

Brigham Young University Teacher Preparation Program
University Council on Teacher Education
Office of Field Services

*Policies and Procedures Handbook for
Student Teaching and Internships*



Supported by
David O. McKay School of Education
Center for the Improvement of Teacher Education and
Schooling
Brigham Young University-Public School Partnership
Partners in Teacher Education and Schooling

POLICIES and PROCEDURES HANDBOOK for STUDENT TEACHING and INTERNSHIPS

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POLICIES AND PROCEDURES HANDBOOK: Student Teaching and Internships
Field Services Office
Brigham Young University
Dr. Margaret F. Ostlund, Director

Policies and procedures outlined in this handbook apply to Student Teaching and Internship experiences arranged by the Field Services Office within the Center for the Improvement of Teacher Education and Schooling (CITES) at Brigham Young University (BYU). CITES in conjunction with the McKay School of Education (MSED) supports teacher education programs in Elementary Education, Early Childhood Education, Secondary Education, and Special Education. All field experiences associated with these programs incorporate standards established by the Teacher Licensing Office of the Utah State Office of Education (USOE), the National Council of Accreditation for Teacher Education (NCATE) and the Interstate New Teacher Assessment and Support Consortium (INTASC), as well as standards outlined by other relevant professional associations.

FIELD SERVICES OFFICE

The Field Services Office functions as a division of Brigham Young University's Center for Improvement of Teacher Education and Schooling (CITES). CITES unites the David O. McKay School of Education with five BYU-Public School Partnership Districts and eight BYU Colleges of Arts and Sciences. Field Services collaborates with faculties and administrators from these three constituencies to provide the culminating professional experience for prospective teachers. Each year Field Services places approximately 1000 prospective teachers at diverse BYU-Public School Partnership sites, as well as some national and international sites, to complete student teaching or an internship in preparation for a BYU bachelor's degree and a Utah State Office of Education teaching license.

Policies established by the CITES Governing Board, the Partnership superintendents and deans, provide a solid foundation for cooperative teacher preparation and enrichment of schooling. Field Services, BYU departmental representatives and school administrators and faculty meet regularly in a variety of advisory and decision-making councils. Within these joint leadership councils and during the daily interactions in school/university settings the mutual goals of excellence in schools and preparation for teachers are promoted.

MISSION OF BYU FIELD SERVICES

The mission of Field Services at Brigham Young University is to support BYU teacher educators, teacher candidates and the BYU-Public School Partnership administrators and teachers in their quest to promote quality schools and excellence in teacher preparation. This mission is accomplished by facilitating opportunities for teacher candidates to attain professional growth through internships and student teaching designed to have candidates interact with exceptional students and students from different ethnic, racial, gender, socioeconomic, language and religious groups.

INTRODUCTION

Teaching majors at Brigham Young University, in order to meet requirements for graduation and a Utah teaching license, must participate in the capstone experience of a one-semester student teaching assignment or a year-long internship. Student teaching and internships bring together the knowledge, skills and dispositions students have acquired in their prior course work and allows these prospective teachers to make application in a classroom setting. These field experiences which support successful preparation programs for future teachers at Brigham Young University incorporate the aims and purposes listed below:

- Knowledge:** to provide students with additional opportunities to link the theoretical knowledge obtained from university courses with the knowledge gained from earlier practicum experiences in culturally diverse settings
- Skills:** to apply the knowledge component of field experience to controlled teaching environments through the promotion of basic teaching skills and strategies and the incorporation of these skills and strategies into planned teaching/learning experiences
- Dispositions:** to further develop in students a professional approach to teaching that embraces sensitivity towards the needs of individual students, sound ethical principles, and a readiness to critically evaluate and assimilate worthwhile educational innovations

Student growth and preparation based on the above aims, i.e. demonstration of knowledge, skills and dispositions, are assessed based on Interstate New Teacher Assessment and Support Consortium (INTASC) performance-based standards. (INTASC, 1993, p. 3):

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self motivation.
6. The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

The Interstate New Teacher Assessment and Support Consortium (INTASC) is a consortium of state agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers.

Teacher education at Brigham Young University also aligns with the following standards established by the National Council for Accreditation of Teacher Education (NCATE):

1. Field Experiences, including student teaching and internships, which provide candidates with opportunities to:
 - Relate principles and theories from the conceptual framework(s) to actual practice in classroom and schools;
 - Create meaningful learning experiences for all students;
 - Study and practice in a variety of communities with students of different ages and with culturally diverse and exceptional populations.
2. Field experiences that encourage reflection by candidates and include feedback from higher education faculty, school faculty and peers.
3. Student teaching and internship experiences which are sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing.

SECTION I

PREPARATION FOR STUDENT TEACHING/INTERNSHIPS

All teaching majors make application for student teaching or internships during the semester prior to the student teaching or internship semester/year. **Deadlines for application are:**

Fall Semester: January 31
Winter Semester: September 30

Applications may be completed and downloaded from the Field Services website:
<http://education.byu.edu/fieldservices>.

All applicants must:

- Complete all other required coursework for graduation and teacher licensing (or have department approval for an exception).
- Maintain a cumulative GPA of 2.85 with no grade lower than C- in the major.
- Complete an FBI background check.
- Submit an application and pay fees during the first month of the semester prior to student teaching or an internship.
- Meet with a major advisor to apply for graduation, verifying that all coursework requirements will be met prior to student teaching or an internship; obtain a graduation application to submit to the licensing coordinator.
- Meet with the licensing coordinator, 120 MCKB, to apply for a Utah State Office of Education teaching license.
- Obtain a signature from the faculty supervisor verifying that successful teaching was demonstrated during practica, all other professional qualifications have been met and approval is given to apply for student teaching or an internship.

Intern applicants must also:

- Complete an *Intern Clearance Form* available from the major supervisor or the Field Services Office and obtain the following signatures:
 1. Major advisement center, indicating that all graduation requirements except student teaching will be completed prior to the internship
 2. Licensing coordinator in 120 MCKB, indicating that all licensing requirements except student teaching will be completed prior to the internship.
 3. Major department supervisor, recommending the applicant on the basis of teaching, performance and professionalism.
- Follow the hiring guidelines below as outlined for each department:

Elementary Education: Attend a District Information Meeting and sign for an interview appointment with one district. If an internship does not result from the first interview, contact the Field Services Office, 120 MCKB, to make an appointment for a second round of interviews. Applicants who do not receive an internship are encouraged to remain on an alternate list to be notified regarding internship opportunities as they become available.

Early Childhood Education (ECE) and ECE/EL ED Dual Majors: ECE and ECE/EL ED dual majors may apply for an internship following the process above under *Elementary Education*. Prior to the internship they must have completed the Kindergarten/Pre-K one-block student teaching requirement; the year-long internship will satisfy the one-block student teaching requirement in a primary grade (1-3).

Secondary Education: Contact the supervisor to obtain information regarding available internships and receive permission to schedule an interview with the school(s). Report the results of the interview(s) to the supervisor.

- Sign a contract as required by the district and honor all employment requirements for the full school year.
- Schedule pre-internship preparation sessions with the school facilitator. During these sessions the intern will study school policies and state/district curriculum guidelines, as well as make specific preparations for classroom teaching.

Interns will spend a minimum of 30 hours in preparation at the school site prior to the beginning of school. They must not take summer school classes.

NOTE: Applicants who do not receive an internship will be assigned to a student teaching site by the supervisor.

Student teaching options:

One of the following options will satisfy the student teaching requirement for BYU graduation and qualification for a Utah State Office of Education teaching license:

- Local student teaching for one semester in a BYU-Public School Partnership school, usually in one of the five partnership districts: Alpine, Jordan, Nebo, Provo, Wasatch or the Salt Lake Urban program.
- Internship in one of the BYU-Public School Partnership districts for one year with half salary, full benefits and a mentored first year of teaching.
- Student teaching for one semester at one of the approved sites in the BYU International or National Student Teaching Programs: Mexico; South Pacific; Houston, TX; Washington, DC.

SECTION II

STUDENT TEACHING GUIDELINES AND POLICIES

Overview of Roles

Student Teacher

- Check the Field Services website (<http://education.byu.edu/fieldservices>) to obtain the following information:
 1. District Assignments
 2. Locations for first day of semester orientationsThis information will be available after the following dates:

Fall Semester assignments:	March 31
Winter Semester assignments:	November 30
- Attend the mandatory first day of semester orientation. **Failure to report may necessitate a delay in student teaching until a later semester.**
- Report to the assigned partnership school to begin student teaching on the second day of the semester.
- Successfully complete student teaching, including:
 1. INTASC portfolio
 2. Teacher work samples
 3. Satisfactory evaluations from the mentor teacher, the university supervisor and other assigned mentors.
- Review professional progress and discuss any concerns with the mentor teacher and the university supervisor; contact the Field Services Office regarding any unresolved concerns.
- Participate with the mentor teacher and the university supervisor in the final evaluation of the teaching experience; sign the mentor teacher's and the supervisor's final evaluation forms. (Both evaluation forms will be submitted to Field Services, 120 MCKB, by the university supervisor.)
- Establish an employment file in the Education Placement Office, 2400 WSC; the final evaluation forms for student teaching will be forwarded to Placement by Field Services for inclusion in the file.

Mentor Teachers

- Conference with the student teacher and the university supervisor at the beginning, midpoint and end of the experience and as often as possible during other visits by the university supervisor.
- Follow mentoring suggestions found at: <http://education.byu.edu/fieldservices/mentoring.html>
 1. *Guidelines for Effective Mentoring*
 2. *Stages of Student Teaching*
- Provide regular formative and summative evaluations and submit the final evaluation form to the BYU supervisor; follow the guidelines under *Evaluation Procedures*.

BYU Supervisors

- Approve student teaching candidates based on teaching and academic performance and professionalism; sign application forms.
- Notify Field Services regarding placement recommendations for the upcoming semester.
- Conduct an orientation on the first day of the semester.

- Direct students to report to their respective schools on the second day of the semester.
- Provide regular seminars (a minimum of 6 during the semester).
- Conduct classroom observations (a minimum of 8) and meet regularly with the student teacher and the mentor teacher to discuss progress.
- Conduct a midterm evaluation with the student teacher and mentor teacher and report any unresolved concerns to the Field Services Office.
- Request the assistance of the Field Services Office as needed; all concerns which could result in unsuccessful completion of student teaching must be reported to the Director of Field Services immediately: 422-4625.
- Obtain, review and sign the mentor teacher's completed and signed final evaluation form; attach it to the supervisor's final evaluation form; have the student sign both forms and submit them to the Field Services Office.

School Administrators

- Monitor progress of the student teacher by observing in the classroom a minimum of one time and consulting with the mentor teacher and university supervisor as appropriate.
- Involve the student teacher in school activities (staff meetings, social functions, professional development opportunities, etc.).

Field Services Office

- Forward relevant application information, student autobiographies, etc. to the appropriate supervisor.
- Clear placement requests through school district personnel directors and/or principals. (For Elementary Education majors, Liaisons will clear placements in the districts/schools.)
- Assist students, school personnel and university faculty with special needs and issues as they are reported throughout the semester.
- Receive final evaluations from the supervisors and forward them to the Education Placement Center.
- Request honoraria payments for mentor teachers **after receipt of all final evaluation forms from the supervisor.**

Student Teaching Placement Procedures

Placements for student teachers are the joint responsibility of the major department, the Field Services Office and school partners. **A student teacher must not attempt to make arrangements directly with a school or to contact a teacher until notified of the specific assignment.** Every effort is made to provide each student teacher with a professionally appropriate setting that includes variations in grade level, location and cultural and ethnic diversity. **Placements are not based on future employment considerations.** Specific assignments within the various teaching majors are made as follows:

- **Early Childhood and Elementary Education Student Teachers**
Applications for student teaching are received in 120 MCKB. Supervisors make classroom assignments and inform students regarding placements and first day of semester orientations.
- **Secondary Education Student Teachers**
Applications for student teaching are received in 120 MCKB. Field Services forwards application information, autobiographies, etc. to supervisors in the various Secondary Education departments. Supervisors, in consultation with partners in the schools, establish placement recommendations and notify the Field Services Office. Field Services forwards placement

requests to district personnel directors; the directors arrange placements in the schools and notify Field Services that placements have been approved. Field Services notifies department supervisors; supervisors inform students regarding placement and first day of semester orientations.

NOTE: Supervisors may contact Field Services, 120 MCKB, or call 422-7296 to post information regarding:

- **First day of semester orientation**
- **Student teaching assignments (district/school)**

Professional Standards

Student teachers are expected to:

- Engage in the same responsibilities and experiences as the mentor teacher.
- Arrive and depart the school at least at the same time as the mentor teacher, extending time at the school as needed to be fully prepared for teaching.
- Attend faculty and grade-level meetings, parent conferences, parent association meetings, etc.
- Assist with the preparation of student reports and records, grading of assignments and other teacher responsibilities such as bus and playground duty, club sponsorship, etc. as appropriate.
- Become familiar with all applicable policies and regulations of the school and district within the first week of the experience.
- Using a seating chart or other means learn the names of all students the first week of school.
- Complete all planning and preparation for instruction prior to the beginning of school each day.
- Maintain professional standards of appearance and behavior that conform to established policies of the school and the BYU Honor Code.

Student teachers are expected to participate as full time teachers while assigned at the school site. Therefore, student teachers should refrain from employment, additional coursework or other distractions. Many responsibilities and professional opportunities occur outside the regular school day schedule and active participation in these events is required. Also, the demands of teaching require an alert and well-prepared person who is not dividing his or her energies between teaching and other responsibilities. Students who feel they need special consideration on this issue should contact their supervisor.

Evaluation Procedures

Those responsible for evaluation of the student teaching experience include:

- Student teacher
- Mentor teacher
- University supervisor
- School administrators (administrative support)
- Field Services Office (administrative support)

The student teacher, mentor teacher and the university supervisor form a team to provide ongoing assessment of student teaching performance, fulfilling the requirements listed under *Overview of Roles* above. The student teacher has the responsibility to review all assessment by the team and request further evaluation or clarification as needed. This process will result in the following evaluations:

Daily: Written and/or oral advice and suggestions on classroom management, curriculum planning, learning activities and strategies, etc. is provided by the mentor teacher.

Weekly: The student teacher and the mentor teacher conference to review progress, make plans and set goals. Results of these conferences should be recorded by the mentor teacher and/or the student teacher.

University observation/conferencing: The university supervisor will observe a minimum of 6 times during the semester to evaluate teaching and to conference with the mentor teacher and the student. In addition, the supervisor will meet with the mentor teacher and the student teacher at the beginning of the semester to establish that all arrangements for successful student teaching appear to be in place and again at the conclusion for final evaluation (making a total of 8 visits).

Midpoint Evaluation: Near the midpoint of the experience, the three team members will review teaching performance based on criteria listed on the final evaluation form. The midpoint evaluation is not part of the student's permanent file; however, information from the conference should be preserved by the student teacher and the supervisor. If there are indications that the student teaching experience may not come to a successful conclusion, the Field Services Office must be notified.

Final Evaluation: If two placements are completed during the student teaching semester, the final evaluation for the first experience occurs at the conclusion of the first block. The mentor teacher's final evaluation is reviewed and signed by the student teacher and the supervisor; the supervisor's final evaluation completed at the end of the semester is also reviewed and signed by the student teacher. **All final evaluation forms are submitted to the Field Services Office by the supervisor.** The forms are forwarded to the Education Placement Office by Field Services to become part of the employment file established by the student teacher. Final evaluation forms **can be accessed, completed and then downloaded for signature from: www.byu.edu/fieldservices.**

NOTE: Supervisors submit all final evaluation forms to the Field Services Office with a list of their students attached. **Mentor teacher honoraria will be paid after final evaluation forms are received by the Field Services Office.**

Paired Student Teaching Placements

BYU faculty and teachers in partnership schools have piloted program designs which place two student teachers in a classroom. This variously termed "peer teaching, paired, or partner teaching approach" to student teaching is currently being used in a variety of settings in both elementary and secondary schools. Research supports the use of this model. For example, studies done within the BYU Partnership found that:

- Mentor teachers in the studies supported the continued use of the model.
- Paired teaching had a positive effect on children.
- Student teachers felt better supported in a paired model than with the traditional model.

(Bullough, R. V., Jr., Young, J., Erickson, L., Birrell, J. R., Clark, L. C., Egan, M. W., Berrie, C. F., Hales, V., Smith, G. (2002) Rethinking field experience: Partnership teaching versus single-placement teaching. *Journal of Teacher Education*, 53, 68-80.)

Caveats for Student Teachers

Student teachers must avoid:

- Being late and, if at all possible, being absent.
- Trying to be one of the students. Remember that you are the teacher!
- Counseling students one-on-one behind closed doors
- Gossiping or complaining.
- Touching students in any way that could be questioned by students, parents, or administrators.
- Having a serious conversation (phone call or written communication) with a parent without the presence or express permission of the mentor teacher.
- Substitute teaching during your student teaching assignment.

(Note: If an emergency situation arises and a substitute teacher is not available, the student teacher may assume the substitute role for no more than a one day period.)

Early Termination of Student Teaching

Student teaching will be terminated early if it is determined by the major supervisor in consultation with school partners and with the Field Services Office that the situation of a particular placement is damaging to young students or the student teacher, is against school/district or university policies/procedures, or compromises the quality and effectiveness of BYU teacher education programs.

Completion of Student Teaching

Successful completion of student teaching requires one full semester of field experience and a final evaluation by the university supervisor(s) and one by the Partnership school mentors that indicate an overall rating of acceptable performance based on the following scale:

- 3 Proficient: demonstrates solid mastery of standards
- 2 Acceptable: meets standards of competence
- 1 Emerging: shows progress toward meeting standards
- 0 Unacceptable: does not meet standards of competence

Last Day of Student Teaching

The last day of student teaching is the first Friday that occurs within university reading days for final exams, unless additional days are needed to successfully complete the student teaching experience as ascertained by the university supervisor(s) in consultation with the mentor teacher. Student teachers may volunteer to remain in the classroom for additional days at the request of the mentor teacher.

Note: For further information see Section IV: *General Field Services Guidelines and Policies* below.

SECTION III

INTERNSHIP GUIDELINES AND POLICIES

The BYU Teacher Internship Program is designed to provide an alternate preparation model for prospective teachers. An internship replaces student teaching as the capstone experience in the Teacher Preparation program. Under the tutelage of a master teacher, interns assume responsibility for organizing and teaching in their own classroom. An on-site mentor in the intern's major assists with curriculum planning, classroom management, assessment of learning and professional acclimation. Interns are paid by the school district one-half of a first-year teacher's salary on the district salary schedule and also receive the benefits package provided for first-year teachers.

All courses required for graduation and teacher licensing (except student teaching) must be successfully completed prior to an internship. Exceptions to this policy may be approved by the department for **Winter Semester or the following Spring/Summer terms only.** Intern applicants who have been cleared by their major advisement center and are recommended by their major supervisor may then request a district interview according to procedures outlined by their department.

Establishing an Internship Site

The five districts in the BYU-Public School Partnership are eligible to apply to participate in the Internship Program: Alpine, Jordan, Nebo, Provo, and Wasatch. The Salt Lake-Urban Teacher Preparation Program (Elementary only) is also allocated interns.

Secondary Education

Internships in secondary schools are established by joint agreement between the school and the BYU major department. Schools contact the supervisor in the department to request application information. District clearance is the responsibility of the principal. The BYU supervisor receives applications from the principal and ascertains that the necessary criteria are established at the site prior to granting permission to participate in the intern hiring process. Clearance for applicants and interviewing procedures are determined by the major departments. Contracts and other employment conditions are the responsibility of the hiring district.

The following checklist indicates the minimum requirements for participating schools; additional conditions may be established by the respective Secondary Education departments.

- The Partnership school provides a highly qualified master teacher **in the intern's major** to serve as mentor throughout the school year.
- The mentor teacher will have released time to observe in the classroom and consult with the intern weekly; the mentor must rotate observations to assist the intern in each assigned section. A minimum of 10 hours per week is required for mentoring during the first semester; a minimum of 4 hours per week is acceptable during the second semester if the mentor teacher and the BYU supervisor concur that management, curriculum planning, and other professional responsibilities preformed by the intern warrant the reduction.
- The intern will have no more than two course preparations. Note: Exceptions are occasionally made to include a third preparation if the BYU supervisor in

- consultation with school administrators, the mentor teacher and the intern candidate determines that the preparation required will be reasonable for a pre-service teacher.
- The mentor teacher will work with the intern for a minimum of 30 hours prior to the beginning of the school year to assist with preparation responsibilities.

Elementary Education

The model for the Elementary Education Internship Program was established by the BYU-Public School Partnership Governing Board. All five of the Partnership districts participate in the program, as well as the Salt Lake-Urban Teacher Preparation Program. Hiring procedures and decisions are the responsibility of the district personnel director.

The number of interns in each district is preset according to the number of students participating in BYU practicum experiences in that district. Prior to an internship the BYU Teacher Preparation program for Elementary Education requires two seven-week practicum assignments for two consecutive semesters, termed “cohort semesters.” There are approximately 30 students in each cohort. For each cohort of students served, the district may elect to hire 8 interns. The districts hire one additional intern for each cohort as part of a Clinical Faculty Associates (CFA) supervisory model, making a total to 9 interns per cohort.

Typically, districts elect to have four schools participate in a “Partnership Cluster” to serve each cohort of students, allowing 2 interns in each of the schools with one additional intern placed in a school to support the CFA model. However, the number of interns per school or the number of schools participating in each Partnership Cluster may be adjusted at the district’s discretion with the stipulation that 9 interns are allocated for each cohort.

In each school a master teacher titled “Partnership Facilitator” has released time to mentor the interns and to participate in other Partnership activities. (See outline of role responsibilities for Partnership Facilitators listed below.)

Overview of Roles

Interns

- Consult with the facilitator and the supervisor regarding needs of students in the classroom, curriculum planning, classroom management, assessment of learning, parent involvement and other school and professional responsibilities throughout the experience.
- Perform all responsibilities of a classroom teacher.
- Invite ongoing evaluation and keep a record of conferences and recommendations; discuss professional growth and concerns with the facilitator and the supervisor; notify the Field Services Office regarding any unresolved concerns.
- Participate in the final evaluation process; sign the facilitator’s and the supervisor’s final evaluation forms.
- Establish an employment file in the Education Placement Office, 2400 WSC; the final evaluation forms will be forwarded to Placement by Field Services for inclusion in the file.

Facilitator

Prior to the beginning of the school year the facilitator will:

- Consult with the intern regarding school and district procedures, policies and resources.
- Assist the intern in organizing the classroom, planning instruction, developing and locating materials and determining management procedures.
- Discuss the school calendar and plans for the upcoming year.
- Establish a relationship with the intern that will promote success for all concerned.

During the internship the facilitator will:

- Develop a positive and trusting relationship with the intern, the university supervisor and support persons in the school and promote effective communication with all of these team players.
- Become sensitive to the intern's needs and provide consistent, high-quality mentoring that will ensure a successful classroom. **A minimum of 10 hours of mentoring support per week is required at the beginning of the internship experience; the number of mentoring hours may be gradually reduced to 4 as the intern acquires proficiency.**
- Following are some ideas for providing assistance:
 - Model lessons in the intern's classroom.
 - Provide ideas and materials for lessons; review plans and provide feedback.
 - Assist with classroom management and handling of behavior challenges
 - Assist with assessment of learning, including data collection and record keeping; guide the intern in appropriate use of data.
 - Assist with development of home-school partnerships and preparation for conferences with parents/students; check communications sent to parents.
 - Promote collegial relationships with other faculty members; assist with faculty assignments, field trips, assemblies and other duties or extracurricular activities.
- Attend BYU Partnership conferences, workshops and support meetings.
- Participate in research with the BYU personnel and suggest action research possibilities.
- Monitor and report the intern's progress to the intern and the university supervisor. **Alert the intern and the university supervisor immediately regarding any concerns.**
- At midpoint in the experience, discuss progress as identified by indicators on the CPAS formative evaluation form with the intern and the supervisor.
- Complete and sign the final evaluation form and obtain the intern's signature; submit the signed form to the university supervisor. The form can be accessed, completed and downloaded for signature at: <http://education.byu.edu/fieldservices>.

Supervisors

Prior to the internship supervisors will:

- Sign the *Intern Clearance Form*, verifying that the applicant is qualified to be an intern based on teaching and professional performance, as well as academic performance.
- Consult with administrators and review conditions at internship schools to ascertain that all necessary mentoring requirements and support conditions are in place. (**Secondary Education supervisors will inform students regarding internship availability, as outlined in the intern responsibilities above.**)
- Provide Field Services with a list of interns, their schools and their mentor teachers as soon as the hiring process is completed by the district. If an internship does not result, provide Field Services with a recommendation for a student teaching placement.

NOTE: The intern hiring process must be completed no later than March 31st.

During the internship supervisors will:

- Visit the classroom regularly to observe the intern teaching and consult with the intern, the facilitator, administrators and other support personnel; conference with the intern and the facilitator to discuss progress and offer assistance.
- Conduct regular intern seminars (a minimum of six during each semester).
- Provide orientations and workshops for facilitators as needed.
- Participate in partnership conferences and meetings as invited; Elementary Education supervisors will participate in the District Information Meeting.
- Provide written evaluation at each observation. At the midpoint of the experience, discuss with the intern and the facilitator progress based on criteria listed on the CPAS formative evaluation form. The midpoint evaluation is not part of the intern's permanent file; however, information from the conference should be preserved by the student teacher and the supervisor.
- Request the assistance of the Field Services Office as needed; all concerns which could result in unsuccessful completion of the internship must be reported to the Director of Field Services immediately: 422-4625.
- Obtain, review and sign the facilitator's completed and signed final evaluation form; attach it to the supervisor's final evaluation form; have the intern sign both forms and submit them to the Field Services Office.

School Administrators

Prior to participating in the intern hiring process, school administrators must:

- Provide a master teacher in the subject area of the intern's major to serve as facilitator.
- Make provision for released time for the facilitator to meet all professional obligations outlined under *Facilitator* above.
- Assure that the facilitator will be available to assist the intern with 30 hours of preparation prior to the beginning of the school year.
- Assure that **Secondary Education** majors will:
 - Teach only courses in their major/minor.
 - Have a study/preparation period.
 - Teach a full class load, involving no more than 2 different preparations.
 - Be assigned to a single class room, avoiding the need to change rooms during the day.

NOTE: Exceptions to these requirements will be made only upon consultation with the intern, the supervisor and the Director of Field Services.

During the period of the internship, the administrator will:

- Assure that the facilitator has adequate time to perform all responsibilities.
- Encourage all faculty members to contribute to a support network for the intern and recognize faculty participation in this goal; extra effort should be extended to include interns in professional meetings and organizations, faculty functions, socializing opportunities, etc.
- Ensure that interns understand school/district policies, procedures and expectations.
- Conduct performance reviews through informal observations and conferences; conduct formal written observations a minimum of 2 times using the district evaluation instrument.
- Interview interns for consideration of ongoing employment or recommendation after the internship.

Field Services Office

- Support the hiring process as outlined above.
- Assist interns, school personnel and university faculty with issues as they arise throughout the school year.
- Receive final evaluations from the supervisors (including the facilitator evaluations) and forward them to the Education Placement Center, 2400 WSC.
- Request honoraria payments for Secondary Education facilitators **after receipt of all final evaluation forms from the supervisor.**

Regulations Governing Internships

Interns must:

- Receive clearance from the department supervisor to interview for an internship.
- Contact participating schools only upon approval of department supervisors.
- Teach only classes in their major and minor.
- Not enroll in any additional courses concurrent with the internship (except by department approval during Winter Semester).
- Not accept a part-time internship.

Note: For further information see *General Field Services Guidelines and Policies* below.

SECTION IV

GENERAL FIELD SERVICES GUIDELINES AND POLICIES FOR ALL STUDENT TEACHERS AND INTERNS

Registration

Student teachers register for 12 credits by submitting the Student Teacher Registration form with the regular student teaching application. A concurrent class may be taken only with department approval; obtain an appeal form for permission to take a class concurrent with student teaching in 120 MCKB.

Interns register for 12 credits by submitting the Student Teacher Registration form with the regular student teaching application. No concurrent class may be taken during Fall Semester. Interns who register for a class concurrent with their internship during Winter Semester must receive approval from their supervisor and pay the related tuition.

Financial Aid: PELL Grants and Loans

Student teachers and interns are eligible to apply for PELL grants and loans. Interns are eligible to apply Fall Semester. Students are responsible to be fully informed regarding any six-month grace period before loan payments begin and all other information regarding loan contracts and loan payments. Questions should be referred to a counselor in the BYU Financial Aid Office.

Scholarships

Student teachers are eligible to apply for scholarships; interns are eligible Fall Semester. The BYU Scholarship Office allows student teachers and interns in teaching majors to claim university scholarships with a minimum of 12 credit hours per semester. Since interns are registered for only 1 credit hour Winter Semester, they are not eligible to apply for university scholarships. Policies established by sponsoring institutions other than BYU apply. Contact the BYU Scholarship Office if further clarification is needed: 141 ASB.

Fingerprinting

State law requires that any individual working in public schools must have a BCI/FBI background clearance; these are considered by the Utah State Office of Education to be valid for a period of three years. Every student must obtain clearance as part of the application to a teaching major.

All fingerprints for prospective teachers are processed by the Utah State Office of Education; the fee for this processing is paid at the time the fingerprints are submitted. To determine the amount of the current state fee, consult the "Calendar/Updates" on the Field Services website: <http://education.byu.edu/fieldservices>. A fee is also charged by agencies taking the fingerprints.

On advertised dates each Fall and Winter Semesters, Bureau of Criminal Identification (BCI) representatives are available in the MCKB student lounge to take fingerprints for teacher candidates. BCI representatives are able to complete fingerprints without risk of error; other agencies performing the service have typically had a high rate of fingerprint rejection.

Students who do not pass the BCI/FBI background check will be notified by the Utah Professional Practices Advisory Commission office located in the Utah State Office of Education; Field Services will also be notified. Students must contact the Professional Practices office to determine steps necessary to remedy the situation and contact Field Services to report the final outcome. Students may not move forward in their professional program or assume teaching responsibilities in the schools until all related issues are resolved.

Fees for Student Teaching

A student teaching fee is assessed at the time of application for student teaching; consult the Field Services calendar at: <http://education.byu.edu/fieldservices>. An additional fee of \$25 is assessed for late applications.

Student Teaching in the Major/Minor

The majority of a student teaching assignment must be in the major subject area; the remainder of the assignment may be in the teaching minor, constituting a full day/week for the entire semester. Student teachers/interns must not teach subjects outside of their major/minor.

Student Teaching in Private or Charter Schools

Supervisors may appeal to Field Services to place a student in a private or charter school if the following conditions are met:

- Class size approximates those in public schools.
- The curriculum approximates that found in public schools.
- The school offers diversity of population.
- The mentor is licensed in the student's major area and will perform all mentoring responsibilities outlined above.
- Travel to the site does not impose unusual time expectations on the supervisor or the student teacher.
- Travel to the site does not incur unusual expense for the university.

Grading Policies

Student teaching and internship courses are graded pass/fail. The grade of "I" or "incomplete" is reserved for students who do not complete student teaching or the internship due to illness or other serious situations. The supervisor must determine well in advance of the final day of the semester that a grade of "I" is to be given. The student is responsible to complete the "Incomplete Grade Contract" and follow BYU's required process for fee payment and completion of requirements by the stated date (not to exceed one year). The supervisor will notify Field Services.

Interns receive a grade of "T" or Temporary for Fall Semester, which is changed to a pass/fail grade during Winter Semester if performance continues to be satisfactory.

Unsatisfactory Performance and Requests to Terminate

The following options are available for students who demonstrate unsatisfactory performance during an internship or student teaching and in the judgment of the university supervisor or the school mentor the situation cannot be remedied in sufficient time to merit a grade of pass:

- Repeat student teaching the following semester.

- Extend the student teaching experience beyond the end of the current semester until performance is satisfactory as evaluated by the university supervisor and the mentor teacher. The assignment will not extend beyond the end of the subsequent semester and will be terminated upon recommendation of the university supervisor in consultation with the mentor teacher (at which time a grade of pass/fail will be assigned).
- Graduate without teacher licensing, only if their program allows for this contingency. (A letter indicating this action is placed in the student's file.) Recommendations from supervisors that a student be allowed to graduate without licensing should be addressed to the Director of Field Services, 120 MCKB.

The above options are available to a student only upon the recommendation and approval of the university supervisor and the Director of Field Services.

Student teaching requires that the student teach a full semester for successful completion. **School partners must not contact students to request that the full semester requirement be waived.** Interns have contracted to teach a full school year and must honor their contract. If interns do not fulfill their contract, they will not receive student teaching credit and may be required to repay the salary received from the district.

Deferral of Student Teaching

Deferrals can be obtained based on missions and serious illness. Students must seek deferment from the major department and the university. Contact the major department and BYU Administrative Offices to obtain a deferral.

Post Baccalaureate Student Teaching

BYU does not offer a post baccalaureate program for teacher preparation. The Utah State Office of Education licensing division can advise persons regarding alternative routes to licensing or universities that offer graduate programs which include teacher licensing.

Substitute Teaching

Student teachers are not to serve as substitute teachers. If an emergency situation arises in the student teacher's classroom and a substitute teacher is not available, the student teacher may assume the substitute role without pay for not more than a one-day period. With joint approval from the BYU supervisor and the school principal, student teachers may assume teaching responsibilities in their own classroom while the mentor teacher attends partnership conferences or other professional assignments approved by the principal for a period not to exceed two days. Professional activities extending beyond a two-day period must be cleared through the Field Services office.

Last Day of Student Teaching

The last day of student teaching is the first Friday that occurs within university reading days or final exams, unless additional days are needed to successfully complete the student teaching experience as ascertained by the university supervisor(s) in consultation with the mentor teacher. Student teachers may volunteer to remain in the classroom for additional days at the request of the mentor teacher.

Holiday Breaks

Student teachers follow the public school calendar and are in the classroom every day that the public school is in session from the second day of the BYU semester through the last day of student teaching as indicated above. When public school breaks occur on days that BYU is in session, supervisors may schedule seminars or allow student teachers to work independently on professional responsibilities.

Transportation

It is the students' responsibility to arrange transportation to and from the assigned school sites. BYU takes no responsibility for these arrangements.

Graduation and Licensing

All BYU graduates must complete the *BYU Application for Baccalaureate Degree*, including clearance from their major advisement center. Education majors must obtain a signature on the graduation form from the licensing coordinator in the Education Advisement Center, 120 MCKB. The licensing coordinator will forward a request to the Utah State Office of Education for licensing.

Education majors who have successfully completed all requirements for graduation, including student teaching, qualify to be recommended for a teaching license. Departments may allow students who have not successfully completed student teaching to graduate without licensing only if their program allows for this contingency.

Current information on Utah teacher licensing can be found on the Utah State Office of Education website at: www.schools.utah.gov

Career Placement Services

All students graduating with a teaching major must register with the Education Career Placement Office, 2400 WSC, <http://www.educationplacement.byu.edu/>

Professional Review and Student Appeals

Departmental professional review policies and procedures apply during student teaching and internships. It is the responsibility of the student to review relevant websites or otherwise be informed regarding all professional expectations and policies. Students who have been notified that they are being removed from the program may seek information regarding appeals through their supervisor or the Director of Field Services, 120 MCKB, 422-4625.

Accommodations for Students with Disabilities

Brigham Young University is committed to providing a work atmosphere which reasonably accommodates students with disabilities. Students with a disability which may impair the ability to complete student teaching or an internship successfully should discuss the condition with the supervisor; students may also contact the Equal Employment Office and the Services for Students with Disabilities Office.

BYU Honor Code and District/School Policies

All expectations contained in the BYU Honor Code are requirements during student teaching and internships. It is especially important that while students are representing BYU in the public schools they maintain the highest standards of honor, integrity, morality and consideration of others in their personal behavior. Further information or assistance may be obtained by contacting the Honor Code Office:

Location: 4440 WSC
Phone: 422-2847
WEB: www.byu.edu/honorcode/
Email: hco@byu.edu

It is the responsibility of each student teacher or intern to be informed and honor all relevant district and school policies. The assigned mentor and school administrators can recommend sources for review.

Nepotism and Anonymity

In order to provide the best experience possible, student teachers and interns may not teach in a school in which relatives are employed or students who are relatives are attending. Teacher education supervisors avoid any practice which might be interpreted as favoritism or discrimination; to support this goal no person will be placed in a supervisory role over a family member.

Teacher Association Job Actions

Student Teachers

In the event of a job action that results in mentor teachers leaving the school building, the integrity of the student teaching site is compromised. **All** student teachers are released from their field assignments while the job action is in force **at their schools**, whether or not their individual mentor teacher(s) participates in the walk out. University supervisors may elect to hold seminars on campus during the time student teaching is interrupted or arrange school visits at other sites.

Interns

BYU interns are contracted employees of the school districts in which they teach for the full school year. In the event of a job action interns, like other teachers under contract, have the option of remaining in the school or following the action recommended by their local teachers' association.

Honoraria for Mentor Teachers

Student teaching mentors are currently awarded an honorarium of \$230 per semester (\$115 per block) in appreciation of the support they provide in the classroom and for their participation in the BYU-Public School Partnership. Internship facilitators for Secondary Education also receive the honorarium for Fall Semester.