays.
8. Observe your teacher at work with students. Assist him/her with teacherly routines such as taking attendance and passing out papers. Learn students’ names. Following the guidelines provided in CTSE 4203 for confidentiality.
9. Become acquainted with the school beyond your teacher’s classroom. Observe other teachers. Meet administrators, media specialist, and other staff. Make notes on what each member of the school whom you meet has shown or said to you that helps you grow and succeed. By the next day, write and give a thank you note to each teacher whose class you observed, including specific details of how being a guest in the class is helping you grow and succeed.
10. You are responsible for the record of ongoing interaction with your cooperating teacher required by the College (see Intern Handbook).
11. Beyond the get-acquainted meeting with your cooperating teacher and university supervisor, you are responsible for arranging with your university supervisor and cooperating teacher when and how you’ll begin teaching each period or block and how you’ll meet and exceed the “full responsibilities” requirement.
12. Make a copy of assessment forms for your teacher, as needed, by copying pages from the Intern Handbook.
13. Attend sessions of CTSE 4203, and do the required work.

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| **Final Word**  Take responsibility to be informed about your rights, duties, and responsibilities in internship, just as you will when you are certified to teach English in our state. We’ve spelled out a lot here; you also have your Intern Handbook.  Take responsibility. Do not rely on your university supervisor for reminders. Step up to the plate!  You’ve worked hard to get to this point. Make the most of your time in internship. Have the determination,  the willingness, and the commitment that the young people deserve who will be under your care. |