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Level III – Graduate Internship

The Internship programs provide a systematic sequence of professional experience under the supervision of a certified practitioner in the field of the candidates' area of professional specificity. All field experiences are designed for graduate interns to put theory into practice. Through these experiences candidates are prepared for roles as teachers, counselors, administrators and supervisors. Internship experiences are assigned according to the certification sought by the candidate.

The internship provides field experiences needed by graduate students who are pursuing degrees in:

1. Pre-Elementary Education (Endorsement/Early Childhood Special Education)
2. Administration & Supervision PreK- 12
3. School Counselor
4. School Social Worker
5. Community Counseling
6. Rehabilitation Counseling
7. Severe Disabilities

The handbook focuses on the requirements and responsibilities of the Center for Professional Development, Intern, University Supervisor, and the Site Mentor or supervisor.

The director of the Center for professional Development has the responsibility for the overall coordination and management of the internship program. The director collaborates with intern coordinators, principals and other school personnel of partner school divisions in addition to university department heads and advisory board members to ensure that internship field based experiences are appropriate for specific educational roles that will enhance academic achievement of the candidates in their respective schools.

Description of the School of Education's Conceptual Framework (Interns)

The conceptual framework adopted by Norfolk State University's professional education programs describes the vision and purpose of the unit to prepare educators to work in P-12 schools. Consistent with the institution's mission, its focus is to **prepare competent, compassionate, cooperative, and committed leaders** capable of meeting the diverse needs of all learners. Supported by a strong knowledge base, the conceptual framework provides a system for ensuring coherence and a well-articulated professional commitment to knowledge, teaching competence, leadership, and student learning. This is reflected in the curriculum, instruction, and clinical experiences provided to develop the knowledge, skills and dispositions that are valued in teachers and other professional school personnel. The conceptual framework is a tetrafocal professional development model. Supportive of the university's mission, it provides the philosophical and the theoretical knowledge base for the School of Education's mission to train quality teachers, administrators and other school personnel for the 21st Century.

Competence

First, candidates must present a solid liberal arts education. At the initial level candidates are provided a broad exposure to literature, history, mathematics, science, social sciences and the arts in the general education curriculum. A more concentrated study of a liberal arts or sciences discipline is required with a major in a liberal arts or science discipline.

At the advanced level candidates must have completed an equivalent liberal arts or sciences degree prior to entering graduate programs. We further believe that master teachers and administrators must first be good teachers, show potential for teacher leadership (York-Barr and Duke, 2004) and demonstrate the knowledge and skills for beginning teachers as prerequisites and at an advanced level. Beyond that candidates at the advanced levels are expected to demonstrate the following knowledge and skills shown in the following chart.

Knowledge**Skills**

Knowledge	Skills
Theories of leadership	Facilitate the development and implementation of a strategic plan
Information management and evaluation	Use appropriate problem solving techniques
Curriculum	Manifest a professional code of ethics
Instructional techniques	Collect and use data to plan and assess school programs
Supervision	Encourage staff for continuing professional development for school improvement
Professional development and human resources management	Create with teachers, parents, and students a positive school culture
Organizational management	Utilize a variety of supervisory models to improve teaching and learning
Financial management	Design and align curricular goals with instructional goals
Student services	Use various staffing patterns, student grouping plans, class scheduling forms, school organizational structures and facilities to support various teaching strategies and desired student outcomes
Educational law, public policy and political systems	Assess student progress using a variety of techniques
Community and media relations	Work with faculty and other persons to identify needs for professional development
Technology	Develop a program of student advisement, counseling and guidance services
Human Relations	Plan and manage activity programs to fulfill student needs
	Implement appropriate management techniques
	Promote multicultural awareness, sensitivity and appreciation
	Acquire and manage financial and material assets
	Communicate effectively with various cultural, ethnic, racial and special interest groups
	Apply knowledge of educational law in educational settings
	Use technology for administrative management and instruction

Compassion

As a disposition, compassion or being a caring educator is well supported. It has become an attribute considered crucial for student learning because relationships matter for learning. Being compassionate promotes self-esteem. Being compassionate builds trust and trust encourages effort. The relationship to student achievement is clear. Teachers and school personnel not only should enact caring but should be involved in the teaching of caring. Caring and compassion are “part of the hard core of subjects we are responsible for teaching. This is a critical component for understanding other cultures and with the number of teachers students are in contact during their schooling, the impact is exponential. At Norfolk State University this strand is further broken down to include the following indicator: Unconditional Positive Regard (showing respect, developing trust, demonstrating integrity and demonstrating empathy).

At its roots, being caring or compassionate is a humanistic ideal and can be demonstrated by an “unconditional positive regard” or later called “non-possessive warmth” espoused by Carl Rogers. It is a concept that is modeled by faculty and encouraged for prospective educators.

Cooperation

Cooperation is defined as teamwork whereby individuals act together to achieve a goal. The goal at Norfolk State University is to prepare the educator who is capable of demonstrating the collaborative and cooperative skills considered essential in the development and instruction of P-12 students. It is a skill that is becoming increasingly valued in global terms as educators are being asked to partner and form collaborative relationships with businesses, social service agencies, community groups and other organizations, locally and nationally to meet the educational needs of all students. Cooperation, then, is seen as a form of shared accountability.

Our candidates are prepared to leave the comforts of our university to be capable of working independently as well as cooperatively within their work environment and the global community. One indicator of the disposition of cooperation is:

Collaboration/teamwork
(working with peers, faculty, students; serving on committees, task forces;
planning programs, meetings, conferences; working with the business
community and other community agencies; working with support
personnel such as guidance counselors, psychologists, social workers,
and other professionals.)

Committed Leadership

Though not new, leadership as a disposition is receiving heightened status as a major strand in the conceptual framework. It is also a principle that pervades all programs offered at Norfolk State University. From preparing classroom teachers to school administrators, effective teaching, student learning, and committed leadership are inextricably linked. The university’s philosophy is to prepare school leaders who are instructional leaders first, yet who are open to and catalysts for continuous systemic change at the building, central office, or classroom level to optimize student achievement.

With emphases on competence, cooperation and its close cousin, collaboration, Norfolk State University's goal is to prepare individuals to actualize aspects of leadership to meet the needs of today's schools.

Indicators of committed leadership are generally self-directed and include:

- Continued professional development and growth
- Improving curriculum, instruction and assessment
- Improving school effectiveness
- Being a student advocate
- Being a professional

As the conceptual framework continues to be evaluated and evolves, the Tetrafocal Professional Development Model dominates all programs preparing educators.

GENERAL INFORMATION

Graduate students who request an Intern placement are required to:

1. Submit a completed application packet to the program coordinator.
2. Complete a Placement Confirmation Form.
3. Prepare a composite account of the internship activities. The document will be a part of the final evaluation and submitted to the program coordinator, with a copy to be submitted to the Center for Professional Development by the program coordinator.
4. Complete an evaluation of the Intern experience and an Exit Interview Form with the program coordinator.

DEFINITION OF TERMS

INTERN One who, upon completion of a required course of study for a professional degree, serves in a training situation (education, industry, business) in preparation for professional development, under a professional trained person; over a specified period of time; supervision training that allows for the application of theory to actual and varied practice.

INTERNSHIP EDUCATION

It is a plan whereby service in preparation for a leadership role in education is provided, usually under the supervision of a university supervisor and a certified practitioner in the field. It consists of a wide variety of experiences.

APPLICATION

- a. Applications are accepted twice during each calendar year (Fall semester – mid October for spring semester, Spring – mid March for fall semester).
- b. The schedule for the Center for Professional Development will list specific dates.
- c. Candidates employed full time may wish to take professional leave in order to participate in the internship program during the regular school year. Talk with your employer.

PLACEMENT

The following criteria are used in making assignments:

- a. Availability of cooperating personnel who have expressed a desire to work with interns and who meet the University and State requirement
- b. and Honoring the intern's choice in terms of site, if it meets the standards of the University.

In case an obvious judgmental error has been made in assignments, the intern should seek counsel with the departmental representative whose responsibility it is to take steps in conjunction with the Center for Professional Development in effecting appropriate adjustments.

SUPERVISION

This major supportive aspect of the internship is the responsibility of the participating department.

- a. Each department will assign a supervisor(s) to supervise on site activities of the intern.
- b. Supervisors will file an observation inventory with the Center for Professional Development.
- c. A minimum of three observation visits will be required.

EVALUATION

Post-intern evaluation will involve the following:

- a. Clinical Supervisor - Each site coordinator will submit a final evaluation.
- b. University Supervisor - A grade for the intern, as a part of the final evaluation will be submitted by the supervisor.
- c. Intern - As a part of the final evaluation, each intern will:
 - (1) Compile an e-portfolio of the intern experience.
 - (2) Complete an Exit Interview form.

- (3) Participate in an individual exit interview.

MINIMUM REQUIREMENTS

Candidates enrolled in Level IIIB are minimally required to:

1. Write a philosophy of leadership
2. Complete all objectives appropriately (progress reports may be returned to the program director bi- weekly)
3. Demonstrate organizational leadership skills – pro-activity and vision.
4. Demonstrate organizational management skills- shared leadership, problem solving, problem assessment and evaluation, and resource management.
5. Demonstrate the use of school/community dynamics- publications, wellness, and information systems.
6. Demonstrate the knowledge, skills and application of laws, policies, political considerations, instructional issues, trends and organizational dynamics.
7. Demonstrate leadership ability-sound decision-making, tolerance and endurance, initiative, professional integrity, demeanor and disposition.
8. Write a reflective paragraph or two talking about the continued learning and application of your knowledge, skills, and dispositions and how these new skills will help your faculty, staff, students and the community.
9. Attend all seminars.
10. Attend all parent conferences.
11. Join a national or professional organization in your discipline.
12. Candidates must have a current Tuberculosis Skin Test or chest X-ray and a background verification form.

NORFOLK STATE UNIVERSITY
Center for Professional Development

<i>For Office Use Only</i>
Major: _____
Number of Hours Required: _____
Placement Division: _____
Dir: _____ Clerk: _____

Application for Graduate Internship

(*SEMESTER: When do you plan to begin the Internship?)

Major: _____	*Semester: Spring	*Year: _____
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Applicant's Name: (Please Type)				
	Last	First	MI	Student ID

CERTIFICATION INSTRUCTIONS:

This certification/departmental endorsement is to be completed by the applicant, official representative(s) of the School of Education, and the Department from which the applicant is a major. All applications will be maintained by the Center for Professional Development along with each application. Make copies of documents before submitting them to the Office of Student Teaching. Personal copies of documents are the responsibility of the applicant. PLEASE Type responses in blanks where required. No candidate is allowed to make final individual placement arrangements.

APPLICANT CERTIFICATION:

I further understand that failure to comply with the agency or field placement guidelines or substandard performance in my Practicum experience may result in my dismissal from the Practicum program.

I fully understand that proof of successful completion of the VCLA, VRA, PRAXIS II, or SLLA, if applicable, Child Abuse Recognition Certificate, School Division's Placement Request form, the background verification form, and tuberculosis/chest x-ray are integral to this application process and I will comply as requested. See <http://www.nsu.edu/education/development/>

I certify that all information given is correct, and that I have completed all program requirements for this practicum. I will be eligible to begin this practicum in the upcoming semester.

 Applicant's Signature (Date)

DEPARTMENT ENDORSEMENT

On the basis of my knowledge of the applicant's preparation and characteristic performance in the subject matter area of _____, I ___DO ___*DO NOT endorse this applicant as a worthy and promising candidate for the Practicum during the upcoming semester.

Department Head , please indicate the University Supervisor:	
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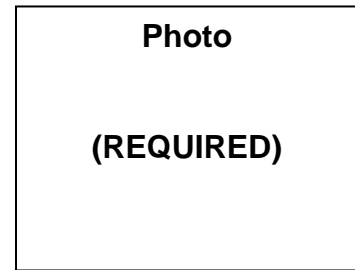
Signed (Advisor):	Date:
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Approved by (Major Head of Department):	Date:
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*Comment(s)

NORFOLK STATE UNIVERSITY
Center for Professional Development

Application for Graduate INTERNSHIP



Please check applicable program:

MA	<input type="checkbox"/>	ENDORSEMENT	<input type="checkbox"/>	Pre-ECE	<input type="checkbox"/>
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SECTION I--Personal Data				
Date of Birth: (MM/DD/YY)		Gender	Male	Ethnicity
Applicant's Name: (Please Type)	Last		First	
			Middle	Student ID
Address: (Local)	Street		City	State
			Zip Code	
Telephone: (Local)	(Home)	(Work)	(Cellular)	Email
Address: (Permanent)	Street		City	State
			Zip Code	
Telephone: (Permanent)	(Home)	(Work)	(Cellular)	Email
Emergency Contact:	(Local-other than where you reside)		(Relationship)	(Phone)
SECTION II - - Education History				

Name of College attended other than NSU:				
Degree Received (BA, BS etc., and DISCIPLINE)			Graduation Date:	
~Norfolk State University Information~				
Advisor:				
Major:	Emphasis:		Graduation Date:	
Special Education:	General Curriculum	<input type="checkbox"/>	Severe	<input type="checkbox"/>
				<input type="checkbox"/> (PRACTICUM)
Date Admitted to Teacher Education: (MM/DD/YY):				
PRAXIS II Test Score:	Registered to take PRAXIS II (MM/DD/YY):			

SECTION III - - Teaching Related Experience (other than ECSE)				
Teacher Assistant	<input type="checkbox"/>	School	How many years?	
Substitute Teacher	<input type="checkbox"/>	School	How many years?	

SECTION IV - - Teaching Status					
Do you have at least one year experience as a contracted Teacher?				*YES <input type="checkbox"/>	NO <input type="checkbox"/>
If "YES", complete this row.	School Name:	City:	Beginning Year?		

Center for Professional Development
School Education
Norfolk State University

Tuberculosis Test

Last Name	First Name	MI
SSN _____	____/____/____	_____
<input type="checkbox"/> Male	<input type="checkbox"/> Female	Age _____
DOB (MM/DD/YY)		Race _____

Street Address, City, State & Zip		
Telephone: Home: _____		Work: _____
Cellular Phone: _____		email: _____

Requested for (please check one) Fall _____ Spring _____ Year _____

On the basis of chest X-ray, test, and/or examinations, I hereby certify that the student identified at the top of this page is diagnosed to be free of communicable tuberculosis as of the date below.

I am a licensed physician in _____ (State or District), United States of America

Date: _____ Signed: _____

Address: _____

Telephone: ____ (____) _____

Virginia State Law requires the education candidate to return this TB Certification to the Center for Professional Development prior to the field experience.
The test is to be effective through the entire field experience.

Background Verification Form

Addendum to Field Experience and Clinical Practice Applications

All applicants are required to read and verify the following statements when submitting requests for field placements:

Please sign below to verify all of the following items*:
I have not been convicted of a violation of law other than a minor traffic violation.
I do not have any criminal charges or proceedings pending against me.
I do not have a felony, misdemeanor, or other offense for drugs, sexual abuse, and/or against children.
I understand that if the above mentioned conditions are violated, it can result in cancellation of the field experience.

Print name	Signature	Date

* **NOTE:** If you are unable to verify one or more of the above items, please give a comment below and schedule a conference with the CPD Director or with your program director.

Comments: A conference was held with the Director of the CPD on (date). _____	
_____	_____
Director's Signature	Candidate's Signature

INTERN DATA SHEET

PART 1 GENERAL INFORMATION

<i>Last Name</i>	<i>First Name</i>	<i>Middle</i>
<i>Internship Area/Major</i>		

<i>Address</i>				
	<i>Street</i>	<i>City</i>	<i>State</i>	<i>Zip Code</i>

<i>Telephone</i>			
	<i>Home</i>	<i>Work</i>	<i>Email</i>

PART II SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
9:00					
10:00					
11:00					
12:00					
1:00					
2:00					
3:00					

PART III: STATEMENT OF PURPOSE *(Please describe in a single paragraph the nature and scope of the professional growth and development that you expect to experience during your internship.)*

<i>Departmental Approval (Advisor of Department Head)</i>	<i>Date</i>

PRELIMINARY INTERNSHIP PLAN

INTERN- Submit form to your NSU Supervisor and the Site Director

Intern				
	Last Name	First Name	MI	Major

Semester/Year		Please Check the current Experience	1		2		Summer	
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Grade Level	Teaching/Counseling/Administrative Areas
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Mentor			
	Last Name	First Name	MI
Schools Name	City	State	Telephone #

1. INSTRUCTIONAL SUPERVISION-

2. OPERATIONAL ADMINISTRATION-

3. DISCIPLINE-

4. CONFERENCING SKILLS-

5. INTERACTION WITH SUPPORT STAFF-

6. INTERACTION WITH PUPIL PERSONNEL SERVICES/SPECIAL EDUCATION/GUIDANCE AND COUNSELING/SPECIALISTS-

**SUMMARY of INSTRUCTIONAL AND
SUPERVISION COMPONENTS**
(Professional Log/Portfolio Requirements)

A	Instructional Supervision and Classroom Observation and Staff Development
B	Optional Administration <ul style="list-style-type: none">• Budget Administration• Report Writing/Record Keeping• Department Staff Meetings• Daily Program Activates• Extra Curriculum Activities• Building Supervision
C	Discipline <ul style="list-style-type: none">• Policy and Procedures• Student Discipline
D	Conferencing Skills <ul style="list-style-type: none">• Parents• Staff• Students
E	Interaction with Support Staff <ul style="list-style-type: none">• Clerical• Custodial• Cafeteria
F	Interaction with Pupil <ul style="list-style-type: none">• Personnel Services• Special Education• Guidance and Counseling• Specialists
G	Curriculum and Development <ul style="list-style-type: none">• Staff Curriculum Meeting• Curriculum Implementation• Curriculum Supervision

GRADUATE INTERN'S BI-WEEKLY SUMMARY OF ACTIVITIES, SELF EVALUATION AND REFLECTIONS

(To be submitted to the Center for Professional Development)

Note: Please make copies of this form as needed	
Date: _____	
Name: _____	
Last Name	First Name
Name of School: _____	
City: _____	
Supervisor: _____	
Activity- Subject(s) Taught	
Summarize in detail Practicum/Internship activities and experiences. Use reverse of this sheet if needed.	
SELF EVALUATION	Date:
REFLECTIONS	Date:
<input type="checkbox"/> Check here if continued on reverse	

Knowledge Base Theme Evaluation

Date: _____	Semester: _____	Major: _____
Student's Name: _____		
Last Name	First Name	
Cooperating Teacher: _____		
Last Name	First Name	
Supervisor: _____		
Last Name	First Name	
Grade/Level: _____	School: _____	City: _____

*** Evaluation: Please evaluate this student teacher on each item below using the following scale:**

5 = Superior	4= Excellent	3= Very Good	2= Fair	1= Poor	Possible Score: 25	Score:	
Strands		*Evaluation			Comments		
Compassionate Performances: Student demonstrates concern about students and their needs		5	4	3	2	1	
Competent Performances: Student demonstrates knowledge of content and skills area							
Cooperative Performances: Student demonstrates the ability to cooperate with colleagues, parents, students, and agencies							
Committed Performances: Student demonstrates a positive, persistent attitude, methodology, and disposition when helping students achieve success							
Leader Performances: Student demonstrates the ability to model and guide student learning							

University Supervisor's Evaluation Form/Observation Inventory Report

(Urban Education– Graduate Intern Program)

Date: _____						
Intern's Last Name	First Name	Middle Name				
Site: _____						
City: _____						
Site Coordinator: _____				Site Coordinator		
Telephone: (____) _____						
Please Note: This form is to be completed by the university supervisor and shared in confidence with the intern during conference after each site visit.						
Directions: Please rate each statement 5-4-3-2-1	Points	10	8	6	4	2
	Highest - Lowest	5	4	3	2	1
1. Personal Appearance						
2. Willingly accepts responsibility.						
3. Able to follow directions						
4. Demonstrate a broad and accurate knowledge of content and dispositions.						
5. Deals with routine functions in a responsible and independent manner.						
6. Exhibits tact and consideration of others						
7. Demonstrates over-all proficiency in oral/written communication.						
8. Ability to consistently work in instructional supervision.						
9. Exhibits leadership ability in instructional supervision, operational administration, interaction with support staff and school personnel.						
10. Demonstrates emotional stability and maturity						
Others						
11.						
12.						
Comments						
100 Points= A						
80 Points= B						
79 Points and below= Unsatisfactory						
Overall Grade (provided at completion of internship)						
Please CIRCLE Observation Visit 1 2 3 4 5				Date: _____		
_____ University Supervisor's Signature						

Notes