

# SECTION III

## **ROLE AND RESPONSIBILITIES OF THE INTERN**

Interns should consider themselves temporary members of the public school faculty and should conduct themselves in a professional manner at all times. An intern's personal and professional conduct in this role not only reflects upon the intern and North Georgia College and State University but also impacts the intern's future as an educator. In order to ensure that the internship is a successful, productive capstone experience, the intern is expected to:

- ◆ Call the principal of the school and make an appointment to visit the school and the cooperating teacher prior to beginning the internship.
- ◆ Report to the principal of the school on the first day of the internship before reporting to the assigned classroom.
- ◆ Arrive at school on time every day and maintain hours set for teachers.
- ◆ Dress appropriately for classroom teaching and maintain a neatly groomed appearance at all times.
- ◆ Follow the regulations, policies and codes of the school and comply with the *Code of Ethics* of the teaching profession for the State of Georgia.
- ◆ Conduct professional business through proper channels. Any student referrals which the intern deems necessary for disciplinary reasons, for special programs, or to social agencies should be discussed first with the cooperating teacher.
- ◆ Hold in strict confidence any information concerning the students, staff, and general school matters.
- ◆ Demonstrate enthusiasm for teaching and working with others, including students, faculty and other school personnel, supervisors, and parents.
- ◆ Demonstrate initiative for assuming responsibilities such as managing classroom duties, assisting students, and supervising the class as needed.
- ◆ Participate in class and school activities such as field trips, dramatic and athletic events, contests, functions of the Parent-Teacher Organization, faculty meetings, and other co-curricular activities in which the cooperating teacher engages.
- ◆ Fulfill course requirements and internship responsibilities as set forth in the Internship Handbook conscientiously and in a timely manner.
- ◆ Avoid partisan opinions in the classroom and remain as objective as possible when dealing with controversial issues.
- ◆ Maintain a positive attitude.
- ◆ Keep an open mind and be receptive to constructive criticism from those in a position to offer helpful suggestions and advice. The internship is a learning experience, and accepting and utilizing evaluative feedback are essential components of professional growth.

## **First week of the internship, the intern should become oriented to the teaching situation by:**

- ◆ Spending time learning about general rules and policies of the school; becoming familiar with school routines and other procedures related to safety regulations; fire and security drills; hall, playground and bus duty; and cafeteria schedules.
- ◆ Learning the routine of the class, how attendance is recorded, where supplies and equipment are located, and how they are obtained for classroom use.
- ◆ Becoming familiar with the textbooks and teacher's manuals, determining how they are organized and how the cooperating teacher utilizes them in lesson planning and delivery.
- ◆ Making seating charts and learning names of students, discussing special students and their needs and abilities with the cooperating teacher and special education teachers, and seeking their help in planning for the special learners in the class.
- ◆ Gathering and compiling data on all students in the classroom through students' records, through conferences with the cooperating teacher, students, and parents, and through other devices suggested by the cooperating teacher for use in studying individual students and determining their learning capabilities and styles.
- ◆ Shadowing the students to other classrooms such as to labs or to classes for special subjects.
- ◆ Observing the instructional and management techniques used by the cooperating teacher, setting a purpose for observation before each class.
- ◆ Observing the performance, conduct, and social interactions of the students throughout the school day.

## **ROLE AND RESPONSIBILITIES OF THE COOPERATING TEACHER**

The cooperating teacher is the intern's most important resource during the internship, serving as a model and a mentor. The cooperating teacher is with the intern on a daily basis and has, therefore, the greatest opportunity to assist the intern in becoming a competent and effective professional educator.

The role of the cooperating teacher is:

1. To assist the intern in acquiring teaching skills needed for success as facilitator in the classroom.
2. To assist the intern in developing problem-solving and decision-making skills.
3. To promote the intern's development of professional confidence and leadership capabilities.

The cooperating teacher is responsible for:

- ◆ Observing the intern's performance and recording observations for the purpose of assessing effectiveness and determining strengths and need for improvement.
- ◆ Providing the intern with written feedback through narrative format or evaluation rating forms about the intern's performance with recommendations for improvement.
- ◆ Assisting the intern in developing reflective teaching skills by modeling reflection when discussing lessons taught, by encouraging the intern through questioning, prompting, and discussing the effectiveness of lessons taught, and by providing constructive feedback about the intern's success in reflective teaching.
- ◆ Assisting the intern in the development of the Long-Range Plan, Weekly Schedule of Plans, and Daily Lesson Plans and approving and signing all plans prior to implementation.
- ◆ Holding a formal weekly conference with the intern, each week that the intern is teaching, for the purpose of completing and signing the Weekly Conference Report. (The intern is responsible for submitting the report to the university supervisor.)
- ◆ Completing with the university supervisor an informal mid-term evaluation using the summative evaluation instrument.
- ◆ Arranging for the administration to conduct one formal classroom observation.
- ◆ Meeting with the university supervisor periodically to discuss the intern's progress and notifying the supervisor or the Field Placement Coordinator immediately if a problem arises.
- ◆ Approving the intern's unit plans prior to intern's teaching of the unit.
- ◆ Completing the Summative Evaluation Instrument at the end of the internship.
- ◆ Allowing the intern to assume teaching and supervisory responsibilities gradually until the intern assumes full-time teaching responsibilities for a period of four weeks (two weeks if the intern is in the school for only half the semester). **Your presence in the classroom to observe the intern and give evaluative feedback is extremely important during the weeks the intern is working up to full-time teaching.**

Some suggestions for the cooperating teacher to maximize the intern's chances for success are:

- ◆ Prepare the students in advance for the intern's arrival; enlist student cooperation in helping the intern feel comfortable in the school environment.
- ◆ Introduce the intern to the class in such a way that students regard the intern as another teacher.
- ◆ Introduce the intern to faculty and staff and foster recognition of the intern as a temporary faculty member.
- ◆ Orient the intern, with the assistance of a school administrator, to the physical plant, daily schedules, school policies and procedures, supervisory responsibilities of teachers, emergency procedures, and location of supplies and equipment.

- ◆ **Arrange responsibilities which identify the intern as a team participant.**
- ◆ **Plan assignments carefully to ensure that the intern's first experiences are successful.**
- ◆ **Assist the intern in becoming well acquainted with the students as soon as possible by making available students' daily work, test scores, report cards, cumulative records, health information, and other significant data.**
- ◆ **Involve the intern in appropriate extracurricular activities.**
- ◆ **Help the intern understand the community pattern, socioeconomic status, and factors unique to the school community.**
- ◆ **Arrange a time for daily conferences to reflect on the events of the day, to evaluate the intern's teaching, and to make future plans.**
- ◆ **Assist the intern in maintaining status with students by:  
acknowledging the intern's contributions to the class,  
letting the intern demonstrate knowledge and talents,  
refraining from correcting the intern before students, and  
deferring to the intern as more teaching responsibilities are assumed.**
- ◆ **Encourage the intern to be creative, to make plans, to try new approaches, and to deal with students in a manner consistent with the intern's own personality and style of teaching. Avoid restricting intern to only one way of approaching a task.**
- ◆ **Entrust the class to the intern as the intern's competence in assuming responsibility is demonstrated.**
- ◆ **Demonstrate the importance of careful and thorough planning for effective teaching by checking lesson plans, by providing assistance in lesson plan development when needed, and by permitting the intern to teach only when lessons are well-planned and the intern is well-prepared to teach.**
- ◆ **Discuss philosophies of classroom management and assist the intern in developing and implementing a management plan.**
- ◆ **Provide opportunities for the intern to have a varied experience through planned visits to observe other teachers and departments in the school. The suggested period for the majority of these visits is during the final week.**



Fall 2008

TO: Cooperating Teachers

FROM: Shelley Shope, Director of Field Experiences

SUBJECT: Student Teachers

Thank you for agreeing to work with a North Georgia College and State University student teacher for Fall 2008. Research indicates the two most important individuals in a student teacher's development are the cooperating teacher and the university supervisor. We are very pleased that you have accepted this extremely important role, and we look forward to a successful collaborative relationship.

Each North Georgia College and State University student who is eligible for student teaching has completed a rigorous preparation program in content, in issues of the learner, pedagogy, and professionalism. Student teaching is the capstone experience in which the student teacher has the opportunity to merge theory and practice in a supervised environment.

Each student teacher has been assigned a university supervisor to serve as a liaison between North Georgia College and State University and the cooperating teacher. The university supervisor will contact the school soon to set up an orientation meeting with the student teacher and the cooperating teacher. At this meeting the university supervisor will address the requirements of student teaching and answer questions. Furthermore, the university supervisor will formally observe the student teacher a minimum of four times and to discuss the student teacher's progress.

If a problem occurs with a student teacher, please contact the university supervisor for assistance. Documentation must be presented to the Field Placement Office by the university supervisor so that the student teacher can be notified of his/her status prior to the last day to withdraw without academic penalty.

# **ROLE AND RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR**

The university supervisor serves as the main link between the university and the placement site in the internship program and is cooperatively involved in the orientation, supervision and evaluation of the intern's performance.

Each intern is assigned to a university supervisor who serves as the professor for the internship. The intern is directly responsible to this supervisor for all assignments, duties, and activities as stated in the Internship Handbook. Both the university supervisor and cooperating teacher plan teaching experiences for the intern.

The university supervisor is responsible for:

- ◆ **Becoming acquainted with prior performance of the intern.**
- ◆ **Meeting with the intern for orientation at the beginning of the internship.**
- ◆ **Conducting an internship conference and orientation session with the cooperating teacher prior to the beginning of the internship or during the early part of the semester.**
- ◆ **Keeping a working folder on the intern, including class schedule, evaluation forms, observation and conference notes, and any other information used in diagnosis, analysis and assessment of the intern's performance.**
- ◆ **Counseling with the intern concerning problems involved in adjusting to the teaching role.**
- ◆ **Providing support to the cooperating teacher in dealing with the classroom experiences of the intern.**
- ◆ **Observing, analyzing and evaluating the instructional practices of the intern in a minimum of four visits for observational purposes, with additional visits and conferences as needed.**
- ◆ **Arranging conferences as needed with the cooperating teacher and intern regarding progress of the intern, and keeping accurate records of visits, conferences, and any other information used in evaluating the intern's progress.**
- ◆ **Counseling with the intern concerning problems requiring remediation.**
- ◆ **Completing with the cooperating teacher an informal mid-term evaluation using the summative evaluation instrument.**
- ◆ **Approving components I-VI of the unit/work sample prior to intern's teaching of the unit. Attend scoring meeting using work sample rubric.**
- ◆ **Participating in the scoring of completed work samples submitted by other interns.**
- ◆ **Conferring with the cooperating teacher regarding the final evaluation and final grade.**
- ◆ **Assigning the final grades based on predetermined criteria set forth in the Internship Handbook.**
- ◆ **Submitting to the Teacher Education Department copies of the four observation reports and the final evaluation instrument for inclusion in the student's file.**

**Field Supervisor and University Supervisor**  
**Lesson Observation Evaluation Form: Facilitator Role**

Pre-service teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

Grade level: \_\_\_\_\_ Subject: \_\_\_\_\_ Number of students: \_\_\_\_\_

**Directions: Place a check beside items observed during the lesson.**

<b>Beginning: The pre-service teacher ...</b>		<b>Organizes information: The pre-service teacher...</b>	
<input type="checkbox"/>	begins the lesson/activity promptly.	<input type="checkbox"/>	presents new information with reference to what students already know.
<input type="checkbox"/>	states the purpose of the lesson/activity at the beginning.	<input type="checkbox"/>	uses outlines or diagrams to help students focus on main points & understand relationship between parts of lesson.
<input type="checkbox"/>	pre-questions to stimulate students' thoughts on the topic.	<input type="checkbox"/>	proceeds in small, sequential steps.
<input type="checkbox"/>	begins the lesson/activity with a review.	<input type="checkbox"/>	reviews main points.
<input type="checkbox"/>	has material ready.	<input type="checkbox"/>	relates main ideas to overall goals.
<b>Involvement: The pre-service teacher...</b>		<b>Strategies: The pre-service teacher ...</b>	
<input type="checkbox"/>	checks to see what students are doing.	<input type="checkbox"/>	stresses integrative concepts.
<input type="checkbox"/>	gives step-by-step instruction during the lesson.	<input type="checkbox"/>	exhibits facility explaining the subject matter.
<input type="checkbox"/>	asks closed questions.	<input type="checkbox"/>	sequences questions to develop the content systematically.
<input type="checkbox"/>	asks open questions.	<input type="checkbox"/>	features sustained examination of small number of related topics.
<input type="checkbox"/>	redirects a question to another student.	<input type="checkbox"/>	helps students connect content to the real world.
<input type="checkbox"/>	probes students' thinking.	<input type="checkbox"/>	<b>Strategies: The pre-service teacher ...</b>
<input type="checkbox"/>	waits at least three seconds after asking a question.	<input type="checkbox"/>	builds on students' prior knowledge and experiences (including culture).
<input type="checkbox"/>	invites students to think critically.	<input type="checkbox"/>	includes cognitive modeling (think out loud).
<input type="checkbox"/>	summarizes during the lesson.	<input type="checkbox"/>	uses technology.
<input type="checkbox"/>	urges students to make connections between individual elements.	<input type="checkbox"/>	provides opportunities for students to work together.
<input type="checkbox"/>	urges students to explain content in their own words.	<input type="checkbox"/>	provides opportunities for students to help one another achieve individual goals.
<input type="checkbox"/>	urges students to speculate how information is usable in other contexts.	<input type="checkbox"/>	provides opportunities for students to achieve group goal by working together.
<input type="checkbox"/>		<input type="checkbox"/>	integrates individual accountability within group goals.
<b>Affect: The pre-service teacher...</b>		<b>Invites participation: The pre-service teacher ...</b>	
<input type="checkbox"/>	acknowledges students' feelings.	<input type="checkbox"/>	uses strategies to get inattentive learners involved.
<input type="checkbox"/>	encourages group to cooperate.	<input type="checkbox"/>	follows up with questions that encourage higher level thinking.
<input type="checkbox"/>	uses students' ideas.	<input type="checkbox"/>	elicits students' responses regularly.
<input type="checkbox"/>	praises student effort or accomplishment.	<input type="checkbox"/>	restates questions or provides information if there's no response.
<input type="checkbox"/>	gives reason for praise.	<input type="checkbox"/>	restates questions or provides information if there is an incorrect response.
<input type="checkbox"/>	encourages students to ask questions.	<b>Manages Behavior: The pre-service teacher ...</b>	
<input type="checkbox"/>	urges students to do their best.	<input type="checkbox"/>	uses routines for handling non-academic business.
<input type="checkbox"/>	helps students who have difficulty.	<input type="checkbox"/>	makes smooth transition within and between lessons.
<input type="checkbox"/>	helps students as they complete seatwork.	<input type="checkbox"/>	develops and maintains rapport with students.
<input type="checkbox"/>	uses humor.	<input type="checkbox"/>	responds to inappropriate behavior quickly and effectively including use of surface management techniques.
<input type="checkbox"/>	encourages the student.	<input type="checkbox"/>	manages classroom procedures to maximize academic learning time.
<input type="checkbox"/>	displays friendliness.	<input type="checkbox"/>	articulates clear expectations regarding classroom behavior.
<b>Feedback: The pre-service teacher...</b>		<b>Assesses:</b>	
<input type="checkbox"/>	punishes appropriately	<input type="checkbox"/>	states expectations of achievement.
<input type="checkbox"/>	punishes inappropriately.	<input type="checkbox"/>	checks understanding of assignment/activity.
<input type="checkbox"/>	indicates whether or not a response is correct.	<input type="checkbox"/>	engages students in post-activity reflection.
<input type="checkbox"/>	answers questions about assignment.	<input type="checkbox"/>	explains purpose of assessment.
<input type="checkbox"/>	criticizes appropriately.	<input type="checkbox"/>	assesses performance for completion and accuracy.
<input type="checkbox"/>	criticizes inappropriately.	<input type="checkbox"/>	uses a variety of assessment strategies.
<input type="checkbox"/>	treats mistakes as part of the learning process.		
<b>Monitors Performance:</b>			
<input type="checkbox"/>	checks to see that students complete assignments.	<input type="checkbox"/>	establishes consequences for not completing tasks.
<input type="checkbox"/>	prompts students to explain work.	<input type="checkbox"/>	holds students accountable for participation.
<input type="checkbox"/>	helps students monitor/reflect on their own work.	<input type="checkbox"/>	

Please complete page two.

**University and Field Supervisors**

Summary of Strengths:

Areas in need of improvement:

Target skill(s) for next observation:

Describe Preservice Teacher's progress in response to previously identified goals:

Are any additional specific interventions or activities required of the preservice teacher and/or supervisor at this time?

Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Preservice Teacher \_\_\_\_\_ Date \_\_\_\_\_

## INTERNSHIP DOCUMENTATION FORM

**We have met and reviewed the policies and procedures, roles, and responsibilities of all parties, and other relevant information contained within the Internship Handbook. Our signatures indicate agreement to abide by these policies and procedures and understanding of requirements, roles and responsibilities.**

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Student Teacher

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Date

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Cooperating Teacher

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Date

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University Supervisor

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Date