



**STUDENT TEACHING
INTERNSHIP IN
FAMILY
AND
CONSUMER
SCIENCES**

**A Handbook for
Cooperating Teachers
And Teacher Interns**

**Created by the
Family & Consumer Sciences
Student Teaching
Internship Team
2004/2017**

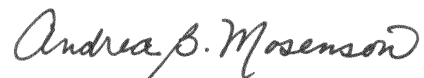
Notes

Dear Cooperating Teacher:

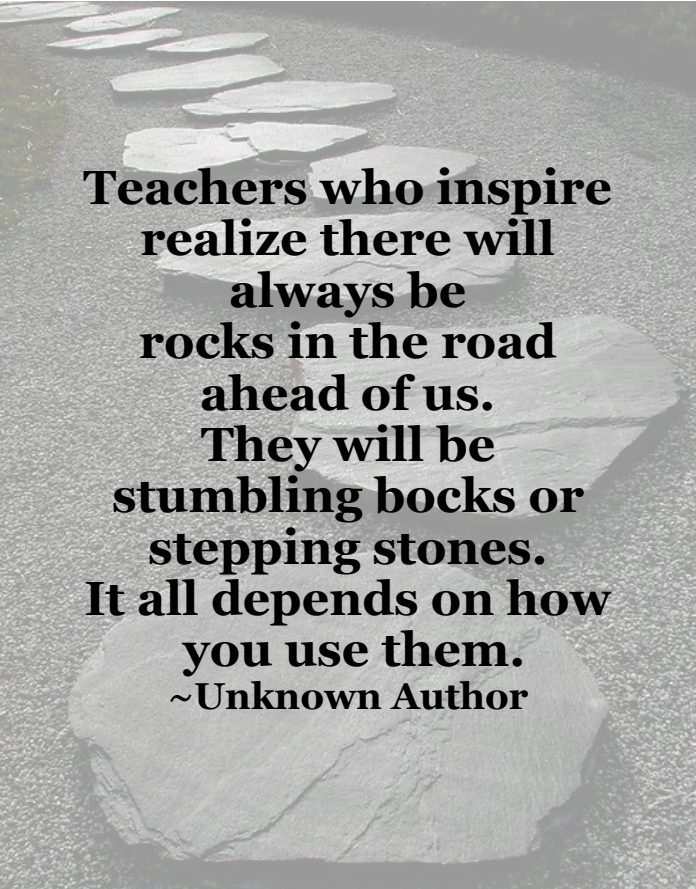
Thank you for participating in the Family and Consumer Sciences Student Teacher Internship Program at Queens College. Your service is invaluable as it provides the real classroom experience that transforms teacher interns into professionals. The fact you have accepted a teacher intern reflects a true sense of dedication and commitment to the teaching profession. I am confident that through your guidance and leadership the teacher intern will receive a realistic and meaningful experience.

This handbook was written as a guide to assist you while working with a teacher intern. I hope you find it helpful and it answers many of your questions. If you have any other questions about the program, please feel free to contact me.

Sincerely,



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**Teachers who inspire
realize there will
always be
rocks in the road
ahead of us.
They will be
stumbling bocks or
stepping stones.
It all depends on how
you use them.
~Unknown Author**

9. Arrange to meet with your cooperating teacher each day to discuss lesson plans, your teaching and classroom management skills, and your growth and progress in teaching.
10. Your attendance should be perfect! In order to qualify for an initial teaching certificate, you must student teach for a **minimum of 315 hours**. This means 60-minute hours, not 315 class periods. You are to be in attendance each day school is in session. In the event you are ill or have a personal emergency, you are expected to call your cooperating teacher. If the college supervisor is visiting that day, you are expected to call them as well.
11. You are to assume every obligation that your cooperating teacher assigns during the timeframe of your internship. Additionally, look for things to be done and do them; ask for ways to be of service to your cooperating teacher and the FACS Department.
12. Participate in faculty meetings and other school functions that your cooperating teacher attends. It is also a good idea to attend school activities that your students participate in.
13. Leave nothing to chance in your class preparation. Be organized, prepared, and ready for the unexpected.
Always overplan!
14. Win the goodwill of your students by doing a good job of teaching, not by being their friend!
15. Welcome ideas and suggestions from those who are in a position to judge your work. If you are ever in doubt, **ask questions!**



Teacher Intern Expectations

1. Before beginning your internship, find out what your cooperating teacher expects of you and outline a daily schedule.
2. Become familiar and follow your assigned school's policies and procedures.
3. Become familiar with resources in the department, school, and community. Incorporate them into your lesson planning.
4. Become acquainted with the school's administrators and office staff members, guidance counselors, librarians, resource room teachers, FACS teachers, and other important personnel. Seek out opportunities to do classroom visits to several of your students' favorite teachers; learn why these individuals earn their status.
5. Conduct yourself as a professional. This means to be on time, be respectful, and dress appropriately.
6. In dress and conduct, you should emulate the pattern set by the faculty, not set by the students. **Dress for success!** Use a lab coat or apron and secure your hair when working in the foods lab. Model the behavior you want students to follow.
7. Lesson plans are to be written for each day you teach. They should be completed in advance and discussed with the cooperating teacher. You must e-mail your lesson plan to your college supervisor at least one day prior to the visit.
8. After you are observed by the college supervisor, write a 1-2 page reflection paper based on your lesson and post-conference. It is due one week after the lesson and should be emailed to your supervisor and Dr. Mosenson.

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Responsibilities of the College

1. Placement of Teacher Intern

The Student Teaching Placement Office sends official paperwork to school district's personnel office for confirmation of student teaching assignment.

2. Visitation by College Supervisor

A total of three visits will be arranged by the college supervisor.

3. Briefing the Cooperating Teacher

- ◆ Initial meeting to discuss program and explain guidelines and policies.
- ◆ Provide forms for evaluations.
- ◆ Open up lines of communication with program coordinator about teacher interns' progress.

4. Seminar for Teacher Interns

The seminar course is designed to support teacher interns and help them work out any problems or issues they may be experiencing during their internship. The seminar will also focus on guiding the interns through the edTPA process.

5. Collection of Assessments for Program Accreditation

Queens College is accredited by the Council for the Accreditation of Educator Preparation (CAEP) which requires collecting final evaluations of interns. Cooperating teachers will be contacted by the Education Unit to complete these evaluations online through our Chalk & Wire system.



Establishing & Maintaining a Partnership

1. Build a healthy and supportive relationship with your teacher intern.
 - ◆How you address them and solicit their assistance in front of the students is crucial. Always treat them as your equal.
 - ◆Address any concerns or issues with the intern when they come up. Do not let them wait as this usually only makes matters worse, not better.
 - ◆Remember that your main role is to guide and mentor the intern into becoming an effective teacher.
2. Establish a working relationship with the college supervisor.
 - ◆Attend the conferences with the college supervisor and intern, if you can.
 - ◆Discuss the progress of the intern including their strengths and areas that need more work.
 - ◆Feel free to contact the college supervisor whenever you have any questions or concerns with the intern.
3. Maintain a partnership with the program coordinator throughout the semester.
 - ◆Contact the program coordinator if you have any questions about the internship program or the teacher intern you are working with.
 - ◆An open line of communication will build and maintain a strong and healthy partnership for everyone involved.

6. Provide teacher intern with praise and constructive criticism so they can learn from their experiences.
 - ◆Support and guidance from cooperating teacher is essential for a positive experience.
 - ◆Remember the intern is still a “student” learning the realities of teaching.
7. If possible, team teach a class with the intern to provide a broad range of experiences during the internship.
8. Evaluating the teacher intern.
 - ◆Informal evaluations should be ongoing throughout the semester so the intern can adjust and improve their teaching skills.
 - ◆There are two formal evaluations required by the cooperating teacher that are sent to the program coordinator by the assigned due dates:
 - ~Mid-Semester Evaluation (included in packet)
 - ~Final Evaluation (e-mailed to you)
 - ◆In addition to completing and sending the Final Evaluation to the Program Coordinator, the cooperating teacher will be contacted by the Education Unit at Queens College to complete the same Final Evaluation through the college’s Chalk and Wire system for our accreditation.
9. Completing the Mid-Semester Evaluation is crucial to the teaching internship, especially if the intern is having difficulties with the teaching assignment. The sooner problems are addressed, the better they can be handled by the program coordinator and college supervisor. If an intern fails to meet your expectations, an email or phone call detailing the problems must be presented to the coordinator by mid-semester.
10. Completing the Final Evaluation towards the end of the teaching internship should provide a complete picture of the intern as a **beginning** Family & Consumer Sciences teacher.

Student Teacher Internship Requirements

1. Calendar

- ◆ Current calendar will be provided by the Program Coordinator.
- ◆ Student teaching internship is about 14 weeks.
- ◆ Teacher interns assigned to two schools in a district spend about seven (7) weeks in each school.
- ◆ During the 8th week, interns are off from student teaching to focus on completing their edTPA.

2. Hours Required

- ◆ 22.5 hours/week are required.
- ◆ Normal practice is to spend 4.5-5 hours per day at the school.
- ◆ Schedule of hours is to be determined by the cooperating teacher in consultation with the intern.
- ◆ Teacher intern is required to teach a minimum of two classes for at least half of their internship (3.5 weeks at each placement) and spend the other time observing and helping the cooperating teacher in the classroom.
- ◆ Teacher interns are encouraged to attend faculty meetings, parent-teacher conferences, and other school events.



3. Visitation by College Supervisor

- ◆ A total of three (3) visits will be arranged with the teacher intern, usually one in February, one in March, and one in April or early May.
- ◆ Role of supervisor is to work with teacher interns helping them grow and develop into a Family and Consumer Sciences (FACS) teacher by:
 - ~ Observing classes taught by intern.
 - ~ Examining lesson plans and other materials used in a lesson.
 - ~ Conducting conferences with intern immediately after observations. Cooperating teachers are encouraged to join the conferences if they can.
 - ~ Guiding intern to develop effective instructional and classroom management skills.
 - ~ Helping intern work out teaching issues or problems they may encounter.
 - ~ Evaluating intern on their growth and progress throughout the internship.

4. Preparation of edTPA for Certification

- ◆ NYSED now requires all teacher candidates to pass the edTPA (Education Teacher Performance Assessment) in order to become a certified teacher.
- ◆ Teacher interns are required to plan, implement and assess a learning segment (or mini unit on a topic) they teach during the first 7 weeks of student teaching.
- ◆ Interns must plan 3-5 consecutive lessons taught over 3-10 days and include a student project.
- ◆ The intern must be videotaped while teaching these lessons and a permission letter signed by parents in the class that is being videotaped.
- ◆ Information about the edTPA and what is required will be provided to you.

Role of Cooperating Teacher

1. Primary role is to serve as the teacher intern's mentor. In fact, the cooperating teacher is the key person in helping to prepare the intern in becoming a FACS teacher.
2. Remain a classroom observer as the intern assumes the major responsibility for their class or classes.
 - ◆ Try not to interrupt the intern when she or he is teaching.
 - ◆ Do not discipline students; let intern take the full responsibility of classroom management and only intervene in an emergency situation.
3. Take notes as you observe teacher intern by answering the following questions:
 - ◆ What is intern doing well as a teacher?
 - ◆ What needs improvement and why?
 - ◆ What suggestions can I offer to help intern?
4. Discuss lesson plans and material with intern before the lesson is taught.
 - ◆ Interns are required to write a lesson plan for everyday they teach and keep them in a notebook. They will be using the lesson plan format from Queens College (a copy will be provided in your packet).
 - ◆ Review plans and make suggestions as you see fit.
 - ◆ Lesson plans must have an introduction including a "Do Now" and hook, body explaining what and how they will teach material and what students will be doing during lesson, and a summary of the lesson's key points.
 - ◆ Ask intern about a plan for assessing the students.
 - ◆ Encourage independence and creativity of intern.
 - ◆ Allow intern to experiment with their own ideas when developing and implementing the lessons.
5. Plan to meet with the intern at least once a day to discuss:
 - ◆ Lesson plans and teaching skills
 - ◆ Progress of intern
 - ◆ Other relevant issues

Guidelines & Recommendations for Cooperating Teachers

Beginnings and Introductions (Best done prior to semester)

1. Discuss the topics and material you expect to be taught in the classes the intern is taking over.
2. Introduce the student as a “**teacher intern**” rather than a student teacher. The term “student teacher” may be perceived as having limited status and authority when called a student and not a teacher. The term “teacher intern” is associated closer to the attributes of a teacher.
3. Introduce the intern to the school’s administrators, staff members, guidance counselors, librarians, resource room teachers, FACS teachers and other personnel you feel the intern should meet.
4. Acquaint the intern with the building facilities, school policies and other procedures. Consider the following:
 - ◆Teacher lavatory
 - ◆Use of copy machines
 - ◆Teaching supplies and materials
 - ◆Lunchroom procedures
 - ◆Fire drill procedures
 - ◆Attendance and tardiness policies & procedures
 - ◆Grading policies and procedures
5. Discuss classroom management procedures and school’s policy on handling student misbehavior.
 - ◆Interns are encouraged to develop and use classroom expectations/guidelines for the classes they teach. It is important for the cooperating teacher to work with the intern so guidelines are in line with the school’s policies.
 - ◆Mentor interns on how to handle classroom behavior issues **before** they begin teaching.
6. Plan ahead for how absences of cooperating teacher and/or teacher intern will be handled.

5. Recommended Schedule

- ◆ Teacher intern should begin the semester by teaching at least one class. They are responsible for this one class for the entire internship. Since many schools start a new semester with new courses or course sections, teacher interns are given the opportunity to begin teaching with a new group of students. Teacher intern should observe and participate in other classes as directed by the cooperating teacher.
- ◆ The intern can teach two classes from the beginning if they are the same prep. This is especially important in the first placement when the intern will also be working on their edTPA.
- ◆ Assign a second class to the intern about three (3) weeks into the semester. After the February break is a good time for the intern to take over the second class.
- ◆ Assign a third class to the intern about halfway through the internship. The timing of the third class is dependent on the readiness of the teacher intern, schedule of classes, and cooperating teacher.
- ◆ If a third class is not possible, consider team teaching a class with the intern. While team teaching can be accomplished in many ways, the following are some suggestions:
 - ~ Both cooperating teacher and teacher intern take turns teaching the lesson each day.
 - ~ Cooperating teacher and teacher intern are present everyday, but only one teaches the lesson, while the other person helps out. Roles switch back and forth as necessary so both have the opportunity to teach.
 - ~ Any combination of teaching methods that involves both the cooperating teacher and teacher intern in implementing the lessons to the class.
- ◆ Allow the intern to teach for an entire day or a few days. This experience can help prepare the teacher intern for the realities of a teacher’s work day.

Recommended Schedule for an Internship at One 7-12 School

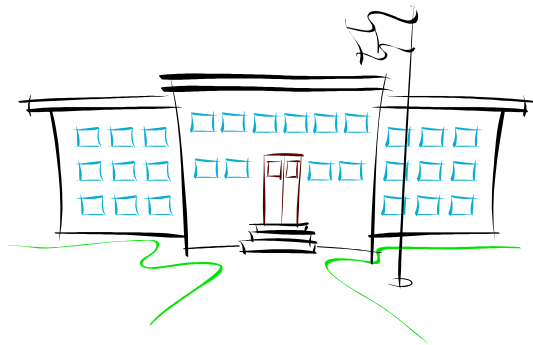
Weeks 1-3: Teach one class and observe and participate in other classes. Intern can teach two classes from the beginning if they are the same prep.

Weeks 4-7: Teach two classes and observe and participate in other classes.

Week 8: Teacher intern is off from student teaching to focus on completing the edTPA.

Weeks 9-11: Teach three classes OR teach two classes and team teach one. Give intern an opportunity to teach for a full day or a few full days.

Weeks 12-14: One class can be given back to the cooperating teacher (the second or third class), if desired. This helps the cooperating teacher get back on track with this class, while the teacher intern begins to wind down the end of the internship. This should be discussed and



Recommended Schedule for an Internship at Two Schools: A Middle School and a High School

FIRST SCHOOL:

Weeks 1-2: Teach one class and observe and participate in other classes. Intern can teach two classes from the beginning if they are the same prep.

Weeks 3-5: Teach two classes and observe and participate in other classes.

Weeks 6-7: Continue to teach two classes OR continue to teach original class and team teach the other one. Teacher intern should begin preparing to switch to second school and the first class being taught there.

Week 8: Teacher intern is off from student teaching to focus on completing the edTPA.

SECOND SCHOOL:

Weeks 9-10 Teach one or two classes and observe and participate in other classes.

Weeks 11-12: Teach two to three classes and observe and participate in other classes. Give intern an opportunity to teach for a full day or a few full days.

Weeks 13-14: One class can be given back to the cooperating teacher (the second or third class), if desired. This helps the cooperating teacher get back on track with this class, while the teacher intern begins to wind down the end of the internship. This should be discussed and decided upon together by cooperating teacher and teacher intern.