

## **INTERNSHIP POLICY**

APPROVED CTE- SEPT. 21, 2015

The Elementary Education, Secondary Education (along with partner academic departments involved in teacher education at Utah State University), and Special Education programs at Utah State University offer, in cooperation with participating Utah School Districts, an internship program. The program is structured in accordance with Utah State Board of Education policy and with state law. Internship availability is limited and is based on careful assessment of the needs of the school district and the benefits to the university student.

An internship is a year-long placement in an accredited public, charter, or private school. R277-504-3-A-6-a states that the internship "consist of full-time employment as an educator for one year with a minimum of 1260 clock hours at a single school site." An internship replaces a student's student teaching experience. During the experience, a supervisor arranged for by the Elementary Education, Secondary Education, or Special Education Office will monitor the intern. Also during this time, the mentor(s) provided by the school district and the principal in the school will supervise the intern. The grade for student teaching courses will be given at the conclusion of the internship, when all final reports, evaluations and assignments are submitted.

**Application for internship placement must be initiated with a written request from the school district personnel director/special education coordinator or superintendent** (see page 6–7). Utah requires school districts to hire highly qualified teachers, meaning the teachers hold a current teaching license. USU abides by Utah law and is therefore only able to consider an internship when no certified teacher is available to fill the position. The completed application (see page 8) serves as a document of agreement between the district, the school, the student, and the respective Office of Student Teaching. The following conditions are required for approval of internships.

### **Qualifications of Interns**

To qualify for an internship, a student must meet the following criteria:

- A. Complete all required course work for graduation except student teaching.
- B. Complete graduation application. SCED & ELED interns must also complete licensure application.
- C. Apply and be approved for student teaching.
- D. Pass all Praxis exams required for student teaching. For secondary education interns, the Praxis exam for the teaching minor must also be passed if the minor is a NCLB subject.
- E. Complete an internship application (see page 9).
- F. Receive approval for internship eligibility by the Director of the Office of Field Experience for TEAL or the Undergraduate Committee for special education prior to interviewing for an internship.
- G. Have an overall GPA of 3.5 or above, and receive overall high practicum scores or clinical evaluation scores of 4 or higher.

## **Intern Responsibilities**

*Please note:* the internship agreement cannot be entered into without the written approval of both the university and the school district. Termination of an internship will be subject to approval of both the university representative and the school district after consultation with the intern, his/her school, his/her school district and his/her university supervisor(s). Please understand you will receive an “incomplete” after the first semester of the internship. The final grade will be entered after the completion of the second semester of the internship.

To be appointed to an internship, a student must meet the qualifications of interns and accept the following conditions:

- A. Demonstrate commitment to the teaching profession by following both district and university policies.
- B. Complete graduation application. SCED & ELED must also complete licensure application.
- C. Abide by the calendar, rules, and regulations of the school district to which s/he is assigned.
- D. Complete student teaching internship applications and register for the applicable student teaching courses.
- E. Attend scheduled student teacher orientation and student teaching workshops required of all student teachers. These are held on the Logan USU campus or through IVC for regional campus students (SCED & ELED).
- F. Complete all requirements for the instructional portion of the internship, including successful completion and submission of all mentor teacher and university supervisor observations.
- G. Successful completion of teacher work sample/portfolio.
- H. Submit to the appropriate USU Student Teaching Office an evaluation form regarding the supervision of the internship after the first 3 weeks in the classroom (see page 10).
- I. Understand that, failure to meet acceptable levels of teaching competency will result in removal from the internship position.

## **School District Responsibilities**

To receive an intern, a school district agrees to the following conditions:

- A. **Student will not be able to start internship until required paperwork (see pages 6–9) is returned to appropriate department and approval from University has been given.** Submit forms within 10 business days of initial request, in the following order:
  - i. District submits request for an Internship (see page 6–7).
  - ii. Appropriate office will email a list of qualified candidates to district.
  - iii. Student submits internship application (see page 9).
  - iv. Upon hire, district submits internship approval form (see page 8) to appropriate office (ELED, [eledst@usu.edu](mailto:eledst@usu.edu); SCED, [scedst@usu.edu](mailto:scedst@usu.edu); SPED, [julia.lyman@usu.edu](mailto:julia.lyman@usu.edu)).
- B. Wait to offer a contract until written approval of both the university and the school district has been finalized.
- C. Pay a salary to the intern that is proportionate to the service rendered. R277-504-3-A-6-a states

- D. that the internship "consist of full-time employment as an educator for one year with a minimum of 1260 clock hours at a single school site." The USU Council on Teacher Education interprets the state policy to mean an intern working the same hours and having the same responsibilities as a fully employed teacher should receive the same pay and benefits as a fully employed teacher. If the intern has fewer responsibilities as a fully employed teacher, then the salary can reflect the reduced load.
- E. Provide as a mentor, a Level II teacher who holds a license in the same major content or licensure areas (Elementary Education, Secondary Education or Special Education) in which the candidate shall be licensed (R277-504-A-6-f-i: This mentor is "jointly selected by the institution internship placement officer and the LEA-designated authority over internship placement").
- F. Arrange for "direct support and supervision to the intern during the regular school day in addition to the standard LEA supports of new teachers" (R277-504-3-A-6-f-iii). The USU Council on Teacher Education suggests the following:
  - i. Articulated schedule of release time for mentor teacher to observe:
    - i. A minimum of one hour per week for observation.
    - ii. A minimum of one hour per week for conferencing and feedback.
  - ii. Second half of internship observation schedule:
    - iii. A minimum of two mentor teacher observations per month (one hour each).
    - iv. A minimum of two one-hour blocks of time (per month) for planning and conferencing.
- G. Give priority to candidates for future employment after they have successfully completed an internship.
- H. Removal of an intern from their position for inadequate teaching competency may only be undertaken after consultation with appropriate university personnel.
- I. Any changes made to assigned mentor teacher must be approved by corresponding University student teaching director PRIOR to change being made.

## Principal Responsibilities

Each principal agrees to do the following:

- A. Wait to offer a contract until written approval of both the university and the school district has been finalized. **Student will not be able to start internship until required paperwork (see pages 6–9) is returned to appropriate department and approval from University has been given.**
- B. Provide an orientation to the school setting for the intern. Both school and district policies should be reviewed carefully during this meeting.
- C. Make accommodations for the intern to attend, at no penalty to the intern, scheduled student teacher orientation and student teacher workshops required of all student teachers.
- D. Provide appropriate feedback and support when needed. Conduct a minimum of two formal observations during the initial 15 weeks of the internship, due the last day of September and November. (The principal should use forms currently used in the school to observe all teachers in the school.) Submit these forms to the appropriate office (ELED, [eledst@usu.edu](mailto:eledst@usu.edu); SCED, [scedst@usu.edu](mailto:scedst@usu.edu); SPED, [julia.lyman@usu.edu](mailto:julia.lyman@usu.edu)).

- E. Complete and return via email a "Principal Checklist" twice the second semester, due the last day of February and April, plus any additional observations (see page 12).
- F. Immediately notify the student teaching coordinator (see contact information in D above) if any concerns arise with the intern.
- G. Removal of an intern from their position for inadequate teaching competency may only be undertaken after consultation with appropriate university personnel.
- H. Any changes made to assigned mentor teacher must be approved by corresponding University student teaching director PRIOR to change being made.

## **Mentor Teacher Responsibilities**

The mentor's responsibilities include the following:

- A. Work closely with the intern and university at the beginning of the internship experience in a TRIAD conference to decide upon the course of study and the goals for the year (i.e. review scheduling, first day, first month, first year, etc., review calendar dates, etc.).
- B. Engage in **regular meetings** with the intern and provide feedback based on 2 formal observations of the intern's teaching and curriculum development for each ELED block or once each SPED and SCED semester.
- C. Provide a formative mid-term/Interim evaluation (for SPED & SCED only). The link for this evaluation will be emailed to you.
- D. Complete the "Mentor Teacher Checklist" (see page 11), due the last day of each month to be emailed to the appropriate office both semesters (ELED, [eledst@usu.edu](mailto:eledst@usu.edu); SCED, [scedst@usu.edu](mailto:scedst@usu.edu); SPED, [julia.lyman@usu.edu](mailto:julia.lyman@usu.edu)).
- E. Complete a Final Assessment. The link for this form will be emailed to you.
- F. Provide any other appropriate data regarding the intern's progress throughout the initial 15 weeks of the internship. This would include your formal observation forms to [eledst@usu.edu](mailto:eledst@usu.edu), [scedst@usu.edu](mailto:scedst@usu.edu), or [julia.lyman@usu.edu](mailto:julia.lyman@usu.edu) (SPED).
- G. Work closely with the intern's university supervisor in order to provide a successful teaching experience for the intern.

## **University Supervisor Responsibilities**

The university supervisor agrees to do the following:

- A. Make an initial visit/triad conference to the intern within the first 2 weeks of class.
- B. Make 4 visits/official observations in the course of the initial 15 weeks of the internship in order to provide appropriate support and feedback for the intern. Mail the documentation to the appropriate office (ELED, [eledst@usu.edu](mailto:eledst@usu.edu); SCED, [scedst@usu.edu](mailto:scedst@usu.edu); SPED, [julia.lyman@usu.edu](mailto:julia.lyman@usu.edu)).
- C. Work closely with the assigned mentor teacher in order to provide a successful teaching experience for the intern.
- D. Provide a final evaluation of the intern's teaching abilities as well as any other appropriate data on the intern's progress at the end of the internship. This link will be emailed to you.

- E. Complete 4 additional observations (1 each month) during the second half of the internship, turning those in to [eledst@usu.edu](mailto:eledst@usu.edu), [scedst@usu.edu](mailto:scedst@usu.edu), or [julia.lyman@usu.edu](mailto:julia.lyman@usu.edu) (SPED).

## **Utah State University Education Program Responsibilities**

The Field Based Experiences Directors of Elementary, Secondary and Special Education, in cooperating with the department of the student's major and minor (if applicable), will do the following:

- A. Screen internship candidates, making sure each applicant has appropriate qualifications and clearly understands his/her responsibilities.
- B. Arrange for and ensure appropriate supervision for the full internship.
- C. Work closely with the participating district and school to assist the intern in successfully completing the internship.
- D. Provide formative evaluation forms as well as information materials for the intern, the mentor, and the university supervisor.
- E. Remove an intern from their position for inadequate teaching competency only after consultation with appropriate district personnel.

Please contact the School of TEAL Office of Field Experiences with any questions regarding this internship policy, at [eledst@usu.edu](mailto:eledst@usu.edu), [scedst@usu.edu](mailto:scedst@usu.edu), or [julia.lyman@usu.edu](mailto:julia.lyman@usu.edu) (SPED).

## District Request for an Internship

This form is to be submitted by a district requesting an intern through the Education Programs at Utah State University. Please complete in its entirety and send to the appropriate department (ELED, [eledst@usu.edu](mailto:eledst@usu.edu); SCED, [scedst@usu.edu](mailto:scedst@usu.edu); SPED, [julia.lyman@usu.edu](mailto:julia.lyman@usu.edu)). **Student will not be able to start internship until the required paperwork (see pages 6–9) is returned to the appropriate department and approval from University has been given.**

### District Information

DATE: \_\_\_\_\_

District Name: \_\_\_\_\_

Address: \_\_\_\_\_

Attention: \_\_\_\_\_

Name and Title

Phone: (\_\_\_\_) \_\_\_\_\_

Email: \_\_\_\_\_

Fax: \_\_\_\_\_

School name: \_\_\_\_\_

Address: \_\_\_\_\_

Principal: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

A SCED intern must teach in both his/her major and minor areas. Please attach the intern's daily teaching schedule (include preparation periods). Also indicate the period in which consultation with the designated mentor will occur.

Provide the information on the following page for the designated mentor teacher who will be working closely with the intern.

## District Request for an Internship (continued)

*Please note: Principals, superintendents, and other administrative personnel may NOT serve in this role. If the district has a designated intern mentor, this will be acceptable. It is preferred that the subject area of master teacher corresponds to subject area of intern. For a Special Education (SPED) intern, the mentor may be a district SPED coordinator.*

Mentor name: \_\_\_\_\_ E-mail: \_\_\_\_\_

Address: \_\_\_\_\_

Mentor's Area of Licensure and Endorsements: \_\_\_\_\_

Mentor's License Level: \_\_\_\_\_

Subjects/Grades Mentor Teaches: \_\_\_\_\_

What period/time of day is the master teacher released from other duties in order to work with the intern (for example, "First period, 8:05–8:55")?

\_\_\_\_\_

What salary will the intern receive during the internship?

\_\_\_\_\_

## District Internship Approval Form

District Name: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

\_\_\_\_\_ Fax: \_\_\_\_\_

Attention: \_\_\_\_\_ Email: \_\_\_\_\_

Name and Title

School name: \_\_\_\_\_ Principal: \_\_\_\_\_

Address: \_\_\_\_\_ P. Phone: \_\_\_\_\_

\_\_\_\_\_ P. Email: \_\_\_\_\_

Student Name: \_\_\_\_\_ A#: \_\_\_\_\_

Grade: \_\_\_\_\_ Email: \_\_\_\_\_

Placement: \_\_\_\_\_

### Signatures

*To be signed by all parties and returned within 10 business days of request. Your signature indicates your agreement to the terms of this contract, specifically as it applies to your role, as described above, in this partnership. This internship will be finalized once all required paperwork (see pages 6–9) is returned to appropriate department and approval from University has been given.*

\_\_\_\_\_  
 Typed name and title of District Representative

\_\_\_\_\_  
 Signature Date

\_\_\_\_\_  
 Typed name of Principal

\_\_\_\_\_  
 Signature Date

\_\_\_\_\_  
 Typed name of Mentor Teacher

\_\_\_\_\_  
 Signature Date

\_\_\_\_\_  
 Typed name of Student Intern

\_\_\_\_\_  
 Signature Date

## Internship Application

*Note: Submission of this application does not guarantee an internship.*

Name: \_\_\_\_\_ A#: \_\_\_\_\_

Internship Semesters: \_\_\_\_\_

Current Address: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Major: \_\_\_\_\_ Minor: \_\_\_\_\_

***I am requesting an internship. I have met the requirements as initialed below:***

\_\_\_\_\_ I have completed ALL graduation and licensure requirements except student teaching (including graduation, licensure, and student teaching applications for ELED/SCED/SPED).

\_\_\_\_\_ I have a minimum USU GPA of 3.5.

\_\_\_\_\_ I understand that I will not be able to graduate until the end of my internship.

\_\_\_\_\_ I understand that I will not be able to start the internship until all required paperwork (see pages 6–9) is returned to appropriate department and approval from University has been given.

\_\_\_\_\_  
Applicant Signature

\_\_\_\_\_  
Date

***To be completed by College of Education and Human Services (CEHS) Advisor:***

GPA \_\_\_\_\_ (3.5 required)      USBE Background Check date cleared: BCI \_\_\_\_\_

*This student has no other education coursework to complete other than student teaching, unless approved by Directors.*

\_\_\_\_\_  
CEHS Advisor Signature

\_\_\_\_\_  
Date

***To be completed by the USU Office of Field Experiences (ELED/SCED/SPED):***

*This student has been approved as a candidate for an internship for the \_\_\_\_\_  
school year with \_\_\_\_\_ School District.*

\_\_\_\_\_  
Director of Field Experiences Signature

\_\_\_\_\_  
Date

## Intern's Evaluation of Supervision

*Your school district has agreed to certain provisions while you complete your internship. This form is a way for the School of Teacher Education and Leadership at Utah State University to ensure that you are receiving the support you need to have a successful internship experience.*

**Please complete this form and send it to the appropriate office** (ELED, [eledst@usu.edu](mailto:eledst@usu.edu); SCED, [scedst@usu.edu](mailto:scedst@usu.edu); SPED, [julia.lyman@usu.edu](mailto:julia.lyman@usu.edu)).

Intern Name: \_\_\_\_\_ Date: \_\_\_\_\_

School District: \_\_\_\_\_ School: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Mentor Teacher: \_\_\_\_\_

1. What is the average amount of time your mentor teacher observes you each week?
2. What is the average time you confer with your mentor teacher to get feedback each week?
3. What do you find enjoyable about your experience as an intern?
4. What do you find challenging about your experience as an intern?
5. In what ways do you find your mentor teacher supportive?
6. What other things you would like your mentor teacher to do to assist you?
7. Describe the support/supervision provided by your district that you receive which is beyond the support/supervision of a new teacher.
8. How many times has your university supervisor come to observe?
9. In what ways do you find your university supervisor supportive?
10. What other things you would like your university supervisor to do to support you?
11. Do you feel your school/district is giving you the training and support you need? Please explain.

*Additional Comments:*

## Mentor Teacher Checklist

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Thank you very much for working with an Intern from Utah State University. In order to ensure your intern is having a successful experience in lieu of student teaching, we ask that you complete the following checklist every month for the duration of the internship. **This form is due the last day of each month for the duration of the Internship.** Any constructive comments you are able to make are always helpful and welcome. **Please complete this form and email it to the appropriate office** (ELED, [eledst@usu.edu](mailto:eledst@usu.edu); SCED, [scedst@usu.edu](mailto:scedst@usu.edu); SPED, [julia.lyman@usu.edu](mailto:julia.lyman@usu.edu)).

Yes	No	<i>Please place a checkmark in the space beside each item to indicate the intern's performance thus far.</i>
<input type="checkbox"/>	<input type="checkbox"/>	The intern creates meaningful learning experiences for students.
<input type="checkbox"/>	<input type="checkbox"/>	The intern creates lessons that support the intellectual, social and personal growth of learners.
<input type="checkbox"/>	<input type="checkbox"/>	The intern implements learning activities for students with special needs.
<input type="checkbox"/>	<input type="checkbox"/>	The intern uses reading and writing, along with other strategies, to develop critical thinking, problem solving skills and performance skills in students.
<input type="checkbox"/>	<input type="checkbox"/>	The intern conducts a positive, orderly classroom, shows care and respect for students, and creates lessons that engage students in learning.
<input type="checkbox"/>	<input type="checkbox"/>	The intern provides clear instruction and valuable feedback for students.
<input type="checkbox"/>	<input type="checkbox"/>	The intern uses a variety of media to supplement instruction.
<input type="checkbox"/>	<input type="checkbox"/>	The intern plans for instruction based on student needs, uses varied and appropriate strategies which promote higher level thinking, and creates lesson plans in a timely manner.
<input type="checkbox"/>	<input type="checkbox"/>	The intern uses informal and formal measurements to make formative and summative evaluations that accurately assess student learning.
<input type="checkbox"/>	<input type="checkbox"/>	The intern works well with other faculty, staff members and parents.
<input type="checkbox"/>	<input type="checkbox"/>	The intern demonstrates professionalism through knowledge of current literature, association with other professionals, reflection and legal and ethical behavior.

*Please provide any additional comments in your email.*

\_\_\_\_\_  
 Internship Signature

\_\_\_\_\_  
 Mentor Teacher Signature

## Principal Checklist

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ School: \_\_\_\_\_

Thank you very much for working with an intern from Utah State University. In order to ensure your intern is having a successful experience in lieu of student teaching, please complete this checklist, which is due **the last day of September and November** the first semester and **the last day of February and April** for the second. Any constructive comments you are able to make are always helpful and welcome. **Please complete this form and email it to the appropriate office** (ELED, [eledst@usu.edu](mailto:eledst@usu.edu); SCED, [scedst@usu.edu](mailto:scedst@usu.edu); SPED, [julia.lyman@usu.edu](mailto:julia.lyman@usu.edu))

Yes	No	<i>Please place a checkmark in the space beside each item to indicate the intern's performance thus far.</i>
<input type="checkbox"/>	<input type="checkbox"/>	The intern creates meaningful learning experiences for students.
<input type="checkbox"/>	<input type="checkbox"/>	The intern creates lessons that support the intellectual, social, and personal growth of learners.
<input type="checkbox"/>	<input type="checkbox"/>	The intern implements learning activities for students with special needs.
<input type="checkbox"/>	<input type="checkbox"/>	The intern engages all students by providing for differences in gender, socioeconomic status, culture, and English language proficiency.
<input type="checkbox"/>	<input type="checkbox"/>	The intern uses reading and writing, along with other strategies, to develop critical thinking, problem solving skills, and performance skills in students.
<input type="checkbox"/>	<input type="checkbox"/>	The intern conducts a positive, orderly classroom, shows care and respect for students, and creates lessons that engage students in learning.
<input type="checkbox"/>	<input type="checkbox"/>	The intern provides clear instruction and valuable feedback for students.
<input type="checkbox"/>	<input type="checkbox"/>	The intern uses a variety of media to supplement instruction.
<input type="checkbox"/>	<input type="checkbox"/>	The intern plans for instruction based on student needs, uses varied and appropriate strategies which promote higher-level thinking, and creates lesson plans in a timely manner.
<input type="checkbox"/>	<input type="checkbox"/>	The intern uses informal and formal measurements to make formative and summative evaluations that accurately assess student learning.
<input type="checkbox"/>	<input type="checkbox"/>	The intern works well with other faculty, staff members, and parents.
<input type="checkbox"/>	<input type="checkbox"/>	The intern demonstrates professionalism through knowledge of current literature, association with other professionals, reflection, and legal and ethical behavior.

*Please provide any additional comments in your email.*

\_\_\_\_\_  
 Internship Signature

\_\_\_\_\_  
 Principal Signature