

Integrated Learning Program

Internship Handbook

2010-2011

Antioch University New England
Education Department
40 Avon Street
Keene, NH 03431
603-357-3122

Table of Contents

Internship Information for Students	1
Professional Education Standards Competency Requirements	
Competencies	2
Expectations	3
Length of Internship	3
On Site Supervision	3
Finding an Internship	
Internship Selection Process	4
Considerations in Choosing an Appropriate Internship Site	4
Internships Out of the Monadnock Region	4
Criminal Records Check	5
Special Situations	
Using an Internship as a Job	5
Substituting for the Cooperating Teacher If Problems Occur	5
Intern's Responsibilities	
Sample Integrated Learning Internship Time Line	6
Professional Seminars	6
Internship Contract	7
Documentation of Learning during the Internship	
Intern's Journal	8
Intern's Self-Evaluation	8
Cooperating Teacher's Evaluation Report	8
Antioch Internship Supervisor's Final Evaluation/Verification Sheet	8
Cooperating Teacher's Responsibilities	
Sample Time Line	9
Other Responsibilities for Cooperating Teachers	10
Professional Seminars	10
Cooperating Teacher Compensation	10
Principal's Responsibilities	11

Internship Information for Students

The following information is designed to familiarize you with the basic structure and requirements of internship experiences in our Elementary and Early Childhood Education programs.

Specific requirements of your internship will be drafted in your Internship Contract and approved by your Cooperating Teacher and your Antioch Internship Supervisor. Several basic requirements are outlined in the following pages.

It is important for both the Intern and School Personnel to fully understand and agree to these requirements at the outset of the internship if the internship experience is to be mutually rewarding.



Professional Education Standards Competency Requirements

Our interns are working towards fulfilling the following New Hampshire Professional Education Standards Competency:

To promote all students' learning, each graduate of the teacher preparatory program shall demonstrate professional judgment based upon the following knowledge, skills, and dispositions:

1. The teacher believes that all students can achieve at high levels, shows respect for their varied talents and perspectives, and persists in helping all students achieve success.
2. The teacher understands and keeps abreast of the central concepts (e.g. information, ideas, issues, themes, generalizations and tools of inquiry of the subject area(s) taught, appreciating the ever-changing nature of knowledge.
3. The teacher creates meaningful learning experiences based upon knowledge of and enthusiasm for the subject matter, the students, the community, local curricula, and state curriculum frameworks.
4. The teacher understands how students learn and develop and provides opportunities that support their cognitive, linguistic, creative, social, moral, emotional, and physical development.
5. The teacher understands and identifies differences in students' approaches to learning and designs instruction that is responsive to their diverse needs.
6. The teacher values and is fluent in a variety of instructional strategies and chooses appropriately from them to encourage and enhance students' thinking, learning, and skilled use of knowledge.
7. The teacher creates a challenging, dynamic, safe classroom and school community that:
 - is sensitive to the full range of student diversity;
 - encourages openness, tolerance, respect, caring, collaboration, and self-motivation;
 - emphasizes both individual and collective responsibility; and
 - fosters a concern for social justice.
8. The teacher demonstrates proficient oral, written, and nonverbal communication and promotes the development of these skills in students.
9. The teacher understands and uses multiple formal and informal strategies to continually assess student learning and uses that information to modify and design instruction and to communicate students' progress to parents.
10. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on students, parents, and others in the school and community.
11. The teacher uses a variety of resources (e.g., professional literature and organizations, colleagues, service opportunities) to enhance his/her professional development as a scholar, teacher, and educational leader.
12. The teacher understands schools as complex organizations within a larger community and collaborates effectively with school staff, parents, and others to support students' learning and well being.
13. The teacher uses current and emerging technologies to enhance instruction and to advance students' technological literacy.
14. The teacher's practice is based on a clear understanding of professional ethics and the legal rights and responsibilities of educators and students

2.

Expectations:

It is expected that the Intern will carefully observe the style and routines of his/her Cooperating Teacher and adopt the routines of the teacher for the duration of the Internship. Interns shall be made aware of the policies of the school in which they are teaching and are expected to abide by the same policies as the regular teaching staff whenever appropriate. Interns will have the opportunity to participate in different teaching situations during the course of the program. As the Intern becomes familiar with the children and the teaching methods employed in a given setting, his/her responsibilities for planning and carrying on lessons will be gradually increased. Each student's internship should be personally designed to meet his/her special interests and learning needs.

Length of Internship:

Students in their first internship are required to spend three (3) days per week for fifteen (15) weeks in a supervised internship.

Students in their second internship are required to spend four (4) days per week for fifteen (15) weeks in a supervised internship

On Site Supervision:

The Cooperating Teacher should be certified in the grade level you are interning and should have at least three years of experience in teaching.

The support and guidance of the Cooperating Teacher at the internship site is important to the effective functioning and growth of the Intern. An Intern's need for such varies with each person.

A regularly scheduled weekly meeting with your Cooperating Teacher is considered a minimum requirement. Your meeting schedule, including the number of weekly sessions and the length of each session, should be specified in your Internship Contract.

You may utilize other School Personnel for support and supervision as appropriate. These persons must be listed and their roles described in the Internship Contract. Meeting schedules should be specified as well.



Finding an Internship

Internship Selection Process:

Students are required to formally observe and interview Teachers in at least three classrooms at a grade level(s) of interest to them. The Antioch Internship Coordinator and/or the student's advisor will make classroom recommendations whenever possible. Some school districts have procedures that they prefer Interns to follow in arranging Internship. Not following the protocol may jeopardize your chances for securing an internship in that district. Please refer to the manual: Guidelines for Visiting Classrooms for more specifics.

Students are also asked to assess their own strengths and needs. The student and his/her advisor and/or Internship Coordinator jointly review this information and the observations and interviews to help the student decide on a first internship site.

During the first internship experience, a student's strengths and needs are further refined or might change. Additional observations and interviews can help the student find an internship which will continue to facilitate one's development as a teacher. Students will need to meet with their Advisor and/or the Internship Coordinator before deciding on a second internship site.

Students will be asked to complete an internship search status report form twice during the Fall and Spring semesters to keep the Internship Coordinator abreast of your progress in deciding on an internship site. Consult with the Internship Coordinator **before** making any commitments with Teachers.

Considerations in Choosing an Appropriate Internship Site:

A student should spend a day visiting an internship site under consideration. In selecting a possible site, you might like to ask yourself to the following questions.

- Is my style of being with children compatible with this potential Cooperating Teacher's style?
- Do I feel comfortable in this classroom environment? With this age group?

- Does this Teacher have qualities that I admire and would like to emulate?
- Do I easily relate to this Teacher's personality? Find him/her easy to discuss issues with?
- Do I want a public or private school experience?
- Do I find the size of this school overwhelming? Compatible with my interests?
- How much time will this Teacher have for me outside of school hours?
- Will I have enough contact with other Teachers & Resource People within school system?
- Will this Teacher easily be able to allow me to take over the class as I become ready to assume more responsibility?
- Will this Teacher be having other Interns or Aides in the classroom?

Internship out of the Monadnock Region:

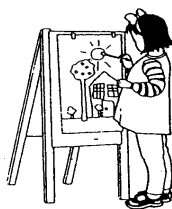
If you are beyond one hour from Keene, you may arrange your internship independently, but please be careful and seek advice from the Internship Coordinator before proceeding.

4.

Criminal Records Checks:

All public school districts (and many private schools) require that a criminal records check be initiated (or completed in some cases) before an Intern can begin her/his internship. The Intern will usually need to pay a fee for the check of criminal records.

Most districts will process the necessary paperwork for the check. **Known exceptions are Keene NH School District Administrative Unit (SAU) #29 (Keene, Chesterfield, Harrisville, Marlborough, Marlow, Nelson, and Westmoreland), Contoocook Valley School District SAU #1 (Antrim, Bennington, Dublin, Frankestown, Greenfield, Hancock, Peterborough, Sharon, and Temple) who have asked that Antioch University New England be responsible for processing the check.** If interning in either of the school districts or if interning in another school or school district that would prefer that we handle the check, please see the Internship Coordinator for processing the necessary forms.



Special Situations

Using an Internship as a Job:

Students are sometimes employed in a setting which provides experiences appropriate for an internship. For a job to be considered an internship, modifications must be made to ensure that the experience allows the student opportunities to achieve the necessary certification

competencies and fosters the student's professional growth and development.

A Principal or Teacher in the school may be selected by the student to act in the role of Cooperating Teacher. This person must be approved by the Internship Coordinator to ensure that he/she is adequately accessible to the student.

Substituting for the Cooperating Teacher:

Interns are permitted to substitute for the Cooperating Teacher at such time in the internship that the Cooperating Teachers and the Principal feel that the Intern can successfully handle the situation. The Education Department is in no way encouraging the premature assumption of the full teaching role, but if appropriate, substituting can be a valuable learning experience for the Intern. Should an opportunity arise, the Intern's employment should be treated in accordance with the school policies and pay practices established for substitutes.

If Problems Occur:

Should difficulties of any nature arise during the internship, the student should contact his/her Internship Supervisor as soon as possible.

5.

Intern's Responsibilities

Sample Integrated Learning Internship Time Line:

As the Intern becomes familiar with the children and the teaching methods employed in a given setting, his/her responsibilities for planning and carrying on lessons will be increased. For example, in a fifteen week internship:

1-2 week	general observation, work with small groups, sustained activity with a few individuals
3-4 week	planned lessons with small groups
5-8 week	short activity with the whole class as a group
9-12 week	further activities with the whole group including both lessons and organizational tasks such as taking roll, distributing materials, etc.
13-15 week	each of these weeks the intern might carry full responsibility for a subject area, or for a major project/theme plan and teach several entire class days; if possible, handle full teaching responsibilities for an entire week

In broad terms, Interns will assume more responsibility in later internships than in earlier ones. The schedule above is only a guide. If Interns are confident in assuming greater responsibilities early on in the internship, we encourage such involvement. The counsel of the Cooperating Teacher and the needs of the classroom are most important in determining the Intern's readiness for the assumption of earlier and greater participation in class teaching. Each Intern, based upon his/her strengths and needs, should progress through the internship experience in the most growthful manner for him/her.

Interns should:

1. Arrive one half hour before children & work with the teacher to set up for the day. Interns are expected to keep the hours required of the teachers in the school.
2. Spend the equivalent of at least three full days a week in the classroom if the internship is a first internship, and at least four full days a week in the classroom if the internship is a second internship;
3. Assume extra classroom duties that regular teachers assume according to schedule (such as playground and lunch supervision);
4. Attend staff meetings and meetings between teachers and parents whenever possible;
5. Participate in planning and record keeping with the Cooperating Teacher after school for at least one hour each week;
6. Keep a journal during the course of each internship to be available to your Antioch Internship Supervisor on a regular basis. Topics of observation will be suggested individually and in course meetings;
7. Attend Professional seminars each week;
8. Prepare a self-evaluation on the internship at the end of each semester based on the contract goals and the competency objectives of the program.

Other responsibilities will be specified in particular situations

Professional Seminars:

Each semester you are in an internship, you will be required to participate in a weekly internship support seminar with an Antioch Faculty member. Attendance is assumed unless you have been excused -- even if you have no other classes at ANE that semester. Typically, groups use a variety of educational methods, such as case presentations, theme-centered discussions, and role playing to explore professional, theoretical and ethical issues related to internship experiences. The attempt is made to establish a peer support system around issues related to each student's professional growth. The seminar should be used to keep the Faculty Member (who may be your supervisor) current on problems and issues which are arising during your internship. 6.

Internship Contract

Once Interns have negotiated the specific work they will do relevant to the program competencies and identified and negotiated with an appropriate Cooperating Teacher, they must formally submit their Internship Contract. This information should be used as a guide in the preparation of the Internship Contract.

Your Internship Contract must include the following information:

1. Your name and address
2. Name, address and telephone number of internship site
3. Length of internship From: _____ To:
4. Weekly schedule days per week and hours per day (if you are currently employed)
5. A brief outline of the goals you hope to achieve in the internship experience and the specific activities you plan to engage in as part of your internship experience
6. The name of the Cooperating Teacher and a brief description of how you will be supported and advised during your internship experience. Be specific: include the number, length, and exact

times of regularly scheduled meetings you plan to engage in with your Cooperating Teacher. If more than one teacher is going to be used, a description of the role each will play must be clearly spelled out.

7. A description of the documentation you plan to submit to verify your internship experience. For most students documentation will include the following:
 1. Internship Journal
 2. Self-Evaluation
 3. Cooperating Teacher's Evaluation Report
 4. Participation in weekly Professional Seminar

Any additional documentation that a student plans to submit should be stated in the Internship Contract. The documentation will be submitted to your Antioch Internship Supervisor at the end of each semester of internship accompanied by an Internship verification sheet.

8. You are responsible for obtaining the necessary signatures on your Internship contract. Once your contract has been negotiated and has been agreed upon by all parties involved, it should be typed in final form and signed by the following members: 1) Intern, 2) Cooperating Teacher, 3) Antioch Internship Supervisor, 4) Antioch Internship Coordinator. A copy of this final contract must be submitted to the Internship Coordinator for the department files. Any subsequent alterations of the contract must be submitted to the Internship Coordinator in writing, the Coordinator may request a new contract when necessary.
9. Internship contracts should be negotiated and signed by the third week of the semester in which the internship is scheduled to begin.
10. Students are expected to register for the Internship during the Registration period.

7.

Documentation of Learning During the Internship

Intern's Internship Journal:

During your internship you are required to maintain a journal of all activities relevant to the goals you have defined in your internship contract. Your journal should also be a record of your reflections and include future plans regarding specific curricular and management activities. In addition to being a tool for self-reflection, journal keeping can facilitate communication with your Supervisor. Your Antioch Supervisor will read your journal once each month and it should be available for reading at the time of each supervisory visit. This document is considered confidential and entries are meant to be shared only with your Supervisor and not with your Cooperating Teacher. **At the end of the semester of internship, the entire internship journal is to be submitted to the Supervisor by the Intern.**

Intern's Self Evaluation:

At the end of each semester of internship, you are required to evaluate your own performance relative to the previously articulated "Competencies" and to the goals as established in your Internship Contract. Each goal should be addressed and discussed adequately. **At the end of the semester of internship, the Intern's Self-Evaluation is to be submitted promptly to the Supervisor by the Intern.**

Cooperating Teacher's Evaluation Report:

Your Cooperating Teacher will be asked to write a final report/evaluation of your work and progress during the internship experience. Evaluation Report guidelines are sent to your Cooperating Teacher one month before the end of the semester of your Internship. Cooperating Teachers will be asked to evaluate your performance relative to the previously articulated "Competencies" and to the goals as established in your Internship Contract. **You are responsible for meeting with your Cooperating Teacher in order to review and discuss the Evaluation. Both you and your Cooperating Teacher will need to sign the Evaluation Report after it has been reviewed and discussed. At the end of the semester of internship, the cooperating Teacher's Evaluation Report is to be submitted promptly to the Supervisor by the Intern.**

Antioch Internship Supervisor's Final Evaluation/Verification Sheet:

You will be evaluated by your Antioch Supervisor at the end of each semester of internship. **You will need to provide your Supervisor with a Verification Sheet (with the top completely filled out, please) for the purpose of evaluation.** The completed Final Evaluation/Verification Sheet will become a permanent part of your file at Antioch. Your performance will be evaluated relative to the previously articulated "Competencies" and to the goals as established in your Internship Contract. You will also be evaluated in terms of the professional growth you have shown as a teacher. Evidence of continuous application of new learning derived from course work will be assessed. Your Supervisor will utilize the following sources of information in writing your Final Evaluation/Verification Sheet.

1. Intern's Internship Journal
2. Intern's Self-Evaluation
3. Cooperating Teacher's Evaluation Report
4. Supervisor's Site Visit Reports
5. Intern's Contract

8.

Cooperating Teachers Responsibilities

Cooperating Teachers are experienced full-time teachers in public or private schools, they will work with the Intern on many levels, having the Intern gradually assume more responsibility for the workings of the classroom during the duration of the Internship.

Time Line:

The Cooperating Teachers should make clear to the Intern his/her teaching style and the levels of responsibility the Intern is expected to assume in any given classroom situation. The

Cooperating Teacher will meet with the Intern after school for at least one hour on one school day each week to discuss the day and plan further classroom activities. A general time schedule for gradual involvement in the classroom is as follows: (This time schedule is only a guide. Some students can and should assume more responsibility early on in the internship if ready.)

- Week 1-2 Discuss with the Intern his/her observations about classroom activities, plan activities in which the intern can be involved with individuals;
- Week 3-4 Plan activities in which the Intern can be involved with small groups of children;
- Week 5-8 Decide on activities the Intern can plan to do with groups and the whole class;
- Week 9-12 Plan further activities the Intern can assume with the children including both specific lessons and organizational tasks, and handling transitions;
- Week 13-15 Help the Intern carry full responsibility for a subject or for a major project/theme. Help the Intern evaluate planning objectives and time sequence for children selected. Plan with the Intern entire class days (or a full week) for which the Intern will assume full teaching responsibilities. NOTE: the form of this experience should be guided by the instructional program and needs of the students within the classroom.

As mentioned above the schedule is only a guide. If Interns are confident in assuming greater responsibilities early on in the internship, we encourage such involvement. The counsel of the Cooperating Teacher and the needs of the classroom are most important in determining the Intern's readiness for the assumption of earlier and greater participating in class teaching. Each Intern, based upon her/his strengths and needs, should progress through the internship experience in the most growthful manner for her/him.

Theory Into Practice

Our students will sometimes be asked to do some "action research" with students in their internship classroom. The assignment would be one that would fulfill a course requirement. It would be most helpful if such research would be permitted. All students are asked to study a particular child. The child's identity would be protected.

9.

Other responsibilities for Cooperating Teachers:

1. Communicate school policies to the Intern
2. Notify the Intern of staff and parent meetings
3. Complete an evaluation of the Intern's work at the end of the Practicum

4. Meet with the Intern's Antioch Internship Supervisor during the course of the Internship. Whenever possible, meetings should include the Intern. A Cooperating Teacher/Supervisor check-in might also be appropriate.
5. Discuss the following with the Intern at some time, if appropriate to the learning situation:
 - Record Keeping
 - Curriculum Materials
 - Reading, Mathematics, Social Studies & Science
 - Lesson Planning
 - Evaluations
 - Assessments
 - Diagnostic Prescriptive Plans
 - Individual Program Plans
 - Worksheets or Workbooks of Assignments
 - Classroom Displays
 - The Physical and Emotional Growth of the Children
 - The Special Needs of the Children

Professional Seminars:

Cooperating Teachers are invited to attend Professional Seminar Meetings which are scheduled to meet each week at Antioch University New England in Keene. At these meetings, Interns, Internship Supervisors, and Cooperating Teachers can share their classroom experiences and problems.

Cooperating Teacher Compensation:

The Cooperating Teacher with primary responsibility for working with the Intern is entitled for each semester of supervision to attend one course. The number of credits for the course is irrelevant. Tuition charges are waived, however, a voucher fee will be charged for each course the Cooperating Teacher takes. This teacher must take advantage of the privilege either during the semester of supervision, or in the following two semesters. Supervisors using vouchers are considered Special Students. Vouchers may not be used in lieu of tuition payments for matriculated students in any program. We do, however, honor vouchers carried by matriculated students, permitting them to earn credits beyond the maximum allowable under the existing schedule. Any questions should be addressed to the Associate Registrar.

Cooperating Teachers who are interested in taking a course should visit our website at <http://www.antiochne.edu/registrar/courses/> or contact our Registrar's Office for course offerings & descriptions. Courses range from a weekend to fifteen weeks in length and cover a diversity of topics.

10.

Principal's Responsibilities

Principals are responsible for the initial contact with the Teachers in their school regarding the placement of an Intern. The Antioch Internship Coordinator may consult with the Principal about the availability of Intern placements. During the course of the Internship, the Principal has the following responsibilities:

1. Inform the Intern of school or community functions he/she might attend
2. Be available for appointments with Interns and/or Cooperating Teacher about the progress of the Internship
3. Clarify school policies for the Intern and specify exceptions when necessary

Antioch Internship Supervisor's Responsibilities

At least three times during the internship, the Intern will be visited by an Antioch Faculty member (or designee) who will act as the Intern's Antioch Internship Supervisor. The exact dates and times of each site visit will be negotiated between the Intern and the Supervisor. The objectives of these visits are to:

1. Assess the progress of the Intern's experience
2. Assess outside support for the Intern
3. Give the Cooperating Teacher direct contact with an Antioch Faculty member

The supervisor serves as a consultant and guide to the Intern during the internship. The Intern will have an opportunity to meet privately with his/her Supervisor immediately following or shortly after each visit. A report of each visit with recommendations concerning the Intern's learning and work is maintained in the student's file. Information from these reports is used in writing the final evaluation of the internship experience.

Internship Supervisors are responsible for the following:

1. Helping the Cooperating Teacher and Principal to arrange the Internship
2. Be available for appointments with the Intern &/or Cooperating Teacher during the week
3. Visit the classroom of the Intern at least three times during the semester and meet with the Intern immediately afterward to discuss observations
4. Read journal reflections & observations of the Intern and return with comments or discuss
5. Meet with Intern to discuss strengths & needs & plan future internships with each student

These are the Intern's responsibilities for Supervisor visits:

1. To inform your Cooperating Teacher and Principal of the dates and times of your Supervisor's planned visits

2. To plan a time during each visit when you, your Cooperating Teacher, and your Supervisor can meet together

11.

Ron LaBrusciano
Internship Coordinator
Department of Education
Antioch University New England
40 Avon Street
Keene, NH 03431

rlabrusciano@antiochne.edu
603-357-3122 ext 2313