



OPI INTERNSHIP HANDBOOK

FIELD PLACEMENT AND CERTIFICATION
COLLEGE OF EHHD
MONTANA STATE UNIVERSITY
247 REID HALL, PO BOX 172880
BOZEMAN, MT 59717-2880
JSB@MONTANA.EDU
PHONE: (406) 994-4761
FAX: (406) 994-1950

Internship Handbook

As with all professions, specialized training is a prerequisite to specialized practice. However, because of a critical shortage of qualified teacher candidates in some content areas within Montana, Montana State University – Bozeman, in cooperation with the Montana Office of Public Instructions, has developed a *Teaching endorsement Internship Program* similar to the current Internship programs in special education, counseling, and education leadership.

The program relies on Montana school district personnel to recommend candidates and to contribute to their ongoing support and supervision. Candidates are then requested to complete an Internship through Montana State University – Bozeman.

Eligibility

A current class 1 or 2 Montana Teaching License; a class 5 is not acceptable.

Three (3) years teaching experience in a public school.

The teacher must either be currently under contract with a Montana school district or the district has already offered the teacher a contract, pending successful entrance into the Teaching Endorsement Internship Program.

The teacher must be assigned to teach one or more classes in the new content area.

A minimum of six (6) credits completed in the new content (endorsement) area.

A minimum 2.5 GPA in the content (endorsement) area, with no grade less than a “C”.

Candidate must submit:

1. Self-assessment
 - a. Transcripts
 - b. Course descriptions of all courses NOT taken at MSU-Bozeman
2. MSU Application
3. School Verification Form
4. Planning Sheet
5. OPI Application

These items can be found at <http://www.montana.edu/ehhd/fpcert/index.html>.

An intern must complete the program within three (3) years. If an intern chooses to leave the program or is dropped because of failure to complete the requirements, the intern will not be eligible for re-entry.

Two options for the Internship

1. **Program Equivalency:** pre-approved course work is taken at any accredited campus of on-line program. Upon successful completion, the candidate will be eligible for the appropriate added endorsement, but will not receive a degree from MSU.
2. **Completed Degree:** course work is taken through MSU during undergraduate study. The candidate will then receive both the appropriate added endorsement and a teaching degree in the major from MSU.

Notification

Upon acceptance into the Internship Program, the Intern will receive an acceptance letter, and assessment of coursework needed in the unendorsed area, and the OPI Internship Handbook. The District Superintendent will receive a copy of the Handbook and all correspondence with the interns.

Please keep our office notified of any changes in address, phone number, or email.

On September 1 of each year, MSU-Bozeman will submit a list of current OPI Interns to the Office of Public Instruction. This list is used to update the intern's Montana Teaching Certificate for the year.

Upon completion of the required **coursework** and **assignments** and after submitting passing scores for the **Praxis II content area test**, the Intern will send **official transcript(s)** covering **ALL** courses used for program completion to Field Placement and Certification. We will then recommend for added endorsement.

Coursework

- The Intern is required to be registered for one (1) credit of EDCI 577 Internship each semester (fall and/or spring) while enrolled in the Internship program. This internship class covers the cost of running the internship program, including the state requirement that the Intern is evaluated by a university supervisor. If for some reason an intern is not teaching in his or her endorsed area for one semester, enrolling in this class is NOT required. However, YOU MUST NOTIFY THIS OFFICE.
- As part of OPI's Internship Program, Interns must successfully complete at least six (6) credits each year (fall, spring and/or summer) within your content area. By the end of each summer, please submit a transcript(s) verifying you have completed the six (6) credits of program coursework for the previous academic year. Coursework may be taken at another campus or on-line through another institution. However, every course not taken at MSU-Bozeman must be preapproved by MSU. Interns must have a "C" or better in every class with a minor and/or major GPA of 2.5 or higher. Copies of transcripts are acceptable for this yearly verification, but official transcripts for all coursework are required upon program completion in order for recommendation to take place.

Failure to successfully register for EDCI 577 or successfully complete the minimum of six (6) credits will result in losing your OPI Internship status.

Observations/Conferences

Intern will participate in a pre-observation conference, an observation, and a post observation conference each semester with a representative from the Department of Education at MSU – Bozeman. (Clinical Supervision)

The pre-observation conference is used by the intern to share the goals and procedures of the lesson with the observer.

The post-observation conference is used by the observer to share the "data" or information collected during the observation with the intern. The intern then uses the information to improve his or her teaching strategies for this new content area.

Evaluation

The representative (supervisor) from MSU – Bozeman will provide an evaluation for the observation. The evaluation will be both formative (to help the intern improve) and summative (to tell the intern whether or not he or she is performing successfully). While the intern is an employee of the district and the district has the authority to keep or fire an employee, MSU – Bozeman is responsible to assign a grade each semester for the internship course. This grade is independent of the evaluation by the district. It would be possible for an intern to fail the internship course and be dropped from the Internship Program yet still be employed by the district.

Assignments

- 1) Provide Field Placement and Certification with a copy of your teaching schedule.
- 2) Complete at least one (1) video-taped lesson per semester in the new content area.
- 3) The Intern is required to develop a Professional Portfolio, to include:
 - a. Teaching schedule.
 - b. Reflective one (1) page analysis for each standard and documentation of how the intern met each of the following standards:
 - i. Knowledge of Content.
 - ii. Knowledge of Learning Process (related to content area).
 - iii. Instructional Planning Skills (related to content area).
 - iv. Multiple Instructional Strategies (related to the content area).
 - v. Learning Environment and Management Skills (related to the content area).
 - vi. Assessment of Student Learning (related to the content area).
 - vii. Use of Motivational Strategies (related to the content area).
 - viii. Home-School-Community Relations (related to the content area).
 - ix. Use of Technology (related to the content area).
 - x. Use of Multicultural Gender Fair Strategies (related to the content area).

Videotaped lessons

The intern will arrange for someone to video tape at least one (1) lesson each semester (twice during the school year). Additional videotaped lessons are encouraged, as research shows that videotaping lessons is one of the most powerful tools for improvement in teaching.

Option #1: The camera can be focused on the teacher's behaviors during the lesson. This provides the teacher with a good view of his or her movements, facial expressions, body language, etc.

Option #2: The camera can be focused on the students. This provides some wonderful feedback to the teacher of how well the students are responding to both the lesson and the teacher's performance.

Library media specialists submit an alternative assignment and do not submit a video.

If for some reason, an intern is not teaching in his or her unendorsed area for one semester, a videotaped lesson is not required. However, YOU MUST NOTIFY THIS OFFICE.

PRAXIS II requirement

The PRAXIS II exam must be successfully passed in every teaching major and/or minor before teacher licensure can be obtained. Interns should plan to take the PRAXIS II exam **prior** to completion of their internship program. A list of specific tests and passing scores, registration instructions and test day procedures are available at

<http://www.montana.edu/ehhd/fpcert/index.html>. Scroll down to **Praxis Test** and click on each choice:

- **Registering for Praxis**
- **Test Day Procedures for Praxis**
- **Test Codes & Scores**

A copy of your PRAXIS score must be on file in Field Placement and Certification before a recommendation can be submitted to the Office of Public Instruction.

Portfolio

The intern is required to develop a professional portfolio during the internship program. The portfolio will be developed over the entire internship program, which could be from one (1) year to three (3) years, depending upon the individual candidate's assessment of required course work. The portfolio is given to your supervisor, the MSU representative who will observe your lesson, each semester with the current additions. At the completion of the program, submit the finished portfolio to this office.

The portfolio consists of ten (10) sections, with each section addressing how the intern has met the standards (via reflective writing) and documentation showing how each was met. After reading the description of a standard, the intern should write a one-page reflection explaining how well they have met that standard, including some specific examples.;

Some documentation should follow the reflective explanation.

The documentation could include:

Actual lesson plan

Student worksheet

Test or quiz

Letter to parent

Newspaper article

Any document that "proves" or demonstrates the described performance

Reference to a section in a video

Give a short description of what the viewer will see

Reference the footage/time frames so the viewer can find the section on the video

Each reflective respond should address each standard. The following descriptors provide more detail for each standard:

Knowledge of Content

The candidate understands the central concepts, tools of inquiry, and structure of the content he or she teaches and can create learning experience that make these aspects of subject matter meaningful for students.

Candidate has advanced knowledge of content; uses objectives to make lessons meaningful to students; uses additional resources beyond manuals, texts and curriculum guides; and/or researches lesson topics in depth.

Knowledge of Learning Process (related to the content area)

The candidate understands how children learn and develop, and differ in their approaches to learning; provides learning opportunities that support their development. **Candidate provides frequent attention to students' needs; attends to varied learning styles; effectively applies learning theories; and/or effectively provides for multiple levels of thinking and conceptualization.**

Instructional Planning Skills (related to the content area)

The candidate plans instruction based on knowledge of subject matter, students, the community, and curriculum goals. **Candidate demonstrates well-developed short and long term planning skills; includes a clear purpose, organization, flexibility and individuality when planning; meets or exceeds planning deadlines; and/or plans independently, and shares plans with cooperating teacher for feedback.**

Multiple Instructional Strategies (related to the content area)

The candidate understands and uses a variety of instructional strategies. **Candidate delivers content in a manner that facilitates active learning among students; evaluates achievement based on course goals and objectives; uses transition statements that are fluent, relevant and natural; constructs and manages an environment which provides for student participation and response; paces instruction effectively; is always prompt in responding to students, anticipating questions and needs; demonstrates varied and advanced questioning techniques; and/or demonstrates a well-developed teaching style, adjusting to students' needs as appropriate.**

Learning Environment and Management Skills (related to the content area)

The candidate creates a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. Candidate maintains effective classroom management to stimulate the learning environment; recognizes discipline problems and effectively applies management techniques; is consistent and clear in establishing and monitoring expectations and student accountability; effectively models and encourages fairness and equity in the classroom; and/or maintains and facilitates students' desire to maintain a positive classroom climate.

Assessment of Student Learning (related to the content area)

The candidate understands and uses formal and informal assessment strategies. Candidate maintains effective classroom management to stimulate the learning environment; recognizes discipline problems and effectively applies management techniques; is consistent and clear in establishing and monitoring expectations and student accountability; effectively models and encourages fairness and equity in the classroom; and/or maintains and facilitates students' desire to maintain a positive classroom climate.

Use of Motivational Strategies (related to the content area)

The candidate creates a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. **Candidate involves students via questions, examples, personal experiences and anecdotes; establishes a stimulating environment even in challenging circumstances; integrates diverse sources of motivational activities; recognizes the importance of student self-concept, and makes appropriate procedural changes; is a pro-active influence on motivation, and uses the teachable moment; and/or maintains interest of students with few discipline problems even in challenging circumstances.**

Home-School-Community Relations (related to the content area)

The candidate fosters relationships with colleagues, parents, and agencies in the larger community. **Candidate is active in involving parents and guardians in students' educational experience; demonstrated effective conference skills even during complicated conferences; and/or takes the initiative to become involved in the school team.**

Use of Technology (related to the content area)

The candidate integrates technology into the classroom. **Candidate is proficient in locating of software to meet individual and class needs; models initiative and enthusiasm in learning new technological skills; proficient in the use of multimedia; designs authentic learning experiences requiring diverse learners to use word processing; and designs classroom activities for diverse learners that integrate instructional software.**

Use of Multicultural Gender Fair Strategies (related to the content area)

The candidate demonstrates sensitivity to community diversity and cultural identity. **Candidate demonstrates respect for all students; infuses knowledge and skills into classes and subject areas appropriately; values and celebrates diversity; seeks out cross-cultural experiences; and/ or listens, responds and sometimes initiates communication with regard to different perspectives.**