

Guidelines for Contractual Teaching During Internship Virginia Commonwealth University

School of Education Values

The School of Education ensures that internships provide rich opportunities for prospective teachers to put theory into practice and enhance pedagogical skills with the support of expert supervision. The conceptual framework, "*Educator as Critically Reflective Practitioner*", which undergirds the program, espouses the philosophy that a competent teacher is one who is able to make sound decisions in the educational process. The internship is the culminating experience of the teacher preparation program and must ensure opportunities to refine the pedagogical skills of prospective teachers.

The School of Education maintains its commitment to the Virginia Board of Education's Approved Program guidelines and to the standards of the National Council for Accreditation of Teacher Education.

Students in the Master of Teaching program who are invited by a school division to take a permanent teaching position or long-term substitute position prior to the completion of the internship experience must obtain approval by the School of Education. This policy is not meant to enable interns to take a floating substitute position where their responsibilities change regularly. There must be a written agreement between the School of Education and the respective school division as to: 1) the dates the internship will end and the contractual teaching will begin; and 2) plans for continued supervision including teacher mentoring at the building level and continued university supervision until the end of the internship semester.

The School of Education recommends graduates for licensure who have completed the approved program. Moreover, receiving the Masters degree is contingent upon successful completion of all program requirements, including the full internship.

Criteria and Process for Release from Internship:

To be eligible for contractual teaching, the intern must have:

- completed all requirements for the baccalaureate and master of teaching degrees with the exception of the internship and TEDU 681 for students in the secondary education programs.

- met all requirements for participation in internship including GP A and successful performance on the Praxis I Tests.

- been approved for participation in the internship by the program area faculty and department chair.

- Approval of cooperating teacher and supervisor.
- been assigned to the appropriate grade level and/or subject area.
- completed all program requirements for the internship such as lesson/unit plans, portfolios, etc.

The school division's office of human resources must have submitted a formal letter of request to the Dean's Office for release of the intern for contractual teaching specifying the rationale for the request, effective dates, willingness to assign the intern to the appropriate grade level and subject area(s), commitment to provide a mentor teacher, and remuneration to the intern.

Length of Experience:

- For Early/Elementary Education interns, release for contractual teaching may be considered after twelve weeks of the sixteen week experience have been successfully completed.
- For Early/Elementary Education majors, interns must complete a minimum of 8 weeks in one placement (Either primary level, grades K,1 or 2 or elementary level, grades 3-5) and four weeks in a second placement on the opposite level from the first placement.
- For Middle and Secondary interns, release will not be considered until ten weeks of the placement have been completed.

Mentor Teacher

The cooperating teacher will be paid by the prescribed University honorarium. The school division typically provides remuneration to the mentor teacher for this service.

The mentor teacher must:

- be approved by the public school division.
- have completed three years of successful teaching, and hold licensure in the area supervised.
- agree to have formal weekly observations and conferences and complete the formative written evaluations as prescribed in the Teaching Intern/Student Teaching Handbook.
- agree to meet with the University Supervisor on a regular basis.

- have a written commitment from the school division to observe the intern working with children during the school day.

School Administrator

The school administrator must be the principal or assistant principal, or appropriate central office supervisor.

- The school administrator must observe and complete a formative (mid-term) and a summative (final) evaluation of the intern.
- The school administrator must submit the evaluations to the University Supervisor.

University Supervisor

The university supervisor must:

- visit the intern at least six times "during the semester with at least four being observations of the intern in a teaching situation. The University Supervisor will continue observations during the period of contractual teaching.
- complete the formative and summative evaluations of the intern.
- meet with the intern and mentor teacher regularly.
- Submit final grades for the internship experience.

Other

Each application will be reviewed on a case-by-case basis. Consideration will be given in light of the intern's performance and progress during the internship experience, continued supervision by the University supervisor, and the support provided by the school division to include a mentor teacher and opportunities for professional development.

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Contractual Teaching Positions

Each of the Richmond Metropolitan Areas school divisions has expressed support for the concept of contractual teaching during the internship. Further, each division agrees to provide mentor teacher support and remuneration for the intern. Following is a brief description of the policies as shared by each division on mentor teachers and remuneration.

Chesterfield County Public Schools

Mentor Teachers help the beginning teacher to learn about the complex job of teaching, feel good about teaching, help reduce the workload, become part of the school community, and establish high expectations for-teacher and student performance.

Remuneration for **Interns** under contract

1. *If the student teacher is filling in for a teacher out on medical leave for an extended but limited, he/she will be paid as a long term Board Substitute.* (Suggestion is to delete long term sub as a reason for allowing a contractual hire)
2. If the student teacher is replacing the teacher for the remainder of the year, he/she will be contracted as a first year teacher and placed on the appropriate step as a teacher with a Bachelor's degree in his first year of teaching with all accompanying benefits.

Hanover County Public Schools

Mentor Teachers:

- Learn about the complex job of teaching.
- Feel good about teaching.
- Help reduce the workload environment.
- Become part of the school community.
- Help with classroom management techniques.
- Discuss various discipline strategies.
- Suggest strategies for a successful learning environment.
- Discuss referral procedures for students with special needs.

Remuneration for **Interns** under contract

1. If the student teacher is filing in for a teacher out on medical leave for an extended but limited time period, he/she will be paid as a long term Board Substitute. .
2. If the student teacher is replacing the teacher for the remainder of the year, he/she will be contracted as a first year teacher and placed on the appropriate step as a teacher with a Bachelor's degree in his first year of teaching with all accompanying benefits.

Henrico County Public Schools

Mentor Teachers:

- Assist the new teacher with becoming integrated into the community.
- Assist the new teacher with putting into practice what they learned in college.
- Assist the new teacher with utilizing effective time management and planning.
- Observe the new teacher on a weekly basis.
- Meet the University Supervisor on a regular basis.

Remuneration for **Interns** under contract:

1. If the student teacher is filling in for a teacher out on medical leave for an extended but limited time period, he/she will be paid as long as a long term Board Substitute.
2. If the student teacher is replacing a teacher for the remainder of the year, he/she will be contracted as a first year teacher and placed on the appropriate step as a teacher with a Bachelor's degree in his first year of teaching with all accompanying benefits.

Richmond Public Schools

Mentor Teachers receive stipends for providing new teacher support, participate in a full day of training, and attend on-going training sessions with new teachers. Additionally they do the following:

- New teachers understand policies and procedures.
- Familiarize new teachers with their buildings and introduce them to building personnel.
- Help with planning and organization.
- Help new teachers with individual students who are experiencing difficulty either behaviorally or academically.
- Help new teachers locate and use student records.
- Serve as a sounding board to new teachers, answering questions and providing emotional support.
- Are advocates for new teachers in the school.
- Arrange for new teachers to visit and observe other "model" teachers in the division and discuss with them impressions of these visits.

(Richmond Public Schools Administrative Procedures Code 3.01)

Remuneration for **Interns** under contract

1. Interns, who are substituting, are paid as long term substitutes on Step 1 of the salary schedule.
2. Interns, replacing a teacher for the remainder of the year, are contracted as first year teachers and paid on Step 1 of the salary schedule.