Welcome to Internship!

This is your culminating field experience; it is the time when you will apply all of the professional knowledge, teaching skills, and refine your professional dispositions that you have developed during your teacher preparation program. During your internship you will be a part of a team which, in addition to you, includes your mentor teacher and your university supervisor. With the support and guidance of your team members, you will continue to build on your existing strong foundation that will prepare you to become an effective professional educator.

As you begin this semester, keep in mind this is a time of hard work in which you must be flexible, must be patient and self-reflective as you grow into your role as a teacher. Teaching is a challenging yet rewarding career, but it takes many hours of effort, both inside and outside of the classroom and school. Teachers must write plans, do research, reflect on classroom performance, evaluate student performance, and work as part of a team. A successful teacher must be patient while working toward refining your professional skills, and acknowledging your small and large successes! Finally, self-reflection will allow you to set new goals, implement new classroom strategies, and improve as a professional.

Colleagues from the P-12 and university communities share a strong commitment to facilitating your successful internship experience. Read this handbook carefully and reference it as you progress through your internship experience. Other program-specific responsibilities and expectations are in your program packet and will be reviewed with you by your university supervisor during Internship Orientation.

This will be a challenging semester, so stay positive and allow time for rest and relaxation! Take care of yourself as you work through your final semester!

If you have any questions or concerns during the semester, do not hesitate to contact us!

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Interns
INTRODUCTION

Internship will place great demands on your energy and ability. It is especially important for you to have clearly established priorities for your final semester. Beyond daily time in assigned schools, many candidates report that four to five additional hours of work each day is necessary to fulfill responsibilities. A significant amount of time each day will be necessary for you to accomplish all that is expected of you in the role.

A number of stakeholders combine to provide the Internship experience: intern, mentor teacher, administration, faculty, public school personnel, and university supervisor. To some degree, these all contribute to your development and success. However, YOU are the decisive element. It is imperative that you assume responsibility for your development as a teacher. In the final analysis, you are in charge of your development.

INTERNSHIP TEAM

The members of the Internship team include the candidate, mentor teacher, and university supervisor. All problems, changes, or decisions that affect the Internship experience should be made collaboratively by ALL members. As the intern, the team’s focus is on you and your development. The mentor teacher and university supervisor will offer significant contributions that impact your growth.

Your initial contact with your university supervisor is in the orientation session. Following that session, there will be a number of interaction opportunities with your university supervisor. On at least six different occasions, your university supervisor will visit you at your school. On one or more occasions, you may be asked to return to the Georgia Southern campus for a seminar with your university supervisor.

PROFESSIONAL STANDARDS

As an intern, you are expected to conduct yourself as a professional educator. Several documents offer particular expectations for you as a intern. It is important that you become familiar with the content of each document.

The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education professional. The code protects the health, safety and general welfare of students, interns and educators, ensure the citizens of Georgia a degree of accountability within the education profession, and define unethical conduct justifying disciplinary sanction. Any violation of state or federal law and violation of this code of ethics must be reported to the Georgia Professional Standards Commission and will lead to the removal of a intern from the Clinical Practice placement.
Internship Handbook is the handbook with which you should become very familiar. It serves as a guide and also has forms that you may be using on a regular basis.

The Student Code of Conduct is published on an annual basis. It contains specific expectations regarding student conduct. Although you do not attend regularly scheduled classes on our campus during Internship, this publication applies to your actions. If you are unfamiliar with the document, you can view it on the university website at the following link: http://students.georgiasouthern.edu/conduct/student-code-of-conduct/.

Each school system produces a handbook for teachers. The guidelines contained therein apply to you. Secure a copy and become familiar with its content. Abiding by its suggestions is essential.

**PROFESSIONALISM**

**CONFIDENTIALITY**

Interns are expected to remain confidential in regard to all matters pertaining to P-12 students. Candidates will remain confident in all information and observations regarding P-12 students’ academic, behavioral, social, and emotional development. When video recording or taking pictures, candidates must have school permission and all proper release documentation complete. All edTPA recordings and images must be stored in a secure, password protected platform.

**PUNCTUALITY**

Meeting time-frames is an especially important part of the teaching profession. Punctuality is required! *The message is simple…be on time with everything!*

**What are some examples of time infractions?**
- Turning in a lesson plan late.
- Failure to have teaching materials ready.
- Failure to meet established edTPA deadlines.
APPEARANCE

Professional appearance is extraordinarily powerful and can help or hinder your success during your internship. Conservative dress and behaviors can help ensure that you will complete your internship successfully. Interns are expected to follow professional dress requirements of their assigned school system. Appropriate attire includes wearing a school name tag each day of internship.

SOCIAL MEDIA

Participation in Internship is a privilege and carries with it professional responsibilities. As a professional educator, you are expected to maintain high standards of personal and professional ethics at all times and in all settings. When interns share information on social media it is critical they maintain conduct that preserves the dignity and integrity of the teaching profession. Social networking sites such as, Facebook, Instagram, Twitter, Snapchat, and others should represent your personal and professional integrity. Additionally, it is not uncommon for potential employers to conduct online research of perspective employees. Publicly shared inappropriate posting may limit future employment opportunities.

Interns should adhere to the following guidelines when using social media:

- DO NOT use any identifying information (school, mentor teacher, student names) or post any P-12 student’s pictures or video on your site(s).
- Do not post anything that you would not want posted on the front door of the school.
- Do not accept students as friends.
- Do not accept parents as friends.
- Do not accept mentor teachers or any other school personnel as friends.
- Do not use your personal social media to communicate with parents and/or students.
- Be sure your social media settings are such that any personal content may only be viewed by your intended audience.

PROFESSIONAL RESPONSIBILITIES

edTPA REQUIREMENTS

edTPA is a teaching performance assessment mandated by the Georgia Professional Standards Commission (GaPSC) to be completed during internship. All interns are required to complete and submit the state-approved content pedagogy assessment prior to program completion. While a passing score is not required for program completion, a passing score is required for certification. All interns enrolled in Internship must submit an edTPA portfolio per program requirements that results in a numerical score. Candidates must meet or exceed the
Georgia professional performance score set by the state in order to qualify for a Georgia Induction Certificate (initial teaching certificate). **Interns that do not submit an edTPA portfolio that results in an official score, will receive an incomplete for the grade in Clinical Practice/Internship.** Upon submission of the edTPA portfolio resulting in an official score, the intern’s grade will be changed by the instructor. Refer to your program handbook for more details about edTPA requirements.

Interns whose edTPA submission does not meet the Georgia professional performance score will have the opportunity to attempt additional edTPA submissions **at an additional cost to the candidate.** Interns/interns that do not meet the professional performance score will be provided additional information on the retake process by their program.

**PROFESSIONAL DEVELOPMENT SUPPORT**

**Intervention Process**

Research states that teacher development occurs in identifiable stages. Interns do not progress through these stages at that same rate. When interns struggle in a field experience or internship, a structured intervention process is put in place to document the areas of concern and to provide scaffold supports by university and mentor teacher to provide opportunities for interns to be successful.

Written documentation is important when there is a problem that is persistent over time, or when a significant problem is evident. There are four stages of support that provides documentation for interns that struggle in field experiences. The four forms of support documentation are: (1) Student Concern; (2) Professional Support Plan A; (3) Professional Support Plan B and (4) Probationary Status Agreement. If these four forms of scaffold support do not result in improved performance by the intern, the Failure to Complete in the Semester of Enrollment document is used to end the field experience or clinical practice.
**Student Concern**
A Student Concern document is developed when difficulties initially appear. The document is developed to provide the intern with written documentation of areas in need of improvement. A meeting will be held with the intern, mentor teacher, and university supervisor to discuss concern(s) and to provide improvement strategies. It is the intern’s responsibility to immediately begin to implement strategies and show improvement in the area of concern. If improvement is not demonstrated then a **Professional Support Plan** will be the next step in the intervention process.

**Professional Support Plan**
A Professional Support Plan is developed when difficulties have persisted with minimal consistent demonstration of improvement. The Plan is developed to identify areas in need of improvement, explain the action plan for improvement and document the timetable for monitoring anticipated progress. *The form is written by the university supervisor in concert with the mentor teacher, and is discussed with the intern. The university supervisor will inform and discuss the situation with the Program Director prior to holding a meeting with the intern and mentor teacher.* If appropriate progress is realized as written in the agreement, the Professional Support Plan does not impact subsequent evaluations. If the intern fails to meet the agreement benchmarks, he or she will be moved to Probationary Status. A maximum of two (2) **Professional Support Plans** (each for different areas of concern) are allowed during each field experience and internship.

**Probationary Status Agreement**
Probationary status results from one of two events:
1. Inadequate progress based on the Professional Support Plan action plan and evidence.
2. The occurrence of a major unacceptable event.

The university supervisor and program director, in collaboration with the Director/Coordinator of Field Experiences and Clinical Practice, determine whether an incident is sufficiently egregious to require immediate probationary status. A probationary meeting occurs to clarify and identify areas in need of improvement, explain the action plan for improvement and share the timetable for monitoring anticipated progress. *The form is written by the university supervisor with the mentor teacher. Before the meeting is held, the university supervisor will share information about the intern with the Program Director who will then share and discuss this information with the chair of the department and Director/Coordinator of Field Experiences and Clinical Practice. The meeting will be conducted at the school site by the Director/Coordinator of Field Experiences and Clinical Practice. Expected attendees for the meeting are: the intern, the mentor teacher, the university supervisor, the clinical associate and/or principal, program director, and the Director/Coordinator of Field Experiences. At the conclusion of the meeting, the university supervisor will obtain all signatures required by the document. Signatures will be obtained from the program director and chair of the department after the meeting with the intern.*
Establishing probationary status is a significant step. Appropriately acting on the information provided is a primary consideration in the intern’s eligibility for continuation. One Probationary Status Agreement is permitted during each field experience and internship.

**Failure to Complete Internship**

Failure to complete a field experience or internship may occur when suggestions from the Probationary Status documents have not been appropriately incorporated or with the occurrence of a sufficiently egregious incident. The university supervisor and program director, in collaboration with the Director/Coordinator of Field Experiences and Clinical Practice, determine whether an incident is sufficiently egregious to require immediate removal from the field experience or internship. Examples are, but are not limited to, ethics violations, insubordination, and/or continuous disrespect. Removal may be immediate and may occur without the benefit of Professional Support Plans or Probationary Status documentation. The form representing failure indicates the contributing factors and options for future academic enrollment by the intern. Interns may repeat each one time.
# Student Concern Form

Intern’s Name: ________________________  Meeting Date: ______________

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<th>Area(s) of Concern</th>
<th>Suggestions for Improvement</th>
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Mentor Teacher Signature: ____________________________________________

University Supervisor Signature: ________________________________

I understand the next step in the intervention process is the Professional Support Plan A.

Intern’s Signature: _________________________ Date: ________________
Professional Support Plan A

Intern __________________________ Program ____________________________

School __________________________ Grade Level __________________________

Mentor Teacher ____________________ University Supervisor ____________________

Date ______________________________

A Professional Support Plan is developed when difficulties have persisted with little consistent demonstration of improvement. The university supervisor MUST provide signed copies of the Agreement for the intern, mentor teacher, clinical associate, and program director. The Director/Coordinator of Field Experiences receives a copy within two working days of the meeting at the clinical practice level.

**Explanation of Specific Areas in Need of Improvement:** Identify factors that have contributed to this Professional Support Plan. Attach additional documentation.

**Explanation of Specific Action Plan and Remedial Steps:**

**Required Evidence for Showing Improvement:**

**Timetable for University Supervisor and Mentor Teacher to Monitor Progress and Provide Feedback to Intern:**
Date(s) of next meeting(s) to discuss progress in areas of identified need:

Notes from the follow-up meeting will be documented below or attached to this document.

__________________________  ____________________________
Signature of Intern*         Signature of Mentor Teacher  

__________________________  ____________________________
Signature of University Supervisor  Signature of Clinical Associate**

__________________________  ____________________________
Signature of Other Attendee    Date of Meeting 

*Intern’s signature indicates that the information in this form has been shared in a conference setting. The intern may choose to share additional information. If so, this information should be provided on a separate sheet of paper and made available to the University Supervisor within three days of the conference conclusion.

**Signature indicates that the principal and clinical associate were either present at the meeting or were informed by way of this Agreement.

Follow-up meeting notes: (Attach notes from the follow-up meeting to Performance Agreement, all participants must initial and date the notes.)
Professional Support Plan B

Intern ___________________________  Program ___________________________

School __________________________  Grade Level _________________________

Mentor Teacher ____________________  University Supervisor ________________

Date _______________________________

A Professional Support Plan is developed when difficulties have persisted with little consistent demonstration of improvement. The university supervisor MUST provide signed copies of the Agreement for the intern, mentor teacher, clinical associate, and program director. The Director/Coordinator of Field Experiences receives a copy within two working days of the meeting at the clinical practice level.

Explanation of Specific Areas in Need of Improvement: Identify factors that have contributed to this Professional Support Plan. Attach additional documentation.

Explanation of Specific Action Plan and Remedial Steps:

Required Evidence for Showing Improvement:

Timetable for University Supervisor and Mentor Teacher to Monitor Progress and Provide Feedback to Intern:
Date(s) of next meeting(s) to discuss progress in areas of identified need:

Notes from the follow-up meeting will be documented below or attached to this document.

________________________________________  __________________________________________
Signature of Intern*                        Signature of Mentor Teacher

________________________________________  __________________________________________
Signature of University Supervisor          Signature of Clinical Associate**

________________________________________  ________________________________
Signature of Other Attendee                 Date of Meeting

*Intern’s signature indicates that the information in this form has been shared in a conference setting. The intern may choose to share additional information. If so, this information should be provided on a separate sheet of paper and made available to the University Supervisor within three days of the conference conclusion.

**Signature indicates that the principal and clinical associate were either present at the meeting or were informed by way of this Agreement.

Follow-up meeting notes: (Attach notes from the follow-up meeting to Performance Agreement, all participants must initial and date the notes.)
Probationary Status Agreement

Intern ___________________________        Program ___________________________

School ___________________________        Grade Level ___________________________

Mentor Teacher ______________________    University Supervisor ___________________

Date _______________________________

Probationary status results when difficulties for the candidate have persisted over an extended period of time, or with the occurrence of a major unacceptable event. The university supervisor MUST provide signed copies of the Agreement for the intern, mentor teacher, clinical associate, and program director. The Director/Coordinator of Field Experiences is a part of this meeting at the clinical practice level. Exceptions to these procedures must be approved by a department chair and the school principal.

To the intern: This form serves as formal notification of your probationary status in a field experience. Acceptable progress in the area(s) of identified need is essential for your continuation in the field experience.

Explanation of Specific Areas in Need of Improvement: Identify factors that have contributed to this probationary status notice. Along with the factor(s), provide documentation to support each entry. Attach additional documentation.

Explanation of Specific Action Plan and Remedial Steps:

Required Evidence for Showing Improvement:
Timetable for University Supervisor and Mentor Teacher to Monitor Progress and Provide Feedback to Intern:

Date(s) of next meeting(s) to discuss progress in areas of identified need:

Notes from the follow-up meeting will be documented below or attached to this document.

________________________________________  ________________________________________
Signature of Intern*                       Signature of Mentor Teacher

________________________________________  ________________________________________
Signature of University Supervisor        Signature of Clinical Associate**

________________________________________  ________________________________________
Signature of Principal                    Signature of Director/Coordinator of Field Experiences

________________________________________  ________________________________________
Signature of Program Director             Signature of Department Chair

________________________________________  ________________________________________
Signature of Other Attendee               Date of Meeting

*Intern’s signature indicates that the information in this form has been shared in a conference setting. The intern may choose to share additional information. If so, this information should be provided on a separate sheet of paper and made available to the University Supervisor within three days of the conference conclusion.

**Signature indicates that the principal and clinical associate were either present at the meeting or were informed by way of this Agreement.

Follow-up meeting notes: (Attach notes from the follow-up meeting to Probationary Status Agreement, all participants must initial and date the notes.)
Failure to Complete Field Experience in Semester of Enrollment
First Attempt

Intern ________________________          Program __________________________

School __________________________ University Supervisor_____________________

Mentor Teacher ________________    Clinical Associate/Principal______________

Failure to complete a field experience may occur when suggestions from the Probationary Status documents have not been appropriately incorporated. The university supervisor MUST provide signed copies of the Agreement for the intern, mentor teacher, clinical associate, and program director. The Director/Coordinator of Field Experiences is a part of this meeting at the clinical practice level. Exceptions to these procedures must be approved by a department chair and the school principal.

Factors that contributed to failure to complete the experience: Identify factors that contributed to the experience not being completed within the initial period of enrollment. Attach additional sheet(s) of information, if necessary. Provide documentation to support each factor that lead to the ending of the intern’s field experience. Attach all documentation to this paperwork or reference where it has been provided in previous interventions.

Options for future enrollment:
(Circle the number of the option that meeting attendees recommend for the Intern.)

1. The intern is eligible to enroll for a second attempt at the field experience. This will be the second and final attempt to student teach.

2. Prior to enrolling in another field experience, the intern must complete a remedial plan developed by the program. The remedial plan could include: identified assistance from a support center (i.e. Writing Center, Counseling Center, Student Success Center), and/or specific remedial activities. A faculty mentor will be assigned to oversee the completion of the remedial plan.
3. The option of earning a degree in another career path is considered.

___________________________  ____________________________
Signature of Intern*               Signature of Mentor Teacher

___________________________  ____________________________
Signature of University Supervisor   Signature of Clinical Associate**

___________________________  ____________________________
Signature of Principal               Signature of Director of Field Experiences

___________________________  ____________________________
Signature of Program Director       Signature of Department Chair

___________________________
Signature of Other Attendee

___________________________
Date of Meeting

*Intern’s signature indicates that the information in this form has been shared in a conference setting. The intern may choose to share additional information. If so, this information should be provided on a separate sheet of paper and made available to the University Supervisor within three days of the conference conclusion.

**Signatures indicate that the Principal and Clinical Associate were present in the meeting or have been informed by way of this Agreement.
Failure to Complete Field Experience in Semester of Enrollment
Second Attempt

Intern ____________________________  Program ______________________________

School ____________________________  Mentor Teacher _______________________

University Supervisor ________________  Clinical Associate/Principal_________

Failure to complete a field experience may occur when suggestions from the Probationary Status
documents have not been appropriately incorporated. The university supervisor MUST provide
signed copies of the Agreement for the intern, mentor teacher, clinical associate, and program
director. The Director/Coordinator of Field Experiences is a part of this meeting at the
clinical practice level. Exceptions to these procedures must be approved by a department chair
and the school principal.

Factors that contributed to failure to complete the experience: Identify factors that
contributed to the experience not being completed within the initial period of enrollment. Attach
additional sheet(s) of information, if necessary. Provide documentation to support each factor
that lead to the ending of the candidate’s field experience. Attach all documentation to this
paperwork or reference where it has been provided in previous interventions.

Per the College of Education Field Experience Policy, candidates enrolled in the Teacher
Education Program are only permitted to repeat internship one time. This was
__________________________ second and final attempt at ________________, therefore, this
was the final opportunity to complete ____________________ and all required course work
for a degree in teacher education.

________________________________  ______________________________
Signature of Intern*                 Signature of Mentor Teacher

________________________________
Signature of University Supervisor

________________________________
Signature of Clinical Associate**
Signature of Principal

Signature of Director of Field Experiences

Signature of Program Director

Signature of Department Chair

Signature of Other Attendee

Date of Meeting

*Intern’s signature indicates that the information in this form has been shared in a conference setting. The Intern may choose to share additional information. If so, this information should be provided on a separate sheet of paper and made available to the University Supervisor within three days of the conference conclusion.

**Signatures indicate that the Principal and Clinical Associate were present in the meeting or have been informed by way of this Agreement.
TEACHER CERTIFICATION

All interns must successfully complete the following in order to obtain a Georgia Induction Certificate.

- Complete a teacher preparation program.
- Pass the GACE content area test(s). GACE content area test(s) must be attempted prior to Internship.
- edTPA must be completed during Clinical Practice and a professional passing score must be obtained prior to completing the certification process.
- Georgia Code of Ethics 360 assessment must be passed.

The Director of the Student Success Center will provide interns with instructions on how to apply electronically for certification. The completion of the certification process which will result in either a Letter of Eligibility or an Induction Certificate issued by the GaPSC.

GRADING THE INTERNSHIP EXPERIENCE

Interns earn a grade of satisfactory “S” or unsatisfactory “U”. The letter grade is officially submitted by the university supervisor. Determination of the grade is the result of considerable interaction by the university supervisor and mentor teacher.

The general grade of “S” or “U” should not be misconceived as an opportunity to succeed with less than a best effort. Granted, this grade is the indicator that will appear on your transcript. Along with the grade that appears on the transcript, reference information provided to prospective employers by your supervisors are especially important. While that information is not recorded as a grade, it is a reflection of the perceived quality of your clinical practice work.

Of course, there are other options for grades that may be assigned. These pertain to a situation in which the internship experience was not completed. Consult the Georgia Southern University Graduate Catalog for more specific information.

EVALUATIONS BY THE INTERN

Interns are responsible for completing several electronic evaluations at the end of the semester. Feedback from interns is immensely valuable to the College of Education as we strive to offer quality teacher preparation programs. When completing the evaluations at the end of the semester, please reflect on your experiences during the semester and respond honestly. All evaluations are kept confidential and are used administratively within the College of Education. These evaluations are:
• Evaluation of Mentor teacher by Intern
  Give careful thought to each item and offer candid responses.

• Evaluation of University Supervisor by Intern
  Give careful thought to each item and offer candid responses.

• Internship Evaluation
Clinical Supervisor/Mentor Teacher Guidelines

College of Education
Georgia Southern University
Statesboro, Georgia
INTRODUCTION

We are pleased that you have chosen to be a part of the Georgia Southern University supervision team. Thank you for opening your classroom up to an intern.

You are a very important member of our supervision team. Your role as a mentor teacher will offer significant influences that impact the intern’s growth.

The information that follows is provided with the intent of offering structure for the job you do and to generate some degree of consistency for the very diverse internship population that we serve.

RESPONSIBILITIES OF THE MENTOR TEACHER

You fulfill many different responsibilities as mentor. During this time you will oversee their professional development, as they refine and acquire new teaching skills. Your roles during the semester fit into four categories: Coach, Assessor, and Mentor.

Coach

Webster’s definition for a coach is someone who instructs or directs. As a mentor teacher you will instruct and direct your intern in a variety of capacities during the semester. You will coach them in all areas of the teaching profession, planning, instruction, assessment, and classroom management to name a few. As a mentor teacher your goal is to help your intern learn to solve their own problems so that they can become responsible, reflective, and effective teachers.

Assessor

In order to provide assessment and feedback to your intern, a major responsibility for the mentor teacher is observing the intern. As an observer you will want to take note of the intern’s interaction with your students. As you observe the intern be sure to focus on the impact they have during one-on-one instruction, small groups, and during direct instruction of your students. Interns should always be providing instruction that helps P-12 students grow.

As an assessor you must provide the interns with on-going feedback that will assist them in developing and refining their abilities as a teacher. Interns want and need on-going feedback to affirm what they are doing well and to identify areas that need improvement. Feedback can come in a variety of forms, written, oral, informal, formal in a conference setting, direct or indirect. However, always make sure it is clear and well documented. There are many effective ways to offer feedback to the intern. It is the mentor teacher’s responsibility to establish an environment of trust that provides for
effective communication between the mentor teacher and intern. Some tips that may help develop a trusting environment are: discuss problems immediately, provide specific feedback, identify regular times for feedback conversations, support, encourage, and recognize an intern’s successes and accept differences in an intern’s teaching style.

Mentor teachers are required to complete four formal observations of intern’s instruction. The mentor teacher will share written observation notes and feedback with the intern in a conference setting within 24 hours of the observation.

Throughout the semester you will be required to provide regular and formal evaluations of your intern. These evaluations are described in the program packet. Additionally, you will be asked to complete a final evaluation at the end of the semester.

Mentor

A mentor may provide information, serve as a role model, act as an advisor, guide or advocate. As a mentor teacher, you will find yourself taking on all these roles as you work with a intern.

INTERACTING WITH THE UNIVERSITY SUPERVISOR

The two of you form an influential supervision team. You have a variety of opportunities to interact with the university supervisor: weekly, through your intern evaluation form and at least six times when the university supervisor visits your classroom. Please share your intern’s successes and difficulties and any documentation if problems occur. A minimum of four observations will be spread over the semester so the university supervisor sees the intern develop over time and supports them through this experience. If the intern experiences difficulties, additional observations will be made to support the intern and the mentor teacher. If need for communication arise at other times, do not hesitate to contact the university supervisor. During the first conference with your university supervisor, be sure to get contact information. These would include telephone number, FAX number and e-mail address. If you are unable to get in touch with the university supervisor, contact the Director of Field Experiences (912) 478-5247.

PROFESSIONAL DEVELOPMENT SUPPORT

Intervention Process

Research states that teacher development occurs in identifiable stages. Interns do not progress through these stages at that same rate. When interns struggle in a field experience or internship, a structured intervention process is put in place to document the areas of concern and to provide scaffold supports by university and mentor teacher to provide opportunities for interns
to be successful.

Written documentation is important when there is a problem that is persistent over time, or when a significant problem is evident. There are four stages of support that provides documentation for interns that struggle in field experiences. The four forms of support documentation are: (1) Student Concern; (2) Professional Support Plan A; (3) Professional Support Plan B and (4) Probationary Status Agreement. If these four forms of scaffold support do not result in improved performance by the intern, the Failure to Complete in the Semester of Enrollment document is used to end the field experience or clinical practice.

![Diagram of support stages]

**Student Concern**
A Student Concern document is developed when difficulties initially appear. The document is developed to provide the intern with written documentation of areas in need of improvement. A meeting will be held with the intern, mentor teacher, and university supervisor to discuss concern(s) and to provide improvement strategies. It is the intern’s responsibility to immediately begin to implement strategies and show improvement in the area of concern. If improvement is not demonstrated then a *Professional Support Plan* will be the next step in the intervention process.

**Professional Support Plan**
A Professional Support Plan is developed when difficulties have persisted with minimal consistent demonstration of improvement. The Plan is developed to identify areas in need of improvement, explain the action plan for improvement and document the timetable for monitoring anticipated progress. *The form is written by the university supervisor in concert with the mentor teacher, and is discussed with the intern. The university supervisor will*
inform and discuss the situation with the Program Director prior to holding a meeting with the intern and mentor teacher. If appropriate progress is realized as written in the agreement, the Professional Support Plan does not impact subsequent evaluations. If the intern fails to meet the agreement benchmarks, he or she will be moved to Probationary Status. A maximum of two (2) Professional Support Plans (each for different areas of concern) are allowed during each field experience and clinical practice.

Probationary Status Agreement
Probationary status results from one of two events:
1. Inadequate progress based on the Professional Support Plan action plan and evidence.
2. The occurrence of a major unacceptable event.

The university supervisor and program director, in collaboration with the Director/Coordinator of Field Experiences and Internship, determine whether an incident is sufficiently egregious to require immediate probationary status. A probationary meeting occurs to clarify and identify areas in need of improvement, explain the action plan for improvement and share the timetable for monitoring anticipated progress. The form is written by the university supervisor with the mentor teacher. Before the meeting is held, the university supervisor will share information about the intern with the Program Director who will then share and discuss this information with the chair of the department and Director/Coordinator of Field Experiences and Clinical Practice. The meeting will be conducted at the school site by the Director/Coordinator of Field Experiences and Clinical Practice. Expected attendees for the meeting are: the intern, the mentor teacher, the university supervisor, the clinical associate and/or principal, program director, and the Director/Coordinator of Field Experiences. At the conclusion of the meeting, the university supervisor will obtain all signatures required by the document. Signatures will be obtained from the program director and chair of the department after the meeting with the intern.

Establishing probationary status is a significant step. Appropriately acting on the information provided is a primary consideration in the intern’s eligibility for continuation. One Probationary Status Agreement is permitted during each field experience and clinical practice.

Failure to Complete Internship
Failure to complete a field experience or internship may occur when suggestions from the Probationary Status documents have not been appropriately incorporated or with the occurrence of a sufficiently egregious incident. The university supervisor and program director, in collaboration with the Director/Coordinator of Field Experiences and Clinical Practice, determine whether an incident is sufficiently egregious to require immediate removal from the field experience or internship. Examples are, but are not limited to, ethics violations, insubordination, and/or continuous disrespect. Removal may be immediate and may occur without the benefit of Professional Support Plans or Probationary Status documentation. The form representing failure indicates the contributing factors and options for future academic enrollment by the intern. Interns may repeat each one time.
EVALUATING THE UNIVERSITY SUPERVISOR

Mentor teachers evaluate university supervisors with whom they work. You will complete this evaluation through an electronic format in Chalk and Wire.

HONORARIUM

The College of Education at Georgia Southern University recognizes the valuable contributions to the preparation of P-12 educators by its partners in the field. Mentor teachers/mentor teachers will receive $275.00 for supervising an intern for the entire semester of clinical practice/internship. Sometimes, more than one teacher is officially designated as mentor teacher for a given intern. In such case, each supervisor will receive $137.50 in honorarium.

CLINICAL ASSOCIATE and/or PRINCIPAL

As a result of accommodating a high volume of Georgia Southern interns, many schools have a clinical associate. Clinical associates are selected by the Office of Field Experiences & Clinical Practice and school administrators. Clinical associates serve as the liaison between the school and the College of Education. The clinical associate works in collaboration with the Director and Coordinator of Field Experiences and building principal to facilitate all practicum, methods, clinical practice, and internship placements requested by teacher preparation programs.
University Supervisor Guidelines

College of Education
Georgia Southern University
Statesboro, Georgia
INTRODUCTION

The role of university supervisor is a critical component to the clinical practice process. The primary role is to serve as the liaison between the teacher preparation program and the P-12 school. The university supervisor is responsible for communicating program standards and expectations for clinical practice to the mentor teacher and intern. The role of university supervisor is multi-facilitated and includes being a facilitator, mentor, counselor, advocate, and troubleshooter. The university supervisor carries these roles out by building positive and productive relationships between the College of Education and the school.

VISITS TO INTERNS

On at least **SIX** different occasions you will visit interns in their schools. The visits occur over an extended period of time and offer you considerable involvement which will enable a comprehensive perspective for your evaluation of the Internship experience.

- Visit One – Orientation
- Visits Two – Five – Observations
- Visit Six – Final Conference

Upon entering the school, you become a representative of the University. Teachers and other faculty members may have questions about Georgia Southern. Your cordial, informed response will leave an impression. While no one knows all answers to all questions, be prepared to offer the name of a contact person who may be in a position to offer assistance.

Be sure and wear your Georgia Southern University name badge. On each visit to the school, report first to the reception area designated for visitors. Schools require that visitors sign in; some require visitors to wear a name badge provided by the school. At this time, let the secretary know with whom you will be visiting. Upon leaving the school, stop back by the office and sign out (if required) or notify the secretary of your departure. Your checking in and out, along with providing the secretary a schedule of planned visits, facilitates locating you, should the need arise.

On at least one of your visits to the school, set up an appointment to spend a few minutes to talk with the principal. Let them know of our appreciation and be attentive to suggestions or ideas they may have for us.

VISIT ONE – Orientation

The university supervisor will conduct an orientation for the mentor teacher and intern. The mentor teacher orientation will occur at a time that is convenient for both the mentor teacher and university supervisor. This orientation session will take place at the school.
In orientation sessions, you will use information from the program packet in providing a clear, specific overview of the clinical practice process and responsibilities. At the conclusion of both orientations, interns and mentor teachers should have a good understanding of what is expected of them.

This first visit is an important time for you to gather, as well as share, information. Early impressions from the school (mentor teacher and intern) will be primary sources for your consideration. They will have an impact on that conference as well as on future visits. In this first visit, you may want to offer an overview of the intern expectancy sheet, review evaluation forms that are to be used and see if there are questions.

Perhaps one of the most important outcomes of visit one will be the element of team collegiality that you initiate to support the intern. You are the key component in its development. The questions you ask and the thoughtfulness of your responses will solidify that Internship really is a team effort.

VISITS TWO THROUGH FIVE

University supervisors will complete four formal observations of the intern. If warranted additional observations may occur. The structure for these visits is very similar. On each visit, several activities occur: observe the intern’s instruction; conference with the intern and mentor teacher (may be conducted together or independently); and read the intern’s written work.

Observation of the intern’s instruction offers a broad scope of instructional practices and decisions. The written observation notes and feedback will generate the focus for the conferences that follow.

The conferences that you conduct after each observation are critical in the Internship process. For the purpose of conference content, they will be considered independently. However, the ideas that are suggested could be incorporated into a single setting with both parties.

Some conferencing strategies could be:

**Intern**

- Provide the intern an opportunity to reflect on the teaching that occurred and the impact it had on P-12 student learning.
- Guide the intern in moving beyond feelings about their teaching to reflecting on evidence of their planning, teaching, and assessment and the impact on the P-12 learners and future instruction.
- Discuss events from the lessons that were not included in the intern’s comments. Allow the intern an opportunity to consider and respond to the situation(s) you described. This time of reflection, at your direction, is most important in the intern's development.
- Address areas of concern that were not connected to the lesson observation.
• Encourage the intern to ask questions about any concerns that have not been addressed.
• Provide an opportunity for the intern to summarize the conference. Comments would focus on affirmations, suggestions, and areas of consideration for improvement. Offer ideas of yours that the intern did not include, as well as a follow-up to comments that were provided.

Mentor teacher

• Provide an opportunity for the mentor teacher to share reflections of the intern from activities in previous days and weeks. These ideas will be important in enhancing your perception of the total experience.
• Exchange ideas on the period of instruction that you just observed.
• Encourage questions from the mentor teacher relative to any concerns that exist about the Clinical Practice experience.

These conferences with intern and mentor teacher are vital. The reflecting that you nurture will serve as a long-term influence. The reflections will help the intern to more clearly see instructional-self and will support the mentor teacher in considerations of self as supervisor.

VISIT SIX – Final Conference

This visit involves collecting formal final evaluations and conferencing with the intern and mentor teacher. As with previous conferences, you may choose to visit with interns and mentor teachers independently or together. Individuals in both of these roles have significant information to share with you:

• Highlights of the experience;
• Difficulties that were experienced;
• Impact on student learning;
• Suggestions for the:
  o intern,
  o mentor teacher,
  o University supervisor.

Reflections by the intern on the effectiveness of courses taken to prepare for teaching.

PROFESSIONAL DEVELOPMENT SUPPORT - Intervention Process

Research states that teacher development occurs in identifiable stages. Interns do not progress through these stages at that same rate. Rather than questioning whether problems will surface, the question becomes, "What is the plan to support a intern when they struggle during the semester?" Possible areas of concern may include planning, instruction, assessment of student learning, classroom management, negative impact on P-12 student learning, and lack of professional behavior. When candidates struggle in clinical practice, a structured intervention process is put in place to document the areas of
concern and to provide scaffold supports by university and mentor teachers to provide opportunities for interns to be successful.

Written documentation is important when there is a problem that is persistent over time, or when a significant problem is evident. There are four stages of support that provides documentation for interns that struggle in field experiences. The four forms of support documentation are: (1) Student Concern; (2) Professional Support Plan A; (3) Professional Support Plan B and (4) Probationary Status Agreement. If these four forms of scaffold support do not result in improved performance by the intern, the Failure to Complete in the Semester of Enrollment document is used to end the field experience or clinical practice.

**Student Concern**
- Talk with the intern about the area(s) of concern in performance (planning, teaching, classroom management, or professionalism).
- Discuss specific strategies that may help improve the candidate’s performance.
- A Student Concern document is developed. The document is developed to provide the intern with written documentation of areas in need of improvement. A meeting will be held with the intern, mentor teacher, and university supervisor to discuss concern(s) and to provide improvement strategies. It is the intern’s responsibility to immediately begin to implement strategies and show improvement in the area of concern. If improvement is not demonstrated then a Professional Support Plan will be the next step in the intervention process.
Professional Support Plan A & B

- If improvement is insufficient or does not occur consistently based on the Student Concern document, the university supervisor must be informed and a three-way conversation must take place to determine why there has been no significant improvement.
- A Professional Support Plan is developed when difficulties have persisted with minimal consistent demonstration of improvement. The Plan is developed to identify areas in need of improvement, explain the action plan for improvement and document the timetable for monitoring anticipated progress. The form is written by the university supervisor in concert with the mentor teacher, and is discussed with the intern. The university supervisor will inform and discuss the situation with the Program Director prior to holding a meeting with the intern and mentor teacher. If appropriate progress is realized as written in the agreement, the Professional Support Plan does not impact subsequent evaluations. If the intern fails to meet the agreement benchmarks, he or she will be moved to Probationary Status. A maximum of two (2) Professional Support Plans (each for different areas of concern) are allowed during each field experience and clinical practice.

Additional Concerns

- If a second area of concern arises during the Clinical Practice experience, the mentor teacher and university supervisor will consult and determine if the documentation will be a second Professional Support Plan B

Probationary Status Agreement

Probationary status results from one of two events:
1. Inadequate progress based on the Professional Support Plan action plan and evidence.
2. The occurrence of a major unacceptable event.

The University Supervisor and Program Director, in collaboration with the Director/Coordinator of Field Experiences and Clinical Practice, determine whether an incident is sufficiently egregious to require immediate probationary status. A probationary meeting occurs to clarify and identify areas in need of improvement, explain the action plan for improvement and share the timetable for monitoring anticipated progress. The form is written by the university supervisor with the mentor teacher. Before the meeting is held, the university supervisor will share information about the intern with the Program Director who will then share and discuss this information with the chair of the department and Director/Coordinator of Field Experiences and Clinical Practice. The meeting will be conducted at the school site by the Director/Coordinator of Field Experiences and Clinical Practice. Expected attendees for the meeting are: the intern, the mentor teacher, the university supervisor, the clinical associate and/or principal, program director, and the Director/Coordinator of Field Experiences. At the conclusion of the meeting, the university supervisor will obtain all signatures required by the document. Signatures will be obtained from the program director and chair of the department after the meeting with the intern.
Establishing probationary status is a significant step. Appropriately acting on the information provided is a primary consideration in the intern’s eligibility for continuation. **One Probationary Status Agreement** is permitted during each field experience and clinical practice.

**Failure to Complete**

Failure to complete a field experience or clinical practice may occur when suggestions from the Probationary Status documents have not been appropriately incorporated or with the occurrence of a sufficiently egregious incident. The University Supervisor and Program Director, in collaboration with the Director/Coordinator of Field Experiences and Clinical Practice, determine whether an incident is sufficiently egregious to require immediate removal from the field experience. Examples are, but are not limited to, ethics violations, insubordination, and/or continuous disrespect. Removal may be immediate and may occur without the benefit of Professional Support Plans or Probationary Status documentation. When school personnel request that candidates be removed from the school for performance or professional reasons, a new field placement will rarely be identified until the following semester. The form representing failure indicates the contributing factors and options for future academic enrollment by the intern. **Interns may repeat each one time.**

**Intervention Forms**

Intervention forms are found in the intern section of the Clinical Practice Handbook.

**EVALUATIONS**

- University supervisor completes all required evaluations:
  - Evaluation of intern per directions in program packet.
  - Evaluation of mentor teacher, on-line in Chalk and Wire
- University Supervisor will enter final grades and Key Assessment data electronically at the end of the semester.

**GRADING INTERNSHIP**

Interns earn a grade of satisfactory "S" or unsatisfactory "U". The university supervisor is the instructor of record. However, grade determination is a result of extensive consultation with the mentor teacher. Should the two supervisors not be in agreement on a grade assignment for the intern, program director and/or department chair are available to meet with them for discussion of grade delineation. This occurs at the invitation of the mentor teacher and/or university supervisor.
TRAVEL REIMBURSEMENT

Consider all of your intern placements. Develop a travel schedule for the semester that maximizes your efficiency and minimizes costs. Developing a schedule before the beginning of the term seems to give positive structure for fulfilling Clinical Practice supervision responsibilities.

Travel reimbursement applies to all supervision within a 70 Georgia Southern University service region. University supervisors will be reimbursed for roundtrip mileage incurred from the point of departure to the school. The point of departure will be either the university supervisor’s residence or headquarters (College of Education), whichever is nearer to the destination point. If multiple schools are visited in one day the mileage accumulates from school to school, unless the faculty member returns to campus for other business between school visits. Odometer readings are no longer necessary for mileage reimbursement. Roundtrip mileage is all that is required. University supervisors will be reimbursed at the rate established by the State of Georgia for travel in a personal vehicle.

The travel expense statements can be obtained at https://drive.google.com/file/d/1qxsvMpExbv9Y0FWLoV9mVWuswFumUcq/view and MUST be submitted monthly to the chair of the department for a signature. The department secretary will then submit the form to the Initial Educator Preparation and Assessment. Travel forms for the final month of each semester must be submitted by the last day of exams in order to guarantee reimbursement. All travel expense statements will be processed within two days of documents arriving in the Office of Undergraduate Teacher Education. Travel reimbursement is directly deposited into your bank account.

Undergraduate supervision will be reimbursed by the Initial Educator Preparation and Assessment for roundtrip mileage incurred during the supervision of undergraduate interns.

MAT supervision (traditional placements and teachers of record) will be reimbursed by graduate travel funds through the Associate Dean for Graduate Education. MAT university supervisors are requested to note on the top of page 2 of the reimbursement form “MAT supervision” to assist in the reimbursement being processed from the correct fund.