

**ELEMENTARY  
PRE-INTERNSHIP  
FIELD MANUAL**

2009-2010 Revision

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*Dear Pre-Intern and Cooperating Teacher:*

*The pre-internship year is an important component of the teacher education program at the University of Regina. Pre-Internship extends over two semesters and provides students with opportunities for continuous involvement in a school.*

*This manual is intended to explain and clarify the EPS 215 (Fall Semester) and EPS 225 (Winter Semester), Laboratory, Field and other components of the pre-internship year. The expectations provided in the manual serve as general guidelines, which may require adjustments according to each situation.*

*We, in the Faculty of Education, are committed to providing the best possible preparation for future teachers. Through the cooperative work of our partners in education, new teachers are better positioned to adapt to a complex and sometimes ambiguous educational context.*

*The Elementary Program Faculty and I hope that you find pre-internship personally and professionally rewarding. If you have any questions please contact me at 585-4604 or by e-mail at [Twyla.Salm@uregina.ca](mailto:Twyla.Salm@uregina.ca). All of us in the Faculty look forward to working with you.*

*Sincerely yours,  
Twyla Salm  
Director*

## OVERVIEW OF THE ELEMENTARY PROGRAM (4 YEAR)

Early Childhood  
(Prekindergarten - Grade 3)

K to 5  
(Kindergarten - Grade 5)

Middle Years  
(Grades 5 - 9)

### Year 1

#### INTRODUCTORY YEAR

- 1 Education Course - EPS 100
- 9 Approved Electives

### Year 2

#### AWARENESS YEAR

- 6 Education Courses  
ECE 205/EMY 205, EPSY 205, ELNG 205, ELNG 325,  
ECCU 200/EFND 307, ELIB 216, ECMP 355
- 4 Approved Electives

### Year 3

#### PRE-INTERNSHIP YEAR

- 10 Education Courses  
EAES 215, EHE 215, EMTH 215, EPE 215,  
EPS 215 (includes lab), EPS 225, EPSY 225,  
ERDG 215, ESCI 215, ESST 215
- Field Experience  
8 Wednesdays (October-November)  
3 week Block (March)
- ED 215 & ED 225 Seminars
- P.L.A.C.E. Professional Learning As Community  
Experience (Fall)

### Year 4

#### INTERNSHIP YEAR

- Fall 4 Months in School
- Winter 5 Senior Education Courses/  
Approved Electives

## **SCHOOL NORMS**

1. **Telephone Contact.** Before your first visit, contact your cooperating teacher by phone to introduce yourself and to arrange for your first meeting.
2. **Entering the Building.** When you first enter the building proceed to the administration offices to let them know who you are and why you are there.
3. **Arrival.** Always arrive at least half an hour or more before classes begin to ensure that you are prepared for the day.
4. **Dress.** The first time, dress in appropriate attire and note what the school's dress norms are. Follow the norms in subsequent visits. If in doubt error on the side of formality and professionalism.
5. **Staff Room.** Be sensitive to the fact that sometimes there are limited numbers of chairs that need to be shared. Remember to pay for the coffee you use and check to see which are the visitor's cups. You may wish to bring your own cup.
6. **Parking.** Be sure you are not parking in someone else's stall. Park on the street until you discover if there is enough space for your car in the lot.
7. **School Rules.** Be sure that you observe all school rules. You are a model for pupil behavior in the same way as the regular teachers.
8. **Helping the Teacher.** Ask the teacher if there is anything you can do to help. Seek opportunities to help your cooperating teacher. Show initiative.
9. **Ethics.** Observe the teacher's professional Code of Ethics as you interact with teachers, administrators, parents and pupils. What you observe in the classroom and what you learn about pupils must be treated with professional confidentiality.
10. **School Supplies.** Always ask for permission before you use school supplies, audio-visual equipment, or duplication facilities.

## ROLE OF THE PRE-INTERNS

The pre-intern is expected to:

- ▶ plan lessons thoroughly
- ▶ teach one lesson each day in the school
- ▶ preferably lessons are from subject area in which pre-interns are taking classes
- ▶ help in the classroom wherever possible
- ▶ explain the lesson plan and data collection instruments to the cooperating teacher before the school day begins
- ▶ participate in pre- and post-conferences with the cooperating teacher
- ▶ support and collect data for the other pre-intern in the same classroom
- ▶ demonstrate responsibility for own learning
- ▶ keep lesson plans and data received from others in well organized files or binders
- ▶ actively engage in critical, reflective inquiry
- ▶ integrate intellectual and practical aspects of learning to teach
- ▶ actively learn about the community around the school



## ROLE OF THE COOPERATING TEACHER

The cooperating teacher is asked to:

- ▶ pre-conference with each pre-intern before lessons
- ▶ collect data and record observations for the pre-intern.
- ▶ post-conference with the pre-intern to discuss lessons taught and professional target
- ▶ discuss the pre-intern's development with the faculty advisor
- ▶ engage in conversation about teaching with pre-intern
- ▶ set a positive learning environment to support pre-intern development
- ▶ write a brief report on the pre-intern's development in December and March

## ROLE OF THE FACULTY ADVISOR

In the Winter Semester, the faculty advisor will:

- ▶ guide and encourage the pre-intern
- ▶ observe a lesson taught by each pre-intern on a regular basis (usually 2 or 3 times)
- ▶ meet with pre-interns to discuss their lesson preparation as well as their classroom teaching
- ▶ support the cooperating teacher
- ▶ participate in the cooperative process to be used for evaluation
- ▶ participate in discussions related to the pre-intern's professional growth at student review meetings
- ▶ keep the university program apprized of student's progress
- ▶ attend Student Review Meetings



How can we encourage positive self-esteem for pre-interns?

- ▶ give clear and focussed feedback
- ▶ give emotional support during this time of rapid learning
- ▶ engage pre-interns in conversations about teaching and learning
- ▶ give suggestions as alternatives not as final answers
- ▶ encourage some experimentation by the pre-interns

## FREQUENTLY ASKED QUESTIONS

### The Status of Pre-Interns in Schools

Four sources were consulted in answering questions regarding the status of pre-interns in school:

- ▶ the policy position of the Joint Field Experience Committee and the Faculty;
- ▶ the legal view as reflected in the Education Act 1978;
- ▶ the local agreement in effect in the school division, and
- ▶ the Code of Ethics of the S.T.F.

### Can pre-interns receive remuneration?

Pre-interns should not be involved in activities that would normally involve remuneration. It is expected that pre-interns will be part of a process of mutual benefit; that is, the teachers and the school division assist and support the pre-interns in the learning experience and the pre-interns in various ways can make contributions to the school.

### When can pre-interns supervise pupils?

As a learning experience, pre-interns might take part in supervision of students at recess and during any other activities in which the cooperating teacher is involved in the school. However, since they are to be involved in learning experiences, rather than work experiences the following should be noted:

- pre-interns should not be supervising on a regular basis or as a routine,
- pre-interns should be working under the supervision of cooperating teachers,
- pre-interns should not replace teachers or substitute for teachers.

According to law an uncertified person cannot perform the duties of a teacher. However, pre-interns are permitted to do so as part of their training provided they are supervised by a certified teacher or principal.

## How are pre-interns protected from liability?

Excerpt from Section 228, Education Act 1978.

- Where a board of education, a principal or a teacher approves or sponsors activities during school hours or at other times on school premises or elsewhere, no teacher, principal or other person responsible for the conduct of the pupils shall be liable for damage caused by pupils to property or for personal injury suffered by pupils during such activities.
- No teacher engaged, under the supervision of the principal, in innovative or experimental projects related to teaching methodology or curriculum content that are approved by the board of education, shall be liable for damages alleged malpractice as a teacher or for any other claim based on the results of such innovation or experimentation.

The Act refers to "persons" engaged by the school board for the supervision of school board approved activities. The term "persons" includes pre-interns.

## Should pre-interns transport pupils to various events in other schools and towns?

The policy of the Joint Field Experience Committee (JFEC) is that pre-interns should not be asked/required to drive their own or other's vehicles in the transport of pupils. In reaching this decision the Committee considered the following:

**Liability:** Under the Vehicles Act, the driver of a vehicle carrying pupils is liable for damages in the case of accident causing bodily injury or death. The first payee for such damages would be the plate, driver's licence and other insurance carried by the driver. If damages exceed that, and the driver is engaged in a board approved activity, then the liability falls on the school board through insurance or through the general fund (Section 228). Protection under Section 228 is lost to the driver if an accident occurs during a side trip or other activity not approved by the board. The JFEC is concerned that the above understanding has not been tested in the courts, and the liability of the school board has not been defined through court action.

**Discipline:** Pre-interns usually do not feel that they have the same level of authority as teachers on trips to other schools or centers, and may have difficulty maintaining proper discipline during the trip and during the activity.

**School Board Policy:** Many school boards have a policy that pre-interns not be used as drivers to transport pupils.

## Do pre-interns have membership in the STF?

- ▶ Pre-interns are non-fee paying members of the Saskatchewan Teachers' Federation and have representation and voice with the STF through the Education Students' Society and may use resources available from the STF
- ▶ While at the school, they are entitled to attend teacher meetings .
- ▶ If the sensitive nature of a teacher meeting indicates the exclusion of pre-interns, then pre-interns should gracefully absent themselves.
- ▶ The relationships existing between pre-interns and the administration of the schools, the teachers and the pupils is defined by the Code of Ethics of the STF.

## OVERALL GOALS AND IN-SCHOOL EXPECTATIONS FOR FALL PRE-INTERNSHIP (Semester 5)

### Summary:

- ▶ teach one planned lesson per day (Wednesday) for each pre-intern, if possible
- ▶ preferably lessons are from subject area in which pre-interns are taking classes
- ▶ participate in leading another activity that does not require a detailed lesson plan
- ▶ participate in pre- and post-conference about the planned lesson

### Learning to Plan

At the beginning of pre-internship the focus is on learning to

- understand and become familiar with the curriculum for the applicable grade(s)
- make a detailed lesson plan (with its component parts) that will engage children in active learning
- think through all phases of the lesson plan and "rehearse" how to interact with the students
- select an area of concern regarding professional growth and make a detailed plan that will ensure gradual improvement in that area
- understand how sequential lessons are linked

### Learning to Teach

At the beginning of pre-internship the focus is on learning to

- observe a teacher working with students and to make inferences about what is being taught, what is being learned, and what constitutes the culture of the classroom
- implement a written teaching plan
- develop the ability to use specific instructional skills & strategies
- observe children while teaching
- develop "with-it-ness" attitude in dealing with unexpected events

### Learning to Review, Reflect & Self-Evaluate

At the beginning of pre-internship the focus is on learning to

- discuss strengths and weakness of a teaching experience in a balanced way
- describe classroom activities, after the fact
- consider both the actions of the pre-intern and responses of the children
- interpret descriptive data (feedback) and describe development
- make plans for future improvements in professional practice

### Learning to Relate

At the beginning of pre-internship the focus is on learning to:

- relate to other teachers (including pre-interns) in a professional manner
- relate to students in a respectful way using age-appropriate language and concepts

## **OVERALL GOALS AND IN-SCHOOL EXPECTATIONS FOR WINTER PRE-INTERNSHIP (Semester 6)**

### **Summary:**

- three week block in March
- teach in all subject areas
- teach mini unit or sequential lessons in the block
- teach one half-day during the third week
- pre and post conference with expanded focus - pre-intern–student–curriculum

### **Learning to Plan**

At this stage of pre-internship the focus is on learning to:

- select a curricular interest which employs more advanced strategies and professional practice/target and make a detailed plan that will ensure gradual development in that area
- plan using a theme or project which involves grade appropriate content from several subject areas
- plan structured group processes for a suitable topic
- plan for assessment of what students have learned
- plan activities which take into account multiple intelligences, a variety of learning styles and developmental levels
- plan in ways that are responsive to diversity in the classroom
- respond to different expectations within the community

### **Learning to Teach**

At this stage of pre-internship the focus is on learning to:

- help children make sense of what they have learned
- use more advanced instructional approaches that promote active learning
- use observations of children to improve instruction
- implement a coherent classroom management plan
- assess children's learning while the pre-intern is teaching

### **Learning to Reflect, Review & Self-Evaluate**

At this stage the focus is on learning to:

- identify what the pre-intern did or could have done that facilitated the children's learning
- identify what the pre-intern did or could have done that reflected appropriate classroom management
- identify what the pre-intern did that effected the learning environment
- use observations of individual children to improve planning and to help children learn
- learn to recognize when help is needed and ask for it
- document professional growth by means of a portfolio
- determine and articulate personal satisfaction with teaching

## **Learning to Relate**

At this stage of pre-internship the focus is on learning to:

- relate to students in ways that reflect understanding of diversity
- relate to other pre-interns and teachers in a professional, collegial manner
- use a problem solving approach when there is a problem or misunderstanding
- relate verbally and in writing about student's learning

## APPENDIX A

### GUIDE FOR COMPLETION OF THE PRE-INTERNSHIP REPORT

*The Professional Development Process provides a framework for ongoing professional development of pre-interns. Within the process, conversation and descriptive feedback are tools for pre-intern professional growth. We recommend the following evaluation process.*

- *The cooperating teacher completes the assessment for the pre-intern(s). Please use the appropriate form for both December and March.*
- *Once the cooperating teacher has completed his/her draft report, the pre-intern and cooperating teacher sit down together and discuss the contents for clarification and understanding.*
- *The cooperating teacher prepares his/her report for submission and discusses this with the pre-intern; pre-intern and cooperating teacher sign the completed form..*
- *The cooperating teacher gives the completed form to the pre-intern on the last day of the pre-internship experience for submission to his/her Education Professional Studies instructor.*

*Although all steps are not always possible, the above process is the most desirable because it is consistent with the Professional Development Process.*

*Again, we thank you for your professional participation.*

## Pre-Intern Professional Development Profile and Cooperating Teacher's Report Semester 5

Pre-Intern: \_\_\_\_\_ EPS Section: \_\_\_\_\_  
 Cooperating Teacher: \_\_\_\_\_ School/Grade: \_\_\_\_\_  
 Faculty Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

For each criteria, please check the box that best describes the pre-intern's performance at this time.

	Yes	No	Not Rated
<b>LEARNING TO PLAN</b>			
<i>Evidence of:</i>			
understanding and becoming familiar with the curriculum for the applicable grade(s)			
making a detailed lesson plan (with its component parts) that will engage children in active learning			
thinking through all phases of the lesson plan and "rehearsing" how to interact with the students			
selecting an area of concern regarding professional growth and making a detailed plan that will ensure gradual improvement in that area			
understanding how sequential lessons are linked			
<b>LEARNING TO TEACH</b>			
<i>Evidence of:</i>			
observing a teacher working with students and making inferences about what is being taught, what is being learned, and what constitutes the culture of the classroom			
implementing a written lesson plan			
developing the ability to use specific instructional skills and strategies			
observing children while teaching			
developing a "with-it-ness" attitude in dealing with unexpected issues			
<b>LEARNING TO REVIEW, REFLECT &amp; SELF-EVALUATE</b>			
<i>Evidence of:</i>			
discussing strengths and weaknesses of a teaching experience in a balanced way			
describing classroom activities, after the fact			
considering both the actions of the pre-interns and responses of the children			
interpreting descriptive data (feedback) and describing development			
making plans for future improvements in professional practice			
<b>LEARNING TO RELATE</b>			
<i>Evidence of:</i>			
relating to other teachers (including pre-interns) in a professional manner			
relating to students in a respectful way using age-appropriate language and concepts			

**Cooperating Teacher Comments**

**Pre-Intern's Comments (required)**

**Cooperating Teacher Signature:** \_\_\_\_\_

**Faculty advisor Signature:** \_\_\_\_\_

**Pre-Intern Signature:** \_\_\_\_\_

## Pre-Intern Professional Development Profile and Cooperating Teacher's Report Semester 6

Pre-Intern: \_\_\_\_\_ EPS Section: \_\_\_\_\_  
 Cooperating Teacher: \_\_\_\_\_ School/Grade: \_\_\_\_\_  
 Faculty Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

For each criteria, please check the box that best describes the pre-intern's performance at this time.

	Yes	No	Not Rated
<b>LEARNING TO PLAN</b>			
<i>Evidence of:</i>			
selecting a curricular interest which employs more advanced strategies and professional practice/target and making a detailed plan that ensures gradual development in that area			
planning the use of a theme or project which involves grade appropriate content from several subject areas			
planning structured group processes for a suitable topic			
planning for assessment what students have learned			
planning activities which take into account multiple intelligence, a variety of learning styles & developmental levels			
planning in ways that are responsive to diversity in the classroom			
responding to different expectations within the community			
<b>LEARNING TO TEACH</b>			
<i>Evidence of:</i>			
helping children make sense of what they have learned			
using more advanced instructional approaches that promote active learning			
using observations of children to improve instruction			
implementing a coherent classroom management plan			
assessing children's learning while the pre-intern is teaching			
<b>LEARNING TO REVIEW, REFLECT &amp; SELF-EVALUATE</b>			
<i>Evidence of:</i>			
identifying what the pre-intern did or could have done that facilitated the children's learning			
identifying what the pre-intern did or could have done that reflected appropriate classroom management			
identifying what the pre-intern did that effected the learning environment			
using observations of individual children to improve planning and to help children learn			
learning to recognize when help is needed and ask for it			
determining and articulating personal satisfaction with teaching			
<b>LEARNING TO RELATE</b>			
<i>Evidence of:</i>			
relating to students in ways that reflect understanding of diversity			
relating to other pre-interns and teachers in a professional, collegial manner			
using a problem solving approach when there is a problem or misunderstanding			
relating verbally and in writing about student's learning			

**Cooperating Teacher Comments (required)**

**Pre-Intern's Comments (required)**

**Overall Rating: Please check one:**

- Recommend that this student proceed to internship.
- Do not recommend that this student proceed to internship.

**Cooperating Teacher Signature:** \_\_\_\_\_

**Faculty advisor Signature:** \_\_\_\_\_

**Pre-Intern Signature:** \_\_\_\_\_