

**College of Education
Montana State University Billings
INTERNSHIP APPLICATION
REQUEST FOR GRADUATE FIELD EXPERIENCE**

1. Program of Study _____
 590 690 CREDITS _____
2. Date _____ 3. ID # _____
4. Name _____ Phone _____
Local Address _____ City _____ State ____ Zip _____
Email Address _____@_____
5. **Attach a description of your internship and your objectives. See attached guidelines and evaluation forms.**
6. Semester requested (check one) Fall Spring Summer Year _____
7. Location desired: _____
8. The internship is a requirement for completion of (check one):
 Endorsement Plan
 Licensure program
 Master of Education
9. My graduate endorsement plan-of-study was approved on _____ (indicate date).
Masters degree candidates must have an approved Plan-of-Study before the Field Experience and Clinical Practice Coordinator can accept this application.
10. **Master of Education candidate:** I expect to graduate: Semester _____ Year _____
11. **Date admitted to Teacher Education or School Counseling Program:** _____
Or, **Teacher Licensure (Folio) Number (if applicable):** _____
12. Who is the University Supervisor for this internship? _____

APPROVALS:

1. _____ 2. _____
Student's Signature Advisor's Signature
3. _____ 4. _____
Department Chair Field Experience and Clinical Practice Coordinator

**ADVANCED FIELD EXPERIENCE/INTERNSHIP
Experience Design**

DATE _____

CANDIDATE _____ ID # _____

ADVISOR _____ SUPERVISOR _____

1. Explain in narrative form the *purpose* of this field experience/internship. Relate the narrative to appropriate advanced 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? Sentences please.)
 - b. For each Advanced Standard that is appropriate to the internship, what will the candidate *do* to satisfy the criteria? Describe briefly as needed.

STANDARD	ACTIVITY/RESPONSIBILITY
#1. Locate, read, and evaluate relevant professional and academic literature.	The candidate will
#2. Demonstrate understanding of similarities and differences in human learning and development.	The candidate will
#3. Demonstrate mastery in subject area content knowledge [and] understanding [,] and skill in applying that knowledge and understanding.	The candidate will
#4. Demonstrate professionalism that extends beyond technically accurate knowledge and effective skills.	The candidate will

#5. Integrate extant theory and evidence into one's professional activities.	The candidate will
#6. Critically analyze [] one's own practice in light of professional standards and applicable policy.	The candidate will

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 #b, above, fill in the following table to indicate alignment of candidate generated product(s), etc. with assessments.

STANDARD	PRODUCT/PERFORMANCE	ASSESSMENT	SCORE				
			1	2	3	4	5
#1			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			N/A				
#2			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			N/A				
#3			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			N/A				
#4			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			N/A				
#5			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			N/A				
#6			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			N/A				

- 5 = exceeds all expectations
- 4 = partially exceeds expectations
- 3 = meets expectations
- 2 = partially meets expectations
- 1 = does not meet expectations

c. Professional Dispositions: The candidate demonstrates a belief that all students can learn and exhibits fairness in his/her actions

	1 Performance Shows Little or No Evidence	2 Performance Demonstrates Inconsistent or Weak Evidence	3 Performance Demonstrates Some Evidence	4 Performance Demonstrates Adequate Evidence	5 Performance Demonstrates Competency	Score
Demonstrates an acceptance of differences in others	Fails to accept the differences of others	Is able to accept a few minor differences	Accepting of most differences in others	Approaching acceptance of all differences in others	Attains acceptance of differences in others	
Shows a respect of different perspectives	Weakness in considering other perspectives	Acknowledges other perspectives but still holds one viewpoint	Willingness to look at most viewpoints and see the reasoning behind the ideas	A reasonable and comprehensive examination of various points of view	Thorough and insightful – reveals a credible viewpoint by effectively critiquing other perspectives	
Demonstrates a belief that all students can learn	Discriminates against certain groups of students	Shows the belief that some students can learn	Shows the belief that most students can learn	Rarely excludes certain students from the learning process	Includes all students in the learning process	
Uses fair procedures in dealing with others	Uses inconsistent procedures	Uses a few consistent procedures	Tries to be fair to all students and treat all students equitably	Approaching equitable treatment for all students	Attains equitable treatment of all students	
Reflects on and analyzes practice	Superficial analysis of teaching	Does little analysis of teaching	Does analysis in most teaching situations	Analyzes teaching with regard to the whole group and most of the individual students	Analyzes lessons with regard to each student in the classroom	

Internship design agreement:

_____ (Candidate Signature) _____ (date)

_____ (Advisor Signature) _____ (date)

Certification of Internship Completion:

_____ (Candidate Signature) _____ (date)

_____ (Advisor Signature) _____ (date)