

Christian Teaching

Internship Handbook



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CONTACT INFORMATION

For general college/contact information:

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Boise, Idaho 83714
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Web address www.boisebible.edu

For specific information about your internship:

Faculty supervisor Amber Grove
Direct Office Phone Number (208) 376-7731
Email address agrove@boisebible.edu
Cell Phone: (904) 982-3436
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For general internship information, or if you cannot contact your Faculty Supervisor:

Internship coordinator Nadene Mack
Direct Office Phone Number (208) 376-7731
Email address nmack@boisebible.edu

Specific Expectations For Christian Teaching

GENERAL INFORMATION

The Christian Teaching Internship Handbook applies to all students who are earning a strong Christian Teaching Minor. The details for Christian Teaching Interns are explained clearly in this handbook and will guide you through the process required to successfully complete your internship responsibilities.

CREDITS

All Christian Teaching minors must earn 2 credit hours of internship. This can be accomplished by doing a total of two internships during either the fall or spring semesters. Christian Teaching internships are included in the three hour morning and afternoon blocks of both the Fall and Spring semesters. Each internship credit will require you to spend six hours a week working in an actual classroom for a period of six continuous weeks. The six hours does not include the preparation or travel time needed outside of the classroom.

COMPENSATION

There is no compensation for the Christian Teaching internship.

RESPONSIBILITY

The responsibility for completing an internship falls primarily on your shoulders. This is the first time in your teaching training here at BBC where you will have to initially assert yourself into the process of being equipped for teaching. The college will offer the guidelines for an internship and provide you with a listing of schools willing to allow you to intern in their classrooms. It is your responsibility to seek and secure an internship position at one of these schools or a pre-approved school of your choice who is willing to allow you to teach and intern in their classrooms. At this point, you now take responsibility and ownership for your education through the internship process. You need to initiate the process with the school principal and the teacher that you are going to be working with and work out all of the required details to meet the requirements of your internship responsibilities.

This handbook will provide you with all the information needed to navigate your internship requirements successfully. That is why it is important to read it carefully and follow the process completely as laid out in this handbook. Use the checklist found under the heading “Your Internship Overview” to make sure you complete each step.

COMPETENCIES

First Internship

It is important for you to work on the following competencies during the course of fulfilling your internship requirements. Competencies are taken from the Charlotte Danielson's *The Framework for Teaching* (2011 Revised Edition).

Domain I - Planning and Preparation

1. **Knowledge of students**- Instruction is delivered according to the student's levels of development, backgrounds, cultures, language proficiency, interest and special needs.
2. **Setting instructional outcomes**-Instructional outcomes are clear, written in the form of student learning, and are effective methods of assessment. Outcomes reflect several different types of learning opportunities and take into account the varying needs of the group.
3. **Designing coherent instruction**-Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students
4. **Designing student assessments**-Plan for student assessment is aligned with the instructional outcomes. Assessment criteria and standards are clear. Teacher uses formative assessment to plan for future instruction.

Domain II - Classroom Environment

1. **Creating an environment of rapport and respect**-Teacher and student interactions are friendly and demonstrate general caring and respect. Teacher responds successfully to disrespectful behavior between students.
2. **Managing Classroom Procedures**-There is little loss of instructional time due to effective implementation of classroom routines and procedures.
3. **Managing student behavior**-The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful.

Domain III – Instruction

- 1. Communicating with students-**Instructions, directions and procedures are clearly communicated. Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with student’s knowledge and experience. Vocabulary is appropriate to the student’s age and interests.
- 2. Engaging students in learning-** Learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement. Pacing of lessons are appropriate for the time needed to be intellectually engaged.

Domain IV - Professional Responsibilities

- 1. Reflecting on Teaching-** Teacher has a generally accurate assessment of the lessons effectiveness and the extent to which instructional outcome were met. Teacher makes suggestions about how the lesson could be improved. (improves with experience)
- 2. Showing Professionalism-** Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public. Teacher complies fully with school and district regulations.

COMPETENCIES

Second Internship

It is important for you to work on the following competencies during the course of fulfilling your internship requirements. You will notice that the competencies from the first internship are expanded during your second internship. Competencies are taken from the Charlotte Danielson's *The Framework for Teaching* (2011 Revised Edition).

Domain I - Planning and Preparation

1. **Knowledge of students-** Instruction is delivered according to the student's levels of development, backgrounds, cultures, language proficiency, interest and special needs.
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- 2. Question and discussion techniques-**Teacher uses a good balance of low-level and high-level questions. Questions are designed to promote student thinking and understanding. Teacher successfully engages most students in discussions, employing a range of strategies to ensure that most students are heard.
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- 4. Using assessment in instruction-**Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning.
- 5. Flexible and responsive to changing conditions-**Teacher modifies the lesson when needed to respond to student questions, needs and interests. Teacher seeks approaches for students who are having difficulty.

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ASSIGNMENTS/INSTRUCTIONS

THE LEARNING COVENANT

After you have decided on an approved internship site, the first step in your internship is writing the Learning Covenant. The Learning Covenant is an agreement between you, your Directing Teacher, and your faculty supervisor as to what you will do during your internship and what you hope to learn from it. As you begin to write your Learning Covenant, you should first pay close attention to the competencies listed under the Goal/Competencies heading in this section. What competencies would you especially like to work on? What competencies do you feel you need to the most growth in? This list along with the requirements for the internship portfolio will be your “job description” for the internship. Finally, you need to write several goals based on those competencies that tell what you intend to learn or how you hope to grow through the responsibilities of your internship.

All of this needs to be typed and signed by you, your Directing Teacher, and your faculty supervisor. Be sure to include contact information for you and for your Directing Teacher. See the “Samples” section of this handbook for a sample Learning Covenant. Submit the completed, approved Learning Covenant to the Internship Coordinator.

INTERNSHIP REQUIREMENTS

Portfolio - First and Second Internship portfolio requirements

Christian Teaching interns need to develop an Internship Portfolio and turn it in at the completion of their internship experience to the Internship Coordinator. This portfolio is a reflective history of the internship experience. The portfolio can be developed according to your own creative nature by using different mediums to reflect your internship experience (paper copies, pictures, video, developed graphics, schedules, spread sheets, etc.), but it must include the following sections.

Learning Covenant Assessment and Final Self-Evaluation

Copy of the Learning Covenant

1-2 page reflection evaluating how well the goals of the covenant were achieved (Final = Self- Evaluation)

Teaching Section

- Copies of 10 lessons developed and taught- This includes your favorite lessons as well as those that didn't work out the way you intended.
 - Lessons include: Lesson plan, copies of handouts, copies of formative and/or summative assessments developed and implemented within the lesson plan.
- Evaluations for each teaching experiences
 - What worked well?
 - What didn't work?
 - What would you do differently to improve it, if you taught the lesson again?
- Small group instruction lesson plans- must lead at least one small group session
- 1 videotaped teaching session- include this on a flash drive along with a self-evaluation of the session. The important focus here is your interaction with the classroom environment as well as the students.
- Evaluate yourself in the following areas:
 - Where you able to focus on all areas of the classroom?
 - Question and answer session- Where multiple students called on, wait time, balanced mixture of low and high level question, delve deeper into a student's answer
 - Voice level and inflection
 - Teacher proximity
 - Student engagement
 - Teacher "with-it-ness"- awareness of the teaching environment
 - Were your interactions with the students positive or negative
 - How well were you able to think ahead and were able to be proactive rather than reactive?

Teaching Evidence Section

This is the scrapbook section of your internship. You will want to include such things as a daily schedule, projects, pictures to document your activities and the activities of the students, anything you feel is important to demonstrate your accomplishments during the internship.

Journal

The Journal is a very important part of the learning experience. It helps you clarify and think through your experiences, and to reflect on how well you are progressing and achieving your goals. These entries are not supposed to be mere descriptions of your activity; they need to include reflection on what you are learning from your activity. You are expected to record a journal entry for each day in the classroom. You can find an example in the "Sample" section of this handbook. Journal entries should fall into one of the categories below:

- Reflect on your personal growth with the Lord (How did you continue to grow in the Lord today?)
- Reflect on your teaching experience (What did you do today that was significant?)
- Reflect on your victories and challenges in teaching (What went well and what didn't today?)
- Reflect on your growth if teaching (How did today's events cause you to grow in your character and skills as a teacher?)

Additional portfolio requirements for second internship

There are 4 additional competencies required during your second internship. You will continue to develop the same competencies as in the first internship as well as these four additional competencies: Questions and discussion techniques, using assessments in instruction, being flexible and responsive to changing conditions, and in maintaining accurate records. You will provide additional documentation of these competencies in either: your lesson plans, your self-evaluations, and journal entries.

Include in your lesson plans-the competencies: Questioning and discussion techniques, and using assessments in instruction.

- Indicate the level of questions used during 5 of your lesson plans
- Include the assessments used to drive your instruction in 5 of your lesson plans- also provide a description as to how this information impacted the development of your lesson.

Include in your self-evaluation the competency –Being Flexible and responsive to changing conditions during your lesson. You can reflect on how student questions, readiness or interest caused you to change your approach during the lesson. There are many reasons why having to be flexible and responsive during instruction would occur. In each case, describe the event and what the results were.

Provide evidence of your ability to maintain accurate records. Describe your processes for collecting student data and recording grades in journal entries. You cannot provide any data along with student names.

Turn your portfolio into the Internship Coordinator

OTHER INTERNSHIP REQUIREMENTS

Field Mentor Evaluations

Mid-term Evaluations

After your third week in the classroom you will need to set up a time to meet with your Directing Teacher to discuss your progress. This discussion will be your mid-term evaluation. Use the competency areas to drive your conversation as well as any personal goals you desire to attain. This is not a conversation that should be rushed as you head out the door. You will need to set an appointment with your Directing Teacher at a time when you can both sit down and have a conversation. Use this time to also communicate any concerns, questions or ask for advice and guidance. You will then need to document the conversation in your journal with a summary narrative of the conversation. A copy of your journal entry will need to be given to your Faculty Supervisor within one week of your evaluation.

Final Evaluation

This evaluation needs to be completed after your 6th week in the classroom by your Directing Teacher. The final evaluation needs to be mailed or emailed to the Internship Coordinator. This will be your responsibility to remind your Directing Teacher to do so. The Internship Coordinator will send, via email a reminder to you with return instructions at the appropriate time. This evaluation form can be found in the “Evaluation Forms” section of this handbook. Schedule a time to speak with your Directing Teacher about your experience during your internship. Schedule this conversation before you complete your internship. This is a time to hear of your achievement and to discuss areas of improvement for the future.

Self-Evaluation

A typed 1-2 page reflection paper evaluating how well the goals of the Learning Covenant were achieved. A template for this paper is provided in the “Sample” section of this handbook.

Internship Debriefing

At the conclusion of your internship, you need to make an appointment with the Faculty Supervisor to have a debriefing session. You must have all evaluations and your internship portfolio turned in at least one week before this meeting. This meeting must be scheduled within two weeks following the completion of your internship.

Grading Process for Internships

Learning Covenant Assessment (Final Self-Evaluation)	20%
Internship Portfolio	50%
Field Mentor Evaluations	30%

Your Internship Overview

Christian Teaching interns need to complete the following checklist to successfully complete the internship requirements for their degree programs. Use the boxes to the left to check off as you complete each task.

Before You Sign up

- Complete Sophomore Seminar
- Secure approved internship site
- Complete and submit Learning Covenant
- Signed Declaration of Intent from Directing Teacher

To Receive Credit for Internship

- Develop the template for Internship Portfolio
 - Insert Learning Covenant at the beginning of the portfolio
 - Develop all sections so they are ready to collect information while doing internship
- Arrive at internship on assigned date and serve God.
 - Start completing the tasks for your Internship Portfolio
 - Begin making journal entries on day one of your internship
- Meet all the requirements listed on the Your Internship Expectations page
- Mid-tem evaluation- takes place after third week- copy of journal entry due one week after completion of mid-term evaluation is complete.
- Complete Learning Covenant Assessment (Final Self-Evaluation)
- Have Directing Teacher send in the Final Evaluation Form (due at the completion of the internship).
- Complete and turn in Internship Portfolio (due 2 weeks after the completion of the internship).
- Make appointment to debrief with academic supervisor (made within 1 month following completion of internship).
- Attend debriefing appointment with academic supervisor
 - All Field Mentor evaluations must be received one week prior to this meeting.
 - The Internship Portfolio and journal must be turned in one week prior to this meeting.
- Smile!

DECLARATION OF INTENT

I declare my intent to mentor _____ during their internship process.

This internship will take place at _____.

The intern will be working with _____.

My signature shows I accept mentoring this intern and indicates that I have received internship information and am aware of both parties' responsibilities.

(Directing teacher signature)

(Date)

Your Internship Expectations

Week one- Observations--Observe the following:

- Teacher practices
- Classroom management
- Student behavior
- Behavior management
- Routines and procedures
- Meet with teacher to discuss lesson planning for your first week of teaching
- Get involved- help in anyway to assist the teacher and to get to know the students and the curriculum.
- Go over expectations for your internship with your teacher, this includes your personal goals as well.
- Develop a plan to meet these expectations and goals.

Week two- Leading the class

- Take over **one** subject area – deliver all instruction
- You are responsible for grading and assessing and inputting the grades for your assignment
- Meet with teacher to discuss the day's events. Look for strengths and areas that need improvement (these can be added to your personal goals as the need is apparent).

Week three through week six- Leading the morning session

- Take over all instruction and lead the class for the morning or afternoon session for a total of 6 hours a week
- You are responsible for grading and assessing and inputting the grades for your assignment
- Meet with teacher once a week or more often if needed to discuss progress. Focus on lesson planning, classroom and behavior management, progress with internship expectations and personal goals.

During this time you must accomplish the following:

- Teach at least ____ lessons
- Fill out a daily self-evaluation
- Develop and deliver ____ formative assessments
- Deliver at least 1 summative assessment
- Lead at least 1 small group session
- Video tape one teaching session
- Complete your journal entries
- Mid-term evaluation
- Final Evaluation
- Complete an internship debriefing with your Directing Teacher
- Meet all requirements for your portfolio

SAMPLES

Boise Bible College Internship Learning Covenant

Intern Name: _____
Personal phone #: _____
Office Phone #: _____
Email address: _____
Skype (missions): _____
Facebook (missions): _____
Mailing Address: _____

Organization: _____
Field Mentor: _____
Office Phone #: _____
Personal Phone #: _____
Email address: _____
Mailing Address: _____

Today's Date: _____
Class Code: _____
of expected credits: 1 2
Dates of Internship: _____

Faculty Supervisor: _____
Academic Advisor: _____

Competencies for First/Second Internship:

(Copy and attach the competency list for either the first or second internship)

Teaching Responsibilities:

(Subject areas, time frame and dates, agreement with Directing Teacher)

Personal Goals:

(List goals based on those competencies you intend to learn OR
How you hope to grow through your internship)

Intern Signature: _____ Date: _____

Field Mentor Signature: _____ Date: _____

Faculty Supervisor Signature: _____ Date: _____

Original to Internship Coordinator, Copies to Faculty Supervisor, Field Mentor, Intern for portfolio/notebook

SAMPLE JOURNAL

Choose a category that best described your journal entry for the day. Enter the information required. This journal is due at the conclusion of your internship.

Activity	Date	Description	Reflection
Personal Growth		Description of the event or activity that demonstrates this category.	<i>Reflect on your personal growth with the Lord: How did you continue to grow in the Lord today?</i>
Teaching Experience			<i>Reflect on your teaching experience: What did you do today that was significant?</i>
Victories and Challenges			<i>Reflect on your victories and challenges in ministering for Christ. What went well and what didn't today?</i>
Growth in Teaching			<i>Reflect on your growth as a teacher: How did today's events cause you to grow in your character and skills in teaching?</i>

EVALUATION FORMS

Christian Teaching
Intern's Final Self-Evaluation



Name: _____ Field Mentor: _____
Date: _____ Internship Site: _____

For your Final Self-Evaluation
Write a 1-2 page reflection paper
Evaluate how well the goals of the Learning Covenant were achieved

Christian Teaching
Field Mentor Final Evaluation
First Internship



Attach the competencies list to this form before giving this to your Directing Teacher.

Intern: _____ Field Mentor: _____

Subject/grade level taught: _____ School: _____

Please take a moment to rate the intern in the following competency areas. All comments are appreciated for growth and encouragement. For each competency listed, please check the box that applies:

- 1-Unsatisfactory** -- A selection of unsatisfactory indicates that the intern is lacking the skills needed in that category at this time.
- 2-Basic** -- A selection of basic indicates that the intern needs some improving in that area but is growing.
- 3-Proficient** -- A selection of proficient indicates that the intern is performing well in that category.
- 4-Distinguished** -- A selection of distinguished indicates that the intern has excelled in that category beyond expectations.

Domain 1 – Planning and Preparation	1	2	3	4
1b – Demonstrating Knowledge of Students				
1c – Selecting Instructional Outcomes				
1e – Designing Coherent Instruction				
1f – Designing Student Assessments				
Comments				

Domain 11 – The Classroom Environment	1	2	3	4
2a – Creating an Environment of Rapport and Respect				
2c – Managing Classroom Procedures				
2d – Managing Student Behavior				
Comments:				

Domain III – Instruction	1	2	3	4
3a – Communicating with Students				
3c – Engaging Students in Learning				
Comments:				

Domain IV	1	2	3	4
4a – Reflecting on Teaching				
4f – Showing Professionalism				
Comments:				

What are the greatest areas of growth that you observed during this internship?

What would be your parting suggestions for growth in regard to your intern at the completion of this internship?

What additional words of encouragement or challenge would you impart to your intern?

What would be the final grade you would give your intern for their time with you?

A = Going beyond expectations in most areas

B = Meeting expectations in all areas

C = Meeting basic expectations in most areas

D = Meeting expectations in only a few areas

F = Failing in all areas of responsibilities

Additional Comments:

Directing Teacher's Signature

Date

COMPENTENCIES

First Internship

It is important for you to work on the following competencies during the course of fulfilling your internship requirements. Competencies are taken from the Charlotte Danielson's *The Framework for Teaching* (2011 Revised Edition).

Domain I - Planning and Preparation

1. **Knowledge of students**- Instruction is delivered according to the student's levels of development, backgrounds, cultures, language proficiency, interest and special needs.
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Domain II - Classroom Environment

1. **Creating an environment of rapport and respect**-Teacher and student interactions are friendly and demonstrate general caring and respect. Teacher responds successfully to disrespectful behavior between students.
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Domain III – Instruction

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- 2. Showing Professionalism-** Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public. Teacher complies fully with school and district regulations.

Christian Teaching
Field Mentor Final Evaluation
Second Internship

Attach the competencies list to this form before giving this to your Directing Teacher.

Intern: _____ Field Mentor: _____

Subject/grade level taught: _____ School: _____

Please take a moment to rate the intern in the following competency areas. All comments are appreciated for growth and encouragement. For each competency listed, please check the box that applies:

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Domain 1 – Planning and Preparation	1	2	3	4
1b – Demonstrating Knowledge of Students				
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Comments				

Domain 11 – The Classroom Environment	1	2	3	4
2a – Creating an Environment of Rapport and Respect				
2c – Managing Classroom Procedures				
2d – Managing Student Behavior				
Comments:				

Domain III – Instruction	1	2	3	4
3a – Communicating with Students				
3b – Using Questioning and Discussion Techniques				
3c – Engaging Students in Learning				
3d – Using Assessment in Instruction				
3e – Demonstrating Flexibility and Responsiveness				
Comments:				

Domain IV	1	2	3	4
4a – Reflecting on Teaching				
4b – Maintaining Accurate Records				
4f – Showing Professionalism				
Comments:				

What are the greatest areas of growth that you observed during this internship?

What would be your parting suggestions for growth in regard to your intern at the completion of this internship?

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