THE FIELD EXPERIENCE
INTERNSHIP GUIDE
UNIVERSITY OF NEVADA, RENO
COLLEGE OF EDUCATION

PART I
GENERAL POLICIES AND PROCEDURES

Elementary / Early Childhood
Secondary
Special Education

REVISED JUNE 2001

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**Part II  Elementary/Early Childhood Internship Guide** (16 week placements & 10 week dual placements) is a separate booklet that supports the first section and must be purchased as part of the internship guide.

**Part III  Secondary Internship Guide** (16 week placements & 10 week dual placements) is a separate booklet that supports the first section and must be purchased as part of the internship guide.

**Part IV  Special Education Internship Guide** (16 week placements & 10 week dual placements) is a separate booklet that supports the first section and must be purchased as part of the internship guide.
INTRODUCTION

THE INTERNERNSHIP GUIDE

This internship guide provides information for interns, lead teachers, and university supervisors that will assist them in carrying out their roles and responsibilities for the student internship. The purpose of the guide is to clarify policies, procedures, and expectations for the internship experience.

Part I of the internship guide contains general policies and procedures that apply to all interns. Part II contains specific information for elementary interns; Part III for secondary interns; and Part IV for those interning in special education.

All forms needed by interns, lead teachers, and supervisors are included in the guide. Please photocopy the forms as needed.

ROLE OF THE INTERNSHIP IN THE OVERALL PROGRAM

The internship is a culminating experience, and it is also the transition from the university classroom to day-to-day practice as a classroom teacher. Through sixteen week or twenty week dual internships, interns apply the knowledge, skills, and abilities they have acquired up to this point in time. Based on the conceptual framework guiding the College of Education teacher preparation program, the internship builds upon and develops the framework in the following ways:

POSSIZES A LOVE OF LEARNING - With the knowledge of pedagogy held by the intern, the intern will demonstrate the ability to make instruction effective and increase the love of learning in their students. Throughout the internship, the openness and willingness to learn and to keep learning will be demonstrated by the intern.

DEVELOPS A STRONG FUND OF KNOWLEDGE - Interns will continue to broaden their understanding and application of teaching pedagogy. They will be required to apply subject matter knowledge on a daily basis to the lessons that they plan and teach. They will demonstrate their continued growth in the fund of knowledge of the subjects they are teaching, and their pedagogical skills.

ENGAGES IN REFLECTIVE PRACTICE - Interns will be asked to reflect regularly upon their intern experiences as they make decisions about the efficacy of lesson content, classroom management techniques, in classroom discussions, and use various teaching methods.

VALUES DEMOCRACY AND MULTICULTURALISM - Interns will continue to have first hand experiences in working with culturally diverse students and with students who have diverse needs. Through these experiences, it is expected that interns will increasingly value democracy and multiculturalism.

All of the above goals are important to the internship, and internship requirements and activities are designed to help achieve them. As interns complete their internships, the underlying goals provide the framework by which the interns are evaluated.
THE INTERNSHIP

By the time education students reach the internship experience, they will have completed all program requirements except for those associated with interning. Please refer to the General Catalog for the University of Nevada, Reno for specific information about the requirements.

Elementary education and special education majors may or may not have completed their baccalaureate degree. The course work required for the bachelor's degree and teacher licensure includes a broad liberal studies component, introductory and foundation courses in education, and professional methodology courses in education.

Secondary education students will have completed all their required course work with approximately eighty-five percent (85%) of their academic preparation in colleges and departments outside the College of Education. The major field of study typically consists of 30-36 credits. Recommended but not required is the completion of approximately 18-24 credits in a minor field. Additionally, secondary majors will have completed courses in pedagogy, school law, educational psychology, guidance and counseling, multicultural education, working with handicapped learners, reading, and computer education. Students will also have had two practicum courses with field work in schools and methods of teaching in their major and minor fields of study.

The culminating field experience, or internship, for education students is referred to as the internship in this document. Those students completing their internships will be referred to as interns.

APPLICATION PROCESS FOR LEAD TEACHERS AND SUPERVISORS

Lead teachers and supervisors are required to complete applications for their respective positions. Information regarding their roles and responsibilities and application forms are available from the Student Intern Office or Website.

The Lead Teacher must send a copy (when asked by Intern Office) of updated Driver’s License and Social Security card with the application.

GENERAL POLICIES AND PROCEDURES

LENGTH OF INTERNSHIP

The internship for students in elementary, secondary, or special education is for a total of sixteen (16) weeks period.

The dual internship for students in elementary and special education is for a total of twenty (20) weeks, ten (10) in a regular elementary classroom and ten (10) in a special education classroom.

The dual internship for students in secondary and special education is for a total of twenty (20) weeks, ten (10) in the student's major area and ten (10) in special education.

The intern is responsible to the lead teacher, classroom and students, and supervisor until the last day of the last required week of the internship. Observations in other classrooms may be made during the internship assignment and should be scheduled throughout the internship. If the intern is not observing another class, he or she is expected to be
on site, in the classroom, teaching or assisting through the last day of the last required week. "Easing out" of the classroom during the last week still requires that the intern attend to the full-day of responsibilities in a classroom.

**PLACEMENTS**

Each student is strongly encouraged to view the internship as a time for challenges and growth. Schools from which the student graduated, or grade levels with which the student feels especially comfortable are not recommended. The internship is a time to step outside of one's "comfort zone" and experience the richest new and different experience possible while still under the guidance and tutelage of a lead teacher and supervisor. It is also a time to expand networking capabilities and come in contact with new people and schools rather than with existing contacts and situations.

Students are NOT to make their own placements. All arrangements are made by the Director of Field Experiences. Interns requesting placements out-of-area are to meet with the Director of the Field Experiences during a designated time early in the semester prior to internship for directions on how to set up a placement.

**NOTIFICATION OF PLACEMENT AND INITIAL MEETINGS**

Once a placement has been made and confirmed with the school principal, a Notification of Placement form will be sent to the intern, lead teacher, university supervisor, and principal. Upon receipt of the notification forms, interns, lead teachers, and university supervisors are strongly encouraged to make initial contact and set a time and date for a first appointment at the assigned school.

The first visit to the school by the supervisor is for the purpose of planning visits and the observation schedule. See Appendix I-A for the "Guidelines for Developing the Observation Schedule." At the same time, the intern should have a copy of the "Intern Information Sheet" (Appendix I-B) completed for both the lead teacher and supervisor. The lead teacher and supervisor should provide similar information.

The intern and lead teacher also need to schedule a first meeting, apart from the meeting which includes the supervisor. The meeting between the intern and lead teacher is for the purpose of getting acquainted and for the lead teacher to share the following types of information:

- a schedule of classes, seating charts, school calendar, etc.
- copies of the student and faculty handbooks
- a description of discipline policies followed in the classroom and by the school
- copies of the texts and other materials used in the class
- copies of and explanations about forms used in the school
- the form of address used among staff members and by students; the intern should expect the same form of address from the students as is used for the lead teacher
- a review of what the students in the class have already learned, what they will be expected to learn when the intern takes over, and what they will learn after the intern is gone
- a calendar should be developed by the intern and lead teacher that roughly lays out the internship experience (a lesson plan book obtained by the intern can be used for this purpose). School holidays and special school events should be noted, as well as scheduled observations by the supervisor, midterm and final evaluation sessions, and the evaluation due dates
- other information related to school and classroom policies and procedures that will assist the intern in the placement and for future employment.

Part of the on-site orientation should include acquainting the intern with the entire school facility.
The "Internship Orientation Checklist" should be completed by the intern and signed within the first week of the internship assignment. See Part II, Elementary Internships, Part III, Secondary Internships, and Part IV, Special Education Internships for the appropriate checklist form.

**ORIENTATION**

The Supervisor will conduct an orientation session for the interns. The session will usually take place prior to the beginning of the internship. There will be a review of general policies and procedures and time for questions and concerns to be addressed. Interns will have made contact with their lead teachers prior to the orientation, and come with questions that may have arisen as a result of that initial contact.

The supervisor will conduct a separate individual or small group orientation for lead teachers. The purpose of this orientation session is to provide the opportunity for clarification of roles, expectations and procedures. It is a time for questions and discussion, with the ultimate objective being that of helping lead teachers to have a better understanding of their roles and thus to feel more comfortable in those roles.

The Director of Field Experiences will meet with the supervisors prior to the beginning of each semester regarding internship policies, procedures and placements.

**INTERNSHIP SEMINARS**

Concurrent with the internship, all interns will attend 5 mandatory seminars which will be figured into your internship grade. The seminars are held during the internship semester during public school hours and concentrate on pertinent issues, communication, professional growth, and reflection. Attendance will be taken and sent to your supervisor. These seminars are mandatory for interns in the following locations: Washoe Co., Carson Co., Douglas Co., Churchill Co., and the Tahoe-Truckee area.

Lead teachers and supervisors are invited to attend the seminars if they so desire, but their attendance is not required.

A schedule of seminars will be given to the intern, lead teacher and supervisor at the beginning of the internship.

For interns out of the locations listed above, you will need to provide your supervisor with a list of professional development classes offered by your school district. This will be used as the basis for your seminars.

The intern must provide the lead teacher with substitute plans and/or directions for procedures during their absences for the mandatory seminars. The lead teacher will need this when the intern is in full control. Since attendance at the five seminars is mandatory, interns must plan ahead for this absence and be excused for that period of time.

**SMALL GROUP MEETINGS**

Supervisors may hold small group meetings with their interns. The arrangements will vary depending on the circumstances faced by each supervisor and his or her interns. Your supervisor will schedule the small group meetings after school hours at a local school. The purpose of the meetings is for reflective discussion about the intern experience, sharing, and problem solving.

**REQUIRED ASSIGNMENTS**

In Part II, Part III, and Part IV of the Internship Guide, lists of specific required assignments will be found.
All assignments should be discussed periodically with the lead teacher and supervisor, and completed assignments should be signed off regularly on the check sheet by the supervisor. This check sheet figures into your internship grade.

COMMUNICATION AND PROBLEM SOLVING

As has been stated above, three-way communication between the intern, lead teacher, and supervisor should be established when the Notification of Placement forms are received. The lead teacher is the student intern’s immediate supervisor. The intern should use proper channels of communication, and work with the lead teacher and supervisor to resolve any conflicts in the situation.

The first step in solving problems occurs within the team of intern, lead teacher, and supervisor. This usually means a three-way conference with all parties concerned in order to discuss the issues. The intern is to contact the supervisor and discuss candidly all problems. The supervisor acts as the University’s advocate for the student intern. If the supervisor deems a situation unsolvable, the supervisor will contact the Director of Field Experiences.

Changes in internship placements will not be made after the fourth week for sixteen (16) week interns. If serious problems arise after this time, the Director of Field Experiences will review the situation and identify alternatives.

It is strongly suggested that interns, lead teachers, and supervisors be aware of the last date for interns to withdraw from the internship courses without penalty in the event that serious, unresolvable problems do arise. The internship is a course, and student withdrawals follow the same time and procedure guidelines outlined in UNR’s General Catalog.

CODE OF ETHICS

Each intern should become familiar with the "Code of Ethics of the Education Profession." (See Appendix I-J.) Actions during the internship should be governed by these principles.

LIABILITY

Interns are required to have liability insurance prior to beginning the internship. Through membership in the U of NEA (University of Nevada Education Association), an affiliate of the Student Nevada Education Association, liability insurance is available for a modest cost ($25.00). The membership period is September through August. Membership information is available in the Learning Resource Center. Liability insurance may also be added to existing homeowner policies or renters insurance policies.
STUDENT INTERN AGREEMENT

This agreement is entered into between the Board of Regents of the University and Community College System of Nevada on behalf of the University and Community College System of Nevada on behalf of the University of Nevada, Reno College of Education (hereinafter referred to as UNR) and the Washoe County School District (hereinafter referred to as WCSD) as pursuant to NRS Chapter 396.519 and Chapter 391.095.

TERMS
This agreement is valid for one year and shall be automatically renewed for successive years, unless one party notifies the other in writing of its desire to cancel and/or both parties agree to revisions in this document.

LEGAL AGREEMENTS
In the event any party to this Agreement commerce litigation for the interpretation, specific performances, or damages for the breach of this Agreement, the prevailing party shall be entitled to judgment or award against the other in an amount equal to reasonable attorneys’ fees and court costs incurred, together with all other appropriate legal and equitable relief.

No alternative or variation of the terms of this Agreement shall be valid unless made in writing and signed by the parties hereto, and no oral understanding or agreement not incorporated herein shall be binding on any of the parties hereto.
## RESPONSIBILITIES

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<th>WCSD</th>
<th>INTERN</th>
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<td><strong>Incentives</strong></td>
<td>UNR provides a $200.00 stipend to each teacher and a grant-in-aid (maximum of 3 credits) to the lead teacher for reduced tuition toward a UNR course to be used during the semester he/she is mentoring the intern or the following semester. The grant-in-aid cannot be used during the summer terms. In the event that an intern is terminated by UNR (see attachment which describes this due process procedure), the lead teacher receives payment for the intern, unless the assignment is terminated before the end of the halfway mark (8 weeks for 16-week interns or 5 for DUAL). For these cases, the lead teacher will receive one-half payment. These payments are made to WCSD teachers at the end of the fall and spring semesters at UNR and will be made based on the list of placements approved by the student intern office at UNR.</td>
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<tr>
<td><strong>Fees</strong></td>
<td>Intern pays tuition for credits related to internship and a $50.00 fee</td>
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<tr>
<td><strong>Performance Expectations</strong></td>
<td>Process all applications and arrange placement of interns within WCSD</td>
<td>Lead teachers complete a Lead Teacher application in the C&amp;I office (3rd floor, new College of Education Bldg.). Lead teachers are expected to have a minimum of 3 years of teaching experience.</td>
</tr>
<tr>
<td><strong>Substitute License</strong></td>
<td>Applications available in the C&amp;I office</td>
<td>Applications available in the WCSD Administration Building for interns interested in substituting during internship. Finger-printing services provided for $39.00 fee.</td>
</tr>
<tr>
<td><strong>Sexual Harassment Prevention Training</strong></td>
<td>UNR holds intern accountable to WCSD guidelines</td>
<td>Provides 1-hour training, which is offered on a regular basis. Contact WCSD Human Resources for further information.</td>
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UNR interns will obtain professional liability insurance for services performed under this Agreement, and agree to indemnify, defend, and save harmless WCSD and UNR, their trustees, officers, agents, and employees from any and all claims and losses arising out of their performance of this Agreement.

Interns can acquire this insurance ($1 million liability) through membership in NEA. Information available in the LRC (1st floor in the new College of Education Bldg).

**Specifics of Internship**

The Director of Field Experiences will provide a list of needed placements by September 20th (for the spring semester) and February 20th (for the Fall semester).

WCSD assists in recruiting lead teachers.

Provide a 16-week, (5 full days per week) internship experience for the following teacher education programs: elementary, secondary, and special education. Provide two 10-week, (5 full days per week) internship experience for interns seeking licensure in special education and/or secondary or elementary education (1 10-week experience in a special education classroom and 1 10-week experience in an elementary classroom).

UNR and WCSD agree to actively recruit and provide training for lead teachers.

WCSD agrees to place all UNR interns who elect WCSD for internship placement (as opposed to those interns who seek their internship in other school districts).

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**Insurance**

UNR agrees to indemnify, defend, and save harmless WCSD, its trustees, officers, agents, and employees from any and all claims and losses accruing or resulting to any person, or corporation who may be injured through the negligence of UNR or its employees in performance of this Agreement to the extent allowed by law.

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The intern is covered by the WCSD volunteer accident coverage for any injury incurred in the course of the internship.

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This document addresses the most often-asked questions regarding the student teaching internship at UNR. If you have questions that are not answered in this document, please see the Director of Field Experiences in the College of Education, COE 3100 or call 784-4961 x2023

QUALIFYING FOR THE INTERNSHIP

1. WHEN ARE APPLICATIONS FOR THE INTERNSHIP AVAILABLE?
Applications for the upcoming semester will be distributed early in the current semester following the "First Step" meetings. These meetings will be advertised by posters displayed in the College of Education and on our website.

2. WHEN ARE APPLICATIONS FOR THE INTERNSHIP DUE?
Applications for FALL internships are DUE ON OR BEFORE THE LAST FRIDAY IN FEBRUARY BY 5:00 P.M. of the preceding spring semester. Applications for SPRING internships are DUE ON OR BEFORE THE FIRST FRIDAY IN OCTOBER BY 5:00 P.M. of the preceding fall semester. Applications will be turned into the Intern Office, located in the Curriculum & Instruction office suite.

Only COMPLETED applications will be submitted by the intern office to the program coordinator for approval.

3. MUST ALL COURSEWORK BE COMPLETED IN ORDER TO QUALIFY FOR THE INTERNSHIP?
Yes. ALL required coursework must be successfully completed and verified by the Dean's office prior to the beginning of the internship. Courses other than the required internship courses cannot be taken during the internship semester.

4. WHAT HAPPENS IF ANY OF THE REQUIREMENTS ARE MISSING ON THE BEGINNING DATE OF THE INTERNSHIP?
You will be pulled from your assignment and your internship will be postponed until the next semester and all requirements are met.

5. ARE THERE ANY GRADE POINT AVERAGE REQUIREMENTS NECESSARY TO QUALIFY FOR THE INTERNSHIP?
Yes.
Elementary, special education and dual majors: 2.75 overall and 2.75 in all College of Education coursework.
Secondary majors: 2.5 in the major, 2.3 in the minor, 2.5 overall, and 2.75 in all College of Education coursework.
6. WHAT OTHER REQUIREMENTS MUST BE MET?

You must hold a valid Nevada substitute teacher's license. A photocopy of the license must be submitted with your application prior to student teaching.

Interns outside of Nevada may be required to hold a valid substitute license in that state or complete a background check with their school district.

The PRAXIS (Pre-Professional Skills Test) must be taken and passed prior to the internship. Passing scores are: Reading 172, Writing 172, Math 170.

Appropriate coursework or successfully passing tests in Nevada School Law, Nevada Constitution, and U.S. Constitution is also required for licensure in Nevada. (Note: undergraduates must complete the coursework; they may not test out of these three requirements.)

7. HOW DO I KNOW WHICH PRAXIS TESTS TO TAKE?

Booklets available in the Student Advisement Center provide information about the PRAXIS tests required for Nevada licensure, test administration dates, and registration procedures.

Regulations state that an applicant for licensure must take the subject/specialty area test that corresponds to the major/endorsement. If Nevada doesn't require the test in the major, or if a test does not exist, the specialty area in the applicant's minor must be passed.

If the applicant is a dual major, then only one of the subject/specialty area tests need be taken (e.g., the two-part Elementary, or the one-part Generalist Resource Room and the Professional Knowledge test).

See the Student Advisement Center, COE 2005 for specific information regarding the required tests.

8. WHAT COURSEWORK COVERS NEVADA SCHOOL LAW, THE NEVADA CONSTITUTION, AND THE U.S. CONSTITUTION?

Core curriculum students meet the U.S. and Nevada Constitution requirements through Western Traditions (WT) 203.

For non-core students, Political Science (PSC) 101/3 meets the U.S. Constitution requirement. PSC 100 (offered only through correspondence) meets the requirement for Nevada Constitution. HIST 217 also meets the requirements for Nevada Constitution.

The following Educational Leadership (EL) courses are approved by the College of Education to meet the Nevada school law requirements:

- EL 101, Educational Experience I, any section, 3 credits
- EL 401, Law & Ethics for Educators
- EL 498, Educational Leadership in Contemporary Society
- EL 735, Law of Public Education I, 3 credits
- EL 740, Law of Public Education II, 3 credits
- EL 791, Special Topics: Nevada School Law for Teachers, 1-3 credits

9. IS THERE ANOTHER WAY TO MEET THE NEVADA SCHOOL LAW, U.S. CONSTITUTION, AND NEVADA CONSTITUTION REQUIREMENTS FOR LICENSURE besides taking coursework?

Yes. However, this option exists only for master's degree first-time licensure students or grad specials, NOT for undergraduates. The College of Education's Department of Educational Leadership periodically administers tests in Nevada School Law, Nevada Constitution, and U.S. Constitution. Please call Educational Leadership, 784-6518, for more information.
10. WHAT HAPPENS IF I HAVE TO POSTPONE MY INTERNSHIP AFTER I HAVE ALREADY MADE APPLICATION?

Students who postpone their student teaching internships after making application MUST notify in writing to the Director of Field Experiences as soon as possible.

The applicant's file will be placed in "postponed status" for one semester.

On or before the next application due date (the last Friday in February, or the first Friday in October as the case may be), the applicant must submit a letter to the Director of Field Experiences. In the letter, the intern must state the intent to intern during the coming semester and request reactivation of the postponed internship application.

If the internship is postponed for more than one semester, a new application must be completed and submitted on or before the application deadline for the semester in which the student plans to do the internship.

11. WHO DETERMINES WHERE INTERNS ARE PLACED?

All arrangements are made by the Director of Field Experiences in collaboration with school principals and/or the school district’s Human Resources Office. Students are not to make their own placements.

12. MAY I ARRANGE MY OWN PLACEMENT?

Absolutely not. Students are not to seek out teachers or principals to arrange a placement. Students may make a request on their internship applications only. To repeat: All arrangements are made by the Director of Field Experiences in collaboration with school principals.

13. WHAT SHOULD I DO IF A TEACHER OR PRINCIPAL APPROACHES ME ABOUT INTERNING IN THAT SCHOOL?

You should make it clear that placements are made through the collaborative efforts of the principal and Director of Field Experiences. If the teacher or principal wants to request you for the internship, the principal can forward that request to the Director of Field Experiences.

14. WHAT FACTORS ARE TAKEN INTO CONSIDERATION WHEN INTERNS ARE PLACED?

Factors that determine intern placement include, but are not limited to:

- Desire of the principal to host interns.
- Desire of a lead teacher to have an intern, with prior approval by the principal.
- The prospective lead teacher has at least 3 years teaching experience with 1 year in the current assignment.
- Satisfactory evaluations of the lead teacher by former interns, supervisors, and C&I faculty.
- C&I faculty input regarding best placements for interns.
- The intern's goals and objectives for the internship.
- Availability of "cluster schools" for a group of 4 to 6 interns. (Note: A cluster school is one in which several interns are placed in a given semester. Two major advantages of cluster schools are the peer support system it provides for the interns and the strong potential for increased supervision.)
- Availability of a lead teacher and/or supervisor for an intern in a given school and/or district.
- Availability of a placement in the intern's subject area
- Diversity on intern’s practicum experiences
15. I WANT TO INTERN IN WASHOE COUNTY SCHOOL DISTRICT, BUT I HAVE A NARROW MAJOR. WHAT HAPPENS IF A PLACEMENT IN MY MAJOR IS NOT AVAILABLE FOR ME?

Every effort will be made to place applicants in geographically convenient locations. However, there may not be lead teachers available in specific subject areas. Large numbers of interns in a specific subject area may also create placement difficulties. No intern is guaranteed a placement in a specific geographic location, or for any given semester.

If a placement is not available for you and your internship has to be postponed as a result, it is strongly suggested that you substitute teach in the district in which you want to work. At the same time, coursework towards an endorsement in an additional subject area is strongly recommended.

16. MAY I INTERN AT THE SCHOOL WHERE MY CHILDREN ATTEND OR WHERE A RELATIVE WORKS?

No. Interns are not placed at schools in which the intern has relatives. The internship is a stressful and challenging time at best, and it is to the intern's advantage to go into a situation where fresh and new contacts can be made and networking capabilities expanded. Possible exceptions to the policy might occur in rural areas where relatives in the school may not be avoidable.

17. MAY I DO MY INTERNSHIP AT MY OLD HIGH SCHOOL, OR MAY I INTERN WHERE I SERVED AS A TEACHER'S AIDE?

Usually not. Each intern is strongly encouraged to view the internship as a time for challenges and growth. Schools from which the student graduated, or grade levels with which the student feels especially comfortable, are not recommended. The internship is a time to step outside of one's "comfort zone" and to gain the richest new and different experience possible while still under the guidance and tutelage of a lead teacher and supervisor. It is also a time to expand networking capabilities and come in contact with new people and schools rather than to maintain existing contacts and situations.

18. HOW CAN IT BE VERIFIED THAT I HAVE RELATIVES IN A PARTICULAR SCHOOL OR THAT I ATTENDED THAT SCHOOL?

The internship application has a space for the intern to indicate such information. Failure to disclose accurate information is cause for ineligibility for the internship.

19. IS IT POSSIBLE TO INTERN OUTSIDE OF THE WASHOE COUNTY SCHOOL DISTRICT?

Yes. The College of Education cooperates with and supports school districts in rural Nevada. One of the ways to help rural districts build strong teaching staffs is to place interns in their schools. However, requests to intern outside Washoe County are not automatically approved. Interning outside of the Washoe County School District places additional responsibilities on the shoulders of the intern, along with some additional requirements in conjunction with those responsibilities.

Students must fill out an "Application to Intern Outside Washoe County" form. Taken into consideration are program approval, C&I faculty approval, performance in practicum courses, and a 3.0 grade point average. A suitable field placement site and lead teacher must be available, as well as an appropriate person to serve as the supervisor. Out of state placements will require school district approval. Applications to intern outside Washoe County are due with the applications for the internship.

Students wishing to intern in Douglas County must complete both the "Application to Intern Outside Washoe County" and the "Douglas County School District Application to Student Teach."
20. **IS IT POSSIBLE TO DO MY INTERNSHIP DURING THE SUMMER?**

No. The internship courses and seminars are offered only during the Fall and Spring semesters. Some elementary, dual and special ed. interns may be placed in year round schools which begin in Mid-July. These placements are Fall placements with at least ½ of the internship occurring during the fall semester. Student teachers register for Fall student teaching courses and your internship grade will be posted at the end of the Fall semester.

21. **MAY I INTERN IN MY MINOR?**

Interns are expected to student teach in their majors. It is possible within the school setting to intern in the minor for a period or two - with the approval of the supervisor, lead teacher and Director of Field Experience. The intern must intern in the major area at least fifty percent of the time. The stipend normally received by the lead teacher for the major area is shared with any other teachers who become involved as lead teachers for the intern.

22. **WHEN WILL I BE NOTIFIED ABOUT MY PLACEMENT?**

Effort is made to have all placements finalized and notification forms sent by the end of the semester during which the application is made. The placement process is as follows:

Once you have turned in your internship application, the application is evaluated for any program deficiencies by the Intern Office, program, and C&I faculty. Deficiencies usually include courses in which the student is currently enrolled, and for which final grades must be received.

The Pre-Placement Information from the application packet serves as the foundation for your placement. With an approved application, the director will then contact principals regarding your placement.

When your placement has been made, a "Student Internship Notification of Placement" form will be completed and mailed to you. Copies will also be sent to your lead teacher, the principal of the school, and your supervisor. Your school will be notified and the principal will have this information.

With very large numbers of interns, and with difficulties in reaching principals by phone, there may sometimes be delays in finalizing placements. Do be certain that the Student Intern Office has your correct address and phone number. Don't let incorrect information from you be the reason for a delay in the communication process about your internship.

Please be patient as you wait for notification. There is full awareness of the anxiety you feel during this period of time. If you have not been notified by mail by two weeks prior to public school opening, then please do call.

23. **I RECEIVED MY NOTIFICATION OF PLACEMENT FORM, BUT IT SHOWED "TBA" FOR MY SUPERVISOR. WHY?**

Assignment of supervisors cannot be made until all the intern placements are known. "TBA" indicates that your supervisor is "to be announced." As soon as the names of those who will be supervising are known and assignments made, you will be notified. Furthermore, your supervisor will make contact with you. You will **NOT** receive an individual letter of notification. This should occur no later than the 2\(^{nd}\) week of your internship.
24. IS THERE ANYTHING I SHOULD DO WHEN I GET MY NOTIFICATION OF
PLACEMENT?

Upon receipt of the notification, interns, lead teachers, and supervisors are strongly encouraged to make initial contact and set a
time and date for their first appointment at the assigned school.

When you receive your placement notification letter, information on obtaining the “Internship Guide” will be included. Each
intern should make the necessary copies of the internship guide. Please read the guide thoroughly, and become the expert
who knows what is expected throughout the internship.

THE INTERNSHIP

25. HOW MANY CREDITS ARE REQUIRED FOR MY INTERNSHIP SEMESTER?

* Elementary majors sign up for a total of 12 credits. Undergrad – CI 460 (12 credits)
  Grad – CI 551 A sections 1 & 2
* Special education majors sign up for a total of 12 credits. Undergrad – CI 494
  Grad – CI 551 B sections 1 & 2
* Secondary majors sign up for a total of 12 credits. CI 551 C sections 1 & 2
* Dual majors sign up for a total of 16 credits. CI 551 D sections 1 & 2

26. IF I AM, OR HAVE BEEN, A SUBSTITUTE TEACHER OR TEACHER'S AIDE, CAN I GET
STUDENT TEACHING INTERNSHIP CREDIT FOR THESE EXPERIENCES?

No. The internship is a specially designed field experience requiring a lead teacher and supervisor, and participation in the
internship seminars. Interns may not receive pay for any experience being counted toward the required internship program.

27. WHAT IS THE "INTERN SEMINAR"?

Attendance at the 5 seminar sessions is mandatory for all interns and counts toward your internship grade.

Seminar sessions are scheduled throughout the semester during the public school day. Topics will vary to address pertinent
issues of concern for interns. Dates for the sessions will be mailed to the interns with instructions for attending.

28. WHEN DO INTERNSHIPS BEGIN?

Generally, internships begin on the first day of the school district semester in schools operating on a traditional calendar.

Individual circumstances may make it desirable for interns to report with their lead teachers for pre-school days. If the
opportunity is appropriate and available, interns are encouraged to do so.

Fall semester interns placed in year-round schools may begin in July when students go back on-track. For dual interns, this is
advantageous for completing the full 20 weeks by the end of the fall semester. It may be necessary for dual interns in schools
operating on a traditional calendar to complete their fall internships in January after the winter break.
29. **HOW LONG ARE THE INTERNSHIPS?**

The internship for students in elementary, secondary, or special education is for a 16-week period.

In order to teach art or music, kindergarten through grade 12, a person must complete 16 weeks of supervised internship. Nevada licensure regulations do not stipulate at what level the internship must occur.

In order to teach physical education, kindergarten through grade 12, interns have to complete half of the internship requirement (8 weeks) at the elementary level and half (8 weeks) at the secondary level. If a 16 week internship is completed at only one of the levels, the licensure will be only for that level. As an example of the impact of this policy, those who interned in physical education at the secondary level only, who then taught at the secondary level, and who later decided they wanted to teach physical education at the elementary level, would have to complete an internship at the elementary level. It is recommended that all physical education majors intern for 8 weeks at the elementary level and 8 weeks at the secondary level.

The dual internship for students in elementary and special education totals 20 weeks, 10 weeks in a regular elementary classroom and 10 weeks in a special education classroom.

The dual internship for students in secondary and special education totals 20 weeks, 10 weeks in the student's major area and 10 weeks in special education.

30. **IS IT POSSIBLE TO INTERN PART-TIME OVER TWO SEMESTERS?**

Yes, with circumstances that are approved by COE Faculty, interns will be instructed by the Director of Field Experiences regarding registration for internship. Notice of internship completion however, will not be sent to the state education department until the internship is completed.

31. **I'M A DUAL MAJOR. DO I START WITH MY REGULAR EDUCATION ASSIGNMENT FIRST?**

Dual interns are placed by availability of the special education assignment. Therefore, either the special education or the regular education placement may be first.

32. **MAY I BEGIN EARLIER OR LATER THAN THE OTHER INTERNS?**

The only circumstances that allow flexibility in starting dates are provided by year-round schools and schools on traditional calendars. Special arrangements will not be made for interns who wish to start earlier or later to accommodate personal situations such as honeymoons, vacations, or coaching.

33. **MAY I WORK OR TAKE CLASSES DURING THE INTERNSHIP?**

The internship should be the primary commitment of the intern. Taking courses and/or working while interning are strongly discouraged by the College of Education. C&I faculty will have a roster of names of student interns. If you enroll in courses, the office will be directed to administratively remove you from any course that was not approved by the C&I faculty through petition.

34. **MAY I SUBSTITUTE TEACH DURING THE INTERNSHIP?**

In Washoe County School District -Yes, you may substitute for your lead teacher for only up to 5 days.

- You must apply at the school district after you get a Nevada Sub License.
- Interns may substitute teach in the classroom(s) of their lead teacher(s) only.
- Substituting will not be allowed during the first two weeks of the internship.
- More than five days of substitute teaching, during the intern experience, requires prior permission from the college. Permission for substituting beyond five days will be granted or denied by the Deans office after written request has been submitted to and approved by the Director of Field Experiences.
- The five day restriction applies to sixteen week and twenty week student teaching internships
• Interns may decline substitute assignments. The Intern will not be penalized in any way for declining a substitute assignment offer.

Washoe County School District has an application process that requires the following to be completed prior to substituting for your lead teacher.

• You must have a Nevada Substitute License
• Complete the WCSD application
• Have letters of reference on file at WCSD
• Finger printing on WCSD cards
• CPR training and certification (for PE and Special Education teachers) $25.00
• $39.00 will be deducted from your first paycheck
• Attend orientation

Contact the substitute office at 348-0231 before noon for questions or concerns.

In Clark County, interns may not substitute during their internship.

Out of area school districts have varying policies governing substituting but may not exceed 5 days.

35. WHAT HAPPENS IF I BEGIN MY INTERNSHIP AND THEN CAN'T FINISH IT FOR WHATEVER REASON?

If an intern is unable to complete the internship, it will either result in a grade of "unsatisfactory" or in case of emergency or hardship situations such as illness, accident, or death in the family, the intern may negotiate a withdrawal from the course and a refund of fees. See the University of Nevada, Reno General Catalog for appeal procedures. In addition:

• Each individual case will be weighed on its own merit, based on the appeal.
• If no appeal is submitted, the default grade will be an "unsatisfactory."
• Incompletes will generally not be an option, and would be considered for highly unusual circumstances only. A student would need to petition, in writing, for an incomplete and the petition would be subject to approval by C&I faculty members.

36. DOES THE UNIVERSITY SEND MY NEVADA TEACHING LICENSE TO ME?

No, you must prepare and submit your own application for your teaching license to the Nevada Department of Education in Carson City. One seminar is devoted to Teacher Licensure, Career Planning and resumes. (See page 40)

37. MAY I DO YARD/EXTRA DUTY DURING THE INTERNSHIP?

Yes, because Interns are to have a substitute license. The COE asks that interns share duty with a veteran teacher. Interns should be in line of sight and sound with another teacher during duty assignments.
THE INTERN

GENERAL GUIDELINES

Each intern should read the Internship Guide in its entirety and become the expert who knows what is expected throughout the internship. Read especially carefully "The Lead Teacher" and "The Supervisor" sections which include policies and procedures directly affecting interns.

Each intern should attend the appropriate Internship Orientation scheduled by their supervisor.

Attendance at a First Step Meeting & the 5 seminars is mandatory. These are scheduled by the Director of Field Experiences. In addition, supervisors may schedule small group meetings and attendance is mandatory. These dates and times will be determined by the supervisor. Once the content of a specific seminar has been completed the obligation to the intern on this topic by the Student Intern Office has been fulfilled. Make sure you attend all seminars, as this is part of your grade.

The intern provides the lead teacher(s) and supervisor with completed copies of the "Intern Information Sheet." (See Appendix I-B.)

Each intern should be in his or her assigned school for each full school day for each week of the total internship assignment. The only exceptions are those parts of days when observations may take place in other schools, with the knowledge of the lead teacher and supervisor.

The intern is responsible for establishing daily arrival and departure times with the lead teacher. These must meet the minimum time requirements for all teachers in the district. The intern’s daily schedule should correspond to that of the lead teacher, which includes duty assignments, meetings, field trips, parent conferences, and other school related activities.

If the intern must be absent, he or she should notify the lead teacher, the school office and if appropriate, the supervisor. Individual arrangements should be made regarding appropriate hours to call lead teachers and supervisors at home. If an intern misses more than three days of internship, he or she must make up the days missed at the end of the regular scheduled experience. On those days when the intern is gone, such as a mandatory seminar, a lesson plan must be left with the lead teacher. The lesson plan must be written to substitute quality. Interns are also to write a generic lesson plan that can be left with the lead teacher. The generic plan is to cover any emergency departure from school.

The internship experience should be the primary commitment of the intern.

The intern is expected to dress neatly and appropriately for his or her assigned school. Be professional in your interactions with others.

Immediately upon beginning to work at the assigned school, the intern should introduce himself or herself to the principal and the school secretary, and make an effort to become acquainted with the teachers, counselors, custodians, and additional support staff.

The intern should be familiar with and abide by the policies and regulations of the school and school district.
An intern should accept his or her share of certain obligations expected of teachers on the staff. However, an intern should not be placed in rotation for regular staff duties and assignments. Instead, the intern should assist the lead teacher in fulfilling his or her responsibilities as appropriate. Interns are not to be assigned to "odd jobs" which are not required nor expected of regular staff. Nor is the intern to be placed in another teacher's class as a substitute.

As the internship begins, the intern will observe the lead teacher's classes, and may be expected to lend assistance. The intern should look for ways to assist the lead teacher in carrying out his or her work, and should try to anticipate tasks that must be done so that the lead teacher doesn't always have to tell the intern what to do.

The intern is to prepare written lesson plans for each class that he or she participates in. The lesson plans should be prepared far enough in advance so that the lead teacher can check them and make any recommended changes. Last minute preparation should be avoided. Regular systematic planning will help produce a more effective learning climate, (See "The Supervisor" section for more detailed information about lesson planning), this time frame should be agreed upon by the intern, lead teacher and supervisor in advance.

The intern needs to keep in mind throughout the internship experience that he or she is working within the established structure of the lead teacher. The lead teacher should allow the freedom and flexibility for the intern to take full control and to try out ideas, but ultimately the "freedom and flexibility" occurs within the structure that the lead teacher established prior to the intern's arrival, the same structure that will be put back in place once the intern departs. The lead teacher's structure must be respected.

The intern is a guest in the school and classroom and is involved in guided practice under the supervision of the lead teacher and supervisor.

There is a fine line between being friends with students and being friendly. Be aware of that fine line, and maintain professionalism with students at all times. Friendly, yes. Friends, no.

Confidentiality is a key word for the intern. Treat discussions in teachers' meetings, with administrators, counselors, the lead teacher, and with students as confidential. Avoid criticizing one student to another, nor should the class, other interns, the lead teacher, supervisor, principal, or school be criticized to others.

**STUDENT TEACHING INTERNSHIP EVALUATION**

It is strongly suggested that a working copy of the “Internship Evaluation" form (Appendix section of your program area) be made, studied, and used as a resource for fulfilling the expectations of the internship. Use the items upon which the evaluation will be made as the guidelines for the internship.

**A PERSONAL MESSAGE FOR EACH INTERN REGARDING PROFESSIONAL PRESENCE**

From the first day you step foot inside the school to which you are assigned, you are developing your professional reputation. What kind of teacher do you want to be? How do you want others to view you as a professional educator? Visualize yourself as a teacher, and the teacher you want to be, as well as the teacher you do not want to be. Be conscious of that visualization and work consistently towards being the teacher you want to be. As you observe others teach, keep these thoughts in mind. You may want to formalize them within your reflections journal entries. At the conclusion of your internship, leave that school with the very best positive professional reputation that you have been able to develop, and with a clear sense of the teacher a school district would want you to be.
ROLE OF THE INTERN

The intern will be expected to serve as the liaison between the school district, lead teacher, supervisor, and Director of Field Experiences.

Responsibilities for communication with the Director of Field Experiences rest with the intern.

It is expected that the intern will read and follow all parts of the Internship Guide, and take the responsibility of keeping the lead teacher and supervisor fully informed as to expectations, due dates, and other requirements. The knowledge that will be shared with the lead teacher and supervisor must be accurate and will result from the intern’s thorough reading and use of the Internship Guide.

At the end of the internship, the intern will complete a formal evaluation of the lead teacher and supervisor. This should be mailed to the Director of Field Experience. You may share this with your lead teacher and supervisor if you choose.

THE LEAD TEACHER

Lead teachers are those classroom teachers who guide and mentor the interns. For clarification, the term "lead teacher” is synonymous with cooperating teacher, master teacher or mentor teacher.

QUALIFICATIONS - The role of lead teacher is a critical one. The internship semester is considered the most important experience in a teacher preparation program. Interns will turn to the lead teacher for ideas, guidance, constructive criticism, and support. Therefore, it is likely that the lead teacher may have more impact on an intern's performance and personal development than any other person. Lead teachers will influence the professional attitudes and habits of the interns, as well as provide them with the opportunity to expand their professional competencies. A lead teacher:

- Must have taught for a minimum of three years, and have been in his or her current position for at least one year.
- Personally desires to serve as guide and mentor for a student teacher.
- Must be recommended by his or her principal to serve as mentor and guide.
- Models and maintains effective classroom management.
- Provides for active involvement of students in the classroom.
- Uses current curriculum materials approved by the school district and a variety of effective teaching practices, and is open to the methods being taught and materials being used at the university.
- Models and promotes professionalism.
- Provides a daily planning time with the intern.
- Demonstrates a positive attitude with students and strives to meet their varied needs.
- Exhibits enthusiasm for students and teaching.
- Seeks personal growth as a teacher and shares ideas and materials with others in support of growth in colleagues.
NOTIFICATION OF PLACEMENT - When arrangements for the placement of an intern have been made and approved by the principal, copies of the placement notification form will be sent to the intern, lead teacher, and supervisor. Once the notification form has been received, the lead teacher and the intern are encouraged to make contact and begin preliminary planning for the internship, with input from the supervisor.

APPLICATION - If the lead teacher does not have an up-to-date and active application for serving as a lead teacher on file, an application will be sent and should be completed and returned promptly.

STIPEND - The College of Education provides a monetary stipend to lead teachers for their time and effort. In addition to the stipend, a fee waiver from the university may be obtained that covers most of the cost of tuition for up to three (3) credits, either graduate or undergraduate at UNR. The fee waiver covers all but $12.25 per credit. The waiver must be used either during the semester when serving as a lead teacher or the semester that immediately follows. The waiver does not apply to summer session courses. The waiver may be used for any course on the UNR campus. When two or more teachers share an intern during the same assignment, the stipend and the fee waiver are divided accordingly.

EXPECTATIONS

The role of lead teacher is a complex one. The list that follows provides guidelines as to the expected role that the lead teacher will fulfill:

• Answer any questions the intern may have about the class before he or she begins. Generally describe the classes and units the intern will most likely teach.
• As appropriate, prepare the students and their parents for the incoming university intern by briefly explaining what the internship program is about, and that the intern will be considered part of the faculty and should be treated as such by students and parents.
• Be sure the intern is introduced to the administrator(s) immediately, and to other faculty members and school employees as opportunities arise. Support from the lead teacher to help the intern be accepted by other teachers and the ancillary staff will make it easier for the intern to begin functioning as a professional.
• As soon as possible, review the faculty and student handbooks with the intern.
• Plan ahead, set up, and discuss the intern's schedule of teaching assignments, responsibilities, and other activities for the entire period. This will allow the intern sufficient time to plan ahead and schedule his or her time. Continue planning in a weekly meeting with the intern scheduled for this express purpose.
• Plan activities so the intern can accept responsibilities, and when appropriate will undertake a full load and gain an understanding of the total job of teaching.
• Start the intern with a unit in an instructional area in which he or she is well-qualified and comfortable.
• Involve the intern with the whole school environment.
• Check lesson plans before the intern teaches a class but try to allow him or her to handle the implementation of the lesson so that the opportunity to develop confidence is provided.
Detailed lesson plans are expected during the internship. The lesson plan format may be suggested by the College of Education (see plan in Appendix), or may be one preferred by the intern, supervisor, or lead teacher. The content of a detailed lesson plan must be such that another educator can read, understand, and teach from it. It is suggested that detailed lesson plans include the following content:

- Where this lesson fits in the overall scheme of things.
- Brief title or description of this particular lesson that tells at a glance what it is about.
- Specific student-oriented learning objectives (may be in LWD - Learner Will Demonstrate, or SWBAT - Student Will Be Able To, or other mutually agreed upon format), that includes something measurable and/or observable that the student will be able to do at the conclusion of the lesson.
- Instructional strategies, tools, actions, or behaviors that the teacher will use to enable the students to achieve the objectives.
- List of the materials and equipment that will be needed for the lesson.
- Steps the intern will take to focus, motivate, establish purpose, and/or transfer learning to bring the students into the lesson.
- Actual step-by-step, "recipe-like" instructions that the intern will follow as the lesson is taught, from the beginning to the end of the lesson, as to what to do when, in detail, including the actual script or notes of what will be said if needed.
- Steps the intern will take to evaluate student success in achieving the aforementioned learning objectives.
- How the lesson will close and the transition activities or dismissal of the students.

Note: Modifications of detailed lesson plans may be made at the suggestion of the lead teacher and/or supervisor. As the intern demonstrates the ability to identify desired learner objectives and how the objectives are to be reached, both through planning and implementation of the plans, the intern may move to an outline form of lesson planning similar to that used by experienced teachers. Lesson plans of some form are required for the duration of the internship. If the intern does not submit lesson plans, the intern should not be allowed to teach.

- When the intern seems to feel comfortable with the class, make careful observations of his or her teaching and provide constructive written feedback a minimum of twice a week (preferably more often).
- Provide time each day for conferences with the intern. As time allows, also be available for regular contacts with the supervisor.
- The lead teacher is asked to provide the circumstances in which the intern can take total control of the classroom. The responsibilities of the intern should increase each week until total control is realized. At the conclusion of the period of time involving total control, the intern should begin to ease out for less involvement. By the last week, the lead teacher should be close to once again having full control with the intern acting as a team teacher.
- When the supervisor visits and observes the intern, the lead teacher will need to be available to take over the class at the conclusion of the scheduled observation for the amount of time necessary for the supervisor and intern to meet for the post-observation conference. This averages about 30 minutes.
- With copies of the evaluation form found in the Appendix, the lead teacher completes, signs and dates both a midterm and final formal evaluation of the intern for the purpose of providing essential input to the determination of the intern's grade. The evaluations may be done independently or jointly with the supervisor and should be shared in a conference with the intern, lead teacher, and supervisor, and a copy of each evaluation should be provided for the intern.
- If problems arise in the internship situation, the lead teacher is expected to notify the supervisor as quickly as possible. The lead teacher should keep in mind that changes in internship placements will not be made after the fourth week for sixteen (16) week interns. In the event of serious problems, the last date for an intern to drop classes without penalty should be determined from the current class schedule so that action may be taken in a timely fashion.
- While we have every expectation that students will successfully complete the internship, be aware of this policy if the internship does not proceed successfully.
1) The internship placement may be terminated by the Director of the Field Experiences at any time if the lead teacher, university supervisor, or school administration feels that the intern is not successful.

2) If the placement is terminated, and with the approval of university faculty, interns may be allowed to continue the internship in another classroom, with specific requirements for the continued internship put into a mutually agreed upon contract. All internships must last for a minimum of 16 weeks, or 20 weeks, depending on the program commitment.

3) If the internship is unsuccessful a person may enroll in and complete an internship the following semester. Tuition must be paid again for the internship. The internship may only be repeated once.

4) If one portion of a dual internship (either elementary or special education) is unsuccessful, two options are available.
   a. Change the placement to another classroom or program in that field (i.e., a different special education program or a different elementary classroom). The specific requirements for the intern work in the new placement will be determined in a mutually agreed upon contract. To have successfully completed a dual internship, a minimum of 10 weeks must be spent in the elementary portion and 10 weeks in the special education portion of the internship.
   b. One may choose not to be a dually certified teacher and may drop one of the placements. Selecting this option requires completion of an entire 16 week internship in either a special education or an elementary education setting. This experience must be completed within a single university semester. Therefore, if there is not adequate time to complete the 16 week internship in the original semester, you must enroll in that internship in the following semester.

   • At the end of the semester, the lead teacher will complete a formal evaluation of the supervisor (see Appendix I-F). This should be mailed to the intern office. You may share this with the supervisor if you choose.

THE LEAD TEACHER THROUGH THE EYES OF THE INTERN

The following list is a compilation of positive comments made by interns about their lead teachers at the conclusion of their internship assignments. The information may be helpful in determining what actions will most effectively support the professional growth and development of the intern:

- available for guidance and support at school and by phone at home
- communicates clearly
- provides advice, support, and encouragement
- shares methods and materials he or she has found successful
- offers hints and advice
- demonstrates flexibility
- models effective classroom management and organizational skills
- utilizes effective, respectful methods that address all learners and learning styles
- plans for smooth transitions as intern moves into and out of total control
- holds realistic expectations of intern based on intern's developmental level as a teacher
- uses current district curriculum, materials, and methods
- provides clear sense of direction regarding curriculum that has to be covered
- allows freedom with planning and using methods of instruction from UNR classes
- asks for lesson plans in advance, reviews the plans, and provides constructive criticism
- permits the intern freedom to make mistakes while still being available for support when needed
- serves as a resource for locating appropriate materials and planning lessons
- provides constructive guidance and provides verbal feedback
- facilitates growth in intern's self-confidence
involve intern with extracurricular activities
provides written feedback that can be referred to later
facilitates the minimum of three weeks (or five weeks) of total control as required of the intern
provides appropriate supervised versus unsupervised teaching time
allows intern to use own ideas and develop own style of teaching
serves as a role model in respect to professional and ethical conduct
accepts new ideas and demonstrates a willingness to learn from intern
mentors rather than dictates
provides physical space in the classroom for the intern
helps intern feel welcome and accepted in the classroom by students, teacher aides, and parents
keeps intern informed and includes in school matters
facilitates discussions with intern that reflect upon the successes and problems of the internship experience
provides the opportunity to interact with parents

THE SUPERVISOR

This person is a member of the University of Nevada, Reno, College of Education faculty, an approved graduate assistant, or other qualified educator hired on a letter of appointment (LOA) contract.

EXPECTATIONS

The supervisor is a guest in the school as is the intern, and his or her major task is to guide and support the intern, not to evaluate the lead teacher or the school.

Although each supervisor may have a different style and method of operating, the duties of a supervisor consist of an orientation meeting with intern and lead teacher, observations, post-observation conferences, checking intern lesson plans and other required documents, reviewing assignments and signing the assignment checklist, conducting optional small group meetings for interns, conferencing with the lead teacher, and assigning final grades with input from the lead teacher.

RESPONSIBILITIES

1. LIAISON

- The supervisor acts as the liaison for the College of Education and Director of Field Experiences with the staff and school in which the intern is placed. Regular communication with the lead teacher and the Director of Field Experiences is imperative.
- Contact should be made with the principal on the first visit and as needed on succeeding visits.

2. OBSERVATIONS

Note: See Appendix I-A for "Guidelines for Developing the Observation Schedule" that supervisors, lead teachers, and interns may follow as the observation schedule is planned. Dual internships of ten (10) weeks in regular education and ten (10) weeks in special education would need to be adapted accordingly - with two separate schedules needing to be prepared.
Note: See Appendix I-C for "Intern's Pre-Observation Information for Supervisor." It is suggested that supervisors require that interns have this form completed and ready to hand to the supervisor when he or she arrives for scheduled observations. This form conveniently takes the place of a pre-observation conference.

Note: See Appendix I-D for the "Script Tape of Classroom Observation" form. It provides identified space for the script tape or observation notes, and space for analysis and comments. Other forms may be used as preferred by individual supervisors.

- The supervisor should provide each intern with five observations (or more depending on intern progress) plus two meetings for midterm and final evaluations:
- The triad of Lead Teacher, Intern, and Supervisor must meet at the start of the internship for planning and introductions. More visits may be made, either scheduled or unscheduled, based upon the needs of the individual intern. For dual interns, in two separate ten (10) week assignments, five observations (or more depending on intern progress) plus two meetings for midterm and final evaluations during each ten week period is also expected.
- It is suggested that the supervisor arrive about 15 minutes prior to the start of the intern's lesson. This allows time to review the intern's lesson plans and progress related to the assignment checklist, read journal entries and respond as appropriate, and to review other materials or assignments completed by the intern. The time may also be used to meet with the lead teacher.
- Arrangements need to be made for the lead teacher to take over the class at the conclusion of the scheduled observation for the amount of time necessary for the supervisor and intern to meet for the post-observation conference. This averages about 30 minutes.

3. MONITORING LESSON PLANS

Detailed lesson plans are expected for all lessons during the internship. The lesson plan format itself may be a format suggested by the College of Education, or preferred by the intern, supervisor, or lead teacher. The content of a detailed lesson plan must be such that another educator can read, understand, and teach from it. It is suggested that detailed lesson plans include the following content:

- Where this lesson fits in the overall scheme of things.
- Brief title or description of this particular lesson that tells at a glance what it is about.
- Specific student-oriented learning objectives (may be in LWD - Learner Will Demonstrate, or SWBAT - Student Will Be Able To, or other mutually agreed upon format), that includes something measurable and/or observable that the student will be able to do at the conclusion of the lesson.
- Instructional strategies, tools, actions, or behaviors that the teacher will use to enable the students to achieve the objectives.
- List of the materials and equipment that will be needed for the lesson.
- Steps the intern will take to focus, motivate, establish purpose, and/or transfer learning to bring the students into the lesson.
- Actual step-by-step, "recipe-like" instructions that the intern will follow as the lesson is taught, from the beginning to the end of the lesson, as to what to do when, in detail, including the actual script should be written if needed.
- Steps the intern will take to evaluate student success in achieving the aforementioned learning objectives.
- How the lesson will close and the transition activities or dismissal of the students.

Note: Modifications of detailed lesson plans may be made at the suggestion of the lead teacher and/or supervisor. As the intern demonstrates the ability to identify desired learner objectives and how the objectives are to be reached, both through planning and implementation of the plans, the intern may move to an outline form of
lesson planning similar to that used by experienced teachers. Lesson plans are required for the duration of the internship. The rule of thumb is “No lesson plan, no teach.”

4. POST-OBSERVATION CONFERENCES AND FEEDBACK

Feedback for the intern during the post-observation conference should be based on notes from a script tape (Appendix I-D) or other lesson observation form. Feedback may also be provided through communicating within the structure of the intern's reflective journal.

As part of the post-observation conference, photocopies of the observation and feedback notes should be made for the intern and lead teacher, with the supervisor keeping the originals for his or her records.

5. MIDTERM AND FINAL EVALUATIONS AND GRADES

The evaluation form (Appendix of your program area) is used for both midterm and final evaluations. Photocopy as needed, and provide a copy for the lead teacher prior to the required evaluation.

Individual copies of the evaluation form are used by the lead teacher and supervisor for the midterm evaluation which are collected and sent by the supervisor to the Director of the Field Experiences on or before the due date. Copies of the evaluation form are used for the final evaluation which are collected and sent by the supervisor to the director on or before the due date. The supervisor seeks input from the lead teacher in determining the intern’s final grade, with the lead teacher’s completed evaluation form documenting that input. The Lead Teacher is considered the primary evaluator.

The supervisor and lead teacher evaluations maybe completed independently or jointly and should be shared and signed in a joint conference with the intern. Copies of the evaluations are to be given to the intern.

At the end of the semester, the supervisor will complete a formal evaluation of the lead teacher (see Appendix I-G). This should be mailed to the Director of Field Experience. You may share this with the lead teacher if you choose.

6. SEMINARS AND SMALL GROUP MEETINGS

The Director of Field Experience will oversee the scheduling of 5 seminars and the attendance of the interns. The intern must attend all 5 seminars. The purpose of these meetings is for reflective discussion about the intern experience, sharing and problem solving. The Director of Field Experience will monitor seminar attendance and will forward attendance record to the supervisor. Supervisors may schedule small group meetings with their interns.

THE SUPERVISOR THROUGH THE EYES OF THE INTERN

The following list is a compilation of positive comments made by intern about their supervisors at the conclusion of their internship assignments. The information may be helpful in determining what actions will most effectively support the professional growth and development of the student teacher.

- provides the positive encouragement and support needed by the intern
- makes time available for the intern which includes school visitations, phone conferences, problem solving, etc.
• schedules observations and follows through at least every other week as expected
• observes intern for sufficient amounts of time to be able to identify strengths and areas for growth
• provides realistic and relevant written and verbal feedback including constructive criticism
• checks journal, lesson plans, and other required work regularly and keeps assignment checklist
• utilizes current teaching theory and practice
• is on time and well dressed
• assists with analysis of teaching and problem-solving
• makes some unscheduled drop-in visits
• serves as enthusiastic and experienced role model and resource person
• allows latitude for intern to try out ideas and take some risks
• provides for small group or individual meetings beyond required visits
• respects and supports boundaries, needs, and role of lead teacher without imposing or interfering

SUPERVISION VS. EVALUATION

An important distinction must be made between supervision and evaluation. The purpose of supervision is to gather specific information about an individual intern's strengths and areas for growth so that one may apply the information to facilitate the intern's growth, development, and improvement in instruction. The concept of "coaching" and the efforts a coach makes to bring about improvement in an athlete parallels the act of supervising - or coaching – an intern.

Evaluation, on the other hand, involves collecting a broad sample of information about an intern's performance for the purpose of making judgments, administrative decisions, and to determine accountability. In the employment arena, evaluation is the determinant for keeping - or losing - a job.

Lead teachers and supervisors are asked to carry out both of these functions.

Prior to each observation of an intern, lead teachers and supervisors must decide whether the purpose is to supervise, evaluate, or a combination of the two. The notes taken during an observation, such as suggested by "script taping" (see Appendix), and shared with an intern in a post-observation conference for the purpose of identifying effective and less effective instruction, serve as a supervisory tool to help the intern grow and improve. The midterm and final evaluation documents are summative, and are based on the formative information developed through observations and supervisory conferences.

In addition to the supervisory and evaluative documents provided for use in the Internship Guide, lead teachers and supervisors may choose to provide "coaching" feedback through the intern's reflective journal. Individual styles of supervision and the skills and needs of the intern will govern this decision.

A clinical supervision model is suggested when planning and carrying out observations. This model consists of three major components, the pre-observation conference, the observation, and the post-observation conference.

PRE-OBSERVATION CONFERENCE This conference ideally serves as a goal-setting conference between the lead teacher or supervisor and the intern. The purpose is to establish the focus for the observation on one or two pre-determined areas of content or technique.

With time and geographical constraints faced by all parties involved, Appendix I-C is a form to use when pre-observation conferences are neither practical nor feasible. The "Intern's Pre-Observation Information for
Supervisor" is designed to facilitate communication between the intern and the supervisor regarding the focus of the lesson.

It is suggested that a routine be established whereby the intern hands the supervisor a completed copy of the form when the supervisor arrives for an observation. The supervisor's knowledge of what to look for during the observation can be very helpful in strengthening the value of the post-observation conference that follows.

NOTE: Many times a pre-conference is not possible. In that case, a complete lesson plan ready to hand the supervisor is appropriate for the completion of the observation.

**OBSERVATION**  
The type of descriptive data to be gathered is based on the focus and goals established in the pre-observation conference. Observation note-taking instruments are selected accordingly. The Script Tape form in Appendix I-D in the Internship Guide may be used, as may any format the supervisor or lead teacher prefers to use.

Regardless of the observation note-taking instrument selected, the supervisor or lead teacher should take notes which will serve as the foundation for providing verbal and written feedback for the intern.

**POST-OBSERVATION CONFERENCE**  
The post-observation conference is held to provide feedback on the descriptive data obtained during the observation. The purpose of the majority of these conferences between intern and either lead teacher or supervisor is that of "coaching" and working towards improvement of instruction.

It is strongly recommended that the post-observation conference take place immediately after or the same day of the observation. Arrangements need to be made for the lead teacher to take over the class at the conclusion of the scheduled observation for the amount of time necessary for the supervisor and student teacher to meet for the post-observation conference. This averages about 30 minutes.

**CONFERENCES WITH THE INTERN**

In addition to post-observation conferences, regularly scheduled conferences with the lead teacher and with the supervisor are essential to the growth and development of the intern. Individual styles will differ, which will govern the degree of directness involved in the conferences. However, certain strategies will increase the value of these meetings for the intern:

- Lead teachers and supervisors should be specific. Feedback should give information regarding the intern's performance that will help him or her identify effective as well as less effective teaching behaviors. What behaviors should the intern continue, and what behaviors should the intern work to change? Conferences should focus on the effectiveness and appropriateness of observed behaviors.
  Comments should relate to the behaviors of the intern rather than to the intern personally, and should include the behavior that was observed along with discussion about alternatives to that behavior. For instance, if the intern's teaching behavior was asking only closed lower level questions, the examples of when that occurred during the observation would be identified. Then the suggestion would be made that the intern needs to work on higher level open-ended questions. Coaching in how to ask higher level questions would be appropriate. Helping the intern discover alternatives rather than preaching "how to do it" helps guide the intern towards reflective practice and self-monitoring.
• Lead teachers and supervisors need to be candid, and positive, citing specific teaching practices when appropriate, and provide constructive criticism that leads to identifying more effective teaching behaviors when appropriate.

As the intern displays more confidence and needs fewer suggestions, lead teachers and supervisors should move toward more indirect helping behaviors. In the indirect style of supervision, the observer:

• Accepts and clarifies questions about teaching problems.
• Provides specific information about effective teaching performance.
• Asks the intern for his or her opinion about the problem.
• Discusses the intern's feelings and reactions about his or her own effectiveness.

One major goal of the internship experience is to assist the intern in making his or her own decisions about what to do to become more reflective, effective, and independent.

**DISTINGUISHED INTERN AWARD**

Each year, the College of Education recognizes exemplary interns who have distinguished themselves in their culminating internship experiences as well as in their education coursework and practicum classes.

Nominations are made by the lead teacher and/or supervisor. The student intern is notified of the nomination and is given directions for the completion of his/her portion of the nomination packet. Completed and signed nomination packets are submitted to the Student Intern Office. Distinguished Intern Award Nomination Cover sheet may be obtained from supervisors.

The due date for nominations for Fall interns is on or before 5:00 p.m. on December 10. The due date for nominations for Spring interns is on or before 5:00 p.m. on April 1. If the dates fall on a weekend, the deadline is the Monday following the weekend. Nominations received after the deadline date and time for that semester will not be accepted.

The nominations packets are screened against an established set of standards and required procedures by the Distinguished Intern Awards Committee which is composed of College of Education faculty members and supervisors. The required procedures are listed below. Those interns whose nominations meet all standards and required procedures are selected to be Distinguished Interns.

Those who are selected Distinguished Interns are recognized at the Excellence in Education Awards ceremony in early May. Distinguished interns receive a Distinguished Intern Certificate and a letter for their placement files indicating that they have been recognized as Distinguished Interns.

**Standards for the Distinguished Intern Award**

1. The nomination packet meets all stated requirements. A nomination packet that is late or incomplete will not be accepted.

   A completed packet contains:
   
   a. Nomination Cover Sheet, completed and signed (this may be obtained from supervisor).
   
   b. From the lead teacher and/or supervisor, illustrative examples of the student intern’s superior work.
c. From the intern, a copy of an exemplary lesson plan from which he/she taught and a written statement defining and defending why the lesson was exemplary.

2. The intern is evaluated as superior in the following areas:
   a. Quality of instruction (including planning, creativity, delivery, etc.).
   b. Classroom management and organization.
   c. Professionalism
   d. Demonstrated knowledge of learners, curriculum, and instructional possibilities.

3. The intern’s work is of superior quality, beyond that of the rating of excellent on the Student Internship Evaluation form.

4. The lead teacher and/or supervisor include illustrative examples in the nomination packet of the intern’s superior work.

5. The intern includes an exemplary lesson plan from which he/she taught and his/her own written statement that defines and defends why this lesson was exemplary. This may also include artifacts such as video, photos and children’s work.

6. The C&I faculty confirms that the nominee demonstrated quality performance throughout the teacher preparation program, including coursework and practicum classes.

7. The names of all nominees for the Distinguished Intern Award are presented to program coordinators for consideration by individual program faculty members. The superior quality of each intern’s performance throughout the teacher preparation program, including coursework and practicum classes, is confirmed and the nomination approved or disapproved.

8. The nomination packets are screened by the Distinguished Intern Awards Committee against an established set of standards and required procedures. Those interns, whose nominations meet all the requirements, are selected to be Distinguished Interns.

9. Letters of congratulations will be sent to those who were nominated but not selected.

10. The interns selected as Distinguished Interns will be notified by mail prior to the Excellence in Education Awards Ceremony.

11. The nominating lead teachers and supervisors will be notified of nominees selected as Distinguished Interns and will be invited to attend the awards ceremony.
EVALUATION AND GRADES

Lead teachers and supervisors are each asked to complete formal midterm and final evaluations for their assigned interns. See Appendix for the "Internship Evaluation." Separate copies of the form are used for the midterm evaluation and for the final evaluation.

Immediately following the completion, conferencing, and signing off on the midterm evaluation, the form should be sent to the Student Intern Office. The timeliness of this report is very important for it serves to alert everyone involved of any possible problems.

At the completion of the sixteen (16) week assignment or the ten (10) week dual assignment, the supervisor is responsible for assigning the internship grade. The lead teacher should be encouraged to provide essential input to the determination of the final grade. The grade submitted by the supervisor is advisory to the Director of Field Experiences. The Director of Field Experiences is the instructor of record for all interns and will make the final decision about all grading issues. If the recommendation for the final grade differs between the supervisor and the lead teacher, the Director of Field Experiences will submit the final grade.

GRADING OF INTERNS IS PASS/FAIL INDICATED BY AN "S" (SATISFACTORY) OR A "U" (UNSATISFACTORY).

Sixteen (16) week interns receive one final grade for their internship for each section of the internship in which the intern is enrolled.

Dual interns, with ten (10) week and ten (10) week placements, receive a final grade for each of the ten (10) week placements. Consequently, it is possible for a dual intern to pass one ten (10) week placement but not the other.

Teaching performance, professionalism, attitude, formal evaluation data, specific intern assignments, and seminar attendance will be considered when assigning the "S" or "U" grade.

If an intern is not making satisfactory progress and simply cannot teach, or if serious disciplinary action becomes necessary, the intern may be removed from his or her internship placement. It may be suggested that the intern withdraw from the internship and be allowed to try again after suitable remedial action. These decisions may be directive, or they may be by mutual consent, and they are the responsibility of the supervisor in collaboration with the Director of the Field Experiences.

If an intern is unable to complete the internship, it will either result in a grade of "unsatisfactory" or in case of emergency or hardship situations such as illness, accident, or death in the family, the intern may negotiate a withdrawal from the course and a refund of fees. See the University of Nevada, Reno 1999-2000 General Catalog for appeal procedures. In addition:

- Each individual case will be weighed on its own merit, based on the appeal.
- If no appeal is submitted, the default grade will be an "unsatisfactory."
- Incompletes will generally not be an option, and would be considered for highly unusual circumstances only. A student would need to petition for an incomplete in writing, and the petition would be subject to approval by Curriculum and Instruction faculty members.
FAILURE TO ATTAIN SATISFACTORY LEVELS OF PERFORMANCE

When enrolling in the internship (student teaching), a student makes a commitment to mutually agree upon goals, responsibilities, and expectations as specified by the Curriculum and Instruction Department and the School District that is the site of the internship experience. The welfare of the students in the classroom must be given prime consideration while the intern is developing competence as a teacher.

The internship is viewed as a continuation of the learning process; therefore, when a student experiences difficulty in the internship assignment, he or she must receive assistance or intervention.

Typically, the lead teacher(s) identifies the problem first (See Performance Improvement Record in the Appendix). He or she should discuss the problem with the intern and the supervisor, and together, they should devise and initial intervention that defines strategies and a timeline for remediation. Early identification of problems increases the likelihood of effective intervention. The university supervisor must be notified of any problem or potential difficulty as quickly as possible by the lead teacher so that he or she can assist with the intervention. All efforts must be documented in writing. The intern has the right to know what problems are identified, what improvements are required, and what resources are available.

PROCEDURES TO FOLLOW PRIOR TO REASSIGNMENT, SUSPENSION, OR REMOVAL OF AN INTERN

If the above procedure proves ineffective and the problem continues, the following guidelines will be sequentially implemented.

1. A conference facilitated by the Director of Field Experiences will be held within five (5) days with the lead teacher, university supervisor, and intern to complete the Performance Improvement Record. The building administrator will be informed of the problem and invited to attend, but his or her presence is not mandatory. The Performance Improvement Record will be the recognized documentation of action to improve performance or conduct.

   The conference will focus on the effectiveness and appropriateness of the intern’s observed behavior and will include the following:
   - A discussion of the areas of professional concern
   - A written description of the specific areas that need remediation
   - An agreed upon solution, if no agreement can be reached, the intern will be referred to the College of Education Selection and Retention Committee.
   - A written plan for future action to be taken by the intern, cooperating teacher(s), and the university supervisor
   - A time line for implantation.

2. The university supervisor and lead teacher(s) will make necessary classroom observations of the intern to monitor and document improvement. Copies of the report of these observations will be shared with the intern and the Director of Field Experiences.

3. A follow-up conference will be held according to the time line established in the Performance Improvement Record. The individuals who participate in, or were invited to, the original conference will evaluate the success of the Performance Improvement Record. If the Performance Improvement Record is deemed successful, the documentation will reflect same, and the intern will continue with his or her internship.
4. If the intern’s professional performance, progress, or conduct has not been satisfactory or the situation seems irresolvable, a decision will be made based on the available alternatives (i.e., reassignment, suspension, or termination).

**REVIEW PANEL**
A review panel will be convened, shortly after or immediately before a student is removed from his or her internship classroom. The composition of this panel includes the Associate Dean, Chair of Curriculum & Instruction, a faculty member, and two peers (i.e., other interns). The Director of Field Experiences will present the case. The student will present his or her case. Following these presentations, a decision will be reached pertinent to the internship experience or future internship experiences for the student.

**ADMINISTRATIVE ACTION**
An intern may be removed by the principal of the school, a District Administrator, or the Director of Field Experiences, without prior notice, if the principal determines that the presence of the intern is a threat to the health, safety, or welfare of the students in the school (e.g., sexual harassment, emotional or physical abuse). This process will be carried out with direct consultation with the Director of Field Experiences before an intern is removed unless a student’s welfare or safety is of immediate concern. Written documentation will accompany this action.

**APPEALING TO UNDERGRADUATE AND GRADUATE STUDENT ORGANIZATIONS**
The Associated Students of the University of Nevada (ASUN) have established a Judicial Council for undergraduate students. This Council is composed of a chief justice, an associate chief justice, and three associate justices. A nonvoting member of the university faculty serves as advisor. The primary purpose of the council is to provide students with a greater voice and responsibility to maintaining high standards of conduct. Its major function is to hear all cases referred to its jurisdiction-to investigate, adjudicate, and assess sanctions for violations of the Student Conduct Code and the Rules and Disciplinary Procedures of Members of the University Community.

The Graduate Student Association (GSA) provides assistance to graduate students with the grievance process (784-4629).

Legal information and referral services are provided by ASUN. The office provides free consultation and referral for legal cases (784-6132).
NEVADA TEACHER LICENSE INFORMATION

General Information
Effective January 1, 1998, those persons who apply and otherwise qualify for an initial license in the State of Nevada will be issued a three-year, non-renewable license.

- An applicant may only apply for two (2) license(s)/endorsement(s) for the initial application fee of $100.00.
- Endorsements which can be issued without course work provisions may be added to the license at any time during the three-year period. An additional endorsement application and $45.00 fee will be required.
- Endorsements which must be issued with provisions may only be added to the license during the first year. An additional endorsement application and $45.00 fee will be required.
- Additional endorsements added during the life of the license will carry the same expiration date as the original license.
- All provisions on the license (course work deficits, competency tests, etc.) must be removed by the expiration date of the license.
- The three-year, non-renewable license becomes invalid three years from the date of issuance. NO GRACE PERIOD WILL APPLY. If the holder of a non-renewable license has not removed all provisions by the date of expiration of the license, she may apply as a new applicant for an initial license only after all transitional requirements that were placed on the expired, non-renewable license have been met.
- Once all provisions of the non-renewable license have been removed, the license holder will become eligible to apply for a renewable license. An application for a renewable license and fee will be required.
- A five-year renewable license will be issued to applicants who qualify for a license that does not require provisions.
- Does not apply to applicants who are currently licensed as a substitute only and who are seeking a teaching or other degree-required non-teaching license.

All licenses for teachers and other educational personnel are granted by the Superintendent of Public Instruction who may issue a license to a qualified person as established by regulations adopted by the Commission on Professional Standards in Education (NRS 391.033).

Basic Requirements
The following requirements apply to all persons requesting licensing in the State of Nevada:

- An applicant must be a citizen of the United States or have filed a valid declaration to become a citizen or a valid petition for naturalization (NRS 391.060).
- Degree(s) and credits for courses must have been earned from a regionally accredited college or university.
- Foreign transcripts must be evaluated course-by-course and for degree equivalency by an approved evaluator service (listing available upon request) BEFORE application for licensing is made.
- A license may be issued based on an evaluation of the applicant’s official transcript(s) or per a reciprocal licensing agreement (see Licensing Reciprocation).

All applicants will be required to submit verification of completion of course work or pass the Commission-approved examination(s) in Nevada School Law, Nevada Constitution, and the U.S. Constitution, as well as competency testing examinations (see attached Informational Bulletin for information regarding required tests and possible exemptions) with the passing score established by the Department within three years from the date the license is issued.
APPLICATION PACKET

To apply for a teaching license in the State of Nevada, an applicant MUST SUBMIT
A COMPLETE APPLICATION PACKET to include the following:

✓ The completed application, signed and notarized, including the Child Support Disclosure form;
✓ Official transcript(s) for those post-secondary institutions attended where the required course work for licensure was completed. In order for transcript to be considered official, it must bear both the seal of the college/university and the registrar’s signature. (NO photocopies or FAXES will be accepted).
✓ Initial application fee of $100.00 – CHECK OR MONEY ORDER ONLY – payable to the Nevada Department of Education. Licensing applicants will be allowed to apply for no more than two (2) licenses/endorsements on an initial license. Additional areas may be requested at a cost of $45.00 EACH.
✓ Negative report of TB skin test or chest x-ray completed within the preceding 12 months and signed by a medical professional;
✓ Two completed fingerprint cards;
✓ Fingerprint authorization form, signed and dated; and, as applicable:
✓ Verification of prior teaching experience (form enclosed) to be used:
  a. In lieu of student teaching (see Miscellaneous Information for details).
  b. For purposes of reciprocity;
  c. When qualifying for an exemption from some competency testing;
  d. When teaching experience is required for obtaining an endorsement.
✓ Notarized copy of valid teaching credential(s) with validity dates spanning, at a minimum, the past three (3) years.
✓ If your transcript reflects “field experience” or “practicum” and it was your student teaching experience, written verification signed by the Dean of the College of Education MUST BE SUBMITTED indicating that the course (by name/number) reflected on the transcript is equivalent to student teaching and noting the grade level at which it was performed. The letter must be an original, on official letterhead. Applicants for k-12 PE must verify student teaching experience at both the elementary and secondary (or middle school) grades at the time of application.
  ✓ If you are applying for an endorsement in Counseling, verification of a school counseling practicum/grade level must be received following the same guidelines noted above.
✓ Applicants applying for a School Psychologist endorsement, who do not hold National certification, must verify (using above-noted guidelines) an internship in school psychology as outlined in NAC 391.319.1-3, or Section 5 from the corresponding licensing requirements.
✓ Copies of competency test (CBEST, NTE, and/or PRAXIS I and II) score reports and State-required test results you might have.
✓ For Secondary Occupational Endorsements (except Home Economics, Industrial Arts, and Technology Education): Verification of two years of work experience in the area of endorsement being requested.

If it is determined that you are not eligible for a license, deficiencies will be noted to you in writing. Requirements should be reviewed prior to applying.

The applicant must resubmit a new application packet and an additional fee if any miscellaneous items which are not received within a one (1) year period from the date of notification of the need for the additional items AND/OR if deficiencies to obtaining the license have not been corrected within one (1) year from the date of written notification.

THE APPLICATION FEE IS NON-REFUNDABLE
LICENSING RECIPROCITY

The Superintendent of Public Instruction, under state reciprocity, may issue a license to teach in the State of Nevada under the following conditions:

- Reciprocity of Special Education licenses applies to all states.
- Reciprocity for all other teaching areas (i.e., Elementary, Secondary, and Special) applies only to states that are members of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Contractual Agreement.
- Applicant holds a license or certificate that is current in the issuing state at the time of application for a license in Nevada.
- Applicant has a Bachelor’s degree conferred from an institution accredited by a regionally accrediting association.
- The license/certificate held in the issuing state is NOT:
  - A temporary permit, emergency, alternative, conditional license, multiple subject credential, or issued by examination.
  - A license/certificate that does not require a bachelor’s or higher degree.
  - A license/certificate that does not require professional education course work completed through a regionally accredited college or university.
  - A letter on entitlement issued by a state department of education, state, county, city or school district.
- The license/certificate and the area of endorsement from the issuing state must be at the same grade level and in a subject area approved by the Commission.
- The expiration date and conditions for renewing the license issued under this regulation will be the same as for other licenses issued by the Superintendent.

- The applicant must meet all other non-educational requirements of Nevada.
- The applicant has completed any post-baccalaureate study required by Nevada’s licensing regulations.
- The applicant, during three (3) of the past five (5) years immediately preceding application for licensing in Nevada held a professional license and satisfactorily served as an educator in the state for which a license was held and in an assignment matching the license and endorsement sought in Nevada (does not apply to Special Education reciprocity).

| The following is a listing of states whose licenses are honored under the NASDTEC agreement |
|-----------------------------------------------|-----------------------------|
| Alabama                                       | New Jersey                 |
| Arizona                                       | New Mexico                 |
| Arkansas                                      | New York                   |
| California                                    | North Carolina             |
| Colorado                                      | Oklahoma                   |
| Connecticut                                   | Oregon                     |
| Florida                                       | Pennsylvania               |
| Georgia                                       | Rhode Island               |
| Hawaii                                        | South Carolina             |
| Idaho                                         | Tennessee                  |
| Indiana                                       | Texas                      |
| Kentucky                                      | Utah                       |
| Maryland                                      | Virginia                   |
| Massachusetts                                 | Washington                 |
| Michigan                                      | Washington DC              |
| Mississippi                                   | West Virginia              |
| Montana                                       | Wyoming                     |
MISCELLANEOUS INFORMATION

TEACHING EXPERIENCE IN LIEU OF STUDENT TEACHING

Three (3) years of verified teaching experience in the area of requested license may be accepted as a substitute for student teaching if the applicant:

- Held a Bachelor’s Degree from a regionally accredited institution during the time the teaching experience occurred;
- Was under contract at the time the teaching experience took place;
- Teaching experience was at the same grade level for which a license is being applied (i.e., elementary or secondary);
- At least five periods were taught per school day for at least 180 days in each year of experience;
- WAS ELIGIBLE FOR REEMPLOYMENT IN THE SCHOOL DISTRICT IN WHICH THE EXPERIENCE OCCURRED; and
- Teaching experience took place in a school licensed by the State or accredited by the National accrediting association for private schools.

PROVISIONS

The Superintendent of Public Instruction may issue a provisional license/endorsement if any applicant has a deficiency of not more than six (6) semester hours of credit which do not encompass more than two required areas. (NOTE: This does not apply to student teaching or a substitute license.)

All course work requirements must be fulfilled by taking college/university course work and are not satisfiable by the completion of courses offered by a provider of continuing education or courses offered by a college/university as continuing education credit.

Need additional forms or requirements?

Visit our website at -

http://www.nsn.k12.nv.us/nvdoe

Questions?

Call our staff between the hours of 8:00 a.m. and 5:00 p.m. -

Carson City – (775) 687-9115
Las Vegas – (702) 486-6458

In person or by mail at –

Nevada Department of Education
Office of Teacher Licensing
700 E. 5th Street
Carson City, NV 89701

or

Nevada Department of Education
Office of Teacher Licensing
1820 E. Sahara Avenue, Suite 205
Las Vegas, NV 89194

SALARY FOR SERVICES RENDERED

A teacher or other employee for whom a license is required is not entitled to receive public school money as compensation for services rendered unless they hold a license at the time the services are rendered (NRS 391.170). Please check with your employer’s personnel department regarding what impact, if any, our processing time could have on your ability to start work and receive pay.
# Suggested Observation Schedule

<table>
<thead>
<tr>
<th>10 week Dual</th>
<th>16 week internships</th>
<th>Purpose of/Focus for Visit</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>1-2</td>
<td>Planning Session – complete intern calendars with dates for seminars, tentative dates for assuming full control, assignments, mid-term &amp; final evaluation – schedule supervisor’s visits</td>
<td>Intern, lead teacher, and supervisor</td>
</tr>
</tbody>
</table>
| **Week 2-4**   | 3 to 6              | a. Two observations of lessons-observations  
b. Review notebook, lesson plans, journal, checklist, etc.  
c. Two post-observation conference.  
d. Take forms for midterm evaluation and discuss with lead teacher | Intern, supervisor, (Opt. - lead teacher) |
| **Week 5**     | 7 or 8              | Midterm evaluation conference - no required observation - intern shall receive copies of completed evaluations - All Signatures As Required | Intern, lead teacher, and supervisor |
| **Week 6-9**   | 9 to 14             | a. Three observations of lessons- 
intern should be fully in charge during one  
b. Final review of notebook, lesson plans, journal, checklist, etc.  
c. Three post-observation conferences.  
d. Take forms for final evaluation and discuss with lead teacher. | Intern, supervisor, (Opt. - lead teacher) |
| **Week 10**    | 15 or 16            | Final evaluation conference - no observation required - intern shall receive copies of completed evaluations - All Signatures As Required | Intern, lead teacher, and supervisor |

**NOTE:** WINTER BREAK, SPRING BREAK, OFF-TRACK BREAKS. DO NOT COUNT TOWARD THE REQUIRED WEEKS.

Planning Session  
5 Observations  
Midterm  
Final  
= Per placement
INTERN INFORMATION SHEET
University of Nevada, Reno
College of Education
Student Intern Office

Note to interns: Please complete this form and give copies to your lead teacher(s) and supervisor at the first meeting with them.

Intern __________________________  Phone __________________________

Address __________________________________________________________
  City __________________________ Zip __________________________

High school attended _____________________________________________
  City __________________________ State __________________________

Colleges attended ________________________________________________

Major/minor/area of concentration __________________________________

Teaching license/endorsements desired _______________________________

Present university course enrollment __________________________________
                        __________________________________

Present employment ______________________________________________

Other time commitments, responsibilities, activities ______________________
                        __________________________________
                        __________________________________

Special interests, strengths, talents you bring to teaching ________________
                        __________________________________
                        __________________________________

If you are interning in more than one school:

Name of the other school ___________________________________________

Name of lead teacher, subject/grade __________________________________

Anything else you'd like for your lead teacher and supervisor to know about you:
INTERN'S PRE-OBSERVATION INFORMATION FOR SUPERVISOR
PLEASE COMPLETE THIS FORM AND GIVE IT TO THE SUPERVISOR
EITHER BEFORE OR AT THE TIME OF THE OBSERVATION, AS PRE-ARRANGED

Intern________________________________________ Date of visit____________________
School________________________________________ Lead teacher______________
Grade and subject_____________________________ Group size______________
Observation time______________________________ Conference time/location____________________

1. Lesson objective – LWD (learner will demonstrate) or SWBAT (student will be able to) that includes content and the desired measurable and/or observable student behavior. What will the students be able to do at the end of the lesson?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Teacher actions/strategies to be observed - what will the teacher do so that the students will meet the objective of the lesson?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Please indicate any special instructions for the supervisor such as problems of which to be aware, where to sit, specific things to observe, other. Have copies of materials being used available for the supervisor.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. At the conclusion of the observation, the lead teacher should be prepared to take over the class. The purpose of the post-observation conference between the supervisor and the intern is to identify, label, and discuss the intern's effective instructional behaviors. The conference lets the intern know what he/she has done, why it worked, and leads to more consistent use of effective instructional behaviors knowledgeably and on purpose.
# CLASSROOM OBSERVATION

**Rating Levels:**
- 4 - exceptional
- 3 - above standard
- 2 – meets standard
- 1 - below standard
- N/O – not observed

<table>
<thead>
<tr>
<th>Rating</th>
<th>Title</th>
<th>Comments/Recommendations</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Plans</td>
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<tr>
<td>✔️</td>
<td>Goals/Objectives</td>
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<td>✔️</td>
<td>Prerequisite Knowledge</td>
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<td>✔️</td>
<td>Procedures and activities</td>
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<tr>
<td>✔️</td>
<td>Materials and equipment</td>
<td></td>
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<tr>
<td>✔️</td>
<td>Assessment/Evaluation</td>
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<tr>
<td></td>
<td>Implementation of Plans</td>
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<tr>
<td>✔️</td>
<td>Objectives stated</td>
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<tr>
<td>✔️</td>
<td>Procedures and activities</td>
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<td>✔️</td>
<td>Directions and explanations</td>
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<tr>
<td>✔️</td>
<td>Materials and equipment</td>
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<td>Student Involvement</td>
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<tr>
<td>✔️</td>
<td>Ongoing assessment</td>
<td></td>
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<tr>
<td>✔️</td>
<td>Meets individual needs/interests</td>
<td></td>
</tr>
<tr>
<td>✔️</td>
<td>Knowledge of subject</td>
<td></td>
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<tr>
<td></td>
<td>Organization and Management</td>
<td></td>
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<tr>
<td>✔️</td>
<td>Housekeeping activities and routines</td>
<td></td>
</tr>
<tr>
<td>✔️</td>
<td>Builds positive self-concept</td>
<td></td>
</tr>
<tr>
<td>✔️</td>
<td>Provides for growth in self-direction</td>
<td></td>
</tr>
<tr>
<td>✔️</td>
<td>Pupils understand/observe behavior limits</td>
<td></td>
</tr>
<tr>
<td>✔️</td>
<td>Recognizes/responds to inappropriate behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Characteristics</td>
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<tr>
<td>✔️</td>
<td>Rapport</td>
<td></td>
</tr>
<tr>
<td>✔️</td>
<td>Professional appearance/demeanor</td>
<td></td>
</tr>
<tr>
<td>✔️</td>
<td>Documents self-assessment</td>
<td></td>
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<tr>
<td></td>
<td>Communication skills</td>
<td></td>
</tr>
</tbody>
</table>

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Student Date Observer Date
CLASSROOM OBSERVATION RATING CRITERIA

LESSON PLANS
GOALS/OBJECTIVES: concise, legible, realistic, matches curricular goals, desired performance is identified, reason for learning is stated, related to real world and school district curriculum.
PREREQUISITE KNOWLEDGE: lesson builds on previous learning experiences, identifies supporting evidence
PROCEDURES: match objectives, logically sequenced, age/ability appropriate, bridge to past and future learning, include extension activity
MATERIALS AND EQUIPMENT: appropriate and sufficient quantity, available, distribution/collection strategy stated
ASSESSMENT AND EQUIPMENT: matches objectives, assesses through guided and independent practice, criterion for successful completion established, evidence of accurate record keeping.

IMPLEMENTATION OF PLANS
OBJECTIVES STATED: stated initially, restated periodically, reviewed at end of lesson, includes what and why of objective
PROCEDURES AND ACTIVITIES: begins instruction on time, conducts beginning/ending review, maintains focus, provides for modeling and practice, circulates and assists, easy flow between activities, probes answers, requires reasoning
DIRECTIONS AND EXPLANATIONS: clear, concise, aware of student understanding, states behavioral expectations
STUDENT INVOLVEMENT: high on-task rate, high completion rate, changes activities at appropriate times, willing to change/delete activity if inappropriate, uses students to give examples and clarify, balance of participation among high, average and low achievers, effective use of wait time, involves those not inclined to participate, incorporates high level of thinking
ONGOING ASSESSMENT: solicits feedback often, students informed when feedback is appropriate, recognizes incorrect feedback and clarifies, identifies those who know and do not know
MEETS INDIVIDUAL NEEDS AND INTERESTS: provides for reteaching, remediation, and practice when necessary, provides enrichment
KNOWLEDGE OF SUBJECT TAUGHT: accurate in information giving, provides many examples, elaborates easily and accurately, evidence of dept of information

ORGANIZATION AND MANAGEMENT
HOUSEKEEPING ACTIVITIES AND ROUTINES: materials and equipment passed out smoothly, smooth movement between activities, those responsible for housekeeping already identified, handles completed work with ease, avoids wasted time
BUILDS POSITIVE SELF-CONCEPT: positive manner in giving feedback, sensitive to individual problems, consistent in correcting behavior orientation to discipline, shows appreciation of effort, lower anxiety levels, controls class reaction to misconduct
PROVIDES FOR GROWTH IN SELF-DIRECTION: involves pupils in planning, allows small group interaction, students work independently, open communication with pupils who need help with self-direction
PUPILS UNDERSTAND/OBSERVE BEHAVIOR LIMITS: states rules early, reviews when needed, misconduct stopped easily, systems for getting attention, consistent in setting limits, intervenes at appropriate times
RECOGNIZES/RESPONDS TO INAPPROPRIATE BEHAVIOR: effective attention getting devices, uses touch and glance effectively, deals with problems quickly and quietly, subtle and quit management

GENERAL CHARACTERISTICS
RAPPORT WITH PUPILS: pupils seek out student, evidence of respect, cooperation and helpfulness, pupils are responsive to student, elements of humanness, good listener
PROFESSIONAL APPEARANCE/DEMEANOR: professional dress appropriate for school environment, demonstrates positive attitude, shows initiative and interest, uses humor when appropriate, confident, good self-control when problem arises, adaptable and flexible in unexpected situations
DOCUMENTS SELF-ASSESSMENT/ACCEPTS CRITICISM: solution oriented vs. excuse oriented, initiates self-evaluation, reflective and realistic in self-analysis, accepts criticism with poise, solicits suggestions
COMMUNICATION SKILLS: uses correct verbal grammar, good penmanship with board writing, good writing skills, clear enunciation, uses appropriate volume, avoids slang

DESCRIPTION OF RATING LEVELS: To receive a particular score, the following criteria must be met
4 - EXCEPTIONAL: examines and satisfies all essential criteria, exemplary
3 - ABOVE STANDARD: examines and satisfies almost all essential criteria, competent
2 – MEETS STANDARD: examines and satisfies most essential criteria, satisfactory
1 – BELOW STANDARD: examines and satisfies some essential criteria, inadequate
APPENDIX I-E

EVALUATION OF SUPERVISOR BY LEAD TEACHER
University of Nevada, Reno
College of Education
Student Intern Office

SUPERVISOR ________________________________  SEMESTER/YEAR __________

Circle one: Dual   Elementary   Early Childhood   Special Education   Secondary

INSTRUCTIONS: For each of the items listed below, circle the appropriate indicator. The key to the rating scale is:

4 = Excellent   3 = Satisfactory   2 = Evaluator Concern   1 = Unsatisfactory   N/O = Not Observed

1. The supervisor generally met the expectations for supervisors as stated in the Internship Guide (see pgs. 15-18).  4 3 2 1 N/O
2. The supervisor was clear in stating expectations and helpful in developing the calendar for the semester.  4 3 2 1 N/O
3. The supervisor was available for me to ask questions and/or express any concerns I had about my role as lead teacher.  4 3 2 1 N/O
4. The supervisor respected and supported my boundaries, needs, and role as the classroom teacher without imposing or interfering.  4 3 2 1 N/O
5. The supervisor assisted with problem-solving if there were difficulties regarding the intern or placement.  4 3 2 1 N/O
6. The supervisor observed five times. (See Appendix 1-A)  4 3 2 1 N/O
7. The supervisor's observations resulted in post-observation conferences with the intern in which written and verbal feedback were provided.  4 3 2 1 N/O
8. The supervisor supported the intern's professional development and growth.  4 3 2 1 N/O
9. The supervisor discussed the intern's midterm and final evaluations with me prior to the evaluation sessions with the intern.  4 3 2 1 N/O
10. The supervisor fulfilled his or her responsibilities professionally and I would be willing to work with this supervisor again.  4 3 2 1 N/O

Completed by: ________________________________  Date: ________________

Please include any comments on the reverse.
If any Evaluator Concerns were indicated, please explain them on the reverse.

Thank you for your support and assistance this semester. Please return this evaluation form to:

Student Intern Office
College of Education/287
UNR; Reno, NV 89557
APPENDIX I-F

EVALUATION OF LEAD TEACHER BY SUPERVISOR

University of Nevada, Reno
College of Education
Student Intern Office

LEAD TEACHER______________________________  SEMESTER/YEAR__________

Circle one:  Dual  Elementary  Early Childhood  Special Education  Secondary

INSTRUCTIONS: For each of the items listed below, circle the appropriate indicator. The key to the rating scale is:

4 = Excellent  3 = Satisfactory  2 = Evaluator Concern  1 = Unsatisfactory  N/O = Not Observed

1. The lead teacher generally met the expectations for lead teachers as stated in the Internship Guide (see pgs. 10-14).  4  3  2  1  N/O

2. The lead teacher's expectations of the intern for teaching assignments, responsibilities, and other activities for the entire period of interning were clearly stated.  4  3  2  1  N/O

3. The lead teacher supported the intern's use of instructional methods and materials from UNR course work.  4  3  2  1  N/O

4. The lead teacher provided the circumstances in which the intern took total control of the classroom for at least the minimum number of required weeks.  4  3  2  1  N/O

5. The lead teacher observed the intern's teaching and provided written and verbal feedback a minimum of twice a week.  4  3  2  1  N/O

6. The lead teacher facilitated the intern's implementation and completion of required assignments listed in the Internship Guide.  4  3  2  1  N/O

7. The lead teacher assisted with problem-solving and consistently supported the intern's professional development and growth.  4  3  2  1  N/O

8. The lead teacher discussed the intern's midterm and final evaluations with me prior to the evaluation sessions with the intern.  4  3  2  1  N/O

9. The lead teacher was available for conferencing with the intern and/or me as needed.  4  3  2  1  N/O

10. The lead teacher fulfilled his or her responsibilities professionally and I would be willing to work with this lead teacher again.  4  3  2  1  N/O

Please include any comments on the reverse.
If any Evaluator Concerns were indicated, please explain them on the reverse.

Completed by:_________________________  Date:__________________

Thank you for your support and assistance this semester. Please return this evaluation form to:

Student Intern Office
College of Education/287
UNR; Reno, NV 89557

43
# Intern's Evaluation of Lead Teacher

**University of Nevada, Reno**  
**College of Education**  
**Student Intern Office**

<table>
<thead>
<tr>
<th>Lead Teacher/ School</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-------------</td>
</tr>
</tbody>
</table>

Circle one:  
- Dual  
- Elementary  
- Early Childhood  
- Special Education  
- Secondary

**INSTRUCTIONS:** For each of the items listed below, circle the appropriate indicator. The key to the rating scale is:

- 4 = Excellent  
- 3 = Satisfactory  
- 2 = Evaluator Concern  
- 1 = Unsatisfactory  
- N/O = Not Observed

The lead teacher:

1. Prepared the students (and parents as appropriate) for my arrival.  
   - 4  
   - 3  
   - 2  
   - 1  
   - N/O

2. Provided an orientation by introducing me to faculty and staff, school facilities, staff and student handbooks, and general school policies.  
   - 4  
   - 3  
   - 2  
   - 1  
   - N/O

3. Made me feel welcome, comfortable, and had adequate work space arranged for me.  
   - 4  
   - 3  
   - 2  
   - 1  
   - N/O

4. Had clearly stated expectations of me for teaching assignments, responsibilities, intern calendar, lines of authority, and other activities for the entire period of the internship.  
   - 4  
   - 3  
   - 2  
   - 1  
   - N/O

5. Personally demonstrated knowledge and use of appropriate and effective classroom management skills and strategies.  
   - 4  
   - 3  
   - 2  
   - 1  
   - N/O

6. Supported me with classroom management.  
   - 4  
   - 3  
   - 2  
   - 1  
   - N/O

7. Personally used a variety of teaching strategies to support individual learning styles.  
   - 4  
   - 3  
   - 2  
   - 1  
   - N/O

8. Personally encouraged and facilitated active involvement of students in the learning process.  
   - 4  
   - 3  
   - 2  
   - 1  
   - N/O

9. Personally demonstrated a positive attitude with all students and was sensitive to individual differences that included gender, culture, ethnicity, and special needs.  
   - 4  
   - 3  
   - 2  
   - 1  
   - N/O

10. Personally demonstrated knowledge and use of current, applicable school and/or district curriculum and materials.  
    - 4  
    - 3  
    - 2  
    - 1  
    - N/O

11. Supported my use of instructional methods and materials from UNR course work.  
    - 4  
    - 3  
    - 2  
    - 1  
    - N/O

12. Assisted me in finding teaching materials and developing lessons plans appropriate for the students.  
    - 4  
    - 3  
    - 2  
    - 1  
    - N/O

13. Asked for, reviewed, and provided constructive criticism about my lesson plans & substitute plans so I could improve them before I taught.  
    - 4  
    - 3  
    - 2  
    - 1  
    - N/O
14. Allowed me to teach, try ideas and take some risks, and even make reasonable mistakes without undue intervention. 4 3 2 1 N/O
15. Guided and supported my transition from partial to full responsibility for the classes. 4 3 2 1 N/O
16. Provided the circumstances in which I took total control of the classroom for at least the required minimum number of weeks. 4 3 2 1 N/O
17. Observed me and provided written and verbal feedback and guidance a minimum of twice a week. 4 3 2 1 N/O
18. Facilitated the implementation and completion of my required assignments listed in the Internship Guide. 4 3 2 1 N/O
19. Assisted me with problem-solving and consistently supported my professional development and growth. 4 3 2 1 N/O
20. Discussed my midterm and final evaluations with me during evaluation sessions as expected. 4 3 2 1 N/O
21. Was available for conferencing with me and/or my supervisor. 4 3 2 1 N/O
22. Relieved me from teaching to conference with my supervisor after observation 4 3 2 1 N/O
23. Consistently modeled and promoted professionalism. 4 3 2 1 N/O
24. Personally sought growth as a teacher and shared his or her ideas and materials with me. 4 3 2 1 N/O
25. Provided me with a variety of experiences which resulted in a quality internship for me. 4 3 2 1 N/O
26. Fulfilled his or her responsibilities professionally and I recommend this lead teacher for future interns. 4 3 2 1 N/O

Describe the strong points of the lead teacher as he or she prepared you for teaching:

Describe how you feel the lead teacher could improve his or her supervision of interns:

If any Evaluator Concerns were indicated, please explain them on the reverse.

Evaluation completed by ___________________________ Date: ____________________

Please return the completed form to: Student Intern Office
College of Education/287
UNR; Reno, NV 89557
INTERN'S EVALUATION OF SUPERVISOR

University of Nevada, Reno
College of Education
Student Intern Office

SUPERVISOR__________________________ SEMESTER/YEAR__________

Circle one: Dual Elementary Early Childhood Special Education Secondary

INSTRUCTIONS: For each of the items listed below, circle the appropriate indicator. The key to the rating scale is:

4 = Excellent  3 = Satisfactory  2 = Evaluator Concern  1 = Unsatisfactory  N/O = Not Observed

The supervisor:

1. Generally met the expectations for supervisors as stated in the Internship Guide (see pp. 15).  4 3 2 1 N/O
2. Was clear in stating expectations, helpful in developing the calendar for the semester, and served as a leader for my internship.  4 3 2 1 N/O
3. Helped me with problem-solving if I ran into difficulties.  4 3 2 1 N/O
4. Observed five times. (See Appendix IA)  4 3 2 1 N/O
5. Visited me as scheduled, met with me in post-observation conferences, and provided me with written and verbal feedback.  4 3 2 1 N/O
6. Checked my lesson plans, journal, and other work regularly and kept my assignment checklist sign-offs up-to-date.  4 3 2 1 N/O
7. Was knowledgeable about current teaching theory and practice.  4 3 2 1 N/O
8. Respected and supported the boundaries, needs, and role of my lead teacher without imposing or interfering.  4 3 2 1 N/O
9. Discussed my midterm and final evaluations with me during evaluation sessions as expected.  4 3 2 1 N/O
10. Fulfilled his or her responsibilities professionally and I recommend this supervisor for future interns.  4 3 2 1 N/O

On the reverse side, please describe a) the strong points of the supervisor and b) how you feel the supervisor could improve his or her supervision of interns. If any Evaluator Concerns about the supervisor were indicated, please explain them.

Evaluation completed by ___________________________ Date: ________________

Please return this evaluation form to:  Student Intern Office
College of Education/287
UNR; Reno, NV 89557
### PERFORMANCE IMPROVEMENT RECORD

<table>
<thead>
<tr>
<th>Date</th>
<th>Intern’s name</th>
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<table>
<thead>
<tr>
<th>School</th>
<th>Cooperating Teacher</th>
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<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Supervisor</th>
</tr>
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</tbody>
</table>

#### 1. Conference designed to improve performance and competencies

**Description of the problem:**

- Agreed upon solution:

- Action to be taken by the Intern:

- Action to be taken by Cooperating Teacher:

- Action to be taken by Supervisor:

- Date/Time action implementation

- Intern’s comments:

---

**Signature:**

<table>
<thead>
<tr>
<th>Intern</th>
<th>Supervisor</th>
<th>Lead Teacher</th>
<th>Director of Field Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Follow-up conference to evaluate intern’s remediation of concerns identified in Performance Improvement Record and to determine status of intern.

Date: ___________________________

Describe action taken by student (attach documentation)

Satisfactory__________    Unsatisfactory__________

Recommendation

1. Continue with internship
2. Reassignment
3. Suspension
4. Termination of internship
5. Incomplete

☐ Drop
☐ Administrative Drop
☐ Withdraw passing
☐ Withdraw failing

Supervisor’s comments:______________

Cooperating teacher’s comments:______________

Intern’s comments:______________

________________________________________
Intern

________________________________________
Supervisor

________________________________________
Lead Teacher

________________________________________
Building Administrator

________________________________________
Director of Field Experiences
CODE OF ETHICS OF THE EDUCATION PROFESSION

Adopted By
1985 Representative Assembly
National Education Association

PREAMBLE

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standard.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

PRINCIPLE I
Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
   a. Exclude any student from participation in any program.
   b. Deny benefits to any student.
   c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

**PRINCIPLE II**

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

2. Shall not misrepresent his/her professional qualifications.

3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attributes.

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a non-educator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

7. Shall not knowingly make false or malicious statements about a colleague.

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

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In collaboration with your lead teacher and supervisor, develop your intern calendar. Send a copy of the intern calendar to the Director of Field Experience by the end of the second week of internship.

The following elements should appear on your calendar (see your internship guides for more details):

- Start date—this is the date teachers must report back to school
- Orientation at school site
- 5 mandatory seminars with substitute plans each
- Co-teaching and gradual assumption of teaching responsibilities—list subjects/class periods
- At least four weeks of full control for elementary, special education and secondary interns or three in each placement for dual interns
- Control of class gradually returned to lead teacher
- Observations of other classroom teachers—schedule throughout internship
- Mid-term evaluation meeting with lead teacher and supervisor
- Final evaluation meeting with lead teacher and supervisor
- Target dates for completion of each assignment
- Observation and conference schedule with supervisor
- Holidays observed by school district
- Finish date—winter, spring, and off track breaks do not count towards the required weeks
- Finish date (last day of the internship)

Please give careful thoughts as you develop the intern calendar. It should clearly convey the expected time frames for key elements in your internship. Avoid any misunderstandings! Develop your intern calendar collaboratively—you and your lead teacher and supervise must be in agreement. Here is a suggested format:

**INTERN CALENDAR**

(YOUR NAME) 16 (or 10) week placement

Lead Teacher Supervisor

<table>
<thead>
<tr>
<th>Week</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>be brief/use key phrases</td>
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</tbody>
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