

**From the internship handbook pgs. 13-14**

The following information is general in nature. *Clinical instructors will provide candidates with a complete syllabus that will be tailored to their cluster site and will include additional grading information as well as policies unique to the candidate’s site and seminar.*

**Seminar and Internship Grading**

Intern Teaching (4700, 4710, 4740, 4750) is graded on a Credit/No Credit basis. Credit (C) is determined by the growth and progress of the teacher candidate throughout their internship experience. Candidates will be evaluated at the midterm and end of the semester as effective, developing, or ineffective in relation to InTASC and WMU’s Evaluation Tool. Interns receiving one or more INEFFECTIVE ratings on the final evaluation may be given a grade of No Credit (NC).

The Seminar in Education (4100) is a graded experience (see Course Grades and Grading System in the Undergraduate Catalog at

[http://catalog.wmich.edu/content.php?catoid=16&navoid=548#cour\\_grad\\_and](http://catalog.wmich.edu/content.php?catoid=16&navoid=548#cour_grad_and)). As a professional education course, students must receive a grade of “C” or better in the Seminar in Education course to receive credit. Within the seminar course, credit is granted for work that receives a grade of “C” or better. No credit will be given for coursework that receives a grade below that of a “C”.

An Incomplete (I) is a temporary grade requested by the intern when illness, necessary absence, or other reasons beyond the control of the student prevent completion of the requirements of the internship. The "I" is granted for students whose submitted work is of acceptable quality, but who are unable to meet course objectives within the semester. Note: Incompletes (I) cannot be granted for the internship course and cannot be granted as a substitute for no credit (NC).

**Seminar Expectations**

- Participate in all seminar meetings with WMU clinical instructors
- Successfully complete all assignments as outlined by the clinical instructor in the course syllabus
- Complete a midterm and final self-reflective evaluation
- Regularly debrief with cooperating teacher regarding daily observations
- Review mid-term and final evaluations with cooperating teacher
- Complete the MDE Student Survey

<b>Seminar Assignments and General Descriptions</b>	
<b>Journals</b>	To develop a teacher candidate’s skills as a reflective practitioner, they will be asked to journal about their internship experience. In the journal, candidates are expected to discuss their previous week in the classroom and/or respond to specific prompts. Candidates may also use this journal to communicate any questions or concerns they have.
<b>Exit Portfolio</b>	Completed and uploaded to Tk20 by the teacher candidate, this major assignment requires candidates to demonstrate competency in each of the ten InTASC Standards; posting a minimum of two artifacts, with reflections, for each of the ten standards.
<b>Impact on Student Learning (ISL)</b>	Completed and uploaded to Tk20 by the teacher candidate, this major assignment requires candidates to demonstrate their ability to foster learning for all students during the teaching process. Portions of the ISL may be included in the Exit Portfolio as examples of <i>Content Knowledge, Content Application, or Planning for Instruction</i> .
<b>Philosophy of Education</b>	This is a short statement of a candidate’s philosophy of education. This should be no more than one page long and demonstrate the development of the candidate’s perspective. It should therefore be "fresh",

	not a resubmission a previous statement. This document may also be included in the candidate's Exit Portfolio as an example of <i>Professional Learning and Ethical Practice</i> .
<b>Parent/Guardian Communication</b>	This is documentation of a candidate's communication with parents/guardians. It may be an introductory letter, newsletter, blog, summary of parent-teacher conference, etc. and can be included in the Exit Portfolio as an example of <i>Learning Environments, Communications, or Leadership and Collaboration</i> depending on the communication approach selected.
<b>GoReact Video Assignment</b>	This is a recording of a candidate's work in the classroom and includes a reflection. The reflection from the GoReact assignment may be included in the Exit Portfolio, but <i>section will vary</i> depending on approach to GoReact assignment.
<b>Classroom Management Plan</b>	This is a description of a teacher candidate's ideal classroom and their approach to classroom management. This might include plans for meeting the behavioral needs of individuals and groups, seating charts, expectations and consequences, management procedures, and a discussion of how these plans work together to provide comfort, order, and safety for all students. This may be used in the Exit Portfolio as an example of <i>Learning Environments or Learner Differences</i> .
<b>Resume and Cover Letter</b>	These items need to be completed prior to the required candidate professional development <i>Career-Building Professional Development Day</i> which will be hosted by the Office of Clinical Experiences and Career and Student Employment Services. It is recommended that candidates seek feedback on these documents from their cooperating teacher.
<b>MDE Survey</b>	This is a brief online survey from the Michigan Department of education that is sent directly to the candidate's email from the state. This survey must be completed at the end of the internship. <i>Credit for the course will not be granted until survey completion is confirmed.</i>
<b>Observations</b>	The clinical instructor will conduct three formal observations of the teacher candidate throughout the semester and upload notes to Tk20. Prior to all formal observations, the teacher candidate will provide a copy of the complete observation lesson plan (including any handouts or worksheets). The clinical instructor will complete a post-observation conference with the teacher candidate after each lesson. Throughout the semester the cooperating teacher will also be regularly observing and supplying feedback to the teacher candidate. An OCE specialist and/or the clinical instructor may also make additional informal visits the classroom.
<b>Mid-Term and Final Self- Evaluations</b>	Twice during the semester, a teacher candidate will complete a self-reflective evaluation of their teaching practice. After completing each self-evaluation, the candidate will discuss their assessment in relation to the assessments of the mid-term and final evaluations completed by their cooperating teacher. These documents will then be submitted for review by the clinical instructor via Tk20.  At the time of the mid-term and final evaluation, teacher candidates should also request assistance from their cooperating teachers in reviewing content-specific evaluations for their program. Forms (addendums to the final evaluation) include questions related to specific standards for each content area and are available via clinical instructors or online through Tk20. These will be completed by the clinical instructor and are an important part of the final evaluation process.