

MAE INTERNSHIP HANDBOOK



Master of Arts in Education Department of Education

Truman State University

100 E. Normal
Kirksville, MO 63501

Updated August 2024

Contents

Introduction	3
The Master of Arts in Education Program	3
The Conceptual Framework	4
Internship Program Objectives	5
The Intern	5
Intern Responsibilities	6
Substitute Teaching during the Internship	7
Other Student Obligations	8
Exit Requirements	8
Mentor Teacher Responsibilities	9
University Supervisor Responsibilities	10
Suggested Sequence of Activities	11
The Research Component	13
MEES Teacher Candidate Summative Assessment	14
MEES Teacher Candidate Assessment Rubric	23
Education Faculty and Staff	31
Secondary Teacher Education Faculty	34
To Contact the University	35

Introduction

The Master of Arts in Education (MAE) Program at Truman State University is designed to produce outstanding educators. MAE students complete graduate-level education courses and courses in the specialty area, which provide much of the knowledge necessary to be a teacher. However, these courses alone will not make an excellent educator. The capstone field experience of the MAE Program, and the most vital component in producing teachers who can function competently in a classroom, is the internship experience. The internship allows for a prolonged period of time in the classroom, observing master teachers, and honing teaching skills and style.

During the internship component of the MAE Program, the University and the cooperating school districts form partnerships to educate high-quality beginning teachers. Within that partnership, the intern teacher and the mentor teacher form a very special relationship—that of the new teacher and the experienced teacher working together to strengthen instructional competence. The Department of Education intends the internship to be a very rewarding experience. To facilitate a smooth transition to the public school, the Department is providing information in this handbook.

The Master of Arts in Education Program

In 1986, after the signing of House Bill 196, which established Truman State University as the state's highly selective liberal arts and sciences institution, Truman State University developed a new teacher education program, the Master of Arts in Education (MAE) program. The program has been fully operational since 1990 and is the only avenue by which students can seek an education degree at Truman State University. The main components to an MAE degree include:

- The undergraduate liberal arts and sciences degree
- Graduate education coursework
- Graduate specialty area coursework
- A semester or year-long internship in a public school
- The research component

The program is designed to be completed in both one or two summer sessions and one or two academic years. Students typically begin graduate coursework the semester after their undergraduate graduation. Following successful completion of most graduate coursework, they complete their internship and their research component. While this is the most common arrangement of the graduate program, it is flexible, and students can begin the components at various times during the academic year.

The Conceptual Framework

MAE Mission: The mission of the Master of Arts in Education Program at Truman State University is to prepare reflective practitioners grounded in the Liberal Arts. Our practitioners are skilled in bridging theory and practice. They are informed by a well-developed understanding of content, pedagogy, learners, and learning environments. We believe the human condition can be improved by teaching and learning rooted in caring, innovative, reflective, and research-based practice.

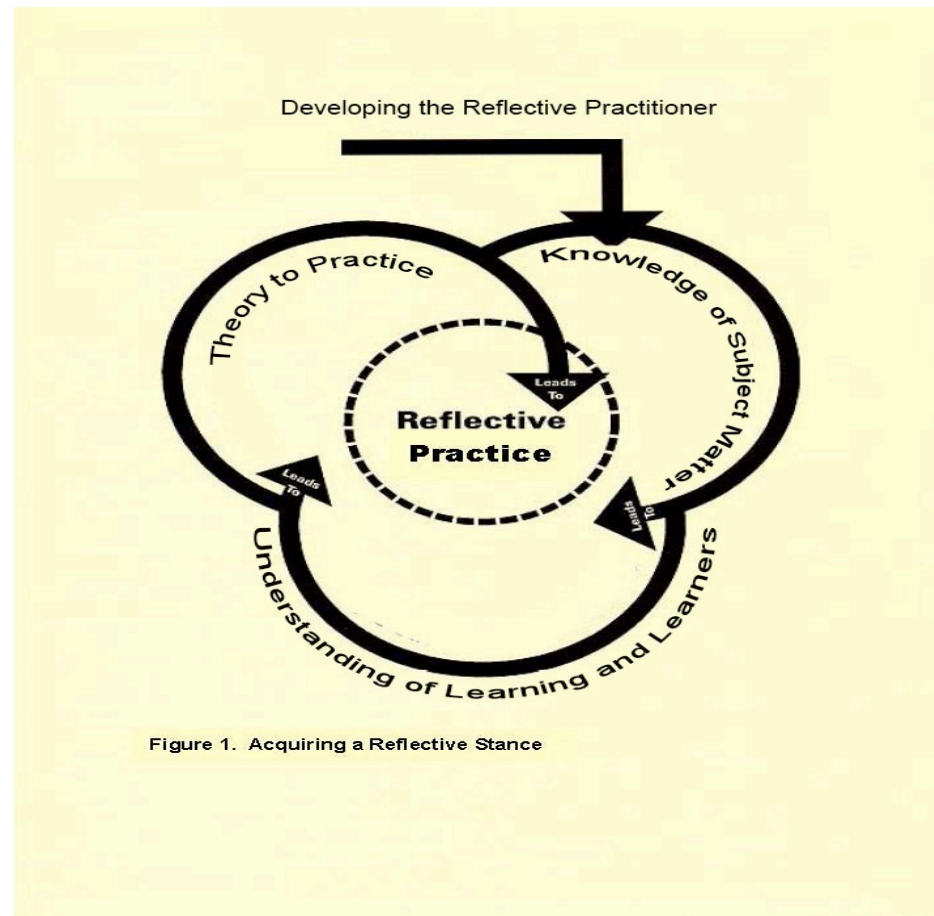


Figure 1. Acquiring a Reflective Stance

Internship Program Objectives

The aim of the Master of Arts in Education program is to produce outstanding teachers. The University, the school districts, and the mentor teachers all play a part in this process.

Our overall objectives are to:

1. prepare teachers who are distinguished by their comprehensive liberal arts and sciences learning, developed through the challenging liberal arts and sciences component and integration of the undergraduate degree program;
2. prepare teachers who have mastery of the subject specialization, developed through the baccalaureate degree in the academic discipline and through graduate courses and experiences in their chosen teaching field;
3. prepare teachers who demonstrate professional skills of high quality and which are developed through solid professional education curriculum offerings and meaningful clinical and internship experiences;
4. prepare students to meet the performance criteria outlined in the evaluation plan for the teaching intern;
5. prepare teachers who are stimulated to exchange and implement the results of research and new knowledge in the profession;
6. prepare teachers who function with competence and confidence in confronting issues of the profession in a pluralistic society characterized by continuous change;
7. prepare teachers who have leadership competence in making informed professional judgments;
8. prepare students who are able to enter doctoral or other professional education programs; and
9. prepare reflective teachers who are capable of continually and critically analyzing their own professional performance which allows them to grow in a professional manner, who are characterized by habits of life-long learning, and who engage in scholarly interaction and further learning experiences.

The Intern

The teaching intern has earned an academic degree and has experienced an orientation to teaching. Each semester intern, regardless of the internship model, is a certified substitute teacher. Full-Year interns will apply for provisional certification once they are hired by a district.

Throughout the internship, the intern will expect and receive regular, continuous supervision by the University supervisor, mentor, and occasionally the administrator.

- ✦ Alternative clinical practice is permitted for candidates in lieu of conventional student teaching in accordance with Mo. Rev. Stat. 168.400 (2005) and Mo. Code Regs. 5 CSR 80-805.040.

Intern Responsibilities

Although a variety of internship models are possible, all interns meet certain qualifications. Each intern has completed a BA or BS degree. Semester interns have received their substitute teaching certificate through the Teacher Certification Office of the Missouri Department of Elementary and Secondary Education. Full-Year interns are provisionally certified through the Teacher Certification Office of the Missouri Department of Elementary and Secondary Education. Interns will have a minimum of 100 classroom clock hours of field experience before beginning the internship and many will have considerably more hours. Each intern, regardless of the internship model, will have sufficient prior experience to function as a member of the school district. During the internship, the teacher interns have the following responsibilities which they are expected to perform:

- Provide own housing and transportation.
- Follow the calendar of the district, completing the public school spring/fall term or semester in the assigned classroom. Fall interns will begin with the district's teacher workdays and end on the Thursday prior to Truman's December Commencement Ceremony. Spring interns begin when the district resumes classes from winter break and end on the Thursday prior to Truman's May Commencement Ceremony.
- Perform all duties and responsibilities regularly assigned to teachers.
- Cooperate with and be responsible to the mentor teacher, the building principal, and the University supervisor.
- When working with children in any field experience, Truman students are expected to adhere to all policies and procedures of the school district, as well as the rules governing social media use for the district, the state of Missouri, and for Truman State University.
 - Please see your cooperating mentor and/or principal for district policies and procedures, including rules governing social media use.
 - Please see Missouri Senate Bill 54 information at: <http://www.senate.mo.gov/11info/pdf-bill/tat/sb54.pdf>
 - Please see Truman's Best Practices for Social Media site at: <http://social.truman.edu/social-media-best-practices/>
- Secure professional liability insurance (through a professional teachers' organization) prior to beginning the internship.
- Have the results of all district and university required background clearances on file in the Field Experience Office.
- Keep the Field Experience Office updated regarding any changes in status, including address changes.

-
- Complete the Application for Graduation and accompanying worksheet at least one semester prior to graduation.
 - Complete and submit the research project per Program, Department, and/or DESE requirements.
 - Successfully complete the Content Test for the designated area of certification and submit scores to the Education Department's Certification Officer at Truman State University.
 - Submit all transcripts from any university from which the student has earned credit to the Education Department's Certification Officer. These will be submitted to the Department of Elementary and Secondary Education for initial teaching certification purposes.
 - Complete all items in the graduation packet sent by the Provost/Graduate Office prior to graduation.
 - Complete and submit application for Initial Professional Teaching Certificate (found on your DESE Profile Page on the left hand side under Applications). Please ensure your fingerprints are less than a year old or you will need to update them as well.
 - If for any reason an intern is not able to successfully complete their initial internship placement and a second field placement is necessary, the Education Department at Truman reserves the right to make all placement decisions regarding the second placement including the school district, mentor teacher, and geographical location.

Substitute Teaching during the Internship

- Interns are able to substitute teach for their mentor teacher only at the discretion of the district.
- Some districts will allow interns to substitute teach, while others will not. Truman State University will support the district's policy. If the district requests a letter indicating permission to substitute teach for the mentor teacher, please contact the Director of Field Experiences for a letter. Please provide information regarding to whom the letter should be addressed and mailing/e-mail information at the time of the request.
- If the district allows and you wish to substitute teach for your mentor, you will need to fill out and submit the proper paperwork to substitute teach for your internship district. Typically these forms can be found on the district's human resources page or at the district-level office. You will want to take care of this prior to the start of the internship if possible, as many districts require board approval to substitute teach.

Other Student Obligations

During the internship, interns are full-time graduate students. Not only do they receive graduate credit for the internship, but they are also expected to conduct research and gather data for their research component. Interns are enrolled in ED 609 Teaching Internship each semester they are interns. In addition, students will take either ED 607 and ED 681 or ED 632.

Teacher candidates who sign a contract to complete a year-long teacher of record internship will receive support from an MAE University Representative for the full contracted year of the internship. Therefore, the candidate is required to enroll in ED609 for both semesters (Fall & Spring) of the intern's academic year.

Bill #9.15.98.5 (passed February 16, 1999) states, "be it therefore resolved that effective Fall Semester, 1999, all full-year interns must enroll and pay tuition for eight (8) hours of graduate credit in ED609 Internship each semester of the internship."

Exit Requirements

As a graduation requirement, students must take the appropriate Content Test. Students should work with their advisor to determine which content tests they need to take for their program. However graduation is not contingent upon passing the content exam.

Students must complete a Department of Education Comprehensive Examination. The Comprehensive Examination can take different forms including a Case Study, Thesis, Publishable Paper, or the Unit Plan/ Action Research. Depending on which research option is chosen, a student may be questioned by faculty members or by their University supervisor. In some programs, students present their research to faculty and fellow students.

Students must enroll in either ED 681G or ED 632G (or the discipline equivalent course) at least once before they graduate. All students must be continuously enrolled in classes required for the MAE or for certification (as listed in the Individual Plan of Study) until the completed and signed Report of the Examining Committee form has been received by the Graduate Office, unless they have a letter written by the Department Chair explaining why this requirement is waived.

Bill#02.13.07.02 (passed on February 13, 2007) addresses issues related to ED 681 G Research in Education and the Continuous Enrollment of Students in the MAE Program.

Mentor Teacher Responsibilities

Mentor teachers should be a master's level teacher (or an individual working towards a master's degree) with three or more years of experience in a school setting. The mentor teacher plays a critical role in nurturing the development of an intern. The mentor teacher is chosen by the school system and the University to serve as the field-based expert who supports the intern on a daily basis. It is appropriate that the intern should observe his/her mentor in the variety of roles that a teacher is expected to play. Furthermore, the relationship between the mentor and intern should be that of colleagues. Interns should feel they can seek advice, comfort, and assistance from their

mentors. Because of this, the University will not require the mentor to assign a grade to the intern. However, the mentor will take part in the on-going evaluation of the intern as a partner of the University.

In the University and mentor partnership, the mentor teacher should meet certain responsibilities and obligations. Following is a partial list of these obligations:

- make sure the intern is aware of specific requirements of the school district;
- perform and provide periodic formative feedback of the intern's progress;
- assist the intern in achieving his or her program objectives of the internship;
- where possible, provide varied experiences with culturally diverse and/or at-risk students;
- assist the intern in preparing for the MEES (Missouri Educator Evaluation System);
- complete online training for MEES evaluation as required by the Department of Elementary and Secondary Education;
- complete/submit the Missouri Educator Evaluation System summative evaluation to the Director of Field Experience or University Supervisor at the end of the internship;
- where appropriate, encourage the intern to participate in after-school and weekend activities outside the regular teaching day, without burdening the intern with excessive extra-curricular obligations;
- assign the intern to instruction and induct him or her into teaching (including the development of appropriate lesson plans). There is not a set schedule of induction. Because each intern is different, and because the internship is a reflective model, each intern and mentor should move at an individualized pace. Mentors who are unsure of what pace is most suitable for their intern may wish to confer with the University supervisor; and
- monitor and support the intern's interaction with students, parents/guardians, and other faculty.

University Supervisor Responsibilities

The University supervisor is responsible for seeing that the intern has every chance to succeed and improve his or her professional performance throughout the duration of the internship. However, this responsibility is to be shared among the supervisor, the mentor teacher, and the principal. Ideally, the University supervisor will recognize which activities are being performed adequately by the mentor teacher or principal and confine his/her role to reinforcing, supporting, and supplementing the work of the mentor teacher and the principal. Some of the University supervisor's responsibilities include the following:

-
- establish an initial contact and working relationship with the mentor teacher and district at the beginning of the internship. Provide the mentor teacher with their mentor packet at this time. The packet includes the mentor's contract, W-9, and mentor information form;
 - maintain close contact with the intern throughout the internship experience. Visit (in-person and/or virtually) the internship site a minimum of three times per semester or five times per academic year. In no case should a telephone call/email be substituted for a virtual or on-site visit. However, emails and/or phone calls are encouraged as a supplement to on-site visits and as a means for maintaining close contact between the intern and the University. A Missouri Educator Evaluation System formative site visit report will be completed and submitted to the Field Experience Office immediately following each observation. This report should also be shared with the intern;
 - complete/submit the Missouri Educator Evaluation System summative evaluation at the end of the internship and make sure the mentor teacher has submitted their MEES summative evaluation to the Field Experience Office by the grade deadline for the internship semester;
 - when possible, the internship supervisor is encouraged to arrange for the building administrator or their designee to meet with the intern about the Missouri Educator Evaluation system currently used in the district during their internship experience. This process will provide the intern with knowledge of the evaluation procedures for teachers throughout the state, as well as feedback for reflection on their growth as an individual and educator;
 - provide ample collaboration time. All site visits should be of such duration and quality as to ensure the best chances for success of the intern;
 - provide guidance to the intern concerning the research option. Not only should the supervisor offer advice in choosing the most suitable type of research, he or she should also assist the intern in choosing a specific topic and in collecting the necessary data. While it is neither the mentor's nor the University supervisor's responsibility to actually gather the research data or write the paper, both should be available to assist in these processes;
 - serve as a resource person for the intern and the mentor, providing information about the program, the internship process, and other areas about which the intern and mentor may be concerned; and
 - perform periodic evaluations of the intern's progress. The University supervisor will assign the final pass/fail grade for ED 609, Teaching Internship.

Suggested Sequence of Activities

To ensure the intern's success, the intern, the mentor teacher, and the University supervisor will form a team. Each member of the team must be aware of the required and recommended activities which should be performed throughout the internship and must take responsibility for those activities in which he/she is directly or indirectly involved. One vital responsibility of each team member is to assist the University in preserving accurate records regarding the intern process. In order to do this, the University will provide the mentors, University supervisors, and the interns with a mentor folder containing all of the necessary forms, which they will complete and return to the Field Experience Office or the Education Department according to the established deadlines. Other activities and responsibilities are listed below. These activities fit within the parameters of various time frames, and some must be attended to sequentially.

Before the Internship Begins:

The mentor teacher and the intern should:

- *Discuss schedule of school-opening activities (if appropriate).
- *Discuss the role of the teacher, including relationships with students, appropriate language, and community expectations.
- *Determine teaching assignments and extra-curricular assignments.
- *Discuss school calendar (grading periods, breaks, etc.).
- *Discuss the year-long (or semester-long) overview of curriculum and course objectives.
- *Develop a tentative teaching schedule with phase in to full-time teaching plan or co-teaching (semester-long only).
- *Establish lesson plans for at least two weeks (full-year teacher of record).
- *Discuss teaching strategies to implement lesson plans (full-year teacher of record).
- *Review plans for evaluating and recording student progress (can also be done with building principal).
- *Discuss enrichment or supplemental classroom activities.
- *Review the workable set of rules, procedures, and consequences developed by the intern.
- *Discuss school's grading policy and make plans to implement it.
- *Familiarize the intern with daily housekeeping duties (attendance, lunch, etc.).
- *Discuss relevance of teaching assignments to any district or state testing program.
- *Discuss absence policies, sick-leave, plan-book requirements, snow day procedures, disaster procedures (fire drills, tornado warnings, etc.).
- *Locate teaching resources, such as technology, copiers, project materials.
- *Familiarize the intern with physical facilities.
- *Determine if the intern will be allowed to substitute during the internship and complete all necessary paperwork
- *Discuss pay-day procedures (if applicable).
- *Develop knowledge of students' special characteristics.
- *Ascertain the support services available (counselors, nurse, psychologist, discipline officer, etc.).

The mentor teacher, intern, and University supervisor should:

- *Exchange home and work telephone numbers and email addresses.
- *Establish a working relationship and understanding of roles.
- *Discuss school's discipline policy.
- *Determine if the district will allow the intern to substitute for the mentor teacher during the internship and plan accordingly

Following are suggestions for University supervisor visits for a one semester internship. Year-long internship visits should be spent refining those issues which were addressed during the first semester. Implementation of these activities will vary with each configuration of intern, mentor teacher, and University supervisor.

First Month:

The mentor teacher and the intern should:

- *Establish lesson plans for at least two weeks (when intern is about to begin teaching responsibility).
- *Discuss teaching strategies to implement lesson plans.

The University supervisor should:

- *Review research needs with the intern (encourage collection of demographic data).
- *Consult with instructor of applied educational psychology course regarding intern's progress.

The mentor teacher, intern, and University supervisor should:

- *Review plans and concerns of the first grading period.
- *Discuss the Institutional Review Board Application per research course instructor. (Available at <http://irb.truman.edu/>)
- *Evaluate intern's teaching effectiveness to date.

Second Month:

The mentor teacher and the intern should:

- *Focus on characteristics of the instructional process, school traditions, and district policies regarding holiday events and activities.

The mentor teacher, intern and University supervisor should:

- *Discuss plans for parent conferences and/or open house activities.
- *Submit the Institutional Review Board Application. (Available at irb.truman.edu)
- *Evaluate intern's teaching effectiveness to date.

Third Month:

The mentor teacher, intern, and University supervisor should:

- *Examine progress of research data collection.
- *Evaluate intern's teaching effectiveness to date.

Fourth Month:

The mentor teacher, intern, and University supervisor should:

- *Examine progress of research data collection.
- *Evaluate intern's teaching effectiveness to date.

Fifth Month:

The mentor teacher and the intern should:

- *Discuss semester (end of grading period) examination, grades, and report cards.

*Submit completed summative MEES Evaluation to the Field Experience Office

The University supervisor and the intern should:

- *Examine progress of research data collection.
- *Complete a Final MEES Student Summative Evaluation Form.
- *Evaluate intern's teaching effectiveness to date.

Closing of School (if appropriate):

The intern should:

- *Observe and assist in room preparation for summer, storage of materials and equipment, and return of textbooks.

The Research Component: Research Project

The MAE teaching intern must complete a research option to meet degree requirements. Because internship experiences vary according to the specifics of the schooling situation, it should be stressed that there is not a single formula for completing the research component.

Education Faculty and Staff

Jill Arnold

Assistant Professor of Education. B.A., Truman State University. M.A.T. Columbia College. Ed.D. Liberty University. Expertise: Reading and Elementary. VH 2348; X4389. E-mail: jmarnold@truman.edu

Melissa Chapman

Instructor in Education. B.S., M.A.E Truman State University. Expertise: K-12 Education. VH 2310; x4386. Email: mchapman@truman.edu

Jeanne Harding

Instructor in Education. B.S., MAE, Truman State University. Expertise: K-12 Education and Gifted. MC393; X4301. E-mail: jharding@truman.edu

Holly Kincaid

Assistant Professor of Education. B.A. University of Providence; M.A. University of Connecticut, E.D. Bridges Graduate School. Expertise: K-12 Education and Gifted. VH 2344; X4187 Email: hkincaid@truman.edu

Lynn Lowrance

Lecturer in Education. B.A., MAE, Ed.D., St. Louis University. Expertise: K-12 Counseling and Elementary. St. Louis; X4386. Email: llowrance@truman.edu

Christopher Maglio

Professor of Counseling. B.S., M.C., Ph.D., Arizona State University; LP, CHSP, NCC. Expertise: Counseling and Education Assessment. VH2346; X4403. Email: cjmaglio@truman.edu

Beverly Peters

Lecturer in Education. B.S.E., M.A., Northeast Missouri State University. Expertise: Special Education and Administration. VH2356; X6073. Email: bpeters@truman.edu

Martha Strange

Assistant Professor of Special Education. B.S., Culver-Stockton; M.A., Quincy University; Ed.D., Saint Louis University. Expertise: Elementary Education, Special Education, and Administration. X4386. Email: mstrange@truman.edu

Paul Yoder

Associate Professor of English Education; Department of English. B.S., University of Missouri – St. Louis; M.A., Southern Illinois University - Edwardsville; Ph.D., St. Louis University. Expertise: English Education, Education Psychology, and Research. VH2364; X4502. Email: pyoder@truman.edu

Secondary and K-12 Teacher Education Faculty

Ben Batzer

Assistant Professor of English Education. B.A., M.A., Truman State University. Ph.D. University of Iowa. Expertise: English Education. MC312; X5679. E-mail: bbatzer@truman.edu

Kathryn Brammall

Professor of History. B.A., M.A. University of Alberta; Ph.D. Dalhousie University. Expertise: History: Medieval and Early Modern Europe. BH 232A; x4665. brammall@truman.edu

Stacy Davis

Assistant Professor of Spanish; Department of Classical and Modern Languages; B.A., Hollins University; M.L.A., University of Richmond; Ph.D., Washington University. Expertise: Spanish Education. MC317A; X4191. Email: sdavis@truman.edu

Rebecca Dierking

Associate Professor of English Education; Department of English and Linguistics. B.A., Central Methodist University; M.S. Ed., Northwest Missouri State University; Ph.D. Learning, Teaching, and Curriculum, University of Missouri. Expertise: English Education, Mindfulness, Teacher Autonomy, Using Technology in the Classroom, and Writing as Healing. MC 320; X6009. Email: rdierking@truman.edu

Julene Ensign

Assistant Professor of Exercise Science; Department of Exercise Science. B.S. Kinesiology, M.S. Therapeutic Kinesiology, Ph.D. Kinesiology Pedagogy, University of Illinois. Expertise: Physical Education. PB 2116; x2116. Email: jensign@truman.edu

Erin Joyce

Assistant Professor of French and Second Language Acquisition. B.A. University of Richmond. M.A., Ph.D. Pennsylvania State. Expertise: French Education. Email: ejoyce@truman.edu.

Matt Kennedy

Instructor in Education. B.A., MAE, Truman State University. Expertise: Secondary Social Studies Education. X4386.

Enrique Pareja

Assistant Professor of STEM Education; Department of Education. B.S., Universidad Peruana Cayetano Heredia, Peru; M.A., University of Bath, United Kingdom; Ph.D., University of Missouri-Columbia. Expertise: STEM Education. VH2360; X4780. Email: epareja@truman.edu

Jocelyn Stevens

Associate Professor of Music; Department of Music. B.M.E., Butler University; M.M. Wind Conducting, University of Minnesota; M.A. Music Education, University of Minnesota; D.M.A. Music Education, University of Georgia. Expertise: K-12 Music. OP1324; X7266. Email: jprend@truman.edu

Teacher Education Staff

Charisse Hatfield

Certification Officer and Analyst / Assessment Coordinator. M.A., Truman State University. VH 2320; X4395.
Email: chatfield@truman.edu

Sarah Jensen

Department of Education Office Assistant. B.S., Exercise Science, Truman State University. VH 2310; X4386.
Email: sjensen@truman.edu

To Contact the University

The Field Experience Office wishes to maintain a close, helpful relationship with our partners and interns in the school districts. Mentor teachers, building administrators, and interns are always welcome to contact the office for any reason. We would like to know your questions, suggestions, and comments of all kinds. We would love to hear your positive comments and need to hear about your concerns. We want the internship experience to be a positive one, and we will gladly assist you in any way. In most instances, your comments and concerns should be directed to:

Field Experience Office
McClain 303
Truman State University
Kirksville, MO 63501
(660) 785-4301

Field Experience Email: jharding@truman.edu