



## UNDERGRADUATE INTERNSHIP

CANDIDATE \_\_\_\_\_ ID# \_\_\_\_\_ DATE \_\_\_\_\_

ADVISOR \_\_\_\_\_ SUPERVISOR \_\_\_\_\_

1. Explain in narrative form the *purpose* of this field experience/internship. Relate the narrative to appropriate COE/INTASC Standards. (What, in terms of the candidate's professional development, is this experience/internship intended to accomplish? Why is the candidate engaging in this activity?)
2. Describe the specific *nature* of the field experience/internship.
  - a. Briefly set out critical experience/placement information: location, duration, expected work/activity, subjects (children), contacts with other professionals. (What will the candidate do? Where? When? How? Use complete sentences, please.)
  - b. For each Standard that is appropriate to the internship, what will the candidate *do* to satisfy the criteria? (Describe briefly.)

STANDARD	ACTIVITY/RESPONSIBILITY
<p><b>#1 Content Pedagogy</b>            The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches as well as the historical-legal-philosophical foundations of education. The teacher candidate creates learning experiences that make these aspects of subject matter meaningful for students.</p>	
<p><b>#2 Student Development</b>            The teacher candidate understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development. MSU Billings teacher education candidates understand differences among groups of people and individuals. In the context of human similarity, candidates are aware of United States and global diversity, respect and value differences, recognize that students and their families may hold different perspectives and strive to meet individual student needs.            (MSU Billings definition of diversity, 2001)</p>	
<p><b>#3 Diverse Learners</b>            The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Montana educators understand and teach with attention to the cultures of Montana Indian nations.</p>	

<p><b>#4 Multiple Instructional Strategies</b> The teacher candidate understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving.</p>	
<p><b>#5 Motivation and Management</b> The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	
<p><b>#6 Communication and Technology</b> The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	
<p><b>#7 Planning</b> The teacher candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	
<p><b>#8 Assessment</b> The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	
<p><b>#9 Reflective Practice and Professional Development</b> The teacher candidate is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. MSU Billings teacher candidates demonstrate professional dispositions both on and off campus.</p>	
<p><b>#10 School and Community Involvement</b> The teacher candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	

**3. Describe the manner(s) in which candidate performance in this experience/internship will be assessed.**

- a. Explain, in narrative form, the candidate generated products, performances, records, etc. that will certify the nature of candidate engagement in this experience/internship.**
  
- b. For each standard addressed in 2.b, above, fill in the following table to indicate alignment of candidate generated product(s) with assessments.**

STANDARD	PRODUCT/PERFORMANCE	ASSESSMENT	SCORE
#1	Will develop appropriate instructional treatments.	rubric	1 2 3 4 5 N/A
#2	Lessons demonstrate knowledge of student differences	rubric	1 2 3 4 5 N/A
#3	See # 1	rubric	1 2 3 4 5 N/A

#4	Will modify instruction to accommodate – evidence of multiple approaches in lessons	observation	1 2 3 4 5 N/A
#5	Lessons demonstrate knowledge of engagement of individual students	Analysis and reflection	1 2 3 4 5 N/A
#6	Lessons demonstrate use of media as appropriate	Analysis and reflection	1 2 3 4 5 N/A
#7	Lessons demonstrate knowledge of reading and reading practices appropriate to student needs and curricular goals	Analysis and reflection	1 2 3 4 5 N/A
#8	Lessons demonstrate sensitivity to student reading performance on formal and informal measures	Analysis and reflection	1 2 3 4 5 N/A
#9	Mentor teacher evaluation of performance	conference	1 2 3 4 5 N/A
#10	See # 9	conference	

5 = exceeds all expectations

4 = partially exceeds expectations

3 = meets expectations

2 = partially meets expectations

1 = does not meet expectations]