

FREDERICK COUNTY PUBLIC SCHOOLS	Reg. No. 500-22
Subject: STUDENT TEACHERS/INTERNS	Date of Issue: 10/1/81
Preparing Office: Office of the Superintendent	Amended: 3/5/08

I. Policy

II. Procedures

A. Definition of Terms

1. College/university supervisor - the supervisor or administrator assigned by the college to supervise the student teacher/intern or student participant during periodic visits
2. Cooperating teacher/mentor/supervising teacher - a classroom teacher to whom the student teacher/intern or student participant is assigned who directs the work or activity of the student while he/she is in the school
3. Field experiences - experiences designed to give the student participant a broad and comprehensive view of teaching. The field experiences can vary from short observations to longer periods involving limited participation.
4. Institution of higher education (IHE) – the college or university where the student teacher/intern is enrolled
5. Professional development school (PDS) – a partnership between a school system and an IHE providing both academic and clinical preparation of student teachers/interns as well as professional growth experiences for both IHE and school system staff
6. IHE liaison --the university/college staff person who acts in a leadership role on behalf of the IHE
7. FCPS liaison -- the school system staff person who acts in a leadership role on behalf of FCPS
8. Professional learning community (PLC) – a team of professionals who collaborate to ensure improvement in meeting student needs
9. PDS site coordinator -- school staff member who represents the school in the PDS partnership in a leadership role
10. Student participant - a college or university student assigned to a school for the field experience

11. Student teacher/intern - a student enrolled in a college or university assigned to teach in a designated classroom or classrooms as part of his/her preparation for entering the teaching profession
12. Student teaching/internship - observation, participation, and actual teaching done by a student preparing for teaching under the direction of a cooperating teacher

B. Selection of Cooperating/Mentor Teacher for Student Teaching/Internship

1. Minimum Professional Qualifications

- a. Tenure
- b. Certification in the content area to be supervised
- c. Demonstrates exemplary performance as a teacher
- d. Principal's approval

2. Preferred Qualifications

- a. Holds a Maryland Advanced Professional Certificate
- b. Endorsement of the appropriate curriculum specialist

3. Professional Characteristics

- a. Adheres to the county curricular program and the school system goals
- b. Demonstrates knowledge and skills in the components of professional practice, including skills in planning and preparation, organizing the classroom environment, implementing instruction, and maintaining professional responsibilities
- c. Willingly accepts the responsibility of working with a student teacher/intern
 - (1) Will become familiar with all procedures
 - (2) Will attend meetings necessary in working with a student teacher/intern
 - (3) Will assist in the development and implementation of long range and daily lesson plans
 - (4) Will cooperate with all personnel to insure maximum professional growth for the student teacher/intern
 - (5) Will promptly complete all required forms

C. All student teachers/interns will be fingerprinted according to Human Resources guidelines.

D. Placement of PDS Student Teachers/Interns

FCPS has entered into formal PDS partnerships and continues to develop these partnerships. Each partnership comprises specific schools with an identified IHE. These partnerships accommodate the majority of student teacher/intern placements and

field experiences. Each partnership develops a unique collaborative relationship between the IHE and individual school or school cluster.

1. IHE partner works with principal and/or school PDS site coordinator to place student teachers/interns.
2. Principal has the final approval for intern placement.
3. The role of the PDS site coordinator in the placement process is determined by the principal.
4. If a placement is deemed inappropriate, the IHE PDS coordinator works with the principal to resolve the issues and/or reassign the intern.

E. Placement of non-PDS Student Teachers/Interns

The non-PDS IHE contacts Human Resources and indicates the subject or grade level, type of experience, and other appropriate factors regarding the student teaching request for placement.

1. Human Resources is responsible for placement of non-PDS student teachers/interns in conjunction with the appropriate curriculum specialist and principal.
2. If a student teacher/intern has preference for a particular student teaching placement, that preference will be given consideration in the placement process.
3. While every effort will be made to place all student teachers/interns, because the formal partnerships and a number of other IHEs requesting placements, it may not be possible to accommodate all requests for student teacher/intern placements.

F. All Student Teaching Placements

1. Human Resources will provide a list of all interns and their placements to the appropriate curriculum specialists.
2. A cooperating teacher shall not be assigned more than one student teacher/intern per year, unless an additional assignment is approved by the instructional director of elementary, middle, or high schools.
3. It is recommended that principals and curriculum specialists informally observe student teachers/interns during their internship experience.
4. Human Resources will inform student teachers/interns of relevant board policies and FCPS regulations as well as typically required notices to teachers regarding such topics as weapons, child abuse, etc.

G. Role of Staff in the Student Teaching Experience

1. The cooperating teacher has responsibilities to the student teacher/intern for his/her development as a member of the teaching profession as well as for his/her performance in the classroom.

2. Other school staff is responsible to accept student teachers/interns as professional staff-in-training and provide appropriate support.

H. Field Experience

1. Description

A field experience is one of the college student's initial exposures to the realities of the classroom. It occurs in the sophomore or junior year of college and consists of planned observations and interactions with students which are then discussed and analyzed in appropriate classes on the campus. The required number of hours is determined by the college. Activities such as using teaching tools or multi-media resources, tutoring, and conducting small-group lessons may be appropriately a part of the field experience.

Another type of field experience is the internship program. Colleges may request a field placement for a special purpose in various areas related to the school program. Students in an internship program may be in the junior or senior year of college or at the master's degree level.

2. Selection of teachers

- a. PDS partners will work with principals and/or the school PDS site coordinator to establish field placements
- b. The non-PDS IHE will contact Human Resources with specific information on the type of placement needed, the general location desired, and other pertinent data for the field experience student. Human Resources will endeavor to find placements for field experiences. Any certificated, tenured teacher who is recommended by his/her principal may volunteer to supervise the field experience. Colleges may compensate the cooperating teacher for the time and effort involved.
- c. Human Resources will inform field placement students of relevant board policies and FCPS regulations as well as typically required notices to teachers regarding such topics as weapons, child abuse, etc.

Approved:

Original signed by

Linda D. Burgee
Superintendent