



# **Internship Handbook**

Texas State University  
Office of Educator Preparation  
512-245-7880

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## **THE INTERNSHIP HANDBOOK**

### **Texas State University Office of Educator Preparation**

Texas State University has developed professional educators for over 100 years. With more than 30 educator certification programs across the university, making up almost 14 percent of our student body, Texas State is one of the largest traditional educator preparation programs in the country. The program includes rigorous academic coursework and extensive field experience supported by robust research in teaching and learning.

The conceptual framework that guides the Texas State Initial Teacher Preparation Program is based on three intersecting themes:

- The democratic purposes and outcomes of education
- Cultural competency in teaching and learning
- The development of the education professional

Foremost is our belief that education is fundamental to a democratic society's survival. Supporting this belief are notions that all children can learn and that educators can and do make a difference in the lives of children, and by extension, for the communities in which they teach and for society in general. An additional foundational perspective is that the important aspects of a teacher's development mentioned above optimally occur within the authentic setting of the classroom and are mediated by expert guidance, critical reflection, and assessment. (Adler, 1982; Chung, 2008; Clemson, 1990; Coleman, 1988; Counts, 1932; Darling-Hammond, 2014; Darling-Hammond & Bransford, 2005; Dewey, 1916, 1923, 1938; Griffin, 1986; Guyton & McIntyre, 1990; Hammerness, Darling-Hammond, & Bransford, 2005; Holmes Group, 1990; in TASC, 2011; Valdes, 1996; Ribich, Agostino, Barone, & Birch, 1982; Werner, Avila, Resta, Venglar, & Curtin, 1995).

Every semester, hundreds of Texas State University students progress toward their goal of becoming certified teachers, and every year, thousands of K-12 students learn in classrooms guided by our Texas State graduates.

### **The Texas State University Instructional Model**

All Texas State University teacher certification programs use **The Danielson Framework for Teaching** as the instructional model. In addition to providing a comprehensive picture of teaching, the Danielson Framework guides the growth of Texas State education students throughout their coursework and field experiences. The research-based Danielson Framework is similar to the Texas Teacher Evaluation and Support System (T-TESS), the teacher evaluation tool currently endorsed by the Texas Education Agency. The Framework is also aligned to the Texas State Teacher Standards.

The Framework has a 4-point rubric that describes what effective teaching and learning looks like and sounds like in the classroom. Though the Framework was developed to describe the practice of a certified teacher in the classroom, Texas State values the use of the rubric with Interns to reinforce growth towards highly effective instructional practice. Student Teaching Faculty use the Danielson Framework and rubric when conducting observations and evaluations of Interns. Post observation conferences and instructional discussions during seminars are grounded in the Framework's language and indicators for development.

Framework Ratings	Rating	Level	Criteria
Student Teaching Faculty receive training in the Framework in order to conduct observations and score the Framework's components. Interns are required to complete the online Danielson Framework video study prior to the beginning of the semester in which they teach, regardless of prior experience with the Framework. District Mentors can access an overview training of the Framework and are provided additional support through interaction with Student Teaching Faculty.	Unsatisfactory	1	Indicates little to no evidence of effective component demonstration. Rubric adjectives include "lack of," "unclear," "unaware," "poor," and "unsuitable."
	Basic	2	Within this level, attempts are made, but results are inconsistent or minimal. Performance rubric descriptions include "partial," "generally," and "moderate."
	Proficient	3	Describes the expected level of performance. Descriptors include "consistent," "frequent," "successful," and "smooth."
	Distinguished	4	Indicates a classroom where the level of effective learning and teaching is "solid", "seamless," "skillful," and "preventative."

### Related Resources

- Resources are available through the Clinical Teaching Resource tab of the [Office of Educator Preparation Website](#).
- The Danielson Framework for Teaching is not available on the OEP website. You will have to share contact information and register in order to download this document. (The Framework for Teaching Evaluation Instrument 2013) This link takes you directly to the Danielson FFT website. [Danielson Group Free Downloadable Resources](#)

## The Internship Assignment

*Internship - A paid supervised classroom teacher assignment for one full school year at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that may lead to completion of a standard certificate. An internship is successful when the field supervisor and the supervising campus administrator recommend to the EPP that the candidate should be recommended for a standard certificate. TAC, Title 19: Rule 228.2 (21)*

An internship is a mentoring partnership between Texas State University and a school district, and it is an additional avenue for some students to meet the practicum requirement for certification. The Intern is a salaried employee of the school district under a probationary certificate and an enrolled student of Texas State. The program provides guidance and support to the Intern during the year-long experience.

Texas State and TEA stipulate that students pursuing this avenue must meet each of the following criteria to be able to participate in an internship:

- Hold at least a Bachelor's degree
- Completion of all coursework on Certification Plan
- Minimum GPA of 2.75
- Passing scores on all TExES exams per certification area (including appropriate supplemental exams if seeking an EC-6 certificate)
- Application for Student Teaching

- Job offer from one of Texas State’s partner districts
- Completed Statement of Eligibility Form on file with the OEP
- Probationary Certification (via TEA)
- Registration for appropriate EDST courses (check with advisor)

The Intern is responsible for securing employment with a partner school district and contacting the Texas State University Office of Educator Preparation (OEP) to start the internship paperwork. The Campus Administrator will assign a District Mentor to provide ongoing guidance for the Intern and the OEP will assign University Student Teaching Faculty to supervise the Intern. The Intern must notify their ST Faculty Supervisor and the OEP Certification Officer if there is a change in the placement location or assignment which may impact your statement eligibility.

#### Related Resources

Resources are available through the Clinical Teaching Resource tab of the [Office of Educator Preparation Website](#).

- [Internship Resources](#)
- [Teacher Certification Handbook](#)

## Expectations of the Intern

The Intern is an employee of the school district and, at the same time, an enrolled student with the university. Therefore, they must meet the responsibilities and expectations of both Texas State University and the requirements of the school district. Interns must meet with Student Teaching Faculty prior to the beginning of school to receive information about program guidelines and expectations. Texas State and Student Teaching Faculty expectations for Interns are outlined below.

### General Expectations

**Communication:** Communication throughout the year is critical to successful completion of the Internship. All university communication takes place through Bobcat Mail. Students are responsible for checking their email daily and responding appropriately. Your ST Faculty Supervisor and District Mentor may incorporate phone calls and text messages as means of further communication. Additionally, communication and documentation takes place in ePortfolio. Students are responsible for completing the required actions (acknowledgements, uploads, etc.) in a timely manner.

**Required TX State Meetings:** Interns are required to attend all Student Teaching Faculty required meetings, including but not limited to orientation, evaluations, and those related to observations.

**Deadlines and Acknowledgement Requirements:** The OEP keeps Interns informed of important submission dates and deadlines. It is the Intern’s responsibility to meet deadlines when applying for graduation, exit exams, and certification. In addition, Interns must acknowledge their observations and evaluations in the online ePortfolio system.

**Campus Policies:** Interns should know and follow the policies of the school at which they are employed. This includes confidentiality policies regarding information obtained through student records or conversations.

**Classroom Authority:** Texas State expects the Intern to handle routine discipline problems immediately, and to consult the District Mentor, Campus Administrator, and/or university faculty for constructive feedback regarding effectiveness of techniques.

## Professionalism

The Intern is expected to demonstrate professionalism throughout their program, maintaining cooperative and collaborative relationships, complying with university, school, and school district policies, and conducting themselves ethically and with integrity.

- **Texas Education Code of Ethics** - All preservice and in-service teachers are required to uphold all aspects of [Texas Educator Code of Ethics](#). To maintain accountability with the Texas Education Agency, Interns must document that they have read and understood the Code of Ethics in their ePortfolio binders.
- **Ethical or Professional Concerns** - Because the Intern is an employee of the school district, the Intern should contact the Campus Administrator in the event that unprofessional behavior is experienced or witnessed in the school.
- **Cooperative and Acceptable Work Ethic** - As a district employee and a Texas State student, the Intern is expected to work in a professional, cooperative manner with all who they encounter.
- **Confidentiality** -The Intern is expected to know and adhere to the school policy on the use of confidential information that may be obtained through student records, conversation, or other sources. Confidentiality regarding students, information about parents of students, or information shared with the Intern must be maintained. (*Texas Code of Ethics Standard 3.1*).
- **Dress Code** - Interns are expected to present a professional appearance complying with the dress code policy of the school and district.

## Internship Policies

This handbook section provides an overview of basic policies regarding the internship. This, in conjunction with the current Student Teaching Syllabus, provides specific guidance regarding program policy.

<p><b>Criminal History and Background Check</b></p>	<p>For a new teacher, or one in a new district, a teaching background check is required. The Texas Education Code Section 22.083(b) authorizes the district to obtain criminal history record information on applicants being considered for employment with the district. The district requires everyone who is going to be in classrooms to be cleared through a criminal record check prior to being on campus.</p>
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	Based on information recorded in a student's criminal history, students may be ineligible for issuance of probationary certification or standard certification upon completion of the Educator Preparation Program. If concerned, students should request a <a href="#">Preliminary Criminal History Evaluation</a> from the Texas Education Agency, schedule an appointment for free legal counseling services through <a href="#">Texas State University's Attorney for Students</a> and disclose this information to the Office of Educator Preparation.
<b>Professional Liability</b>	The Intern is entitled to the same protection of laws as the District Mentor and the principal in the school where they are assigned. The university does not provide the Intern with liability insurance. <b>Texas State requires that all Interns obtain liability insurance coverage through organizations such as ATPE and TCTA.</b> <ul style="list-style-type: none"> <li>• Liability insurance protection does not apply in cases where there is use of excessive force in the discipline of students or negligence resulting in bodily injury to students, nor does the protection apply to the operation or use of any motor vehicle.</li> <li>• Interns should know and follow the rules and policies of the district in which they are employed.</li> </ul>
<b>Injuries at the School Site</b>	Interns, who are employees of the district, should follow district guidelines for reporting work injuries.
<b>Intern Attendance</b>	The Texas Education Agency requires a minimum number of days and/or hours the Intern must be in the classroom. <ul style="list-style-type: none"> <li>• The Intern must fulfill the attendance expectations of a full year contract within the district of employment.</li> <li>• An internship must be for a minimum of one full school year for the classroom teacher assignment or assignments that match the certification category or categories for which the candidate is prepared by the EPP.</li> <li>• An Internship assignment shall not be less than an average of four hours each day in the subject area and grade level of certification sought. The average includes intermissions and recess but does not include conference and duty-free lunch periods. (TAC 228.35)</li> </ul>
<b>Work Day/Hours</b>	Interns are to follow the school staff calendar and work hours. Arrival and departure, as well as attendance for all meetings/events, should be in accordance with the campus policy for all teachers.
<b>Passing Student Teaching</b>	The Final Grade for the Internship will be Credit/No Credit. To receive Credit (CR), the Intern must: <ul style="list-style-type: none"> <li>• Successfully complete/pass the internship as outlined in this handbook.</li> <li>• Obtain a rating of "2" or higher on <u>each</u> of the Final Evaluation components.</li> <li>• If applicable, meet all the requirements of the Growth Plan.</li> <li>• Complete the requirements of the school year successfully and be recommended by both the ST Faculty Supervisor and the Supervising Campus Administrator for a standard certificate. <ul style="list-style-type: none"> <li>○ <i>TAC Ch 228; Rule 228.35 (v) (ix) An Internship is successful when the candidate demonstrates proficiency in each of the educator standards for the assignment and the field supervisor and campus supervisor recommend to the EPP that the candidate should be recommended for</i></li> </ul> </li> </ul>

	<p><i>a standard certificate. If either the field supervisor or the campus supervisor do not recommend that the candidate should be recommended for a standard certificate, the person who does not recommend the candidate must provide documentation supporting the lack of recommendation to the candidate and either the field supervisor or campus supervisor.</i></p> <p>Note: The initial grade assigned to an intern will be “Progress” or “PR”. This grade will be changed once it has been verified that the intern has successfully completed the requirements of the district school-year term.</p> <p>There is no partial credit for the Internship.</p> <p><i>NOTE: Receiving credit for the clinical teaching practicum is not the same as becoming certified. Before the Certification Officer can officially recommend the issuance of a standard certificate, the candidate must complete all required steps, including passing all certification exams and applying for standard certification through TEA (See Chapter 5 in the <a href="#">Teacher Certification Handbook</a>).</i></p>
<b>Growth Plan</b>	<p>If an Intern’s performance is in need of significant intervention as noted by concerns from ST Faculty Supervisor, Mentor, or Campus Administrator, then the Growth Plan process will be initiated and the Texas State Office of Educator Preparation will be informed.</p> <ul style="list-style-type: none"> <li>• Ideally, the identification of areas needing significant improvement will occur early, leaving time for action steps to be implemented. Early and open communication between the Intern, the District Mentor, and Student Teaching Faculty is critical.</li> <li>• Once it has been determined that a growth plan is necessary, a conference with the Intern will be held. The Student Teaching Faculty Supervisor, the District Mentor, and the Intern will meet to review the growth plan.</li> <li>• In the event that a Growth Plan has been implemented by the district in which the Intern is employed, the Growth Plan process will also be implemented through Texas State (as described above).</li> </ul>

## Program Requirements and Standard Experiences

To maintain equity with assignments and workloads, as well as to maintain compliance with state mandates, Texas State University has established a set of common experiences for Interns. Interns will receive specific information about these standard experiences from the Faculty Supervisors during the orientation meeting at the beginning of the school year. The major requirements are listed below.

### Intern Standard Experiences

<b>Intern General Information Form</b>	Interns are asked to complete the Intern General Information Form and submit it to their Faculty Supervisor.
<b>Observation of the District Mentor</b>	Interns are expected to observe the District Mentor (or other classroom teachers specified by the District Mentor) as they teach and manage the classroom environment <u>two to three times</u> each semester.
<b>Reflections</b>	Through regular reflections submitted to the Faculty Supervisors, the Intern will assess their growth as a teacher and learner and reflect upon how to refine and expand teaching skills, classroom management techniques, and professional

	growth. Reflections will be required after each formal observation, and must be uploaded to ePortfolio. Additional required reflections will be at the discretion of faculty supervisors.
<b>Lesson Plans</b>	Interns are responsible for developing lesson plans and must submit a formal lesson plan to Faculty Supervisor prior to each Formal Observation <u>completed by faculty</u> . Specific lesson plan requirements for these Formal Observations are outlined by the Office of Educator Preparation and will be shared with Interns by their assigned Faculty Supervisor.
<b>Observations</b>	<p>Interns will be observed both formally and informally by the District Mentor and TXST Faculty Supervisor. Texas State University requires a minimum of two formal observations to be completed by university faculty during the first semester and at least one formal observation during the second semester, unless additional observations are warranted.</p> <p><i>An informal classroom visit/check-in will occur within the first 6 weeks of the second semester.</i></p> <p>Texas State asks that District Mentors observe the Interns two times each semester and provide verbal and written feedback.</p>
<b>Observation Cycle (Performance Assessment)</b>	<p>Interns will engage in at least <b>3 Formal Observation Cycles</b>. Observation Cycles include:</p> <ul style="list-style-type: none"> <li>• <b>Pre-Observation Conference</b> - Prior to observations, Interns and Faculty Supervisors will review and reflect on the lesson plan, focusing on the interrelationships between planning, instruction, the learning environment, and student outcomes.</li> <li>• <b>Formal Observation</b> - Real-time, <b>on-site</b> observation and scripting of the enacted lesson will be conducted by Faculty Supervisors. <i>(Candidates are encouraged to video their lesson for viewing and reflection, if possible)</i>. Each observation must be <b>45 minutes or longer</b>.</li> <li>• <b>Post-Observation Reflection and Coaching Conference</b> - After Interns have reflected on their lesson, they participate in a post-observation conference, during which the candidate is guided through a reflection on their strengths and areas for refinement.</li> </ul> <p><i>STF will provide a copy of each Formal Observation to the supervising campus administrator.</i></p>
<b>Required Post-Observation Self-Reflection</b>	For each Formal Observation, candidates will complete a required self-evaluation and reflection, which will become part of the Post-Observation Conference discussion. The Post-Observation Reflection will be uploaded to ePortfolio as part of the observation acknowledgement. Video is not a requirement at this time but is encouraged to facilitate self-reflection.
<b>Midpoint Evaluation</b>	Student Teaching Faculty and the District Mentor will come to a consensus about the midpoint assessment of progress. The Intern will participate in a Mid-Point <i>(end of first semester)</i> Conference to discuss progress and set goals for professional learning and growth.
<b>Internship Final Reflection Assignment</b>	The Intern will submit a final reflection at the midpoint of the second semester that includes required evidence as outlined by the Internship Final Reflection Assignment Guidelines.
<b>Final Evaluation</b>	The Intern will participate in a Final Evaluation Conference with the District Mentor and ST Faculty Supervisor, where summative ratings using the Texas State Student Teaching Rubric will be shared.

Resources available on the Internship Canvas Course site and/or [OEP Clinical Teaching Resources website](#).

## Intern Support

Interns are supported in the field during the internship by the Office of Educator Preparation (OEP) through assigned Student Teaching Faculty Supervisors, and by the school through the assigned District Mentor. The role of each support figure is outlined below.

### Guiding the Intern: Student Teaching Faculty

Student Teaching Faculty are a critical figure within the internship experience, acting both as a mentor and a facilitator of professional learning and growth in practice. Faculty Supervisors have extensive experience in observing, mentoring, and training, and are committed to partnering with the university, school, District Mentor, and Intern to create the best possible experience during the internship. Faculty duties encompass working with the Intern within the district/school environment, providing external support, and completing all required Texas State documentation. A brief summary of the roles and requirements of University Student Teaching Faculty are outlined below.

<b>Training</b>	<ul style="list-style-type: none"> <li>• Complete all required training, including but not limited to the Danielson Framework for Teaching (FfT) and TEA required trainings.</li> <li>• Attend all mandatory Office of Educator Preparation trainings and meetings.</li> <li>• Provide orientation training for District Mentors and school administrators per guidelines and sharing pertinent internship information.</li> </ul>
<b>Mentoring</b>	<ul style="list-style-type: none"> <li>• Facilitate the professional learning and growth of the Intern. This should include dialogue, planning feedback, observation/feedback, and collaborative problem-solving.</li> <li>• Assist the Intern with any challenges that arise and provide guidance regarding teaching and internship requirements.</li> <li>• Engage the Intern in regular reflection, as outlined in the Program Expectations and Standard Experiences.</li> <li>• Collaborate with the Intern to complete various Standard Experiences.</li> <li>• Collaborate with the District Mentor to promote/monitor progress of the Intern.</li> </ul>
<b>Standard Experiences</b>	<ul style="list-style-type: none"> <li>• Conduct an Orientation Meeting <i>within the first 3 weeks</i> of the internship to provide program guidelines and expectations (TAC 228.35, Section 7).</li> <li>• Ensure completion of tasks and assignments outlined in the Program Expectations and Standard Experiences.</li> <li>• Conduct at least 3 Formal Observations, each of which must be 45 minutes or longer within the Observation Windows.</li> <li>• Facilitate Pre- and Post- Observation Conferences for each Formal Observation.</li> </ul>
<b>Evaluations</b>	<ul style="list-style-type: none"> <li>• Collaborate with the District Mentor to determine Intern progress, goals, and additional observation requirements for the Midpoint Evaluation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Collaborate with District Mentor to determine Final Evaluation ratings at the end of the Internship.</li> <li>• Secure Supervising Campus Administrator's signature on the Recommendation Form.</li> </ul>
<b>Documentation</b>	<ul style="list-style-type: none"> <li>• Complete the Observation Record (minimum of 3) within 7 days after each Formal Observation in ePortfolio.</li> <li>• Provide a copy of the Formal Observation report to the candidate's supervising Campus Administrator.</li> <li>• Complete the Midpoint Evaluation record in ePortfolio.</li> <li>• Complete the Final Evaluation record in ePortfolio.</li> </ul>

### Supporting the Intern: District Mentor

The District Mentor is another critical figure within the Internship experience. The District Mentor provides regular on-site support and guidance for the Intern. A brief summary of the roles and support to be provided by the District Mentor are outlined below.

<b>Training</b>	<ul style="list-style-type: none"> <li>• Review the <b>Internship Handbook</b>.</li> <li>• Attend an orientation meeting with Texas State Faculty Supervisor.</li> </ul>
<b>Mentoring</b>	<ul style="list-style-type: none"> <li>• Welcome the Intern to the school and build a trust relationship.</li> <li>• Introduce/orient the Intern to the school, staff, and district.</li> <li>• Encourage and support the Intern.</li> <li>• Facilitate the professional learning and growth of the Intern. This should include dialogue, co-planning, observation/feedback, and collaborative problem-solving.</li> <li>• Collaborate with the Intern to complete various Standard Experiences required by TXST, as well as responsibilities of beginning teachers at your site.</li> <li>• Collaborate with Faculty Supervisor to promote/monitor progress of the Intern.</li> </ul>
<b>Communication &amp; Evaluations</b>	<ul style="list-style-type: none"> <li>• Communicate regularly with Faculty Supervisor regarding the Intern's progress.</li> <li>• Collaborate with Faculty Supervisor to determine Intern's progress and further observation requirements during the Midpoint Evaluation.</li> <li>• Collaborate with Faculty Supervisor to determine Final Evaluation ratings at the end of the placement.</li> </ul>

### Addressing Concerns

- If you are an Intern that has concerns about your District Mentor, you should communicate with your Campus Administrator.
- If you are an Intern that has concerns about your TXST Faculty Supervisor, you should communicate with the Director of the Office of Educator Preparation (512-245-7880).
- If you are a District Mentor that has concerns about the Intern, you should communicate with the Campus Administrator and the TXST Faculty Supervisor.
- Any concerns about the Intern that may warrant dismissal or may prevent final recommendation for standard certification must be discussed with the Director of the Office of Educator Preparation (512-245-7880).

## Additional Information

### Applying for Certification

Before the Certification Officer can officially recommend the issuance of a standard certificate, the candidate must complete all required steps including:

- **Take/Pass all required TExES exams.** Specific information is posted on the Office of Educator Preparation website.
- **Apply for Teacher Certification** online. Guidelines are provided on the Office of Educator Preparation website.

See Chapter 5 in the [Teacher Certification Handbook](#).

### Standards

Texas Teacher Standards	<a href="#">State Standards Link</a>
The State Board of Educator Certification creates standards for beginning educators. See link in the next column for The Classroom Teaching Certificate standards.	<a href="#">Classroom Teaching Certificate Standards</a>