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

PART III
SECONDARY INTERNSHIPS

10 WEEK (DUAL) AND 16 WEEK PLACEMENTS

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SPECIFIC ASSIGNMENTS
FOR ALL SECONDARY INTERNS

THESE REQUIREMENTS ARE TO BE COMPLETED BY ALL SECONDARY INTERNS IN BOTH 16 WEEK AND DUAL 10 WEEK PLACEMENTS.

INTERN CALENDAR - Develop an internship calendar in collaboration with your lead teacher and supervisor (see General Policy and Procedures Part I for more details) and turn in a copy to the Director of Field Experiences.

INTERNSHIP NOTEBOOK - Develop an internship notebook (2" or 3" binder recommended) that includes the following divisions, separated with index dividers and labeled:

• WEEKLY SCHEDULE OF CLASSES. A copy of this should be turned in to the university supervisor as soon as possible after you begin. Be sure to update this for your supervisor when any changes are necessary in the schedule. This will enable the supervisor to schedule visits to your school at times when you will be teaching. Be sure to notify your supervisor when plans change, particularly when the supervisor has a scheduled observation with you.

• LESSON PLANS. This section should include plans of units you develop as well as plans for all lessons you teach.

• CURRICULAR MATERIALS. This section should include materials and suggestions obtained from your lead teacher as well as from any other sources.

• MEETINGS AND CONFERENCES. Include notes from faculty meetings, extracurricular activity meetings, and parent conferences that you attend and/or conduct.

• OBSERVATIONS AND EVALUATIONS. Include written feedback from your lead teacher, supervisor and principal (if he or she observes you). Also include the copies of your midterm and final evaluations in this section.

The internship notebook should be kept up-to-date and available for review by the supervisor during his or her visits. The notebook will have a final review by your supervisor at the end of your internship and will be returned to you.

REFLECTIONS JOURNAL - You are required to maintain a journal or log throughout your internship experience. You should make a minimum of two entries a week but preferably one every day.

The purpose of the reflections journal is to provide you with a formal means of reflecting upon your internship experiences and to communicate with your lead teacher and supervisor. The journal should be available for review by your lead teacher and supervisor. Both your lead teacher and supervisor may use your journal for communicating with you.
**INTERNSHIPS ORIENTATION CHECKLIST** - Complete the "Internship Orientation Checklist" (see Appendix III-B) within the first week of your internship.

**INTERN OBSERVES AND TAKES NOTES FOR REFLECTIONS JOURNAL** - Interns begin by observing their lead teacher teach the classes they will be teaching. During these observations, take notes and record questions, reactions, feelings, etc. in your reflections journal.

- Teacher’s lesson objective and/or the skill to be taught.
- Ways the teacher helps the learners draw upon their previous experience.
- Strategies the teacher uses to achieve the lesson’s objectives (i.e., lecture, inquiry, group discussion, role playing, demonstration, direct experience, audio/visual, etc.).
- Methods the teacher uses to actively involve the students in the lesson.
- Types of questions and task-related comments asked by the teacher, noting the various levels of questioning.
- Manner in which the teacher checks for understanding and supervises guided and independent practice.
- Types of assignments for the students and the amount of time allowed for each.
- Classroom management techniques.

**LESSON PLANS** - Detailed lesson plans are expected at the beginning of the internship. See format sheet plan format. The content of a detailed lesson plan must be such that another educator can read, understand, and teach from it. (see Appendix III-E)

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 desired learner objectives and how the objectives are to be reached, both through planning and implementation of the plans, the student teacher 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.

**ASSUMING TEACHING RESPONSIBILITIES** - By the fourth or fifth day of your internship experience, begin teaching lessons in class periods/subject areas designated by your lead teacher.

Gradually become responsible for one complete class period/subject area at a time. This schedule of assuming teaching responsibility will be determined collaboratively by you, your lead teacher and supervisor.
TIMETABLE - Individual timetables will be arranged by the intern, lead teacher, and supervisor and recorded on the intern calendar. The specific timetable for assuming full teaching responsibilities will vary. A suggested schedule for 16 week interns might include:

- one week of observations, practice and individual tutoring;
- fourteen weeks of lessons addressing a variety of concepts and complexity with increased number of class period each day.
- one week with lessons addressing a variety of concepts as control is gradually returned to the lead teacher.

TOTAL CONTROL - You must be totally in charge of the classroom. It is to your advantage if you are able to do so for as many weeks as possible. However, a collaborative decision by you, the lead teacher, and your supervisor should be made as to when you are ready and recorded on the intern calendar.

The main goal behind the requirement of "total control" is to provide you with as realistic an experience as possible.

BY NO MEANS IS THE LEAD TEACHER ASKED TO DISAPPEAR AT THIS TIME, BUT RATHER IS ASKED TO WORK BEHIND THE SCENES TO MAKE SURE THAT YOU ARE PROGRESSING ADEQUATELY AND THAT YOU ARE MAINTAINING AN ORDERLY AND EFFECTIVE LEARNING SITUATION THAT MEETS THE EXPECTATIONS AND STANDARDS OF THE LEAD TEACHER.

One way for your lead teacher to feel comfortable about deciding when you are ready to take over the class full time is for him or her to act as an aide to you. The lead teacher can observe first hand that you are able to manage the overall daily responsibilities.

Once you are ready for total control, the lead teacher should remain in close contact with you throughout the day to monitor the progress of students in the class and your performance. The lead teacher should make formal observations and conduct post-observation conferences with you during the time you have total control. When he or she is in the room, the students should come to you for everything. You should not hesitate to continue to use the lead teacher as a resource for ideas and materials, even when you are in full control of all classes.

You will be responsible for all planning, teaching, student evaluation, classroom management, and discipline. This includes everything within the realm of your lead teacher’s responsibilities. You will want to use this time to experiment with recently learned methods or strategies from your UNR coursework - but it will need to be done within the general structure of the classroom.

As you feel more confident about accepting full teaching responsibilities, you may begin focusing more on student responses and individual learner needs. Reflective journal entries during this time may include some of your observations on the following:

- Types of student responses.
- Extent of participation of individual students in class discussion.
- Tendencies of individual students to dominate the discussion.
- Tendency of students to engage in irrelevant activities or to tease classmates.
- Types of questions asked by students.
- Nature of observable disabilities.
- Speech or language problems of students.
- Diversity of students in the class.
- The nature and extent of displayed interest by students in a subject or lesson.
- The nature and extent of students' learning abilities for a particular subject or lesson.

The transition of responsibilities back to the lead teacher is very important. Students need to be provided with a sense of continuity and the lead teacher will need the opportunity to re-establish himself or herself with the students.

OBSERVATIONS IN OTHER CLASSROOMS AND SCHOOLS - During the internship, the intern may observe in various classrooms of the same school or in different schools. The observation schedule should be developed by the intern and supervisor, with input from the lead teacher and recorded on the intern calendar.

For each observation, the intern should document the observation on the "Verification of Other Classroom Observations" form found in Appendix III-C, as well as writing a reflections journal entry for each.

Interns are to be actively engaged for the entire school day for the entire number of days and weeks required for the internship. The internship is NOT finished when the total control portion of the internship is finished. The intern is expected to either be a) teaching, b) assisting the lead teacher, or c) observing in other classrooms during the last week as the lead teacher takes back full control of the classroom.

ATTENDANCE AT SCHOOL MEETINGS - Accompany the lead teacher to all faculty meetings, parent-teacher meetings and any other extracurricular activity meetings. Notes from and reactions to these meetings should be included in Section D of your Internship Notebook.

PARENT-TEACHER CONFERENCES - With the permission of the principal and your lead teacher, conduct two parent-teacher conferences. Write a brief report of each and include them in Section D of your Internship Notebook.

TEACHER DUTIES - Shadow your lead teacher and carry out as many teacher duties as possible throughout the internship, with notes about the experiences included in your reflections journal. You may serve as the substitute teacher for your lead teacher if he or she is absent from school, if you hold a state and district substitute license (see part I for more details).

SECONDARY ASSIGNMENTS CHECKLIST - The Secondary Assignment Checklist (see Appendix III -D) should be used as a guide for your progress with these assignments. It should be
readily available for your supervisor each time he or she visits. There should be apparent progress made as documented by the dates when your supervisor signs off that assignment which has been completed. Record tentative dates for completion of assignments on the intern calendar.

A photocopy of the completed and signed Secondary Assignments Checklist should be sent to the Student Intern Office with your Student Internship Evaluation (Appendix III-A) reports.

**SELF-EVALUATION** - Write a self-evaluation of a minimum of two typed pages at the end of the internship experience. Use your reflections journal as the foundation for your self-evaluation.

The self-evaluation is a summary of your overall experience and your strengths as well as your needs for improvement as you personally evaluate them. Include any reflections you choose to make.

The self-evaluation should be submitted to your supervisor at your final evaluation meeting with your lead teacher and supervisor.

A copy of your self-evaluation should be sent to the of Student Intern Office with your Student Internship Evaluation (Appendix III-A) reports.
STUDENT INTERNSHIP EVALUATION

University of Nevada, Reno
College of Education
Student Intern Office

SECONDARY

CIRCLE ONE: 1st TEN WEEKS (Dual) 2nd TEN WEEKS (Dual) 16 WEEKS

CIRCLE ONE: MIDTERM EVALUATION FINAL EVALUATION

Student Teacher ___________________________ Date: ________________

Lead Teacher ___________________________ Lead Teacher ____________

Supervisor ___________________________ Completed by ________________

Due Dates: 10 week dual midterm evaluations are due Friday of the 5th week
10 week dual final evaluations are due Friday of the 10th week
Midterm and final evaluations are due for each of the two 10 week internships
16 week midterm evaluations are due Friday of the 8th week
16 week final evaluations are due Friday of the 16th week

Individual evaluation forms should be completed by each lead teacher and by the supervisor.
It is suggested that the intern also complete an evaluation as a means of self assessment.

EVALUATION - Please initial the appropriate statement:

Grade is: ______SATISFACTORY ______UNSATISFACTORY

Progress on Assignment checklist is ______SATISFACTORY______UNSATISFACTORY

SIGNATURES:

Intern’s signature Date

Lead teacher Date

Supervisor Date

Please send completed and signed evaluations to:

Student Intern Office
College of Education/287
University of Nevada, Reno
Reno, NV 89557-0212
INTERN EVALUATION
Secondary Education
College of Education
University of Nevada, Reno

Student Grade: Satisfactory ____________ Unsatisfactory _____________

Intern: ____________________________ Date: ______________________

Cooperating Teacher: ____________________________

University Supervisor: ____________________________

Completed by: ____________________________

Planning: (This area includes: the intern’s preparation of daily lesson plans which reflect appropriate learning objectives, sequences of instruction, pacing of instruction, and evaluation procedures; provisions for individual learner differences in both learning style and ability; advanced planning; well-conceived short and long range plans; and, fair and consistent grading procedures.)

Teaching: (This includes: the intern’s appropriate use of a variety of teaching strategies and instructional media; effective work with large and small groups; recognition of need for re-teaching; flexibility and adaptation; flexibility and adaptation of instruction to changing applications of the lesson being taught.)
Evaluation:  (This area includes:  the intern’s use of questioning to determine levels of student understanding; development of tests and other evaluation devices; and implementation of grading procedures.)

Classroom Management:  (This area includes the intern’s planning to prevent problems before they arise; ability to diagnose and effectively react to student behavioral problems; management of his or her own students’ time; management of equipment and supplies; attention to the classroom’s physical elements such as temperature, lighting, and seating arrangements; and, maintenance of records.)

Professional Responsibilities:  (This area includes:  appropriate dress; interaction with parents and other school staff; maintenance of confidentiality; non-defensive response to constructive feedback; willingness to accept responsibility; involvement in professional organizations and school activities; and, grammatical accuracy in all oral and written communications.)
# INTERNSHIP ORIENTATION CHECKLIST

(Note: To be completed during first week of internship)

University of Nevada, Reno  
College of Education  
Student Intern Office

Name ____________________________  Semester/Year ________

Lead Teacher ______________________  School __________________________

<table>
<thead>
<tr>
<th>DATE COMPLETED</th>
<th>ACTIVITIES</th>
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<tr>
<td>____________</td>
<td>1. Had tour of school.</td>
</tr>
<tr>
<td>____________</td>
<td>2. Met school administration.</td>
</tr>
<tr>
<td>____________</td>
<td>3. Met support staff personnel including librarian, counselors, school nurse, secretaries, and custodians.</td>
</tr>
<tr>
<td>____________</td>
<td>4. Met other teachers.</td>
</tr>
<tr>
<td>____________</td>
<td>5. Discussed with lead teacher the general characteristics of the neighborhoods and socio-economic backgrounds of families from which the students come.</td>
</tr>
<tr>
<td>____________</td>
<td>6. Reviewed policies and procedures in faculty handbook.</td>
</tr>
<tr>
<td>____________</td>
<td>7. Reviewed policies and procedures in student handbook.</td>
</tr>
<tr>
<td>____________</td>
<td>8. Discussed discipline policies with lead teacher.</td>
</tr>
<tr>
<td>____________</td>
<td>9. Reviewed forms used in the school with lead teacher.</td>
</tr>
<tr>
<td>____________</td>
<td>10. Learned procedures for requesting audio-visual equipment and other materials.</td>
</tr>
<tr>
<td>____________</td>
<td>11. Became acquainted with the library and other resource facilities.</td>
</tr>
<tr>
<td>____________</td>
<td>12. Reviewed grading and report card procedures with lead teacher.</td>
</tr>
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Please list other orientation activities provided for you:
VERIFICATION OF OTHER CLASSROOM OBSERVATIONS
University of Nevada, Reno
College of Education
Student Intern Office

Name_________________________________________ Semester/Year_______

The observation schedule is determined by the intern and supervisor, with input from the lead teacher. There is no required number of observations to complete; rather, the observations should meet the skills and needs of each individual intern.

SCHOOL, CLASSROOM AND TEACHER VISITED DATE AND TEACHER'S SIGNATURE

Please print:
1.__________________________________________
2.__________________________________________
3.__________________________________________
4.__________________________________________
5.__________________________________________
6.__________________________________________
7.__________________________________________
8.__________________________________________
9.__________________________________________
10.__________________________________________

A journal entry should be completed for each observation.
# SECONDARY ASSIGNMENTS CHECKLIST

**NAME: ______________________________**

The supervisor is asked to please date and initial assignments as they are completed by the intern.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DATE COMPLETED</th>
<th>SUPERVISOR'S INITIAL</th>
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<tbody>
<tr>
<td>1. Developed an Intern Calendar with copy to the Director</td>
<td>_____________</td>
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<tr>
<td>2. Maintained Internship Notebook with identified sections</td>
<td>_____________</td>
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<tr>
<td>3. Maintained a weekly reflections journal</td>
<td>_____________</td>
<td>______</td>
</tr>
<tr>
<td>4. Completed the Internship Orientation Checklist</td>
<td>_____________</td>
<td>______</td>
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<tr>
<td>5. Taught, assisted the lead teacher, and/or observed in other classrooms</td>
<td>_____________</td>
<td>______</td>
</tr>
<tr>
<td>6. Attended appropriate faculty, parent-teacher, and extra-curricular</td>
<td>_____________</td>
<td>______</td>
</tr>
<tr>
<td>7. Carried out teacher duties with or under the direction of the lead</td>
<td>_____________</td>
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<tr>
<td>8. Completed a minimum two page typed self-evaluation at the end of the</td>
<td>_____________</td>
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<tr>
<td>9. Attended mandatory seminars and prepared substitute lesson plans for</td>
<td>_____________</td>
<td>______</td>
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<tr>
<td>10. All assignments and this checklist completed and signed off.</td>
<td>_____________</td>
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A photocopy of the completed and signed checklist should be sent to the Student Intern Office with the final Student Teaching Internship Evaluation reports.
LESSON PLAN FORMAT

The following elements are to be included in the lesson plan. The format is intended to cause you to think through the problem of developing lesson activities that have strong potential for helping students effectively learn that which you intend to teach. For the novice, a fully developed written plan serves as a powerful thinking tool. Thus, you are required to produce detailed responses to each of the items below. There is no specific form that you must follow. The requirement is that the plan deals sufficiently with each of the elements that follow:

- A description of the curricular goals to which the lesson is related: i.e., this lesson critical to students developing a working understanding of scientific method (the goal to which a lesson on developing hypotheses would be related).

- A description of the lesson’s objective(s): example following a lesson demonstrating how hypotheses are developed from observation, students demonstrate understanding of hypothesis development by drawing two valid hypotheses following careful observation of the behavior of animals dwelling in a pond.

- A step by step description of each of the activities that make up the lesson. Clearly explain each facet of each activity both in terms of what the teacher will be doing and what the students will be doing.

- A rationale for the activities. Explain here, as best as you can, how the activities, as you have designed them, will effectively move students toward achievement of lesson objectives.

- A description of how you will assess whether or not students have achieved what the objective(s) predict they will. In other words, in a formal or informal manner, what will you do to determine whether the lesson has succeeded in doing what it was intended to do.