



DAYTONA STATE COLLEGE

Senior Internship Manual

**College of Education
Fall 2017**



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THE SENIOR INTERNSHIP

Purpose

The purpose of the Senior Internship is to provide the teacher candidate with a real life teaching experience in the natural educational setting. This will allow teacher candidates to develop, practice, and modify teaching skills under the guidance and support of an experienced mentor teacher.

Objectives

- Demonstrate competency of the Florida Educator Accomplished Practices (FEAP)
- Demonstrate competency of the Florida Standards
- Demonstrate competency of the Code of Ethics and Principles of Professional Conduct
- Demonstrate competency of the ESOL Performance Standards
- Demonstrate competency of the Subject Area Competencies (SAC)
- Demonstrate competency of the Reading Competencies
- Demonstrate competency of the Volusia System for Empowering Teaching (VSET)

Intern Placement

Senior Interns will be assigned to a school in the Flagler or Volusia County districts based upon the availability of certified teachers with clinical education training who have agreed to participate in the program and are recommended by their school administration based on demonstration of effective or highly effecting performance. During the internship application process, Senior Interns are encouraged to make school and other placement specific requests; however, these requests may only be granted based on the availability of highly qualified cooperating teachers. In collaboration with the College Supervisor and based on recommendation for selection of specific Cooperating Teachers, Senior Interns will be placed by district personnel. Senior Interns will spend a total of fifteen weeks at the host school and will slowly transition from observing to instructional responsibility during weeks one through five. Senior Interns will assume full instructional responsibility by week six.

ESOL Endorsement (Applies to Elementary Ed and ESE Majors Only)

If the Cooperating Teacher does not hold an ESOL endorsement, two weeks of the Senior Internship must be spent with a fully endorsed ESOL teacher with ELL students. To satisfy this requirement, the Senior Intern will be placed in the classroom of a fully endorsed ESOL teacher and will spend two weeks of the student internship with that teacher. Travel to and from the school is the sole responsibility of the Senior Intern.

SENIOR INTERN RESPONSIBILITIES AND GUIDELINES

Introduction

Teacher candidates in the Senior Internship program are guests in the host school and, therefore, should set a good example for themselves and Daytona State College. Senior Interns should make every effort to improve skills and learn the intricacies of teaching during this time. The Senior Internship experience should be a valuable learning opportunity in which teacher candidates will practice strategies learned in their courses. Teacher candidates will learn real world applications by collaborating with their Cooperating Teacher, interacting with students and transitioning to the instructional leader in the classroom.

Professional Ethics for Senior Intern

- *Principles of Professional Conduct for the Education Profession in Florida* (State Board of Education Rule 6B-1.006, FAC) should be followed at all times.
- Any information provided to the Senior Intern about students is strictly confidential and should not be discussed with anyone else except the Cooperating Teacher.
- All classroom students, parents, the Cooperating Teacher, and staff should be treated in a professional manner at all times.

- All students should be treated fairly and impartially.

Disposition Issues and Policies

*Violation of the College academic, lab or clinical experience, **educational internship**, co-op experience, dual enrollment, early college, HIPPA regulations or additional program, state and federal requirements*

“Students who violate these regulations will be removed from participation immediately” (Daytona State College Student Code of Conduct, Section 4.8)

Professional Dispositions are defined as, *“Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behavior as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.”* (NCATE 2007)

Should disposition issues arise during the Senior Internship semester; the Senior Intern will immediately meet with his/her College Supervisor and the Cooperating Teacher to determine the best course of action. The College Supervisor will notify the Clinical Supervisor who will determine if the matter needs to be referred to the Student Disposition Team.

Depending upon the severity of the issue, the following measures may be taken by the Student Disposition Team:

- The Senior Intern may be required to schedule and actively participate in remediation sessions relating to the disposition deficiency
- The Senior Intern may be required to withdraw from internship classes
 - Re-enrollment the following semester (fall or spring) will be considered based on successful remediation during the stop out semester
- The Senior Intern may be dismissed from the BSED program

NOTE: Any decision by the Student Disposition Team may be appealed by the Senior Intern. (see Daytona State College Student Handbook)

A school site administrator **has the right at any time to terminate** the Senior Intern's placement. If the Senior Intern is removed from the host school by the school site administrator for disposition issues, the Student Disposition Team will take (but are not limited to) the following measures:

- The Senior Intern will automatically forfeit his/her internship that semester (fall or spring)
- The College Supervisor will provide signed documentation from the school site administrator and the Cooperating Teacher regarding the nature of the offense and the reason for the removal
- The Senior Intern may be required to schedule and actively participate in remediation sessions relating to the disposition deficiency
- The Senior Intern may be dismissed from the BSED program
- If the grounds for removal involve a behavioral problem, including breaches of ethics, the case may be referred to the Judicial Affairs Office at Daytona State College

NOTE: Any decision by the Student Disposition Team may be appealed by the Senior Intern. (see Daytona State College Student Handbook)

Senior Interns who are required to withdraw from their initial internship and choose to enroll in a second internship must adhere to the following guidelines as defined below or by the Student Disposition Team.

During the stop out semester Senior Interns may be required to:

- Meet with the Student Disposition Team to develop a Performance Improvement Plan (PIP) to address the disposition deficiency
- Regularly meet with the Clinical Supervisor to discuss how to successfully implement the PIP

During the second internship semester Senior Interns may be:

- Visited on a regular basis at the host school by the Clinical Supervisor or another member of the Student Disposition Team
- Required to meet bi-weekly with the Clinical Supervisor 30 minutes prior to the Senior Internship Seminar Class: ESE4945

Senior Interns who are required to withdraw from their **second** internship may be dismissed from the BSED program and referred to the Judicial Affairs Office at Daytona State College.

NOTE: Any decision by the Student Disposition Team may be appealed by the Senior Intern. (see Daytona State College Student Handbook)

Punctuality, Absences, and School Procedures

- Senior Interns are expected to be present each day that faculty are required to be present
 - This includes preplanning days, professional development days, teacher workdays, etc.
- Senior Interns are expected to keep the same hours as the Cooperating Teacher
 - This includes early release days, bus duty, faculty meetings, parent conferences, etc.
- Senior Interns are expected to be punctual every day the school is in session and report on time for each day's work and leave only when the school day is complete
- Senior Interns are expected to follow the school calendar and abide by all regulations and rules of the school district
- If an illness or an emergency should require the Senior Intern to be absent from school for any period of time, it is the responsibility of the Senior Intern to let the Cooperating Teacher, College Supervisor, and school secretary know immediately
 - Senior Interns will make up any days missed due to illness, etc.
 - These days must be completed within the internship semester (fall or spring)
 - Make-up days will be approved by the College Supervisor and scheduled with the Cooperating Teacher
 - After three consecutive absences, Senior Interns must provide a doctor's note detailing the nature of the illness
 - No more than five absences will be permitted during the course of the internship
 - The senior internship will not be extended past the fifteen-week semester (fall or spring)
 - If the Senior Intern has assumed full instructional responsibility, substitute lesson plans must be provided for the Cooperating Teacher in the event of the Senior Intern's absence
- Senior Interns are not permitted to substitute for the host school during the internship semester
 - If the Cooperating Teacher is absent, the host school must place a substitute teacher in the classroom. However, the Senior Intern must remain.

General Classroom Responsibilities

Senior Interns must:

- Respect the Cooperating Teacher as the experienced teacher and not override his/her decisions or undermine him/her.
- Welcome suggestions for improvement and show how those suggestions have been utilized.
- Be eager to take on new assignments
- Offer assistance to the Cooperating Teacher at the playground, lunchroom, bus duty, etc.
- Be professional at all times, especially in attire
- Exhibit proficiency in the subject matter
- Learn the students' names and any other relevant information about each student as soon as possible
- Abide by all the rules of the school and classroom and follow daily routines
- Learn and follow the behavioral management program in the classroom and host school

Professional Attire

The manner in which a Senior Intern dresses will give an immediate impression to those around the Senior Intern, including prospective employers. Therefore, Senior Interns must dress in a professional manner at all times (including field trips). **Both men and women must** not wear blue jeans, tee shirts, or flip-flops. No piercings or tattoos should be visible. In addition, **women** should not wear mini-skirts or low, revealing tops. **Men** should wear business casual pants with shirts tucked in. The host school will have its own dress code; therefore, Senior Interns must discuss the appropriate dress code with the Cooperating Teacher.

Academic Expectations

Senior Interns Must:

- Become familiar with the curriculum used in the classroom and the district
- Agree on a timeline with the Cooperating Teacher for submission of the daily lesson plans
- Develop detailed daily lesson plans
 - Consider questions that may be raised by students and have the answers prepared
 - Align all objectives with the Next Generation Sunshine State Standards/Common Core State Standards
 - Consider alternative ways to present the materials and adapt lessons to meet all the different learning styles present in the classroom
- Submit daily lesson plans to the Cooperating Teacher for pre-approval
- Write weekly and monthly teaching/unit plans as designated by the Cooperating Teacher
- Discuss with the Cooperating Teacher any classroom management problems which may arise
- Assume full responsibility of the classroom instruction and management by the sixth week
- Show competency in all Florida Educator Accomplished Practices (FEAP)

Substitute Teaching

A student who is enrolled in a state-approved teacher preparation program in a postsecondary educational institution that is approved by rules of the State Board of Education and who is jointly assigned by the postsecondary educational institution and a district school board to perform a clinical field experience under the direction of a regularly employed and certified educator shall, while serving such supervised clinical field experience, be accorded the same protection of law as that accorded to the certified educator except for the right to bargain collectively as an employee of the district school board.

Daytona State College interns are not permitted to substitute while completing the Senior Internship. This means that if the Cooperating Teacher is absent, the host school must provide a substitute for the classroom; the Senior Intern **CANNOT** be used as a paid substitute.

If the Cooperating Teacher is absent for an extended period of time, other arrangements must be made with the College Supervisor and the Senior Intern.

COOPERATING TEACHER GUIDELINES

Purpose

The purpose of the Cooperating Teacher position is to provide a real and natural educational setting for a teacher candidate to perfect his or her subject matter knowledge and teaching practices while under the guidance of an experienced teacher.

Eligibility for a Cooperating Teacher Position

- Holds a valid State of Florida Department of Education Professional Educator's Certificate
- Minimum three years teaching experience
- Holds a full ESOL endorsement (preferred)
- Completed the Clinical Educator Training (Required by Florida Statutes, Section 240.529.)
- Administrative recommendation based on effective/highly effective rating on teaching evaluations

Length of the Internship

The length of the internship is 15 weeks.

- Weeks one and two:
 - Senior Intern will support the Cooperating Teacher with all pertinent duties, become familiar with policies and procedures work with students in small groups and begin to develop lesson plans for week three.
 - **Senior Intern will complete all required ESOL tasks (EE and ESE majors only).**
 - If the Cooperating Teacher does not hold a full ESOL endorsement, the Senior Intern will spend the first two weeks of the internship with a teacher who holds full ESOL endorsement **(EE and ESE majors only).**
- Week three:
 - Senior Intern will assume 25% of the instructional responsibility with supervision
 - **First formal observation by College Supervisor**
- Week four:
 - Senior Intern will assume 50% of the instructional responsibility with supervision
- Week five:
 - Senior Intern will assume 75% of the instructional responsibility with supervision
- Week six:
 - Senior Intern will assume 100% of the instruction responsibility
 - **Second formal observation by College Supervisor**
- Weeks seven & eight:
 - Senior Intern will assume 100% of the instruction responsibility
- Week nine:
 - Senior Intern will assume 100% of the instruction responsibility
 - **Third formal observation by College Supervisor**
- Weeks ten through twelve:
 - Senior Intern will assume 100% of the instruction responsibility
- Week thirteen:
 - Senior Intern will begin returning partial instructional responsibilities to the Cooperating Teacher
 - The Senior Intern will observe other classrooms as appropriate
 - **The Cooperating Teacher, Senior Intern, and College Supervisor will meet to conduct the Overall Final Evaluation**
- Week fourteen/fifteen:
 - The Senior Intern will fully transition the instructional responsibilities back to the Cooperating Teacher
 - The Senior Intern will observe other classrooms as appropriate
- Week sixteen:
 - Make-up

Responsibilities

The Cooperating Teacher will:

- Be a good role model as an effective and successful teacher
- Complete the required evaluations, documents and forms in a timely manner

- Discuss with the Senior Intern the school policies, classroom rules and management plan, expectations of professional attire, timeframe for submission of daily, weekly and monthly lesson plans, school calendar, arrival and departure times, and other procedures as directed in the orientation
- Discuss with the Senior Intern the curriculum framework used in the class
- Introduce the Senior Intern to other faculty and staff
- Encourage the Senior Intern to become involved with creating bulletin boards, assisting in the lunch room, at bus duty, at recess, etc.
- Observe the Senior Intern and provide feedback and suggestions to improve his or her teaching skills and performance
- Encourage the Senior Intern to develop a variety of teaching strategies
- Set aside scheduled meeting time(s) each week to plan and provide feedback/ suggestions on performance and lesson plans
- Invite the Senior Intern to faculty meetings, parent-teacher conferences, open houses, PTA, etc.
- Assist the Senior Intern to incorporate in the daily lessons the *Next Generation Florida Sunshine Standards, Common Core State Standards, FEAPs, ESOL competencies and Reading competencies, if applicable.*
- Provide regular feedback to the College Supervisor and alert the College Supervisor **immediately** if any potential problems arise
- **Remain in the classroom with the Senior Intern at all times**

Tuition Fee Waiver

Each Cooperating Teacher assigned to a Daytona State College Senior Intern will receive a three-credit tuition fee waiver redeemable at Daytona State College and valid for two years. The waiver may be used by the Cooperating Teacher or a designated immediate family member.

COLLEGE SUPERVISOR GUIDELINES

Purpose

The purpose of the College Supervisor is to be the liaison between Daytona State College, the host school, the Cooperating Teacher, and the Senior Intern.

Responsibilities

The College Supervisor will:

- Act as a resource for the Senior Intern
- Exchange contact information to facilitate communications
- Schedule and attend conferences with the Cooperating Teacher and the Senior Intern on a regular basis (at least once every two weeks)
- Assist the Cooperating Teacher in assessing the progress of the Senior Intern
- Formally observe the Senior Intern three times during the semester and provide meaningful written and verbal “clinical” feedback related to the teaching behaviors and strategies employed by the Senior Intern.
- Provide feedback to the Clinical Supervisor and alert the Clinical Supervisor immediately of any potential problems
- Assess assigned critical tasks and reflections in LiveText as per the senior internship syllabus
- Submit the *Final VSET Teaching Evaluation Instrument Rubric* based on observations and input provided by the Cooperating Teacher
- Organize and submit all paperwork pertaining to Senior Interns to the Clinical Supervisor in a timely manner
- Assign a final grade for the Senior Internship
- Collaborate with the Cooperating Teacher and School Principal to improve the Senior Internship program

CLINICAL SUPERVISOR GUIDELINES

Purpose

The purpose of the Clinical Supervisor is to oversee the Senior Internship and act as the liaison between the College, the School Districts, the College Supervisors, the host schools, the Cooperating Teachers, and the Senior Interns.

Responsibilities

The Clinical Supervisor will:

- Determine eligibility requirements for Senior Internship:
 - *Intent to Student Teach* Meeting
 - Coursework Completion
 - FTCE Scores
 - Fingerprint clearance
- Collaborate with the school districts to facilitate Senior Internship placements
- Facilitate a senior internship orientation for the College Supervisors, Cooperating Teachers and the Senior Interns prior to the start of the Senior Internship semester
- Explain the responsibilities of each person involved in the Senior Internship
- Explain the Clinical Supervision process and specify the frequency and times of classroom visits (formal and informal)
- Provide appropriate materials (manual, syllabi, observation guidelines, observation feedback forms, final evaluation, grading policies, rubrics, schedules, resources, etc.) to all parties involved in the Senior Internship
- Serve as a consultant concerning basic procedures to be followed during the Senior Internship Semester
- Facilitate the resolution of any problems related to the Senior Internship
- Conduct informal/formal site visits as needed to support the College Supervisors and/or Cooperating teacher
- Assist/Facilitate the Senior Internship Seminar Class (ESE4945)
- Provide discussion time for Senior Interns to share best practices, concerns and successes during the Senior Internship Seminar Class (ESE4945)
- Expose the Senior Interns to a variety of experts who will discuss relevant issues and developments in education during the Senior Internship Seminar Class (ESE4945)
- Assign a final grade to Senior Interns for the Senior Internship Seminar Class (ESE4945)
- Assist the Senior Interns with preparing a professional resumé and interviewing skills practice
- Communicate with school district personnel and Daytona State College career services personnel regarding possible teaching positions available for graduates

SENIOR INTERNSHIP EVALUATIONS

Observation Checklist

The Cooperating Teacher will complete the Internship Observation Checklist on a bi-weekly basis based on the intern's performance for a two-week period and submit to the College Supervisor when he/she visits. The forms can also be submitted electronically. The College Supervisor should receive a minimum of six Observation Checklists.

Informal Evaluations

The College Supervisor will conduct Informal Evaluations throughout the Senior Internship. The evaluations serve as a way to conference with the Senior Intern and provide oral and written feedback and suggestions based on observation of teaching performance.

Formal Evaluations

The College Supervisor will conduct three Formal Evaluations throughout the duration of the Senior Internship. The evaluations will be completed approximately during weeks three, six and nine,

respectively. The rubrics for each of the formal evaluations will be completed in LiveText, where the Senior Intern will receive feedback.

Final Evaluation

Using the **Volusia System for Empowering Teacher (VSET) Teaching Evaluation Instrument**, the College Supervisor will assess the Senior Intern's overall performance during the entire internship experience. This form will be an ongoing assessment of the senior intern's progress to provide feedback to the Senior Intern and will drive the final evaluation conference. Toward the end of the Senior Internship, the form will be completed by the College Supervisor and the results will be scored on a rubric in LiveText.

INTERNSHIP AND PROGRAM EVALUATION

Program completers, Cooperating Teachers, and Principals will be asked to complete a survey to provide feedback to the Department of Education regarding the Senior Internship. Each survey will be sent to the appropriate person at the end of the semester.

RESOURCES

Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida

"By virtue of their leadership capacity, teachers are traditionally held to a high moral standard in a community."

State Board of Education Rule 6B-1.006, FAC

1) The following disciplinary rule shall constitute the Principles of Professional Conduct of the Education Profession in Florida.

(2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.

(3) Obligation to the student requires that the individual:

- (a) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the students' mental and/or physical health and/or safety.
- (b) Shall not unreasonably restrain a student from independent action in pursuit of learning.
- (c) Shall not unreasonably deny a student access to diverse points of view.
- (d) Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
- (e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
- (f) Shall not intentionally violate or deny a student's legal rights.
- (g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
- (h) Shall not exploit a relationship with a student for personal gain or advantage.
- (i) Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

(4) Obligation to the public requires that the individual:

- (a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
- (b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
- (c) Shall not use institutional privileges for personal gain or advantage.
- (d) Shall accept no gratuity, gift, or favor that might influence professional judgment.
- (e) Shall offer no gratuity, gift, or favor to obtain special advantages.

(5) Obligation to the profession of education requires that the individual:

- (a) Shall maintain honesty in all professional dealings.
- (b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
- (c) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
- (d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
- (e) Shall not make malicious or intentionally false statements about a colleague.
- (f) Shall not use coercive means or promise special treatment to influence professional judgment of colleagues.
- (g) Shall not misrepresent one's own professional qualifications.
- (h) Shall not submit fraudulent information on any document in connection with professional activities.
- (i) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
- (j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
- (k) Shall provide upon the request of the certificated individual, a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- (l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct of the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
- (m) Shall self-report within 48 hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or [Nolo Contendere](#) for any criminal offense other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.
- (n) Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.

(o) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.

(p) Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.

(q) Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

State Board of Education Rule 6B-1.001, FAC**

THE CODE OF ETHICS OF THE EDUCATION PROFESSION IN FLORIDA

(1) The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

(2) The educators' primary professional concern will always be for the student and for the development of the students' potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

(3) Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

**** Adams v. State of Florida Professional Practices Council, 406 So 2nd 1170 Fla. 1st DCA 1981**

The Florida 1st District Court of Appeals stated that teachers are held to a high moral standard.

" By virtue of their leadership capacity, teachers are traditionally held to a high moral standard in a community." Adams v. State Professional Practices Council, 406 So. 2nd 1170 (Fl. 1st DCA 1981)

"A school teacher holds a position of great trust. We entrust the custody of our children to the teacher. We look to the teacher to educate and to prepare our children for their adult lives. To fulfill this trust, the teacher must be of good moral character; to require less would be to jeopardize the future lives of our children."

Tomerlin v. Dade School Board, 381 So. 2nd 159 (Fla. 1st DCA 1975)

Florida Educator Accomplished Practices (FEAP)

<http://www.fldoe.org/profdev/FEAPs/>

Department of Education – Division of Educator Quality

For more information concerning self-reporting arrests/convictions and use of reasonable force for school personnel, visit <http://www.fldoe.org/dpe/>. This website has much information for the pre-professional teacher.