
The contents of this handbook are subject to change without prior notice and should not be interpreted as a binding contract between Lewis-Clark State College and students. Lewis-Clark State College will not discriminate on the basis of race, religion, color, age, sex, national origin, disability, veteran status or sexual orientation. This institution is an equal opportunity provider. TDD 1-800-377-3529.

Revised: SEPTEMBER 2015
Introduction

This Handbook has been prepared by the Secondary Education Instructional Team in the Division of Education and Kinesiology at Lewis-Clark State College as a guide to the Undergraduate Secondary Teacher Education Program and Professional Internship. It centers on the program goal and standards, which are important components of the Conceptual Framework for the Secondary Teacher Education Program. The Secondary Teacher Education Program prepares teacher candidates to meet the program standards by requiring demonstrations of proficiency through products and performances that are clearly associated with the goal and standards.

The purpose of this handbook is to assist candidates in meeting college and state requirements as they pursue secondary teacher licensure at Lewis-Clark State College. To be eligible for Idaho teacher licensure, candidates must successfully complete all degree and teacher licensure requirements listed in the college catalog under which they plan to graduate, as well as all additional state requirements for teacher licensure.

Lewis-Clark State College Division of Education Conceptual Framework

The LCSC Division of Education’s teacher education program is a high quality professional education program. As such, there is a “framework” in place that guides professional preparation in the teacher education program at Lewis-Clark State College. Our conceptual framework, as it is called, provides a basis for our program. It is knowledge-based, is based on research, has a philosophy and purpose, and provides a rationale for our coursework and field experiences.

The teacher education program’s framework is available in a written document that is shared with and articulated among all faculty working in teacher education programs at Lewis-Clark State College. Our framework reflects the current literature on the social nature of learning and is based on a “community of practice” model of teaching and learning that reflects multicultural and global perspectives and cuts across all program areas.

Becoming a truly accomplished teacher requires that one continue to master and acquire knowledge throughout one’s entire professional life. It is within this theoretical and practical framework that the Division of Education prepares its teacher education candidates to become full-fledged members of the community of practice known as teaching.

LCSC Division of Education Conceptual Framework:
“Preparing Caring Professionals Who Teach For Understanding In Communities Of Learning”

The Division of Education Conceptual Framework provides the basic set of principles that govern interactions among and between faculty and candidates in the professional education programs at Lewis-Clark State College. The eight core principles are:

A. The Dedicated Professional. The successful teacher is one who demonstrates a sincere dedication to the professional and genuine care and concern for each child.
  • The teacher conducts herself/himself in a manner that shows care and concern for children and learning.
  • The teacher conducts himself/herself in a manner that shows a commitment to the children and learning.
  • The teacher exhibits high ethical and professional standards.
  • The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

B. The Knowledgeable Professional. The successful teacher is one who is well-informed of the current body of knowledge regarding the processes of learning, strategies for instruction, and the structures of learning environments to support the intellectual, social, and physical development of all types of learners.
  • The teacher understands how children, as individuals and in groups, learn, develop, behave, and are motivated to learn.
• The teacher understands a variety of instructional strategies to create learning opportunities that: a) support the intellectual, social, and personal development of learners; b) encourage positive social interaction, active engagement in learning, and self-motivation; and, c) encourage students' development of critical thinking, problem solving, and performance skills.
• The teacher understands how students differ in their approaches to learning and how instructional opportunities are adapted to diverse learners.
• The teacher understands schools as organizations within the larger community context and the laws and norms that guide their operation.

C. The Content Specialist. The successful teacher is one who understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.
• The teacher demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.
• The teacher maintains current knowledge of the content area(s) and skills of the discipline.

D. The Educational Designer. The successful teacher is one who utilizes knowledge of learning, students, and the content to be taught to creatively plan learning experiences that integrate appropriate strategies, media, and organization.
• The teacher designs and develops learning opportunities that utilize well-selected instructional strategies and learning resources.
• The teacher designs and develops learning opportunities that are appropriately adapted to diverse learners.
• The teacher plans and creates effective learning experiences based upon knowledge of subject matter, students, the community, how children learn and develop, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches meaningful for students.

E. The Educational Facilitator. The successful teacher is one who effectively implements instructional strategies to facilitate learning in a variety of settings, with a variety of media, and for a wide range of diverse types of learners.
• The teacher utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.) to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
• The teacher utilizes effective classroom organization skills to establish and facilitate engaging and meaningful learning environments that support the intellectual, social and physical development of students.
• The teacher utilizes effective communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students.
• The teacher 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, and fosters active inquiry, collaboration, and supportive interaction in the classroom.

F. The Educational Evaluator. The successful teacher is one who consistently and accurately assesses the achievement of students and the efficacy of the learning environment.
• The teacher understands and uses appropriate formal and informal assessment strategies to evaluate and ensure the continuous intellectual and socio-cultural well-being of the learner.
• The teacher adjusts and refines instruction based upon informed analysis.

G. The Culturally Responsive Educator. The successful teacher is one who understands and embraces the ideals of cultural consciousness, equity and human dignity, and social justice while striving to create learning environments that grant voice and authenticity to the beliefs, opinions and experiences of students from diverse experiences. The teacher candidate values differences and challenges all forms of prejudice and discrimination in schools and society while promoting democratic concepts of social justice (a purposeful and interactive process whereby members of a community demonstrate concern for the equality and human dignity of all).
• The teacher is aware of and understands his/her own bias and prejudices. He/She is actively engaged in personal examination to confront her/his limitations and transform himself/herself in the interest of social justice within her/his classroom, school and community.
• The teacher promotes cultural understanding within his/her students and colleagues.
• The teacher incorporates local/regional ways of knowing and teaching in her/his work and values various ways of demonstrating knowledge.
• The teacher participates in community events and activities in an appropriate and supportive way.
• The teacher works closely with parents, family and community members to achieve a high level of complementary educational expectations between home and school.

H. The Reflective Professional. The successful teacher is one who consistently engages in cycles of review and adjustment for the purposes of professional growth and improvement of instruction.
• The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals) in the learning community.

Secondary Teaching Certificate and Endorsements

A teaching certificate is a license that permits an individual to teach public school at specific grade levels. Secondary certificates issued in Idaho allow individuals to teach grades 6-12. Multiple grade level certificates (K-12) are available for certain subjects like Physical Education and Literacy. A teaching endorsement is added to a license to allow an individual to teach a specific subject or group of subjects such as History, Natural Sciences, or English As A Second Language. LCSC undergraduates may select from courses of study that lead to secondary teaching (grades 6-12) certification include the following major teaching fields: Biology, Chemistry, Earth Science, English, Kinesiology: Physical Education K-12 and Health 6-12, Mathematics, Natural Science, and Social Science with History emphasis.

Given a teaching major, candidates may also pursue endorsements in a variety of teaching minors. College majors and minors differ from teaching majors and minors. College majors are based upon completion of specific course work required by an academic department in order to obtain a bachelor’s degree. These courses are listed in the LCSC college catalog. Teaching majors and minors are determined by the Idaho State Department of Education. It is the teacher candidate’s responsibility to make sure that in completing the college requirements for a major and/or minor, the candidate also completes the courses required for teacher certification by the State Department of Education. The State Department of Education requires completion of a minimum of thirty semester credits of specified content area course work for a teaching major; twenty semester credits of specified content area course work for a teaching minor, or forty-five semester credits of specified content area course work in a single comprehensive teaching field. It is highly recommended that candidates seek more than one endorsement for purposes of marketability.

Students are held to the graduation requirements of the catalog under which they are admitted to the college. Candidates seeking teacher certification are held to the requirements for teacher education in effect at the time they are admitted to the Secondary Teacher Education Program. Careful advising is important since these requirements change through new state legislation or State Department of Education policy changes. Meeting regularly with a secondary education advisor and major/minor advisor(s) will help assure that teacher candidates meet all requirements for gaining teacher certification.

Students are expected to declare their major as soon as they know the area(s) in which they want to major and/or minor in preparation for teaching. They need to complete the Program Information Form (PIF) and select their major with the Secondary Education Teaching option. The form may be obtained in the Education Office, Spalding 103.
The Undergraduate Pathway

Individuals in this option complete the requirements for secondary teacher certification and endorsement as part of their program of studies leading to a bachelor's degree in a content area. State teaching certification requirements specify that teacher candidates must present no less than 30 semester credits of course work in a content teaching major and 20 semester credits in a teaching minor or 45 semester credits in a single comprehensive teaching field. For most teaching areas specific courses are required. Candidates are required to demonstrate knowledge in the content area by earning a satisfactory score on the Praxis II Exam(s) related to their intended teaching area(s).

Phase I: General Education Core, Content Area, & Professional Foundations in Education

This phase is divided between study of general education core requirements (about two years) and the major and minor courses - the areas in which candidates want to specialize (about another two years). Candidates are expected to follow the LCSC general education core requirements for the bachelor's degree program in the content area including PSY 205: Developmental Psychology. Along with the major advisor, candidates should consult the LCSC Catalog for specific information about general education core, elective, major and minor course requirements in the chosen field(s) of study. Candidates also need to complete pre-professional education courses. Pre-professional course work includes the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 214: Principles of Education</td>
<td>3</td>
</tr>
<tr>
<td>*ED 318: Assessment of Learning</td>
<td>3</td>
</tr>
<tr>
<td>**ED 321: Educational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

The following courses can be taken in Phase I or II

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 330: Culturally Responsive Classroom</td>
<td>2</td>
</tr>
<tr>
<td>SE 322: Inclusion Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

*Although not a prerequisite, ED 214 should be taken before ED 318
**Prerequisite: PSY 205: Developmental Psychology

Phase I courses are taken prior to admission into the Teacher Education Program. No grade lower than a C- will be accepted in the 200 level course. No grade lower than a B- will be accepted in 300 level courses. Teacher candidates must have prior permission from their Secondary Education Advisor to enroll in any available education on-line course work.

Candidates cannot take education course work from Phase II until they have successfully completed Phase I and have been accepted into the Secondary Teacher Education Program. As candidates approach the successful completion of Phase I requirements, they will apply for admission into the program. The application form is located on the LCSC Division of Education website. Candidates should apply for admission no later than the beginning of the semester prior to Phase II course work.

Application to the Teacher Education Program

Applications to the Teacher Education Program are due January 30th for Spring semester admission and August 30th for Fall semester admission. Completed applications should be submitted be completed on the division website. Go to [http://www.lcsc.edu/education](http://www.lcsc.edu/education) and select "Apply to the Teacher Education Program" link. Applicants must meet the minimum requirements and complete all portions of the application.

The following criteria are considered to assure that each candidate is qualified to enter the program. Students will be admitted based on a predetermined number of quality spaces in our professional education classes and school sites for internships. For your information, the following is a summary of how acceptance is determined:
• Coursework - Students must have completed or be in their final semester of completing all core, minor, major, and elective courses prior to the Phase II coursework. No grade lower than a "C-" will be accepted in any course. No grade lower than a "B-" will be accepted in any 300 level course.
• Official Transcripts - Official transcripts are required from all transfer institutions.
• Entrance Exam - Students will be required to have passing ACT or SAT. and must also take the COMPASS exam.
• Scholarship - A minimum LCSC cumulative grade point average of 3.0 is required. In addition, secondary education candidates must have a minimum grade point average of 3.0 in their major teaching field.
• Experience Working with Children - Students will be asked to provide information about a successful experience working with children and to author a short essay about what they learned.
• Interview and Composition - Students will be required to attend a formal interview and write an extemporaneous composition. Students will be contacted when a schedule for interviews has been set up.

There are some detractors that could affect admission into the teacher education program. Those detractors are:
• Incompletes - patterns of incompletes on transcripts;
• Withdrawals - patterns of withdrawals on transcripts;
• Para competencies - personal characteristics/attitudes exhibited by the students such as racism, intolerance, and chronic lateness that are inconsistent with the teaching profession;
• Moral Turpitude - Conviction of a felony can prohibit you from receiving a teaching certificate in Idaho and could make you ineligible for the LCSC teacher education program. Disclosure of infractions of any law is necessary.

Procedure for Application Review and Program Admittance

The Division of Education and Kinesiology office staff will check for a completed application and verify the data in the application. Applicants will then be contacted to schedule an interview. An interview panel of professionals will give numerical weights for the composition essay and the oral interview, and then make a recommendation for admission. The Secondary Education Team will review the interview information, along with review of professional experience, incompletes, withdrawals, para competencies, or moral turpitude. Final admission decisions will be based on this review. Applicants will be notified of results in writing.

Provisional admittance into the Secondary Education Program and to proceed into the phase II, you must meet the following:
• Three pre-professional courses must be completed (ED 214 or ED 310, ED 318, and ED 321)
• Content GPA 3.0
• Cumulative GPA 2.75
• Interview scores 12/20
• Writing scores 19/32

Full admittance into the Secondary Education Program and to proceed into the student teaching internship (phase III), you must meet the following:
• All content coursework must be completed in your major
• All secondary education coursework must be completed
• Content GPA(s) 3.0
• Cumulative GPA 3.0
• Passed Praxis II Exam in your content area(s)

For transfer students, in addition to all procedures listed above, admission to the Teacher Education Program also requires: Admission to Lewis-Clark State College, a transfer credit evaluation by the Education Division Program Assistant immediately following admission to LCSC, and completion of a minimum of 32 LCSC credits before program completion.
Admission Appeals

Candidates may appeal a decision by the Secondary Education Team by the following steps:
1. Within two calendar weeks of a candidate’s notification of the Team’s decision, the candidate may write an appeal letter to the Coordinator of the Secondary Education Team requesting an application review.
2. If the Secondary Education Team denies the appeal, within one calendar week the candidate may write an appeal letter to the Division Chair of Education and Kinesiology. The candidate should include information from the previous appeal. The candidate may request a meeting with the Division Chair.
3. If the Division Chair of Education and Kinesiology denies the appeal, within one calendar week the candidate may write an appeal letter to the Dean of Academic Programs. The candidate should include information from the previous appeals. The candidate may request a meeting with the Dean. The Dean of Academic Programs makes the final decision regarding an admission appeal.

Phase II: Content Area Major, Professional Studies and Instructional Methods in Education

Registration into these courses requires successful completion of Phase I courses with grades of “B-” or higher and provisional or full admission to the Secondary Teacher Education Program. Candidates should apply for admission to the teacher education program no later than the beginning of the semester prior to the semester of Phase II course work. The program application form and directions can be found on the LCSC Division of Education website. Teacher candidates must have the prior permission from their secondary education advisor to enroll in any education on-line courses. Candidates will begin work on their professional portfolio in ED 453. All courses must be passed with grades of “B-” or better.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ED 330: Culturally Responsive Classroom</td>
<td>2</td>
</tr>
<tr>
<td>*SE 322: Inclusion Strategies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Phase II Courses</strong></td>
<td></td>
</tr>
<tr>
<td>RE 422: Reading in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>ED 453: Media &amp; Technology for Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ED 445: Instructional Strategies and Classroom Management (6-12)</td>
<td>3</td>
</tr>
<tr>
<td>ED 449: Teaching Methods in the Content Area</td>
<td>3</td>
</tr>
</tbody>
</table>

* These courses can be taken in phase I or II

Praxis Information

During Phase II and before entering Phase III, candidates are required to demonstrate knowledge in their endorsement area(s) by earning a passing score on the state-mandated Praxis II Exam(s). No one is admitted into Phase III until all PRAXIS requirements are met. Teacher candidates should plan to take their PRAXIS exams two semesters before they intend to intern in the field. Candidates should contact their secondary education advisor or the division office for assistance in registering for the PRAXIS II exams. In addition, candidates must pass a Progress Conference that occurs at the end of Phase III. Candidates should see their secondary education advisor for details. A list of required PRAXIS exams and qualifying scores are listed in the reference section.

Preparing for the PRAXIS: Tips and Strategies for Success

Preparing for success on the PRAXIS is a multi-tiered process, one predicated on the belief that you, the teacher candidate, need to take the initiative to ensure your own success. Your academic programs have been carefully designed to help you attain a well-rounded education. Invest in your coursework. Discuss study strategies with your faculty mentor and/or faculty content specialist. They’re an excellent resource and wish for you to achieve success. Utilize free and competitively priced resources available on the ETS website to help you study. In addition, check out copies of preparation guides in the Division office.
If you don't pass the exam(s), utilize the online resources through the ETS website to help you prepare and meet with your faculty mentor and/or faculty content specialist to discuss strategies for success. If you're experiencing test anxiety, consider contacting Student Services about strategies and techniques to reduce anxiety (http://www.lsc.edu/osl/) at 208-792-2218 or 800-933-5272. If, after repeating the exam(s) a second time, you do not achieve a passing score, meet with your faculty mentor and/or faculty content specialist to develop an individualized action plan before taking the exam for a third time. If, after repeating the exam(s) a third time, you do not achieve a passing score, meet with Dr. Wareham to identify areas for improvement within your PRAXIS results. The required Praxis exams and passing scores can be found in the reference section of this handbook.

Fingerprinting

Candidates are required to submit a fingerprint card and fee to the Idaho State Department of Education prior to being allowed to student teach in a school district. This criminal background check must be clear in order for the candidate to progress into Phase III Professional Internship. The program assistant in the Education Division office will do the fingerprinting and collect the cards and fees. “Hits” on a criminal background check will require the candidate to provide a letter of explanation and official documentation to the Secondary Education Instructional Team for a review. The candidate's internship will be on hold until the review is complete. This criminal background check will also be used when the candidate applies for her/his initial teaching certificate at the time of graduation or program completion.

Phase III: Professional Internship in Education

Entry into Phase III requires that candidates ensure they have applied for intent to internship upon completion of Phase II studies. If for some reason they did not complete the application when applying to the program, they must do so before being accepted into Phase III. The Secondary Education Instructional Team will evaluate their performance while in the program and recommend continuing into Phase III be removed from the program.

Enrollment into the following courses requires successful completion of Phase II course work with grades of "B-" or higher, full admission to the Teacher Education Program, passing scores on all required PRAXIS II content exams, and program acceptance into internship. ED 452 must be passed with a "B-" or better. ED 460/461 is based on a Pass/Fail grade. Candidates will present their completed portfolio at the required exit interview.

<table>
<thead>
<tr>
<th>Phase III Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 452: Professional Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ED 460: Professional Internship (6-12) or *ED 461: Professional Internship (K-12)</td>
<td>12</td>
</tr>
</tbody>
</table>

*Kinesiology/Health majors will enroll in ED 461 Professional Internship (K-12).

Professional Disposition Expectations

Appropriate professional dispositions are demonstrated by responsible conduct and mature judgment. Teacher education candidates are expected to participate thoughtfully in classes and field experiences, to prioritize responsibilities, meet deadlines, and accept and apply constructive feedback.

Candidates are welcomed as contributing members of a learning community and are expected to assume a tactful, supportive role in all academic endeavors that reflect a sincere respect for others. The effective use of the facets of language and the ability to meet the physical and emotional demands of the teaching profession are essential. The behavior of professional educators impacts students, families, colleagues, and communities. While preparing to become a teacher, it is important to realize that our own actions and attitudes can greatly affect those whom we serve.
Removal from the Program and Appeals

Candidates are removed from the Teacher Education Program if they complete two consecutive semesters with a GPA below 3.0 or fail to make satisfactory progress in their field experiences, as evidenced by repeated special notice of dispositions forms submitted. A candidate may also be removed if he or she fails to exhibit the responsibility and integrity expected of pre-service teachers in the professional program as described in the Secondary Education Program Handbook, Student Teaching Handbook, or demonstrates any behaviors delineated as grounds for dismissal based on the violation of the law or the Code of Ethics has occurred (Idaho Code 33-1209).

The following steps will be followed when a candidate is in danger of being removed from the Teacher Education Program. The severity of the infraction may determine the entry point in the procedure.

1. Evaluation of Teacher Candidate’s Professional Disposition form will be completed. If a rating of 2 or lower is given on any area a commentary is written on the form. The person completing the form should personally meet with candidate to discuss the issue and explain why the conduct is unacceptable.
2. If unsatisfactory conduct continues, or the issue is considered a serious infraction a completion of a Special Notice of Dispositions of the candidate is completed. Commentary of observations, comments, and recommendations are indicated. The person completing the form will personally meet with candidate to discuss the issue and explain why the conduct is unacceptable. The candidate will write a procedure, with the help of faculty, to indicate how s/he will meet the expected disposition, sign, and date the corrective procedure. Written document will be given within 5 days. Teacher candidate will be told continued conduct in area(s) identified may be grounds for dismissal from the Teacher Education Program. The candidate is discussed at the next meeting of the Secondary Education Team.
3. If unsatisfactory conduct continues: The completion of a second Special Notice of Dispositions form is filled out. Teacher candidate meets with Secondary Education Team at the next scheduled meeting to explain why s/he has not met the identified disposition(s). The team will decide whether the candidate will be removed from the program. A formal letter to the teacher candidate will be written and sent within five working days.

A candidate who has been removed from the program may appeal the decision within two weeks of the receipt of written notification of his or her removal. The steps of the appeal process are:

1. The candidate meets with his/her faculty advisor or the Secondary Education Coordinator to discuss justification for reinstatement.
2. The faculty mentor, academic advisor or Secondary Education Coordinator makes a recommendation to the Secondary Education Team.
3. The Secondary Education Team Coordinator and one committee member meet with the candidate and subsequently make a recommendation to the division chair.
4. After review by the division chair, a letter of acceptance or denial of the appeal is mailed to the candidate.

Inactive Students

Students previously enrolled at Lewis-Clark State College who interrupt their studies for a minimum of 24 months are placed on inactive status and must also reapply for admission to the Teacher Education Program. Students will also be held accountable to program and curriculum changes that have occurred since their previous acceptance into the program.
Student Teaching Internship

Secondary education student teaching internship experiences are scheduled over one semester. Interns are assigned to a school five days a week for sixteen weeks. The LCSC approach to field experiences attempts to link theory with practice. The intern learns about the theory and then is given the opportunity to apply the theory in the classroom. Pre-internship classroom practicums are assigned through individual coursework: ED 214: Principles of Education, ED 445: Instructional Strategies and Classroom Management, 6-12, SE 322: Inclusion Strategies, and ED 449: Teaching Methods in the Content Area.

Purpose of Internship

Internship is a transitional experience aimed at developing initial teaching competence. It provides the intern with opportunities for observation and teaching in a realistic yet supportive environment. Internship should benefit the intern, on-site teacher educator (OSTE), and the students with whom they work. Over the course of the semester, the interns engage in field-based opportunities in order to apply the knowledge, skills, and dispositions developed in their college course work. The internship provides teacher candidates with increasingly sophisticated mentored experiences in all areas of teacher performance. The classroom students will benefit from the presence of two adults. As the internship progresses, the intern will form an instructional team with his/her OSTE who will serve as the lead teacher on most occasions, but with ample opportunities for the intern to assume instructional leadership during the semester. The internship model will continue to be refined as college supervisors and OSTEs collaborate and share ideas for the most effective ways to prepare future teachers.

Distant Site Internship

While most internships are designed to be undertaken primarily in the LCSC service region, it is possible under certain circumstances for a teacher candidate to complete the internship at a distant site outside the LCSC service region. Teacher candidates' requests for college and school supervision at distant internship sites must be made in writing and be included with the completed Application for Admission to Teacher Education. Candidates will be assessed a fee to assist in paying the added expense of supervision at a distant internship site. This fee can range from $600 upwards to $1200 depending upon the site location. The Secondary Education Instructional Team must approve all requests for distant site internships. No guarantee is made that a distant site will be available or approved.

Teaching in the Major and Minor Areas and Field Experience Hours

Interns may be assigned to teach in only their teaching majors or in both their teaching majors and minors or second endorsement areas.

Interns may be absent no more than three days during internship. The intern will be required to extend internship for any missed days beyond the three days unless excused for conferences or attendance at job fairs. Conferences or job fairs may not exceed two days of absence. In case of lingering illness, the college supervisor, in collaboration with the Secondary Education Instructional Team, may require an extension or postponement of internship into the following semester. Interns must secure permission in advance from their OSTE and college supervisors to be absent from internship.

Interns are expected to begin field experiences on the first day the school is open regardless of whether or not the college is in session. Interns will conclude their field experiences according to the college calendar (e.g. by final exam week). Interns will observe the spring holidays of the school, not the college.
Resolving Difficulties During the Internship

One of the major functions of the internship is to ascertain whether or not the intern is suited by temperament, education, or experience to a career in teaching. If the on-site teacher educator and college supervisor believe the intern demonstrates serious deficiencies that raise the question about the suitability of the intern to enter the teaching profession, they will complete a Para-Competency Form, inform the Coordinator of the Secondary Teacher Education Program who will schedule and chair a conference with the intern, the on-site teacher educator, the college supervisor, and possibly other educators. The committee will discuss the deficiencies with the intern and suggest possible remedies. The nature of the problem and suggested solutions will be communicated in writing to the intern and a specific time frame identified during which the intern should attempt to overcome the deficiencies.

Additional teachers and college supervisors may be asked to observe the intern and make suggestions. If the deficiency is not resolved within the time frame, the Coordinator of the Secondary Teacher Education Program will reconvene the group and discuss possible actions to be taken. These include extending the internship, placement at another site, removal from internship in order that the intern can have an opportunity to remediate the deficiencies, or permanent removal from internship and advising the intern about alternative career choices. Interns who are removed from internship must wait at least one full semester before they are permitted to apply for another internship placement. Before an intern will be assigned to a second internship, the intern must demonstrate to the satisfaction of the Secondary Education Instructional Team that all deficiencies have been removed. In the event that irreconcilable difficulties arise during the second placement, interns will not be assigned to a third internship. Appeal of the committee’s decision may be made first to the Education Division Chair and, secondly, to the Education Division at a regularly scheduled division meeting.

Teacher Candidate Grievances

Should a teacher candidate feels he/she has been wronged or treated unjustly he/she should seek to remedy the problem in a mature and professional manner using the following protocol until the situation is resolved:

- A meeting with the faculty member or individual with whom the complaint is addressed.
- A meeting with the Secondary Education Coordinator.
- A meeting with the Division Chair.
- A meeting with the Dean of Academic Programs

If the teacher candidate is still dissatisfied he/she may file a formal grievance with the Student Hearing Board as described in the LCSC General Catalog.

Student Teaching Experience: Roles of the Professional Team

Student teaching involves a community of practice. Members of this community include the Teacher Candidate, College Supervisor, and the On-Site Teacher Educator (OSTE), and possible other support personnel. In addition, Lewis-Clark State College Faculty, Division Chair and office staff in the Division of Education and Kinesiology lend support.

- The Teacher Candidate is the student enrolled in Phase III: ED 460/461 and ED 452.
- College Supervisors work with the Teacher Candidate, OSTE, and the Principal to provide appropriate teaching/learning situations. All Teacher Candidates have a College Supervisor.
- The OSTE is the person directly involved with the Teacher Candidate on a daily basis. His/her function is to serve as a mentor who guides the Teacher Candidate’s development as a practicing teacher.
- Readers of the professional portfolio during their internship.

Details regarding the specific roles and responsibilities of each member of the community are described in detail in the following pages.
Section: The Teacher Candidate

As the teacher candidate moves into the semester of internship, it is expected that he/she will develop into a valued member of the teaching team. At times following the lead of the on-site teacher educator and for several extended periods during the semester, the teacher candidate will assume the lead role in the planning, organizing, managing, teaching, and evaluating of instruction. Participation in faculty professional and social functions is encouraged. Teacher candidates with appropriate skills or experience may volunteer to coach or advise extra-curricular activities without prior approval from the Secondary Education Instructional Team. On-site teacher educators have a right to expect teacher candidates who are enthusiastic, responsive, and well-prepared. Teacher candidates should remember that it is a privilege extended by the teacher and the school to serve as a teacher candidate.

Before beginning internship, teacher candidates are required to submit fingerprints for a formal criminal background check. Teacher candidates are responsible for the fees associated with the criminal background check. The criminal background check must be clear in order to progress into internship. Throughout the internship, teacher candidates have the responsibility to do the following:

- Display personal identification as required.
- Learn and carry out school policies and procedures (see district/school handbook for school employees) and maintain professional and legal expectations for confidentiality of privileged information.
- Dress in a professional manner and maintain good personal hygiene and wellness.
- Report their absences to their on-site teacher educators and faculty supervisors prior to the absence; failure to report an absence may be sufficient cause for removal from the internship.
- Take initiative in seeking help from the OSTE.
- Be punctual in keeping appointments and schedules and submitting required materials.

During the internship, teacher candidates are expected to fulfill responsibilities both on campus and at their assigned school site. Teacher candidates will complete college course assignments as well as duties assigned at their school. They should perform professionally according to public school policies and procedures. Failure to successfully progress through the internship may result in an extended internship, inability to continue the internship, or withdrawal from the Secondary Teacher Education Program. Internship involves a teacher candidate’s total commitment for the entire student teaching experience. Outside employment during internship is strongly discouraged.

The following activities are required for teacher candidates during their student teaching experience:

- Teacher candidates will periodically assume responsibilities for planning, delivering, and evaluating instruction with the on-site teacher educator acting as support. While team-teaching will continue to benefit the students in the classroom, the teacher candidate will assume primary responsibility for each subject preparation for a minimum of eight weeks during the semester. It is recommended that the teacher candidate should have no more than two separate preparations at any given time.
- Teacher candidates will prepare lesson plans for each day they teach. They will also complete a Unit Plan with pre- and post-assessments in that Unit Plan.
- Receive successful Mid Term and Final Semester Internship Evaluations from his/her on-site teacher educator and college supervisor.
- Compile evidence of attainment of program performance objectives for use in the portfolio. Evidence will include material that demonstrates the teacher candidate’s effect upon student learning.
- Accumulate at least the minimal required 640 hours at the internship site.
- Complete all college course work assignments, activities, and projects as required. In addition, the teacher candidate should be prepared to participate in special field experiences, conferences, meetings, and/or workshops. Every effort will be made to inform the teacher candidates and on-site teacher educators of such obligations as far in advance as possible.
- Successfully complete an Exit Interview, which includes the teacher candidate, the OSTE, college supervisor, and one other representative from the Secondary Education Instructional Team.
The On-Site Teacher Educator (OSTE)

It is the goal of student teaching to provide an authentic teaching experience in a supportive environment under the guidance of college and school professionals. The role of an OSTE is a critical factor in the successful student teaching experience. Research indicates that the OSTE influences the aspiring teacher’s growth and development long after student teaching has ended. The degree to which the OSTE is willing to share the commitment to the profession, knowledge and teaching skills is a major determinant of success. Based on the assumption that good communities of practice offer the best context for learning to be a teacher, we seek OSTEs with the following credentials:

Professional qualifications of the OSTE
1. Teaching licensure appropriate to the Teacher Candidate’s areas of licensure preparation
2. Three or more years of successful teaching experience
3. Up-to-date in their teaching field and committed to career-long professional development
4. Commitment to using a wide variety of teaching methods, techniques, and materials
5. Ability to effectively communicate knowledge and experience and to offer ongoing constructive feedback
6. Commitment to co-teaching as an appropriate method for induction of Teacher Candidates

Expectations of the OSTE
✓ Collaborate with the Teacher Candidate in regard to various co-teaching methods to be used during key instructional times in the classroom.
✓ Provide access to curriculum guides or a calendar indicating when units will be studied would be helpful.
✓ Explain school policy, management, fire, tornado, and lock-down drills, discipline, and controversial community problems. Support the Teacher Candidate in such matters.
✓ Model creation, teaching, and assessment of lessons.
✓ Provide feedback on a regular basis.
✓ Help the teacher candidate develop plans for a unit of instruction in which (s)he will be the lead teacher.
✓ Discuss how to formulate long-range goals and plans for an entire semester or school year focusing on curriculum areas and skill development.
✓ Plan daily for the next day. At the beginning of each day, review the day’s schedule. Be sure the Teacher Candidate knows what (s)he is to do that day. Duplicate the plans so that each individual’s responsibility is clearly understood.
✓ Share resources for the Teacher Candidate to incorporate in planning for instruction.
✓ Discuss how to provide for a variety of learning styles when planning for instruction.
✓ Review and critique the Teacher Candidate’s lesson plans - individual, daily and weekly.
✓ Plan cooperatively, but also require the Teacher Candidate to develop plans independently.
✓ Support the Teacher Candidate in utilizing technology.
✓ Discuss and support caring classroom management techniques.
✓ Inform the College Supervisor immediately when problems occur.
✓ Complete evaluation forms (Dispositions, Lesson Observations, Standards Based Review) as required during the internship.
✓ Formally evaluate a minimum of six lessons taught by the Teacher Candidate.
✓ Schedule evaluation conferences to discuss these formal lesson observations.
✓ Participate in an Exit Interview with the Teacher Candidate, college supervisor, and one other member of the Secondary Education Instructional Team.

The College Supervisor

The College Supervisor will assume an active role in placement, orientation, communication, evaluation, and recommendation. Most college supervisors are faculty members of the Lewis-Clark State College Division of Education and Kinesiology. In some cases, the Division will contract with qualified individuals to supervise teacher candidates at distant internship sites. Faculty supervisors objectively critique the performance of teacher candidates, advise them on strategies and tactics that will help them attain the Secondary Teacher
During a successful conference, the OSTE and the Teacher Candidate should:

1. Share areas of success and those of concern.
2. Plan for the next teaching segment. These plans should include the Teacher Candidate's responsibilities in planning and teaching, available resources, special events, and expectations.
3. Conclude with a summary of decisions that are made.
4. Keep the agenda problem-centered rather than person-centered.
5. Focus on the enhancement of teaching.
6. Schedule regular weekly conferences. These tend to be less threatening than infrequent conferences.
7. Provide an opportunity for both parties to communicate.

Observations, Visits, and Evaluations

Initial Visit

The College Supervisor will visit the OSTE and the Teacher Candidate during the first week of the Teacher Candidate’s placement in the school. During this visit, the College Supervisor will conference with the Teacher Candidate and the OSTE, addressing expectations and responsibilities of both parties. This purpose can be accomplished together with the Teacher Candidate or separately. It is suggested that the College Supervisor schedule this visit. Two goals should be accomplished during this visit:

1. Initiating a sense of collegiality and teamwork; including but not limited to the co-teaching methods and strategies outlined within the program.
2. Creating an understanding of student teaching requirements and expectations, along with the role that each person plays in creating a successful student teaching experience.

Formal Observations

OSTEs and College Supervisors must complete a minimum of six formal observations each. Additional observations and/or conferences will be completed if needed for any reason. Formal observations may be announced or unannounced; however, it is wise to consult the weekly schedule provided by the Teacher Candidate as well as the school calendar to avoid school conflicts. The following areas should be addressed during each visit:

1. Review written lesson plan(s).
2. Observe a complete lesson and complete the Lesson Evaluation Form including required signatures.
3. Conference with the Teacher Candidate and OSTE, together or independently.

College Supervisor Conference with the Teacher Candidate

Conferencing with the Teacher Candidate should be an aspect of each visit. The following areas should be addressed:

1. College Supervisor feedback on the lesson observed.
2. Teacher Candidate reflection on the teaching that occurred should be kept in their binder.
3. Thoughtful response to the ideas generated by the Teacher Candidate.
4. Review of lesson plans in their binder.
5. Review and give constructive feedback on progress of Professional Portfolio
6. Focus on affirmations, suggestions, and areas of consideration for improvement.
7. Answer questions the Teacher Candidate considers to be important.

OSTE Conferencing Format

During a successful conference, the OSTE and the Teacher Candidate should:

1. Share areas of success and those of concern.
2. Plan for the next teaching segment. These plans should include the Teacher Candidate's responsibilities in planning and teaching, available resources, special events, and expectations.
3. Conclude with a summary of decisions that are made.
4. Keep the agenda problem-centered rather than person-centered.
5. Focus on the enhancement of teaching.
6. Schedule regular weekly conferences. These tend to be less threatening than infrequent conferences.
7. Provide an opportunity for both parties to communicate.

Education Program standards, and support them in their development toward becoming highly capable professional educators. The college supervisor is responsible to the teacher candidate and on-site teacher educator in helping to facilitate the internship experience. The college supervisor is an advocate for the teacher candidate and a resource for both the teacher candidate and the on-site teacher educator.
Unsuccessful Performance

While the OSTE and the Teacher Candidate are in the best position to resolve minor problems, the OSTE should immediately notify the College Supervisor in the event of a major problem. The College Supervisor is prepared to initiate an appropriate “action plan.” Withdrawal can be considered:

1. When the “action plan” does not produce results
2. After conferencing with the Division Chair, the policy on withdrawal should be discussed with the Teacher Candidate.

Exit Evaluation and Final School Visit

A formal exit interview is required of all interns at the completion of their program. The Exit Interview Committee will consist of a member of the Secondary Education Instructional Team, the intern’s College Supervisor, and the OSTE. Interns may invite a college faculty representative from their major teaching field. The College Supervisor is the chair of the Exit Interview Committee. It is the responsibility of the College Supervisor to submit, as appropriate, all documentation to the info-portal.

When the intern has successfully completed the professional electronic portfolio, and it has been approved by the college supervisor and by a second member of the Secondary Education Instructional Team, the college supervisor will contact all Exit Interview Committee members and arrange for a mutually acceptable place and time for the interview.

Exit interview questions will relate to the internship experience, the content of the portfolio, general questions about theorists and methods, action research, and typical job interview questions as well as other pertinent content as deemed appropriate by the committee. The intern will present herself/himself for the exit interview at the time and place agreed upon, answer questions honestly and to the best of her/his ability, and then be excused from the interview room for a short period.

The committee members will review the intern’s responses and vote on whether or not the intern has been successful in the interview. Interns will be invited to return to the room and will be informed of the committee’s decision. Interns will then receive a critique by committee members to assist them in future exit or job interviews. The interview committee may vote to pass or fail, or to extend or reschedule the interview. The committee’s decision to fail the intern may be appealed first to the Division Chair and secondly to the entire Division at a regularly scheduled division meeting.

The goals of the Exit Interview:

- To evaluate the intern’s ability to meet the eight standards of the Teacher Education Program.
- To evaluate the internship experience itself in order to provide the Education Division with information to consider for program revisions.
- To provide the intern with experience in responding to questions that are typically asked during job interviews.
- To determine if the candidate can be recommended for teacher licensure and endorsement.

General Student Teaching Schedule

Lewis-Clark State College’s Division of Education encourages teacher candidates to become fully involved in the classroom on the first day of student teaching and to continue that involvement until the last day of student teaching.

We encourage co-teaching and believe that this framework offers the opportunity for continuous feedback so that the teacher candidate has the opportunity to positively benefit from experienced professionals throughout the student teaching experience. Co-teaching is defined as two professionals (the teacher candidate and the OSTE) sharing the responsibility for delivering instruction to a diverse group of students. This responsibility includes, but is not limited to planning, delivery, assessment, and reflection. Co-teaching
models may include the following: one teacher–one support, alternate teaching, and team teaching. Within this structure, the OSTE and the teacher candidate share equally in the responsibility for instruction. The OSTE remains fully involved throughout the semester, thereby serving as a role model for the teacher candidate. The teacher candidate is encouraged to assume as much responsibility, as quickly as possible, to maximize the student teaching experience.

**Weeks 1–2—Settle In**
The teacher candidate needs to become familiar with the school - its students, policies, and procedures. The teacher candidate and OSTE(s) need to agree upon the schedule of classes to teach and possible extracurricular activities. The teacher candidate will begin planning for their teaching units. They should assist their OSTE(s) in grading and record keeping, small group work and discussions, and tutoring. This is also the time for teacher candidates to observe some classes of other teachers in the school and to conference with administrators, librarians, counselors, and others.

**Weeks 3–4—Teaching Team**
The teacher candidate and on-site teacher educator(s) should form a teaching team. Team teaching is encouraged and is characterized by cooperative planning, mutual support when the team members are together, shared supervision of students, shared presentation, discussion, coaching, and monitoring of student work, and cooperative evaluation of the effectiveness of classroom instruction upon student learning. Students should benefit from the presence of both OSTE and teacher candidate in the classroom. Teacher candidates should observe their on-site teacher educator present lessons, and then the teacher candidate should "mirror teach" the lessons to another class.

**Weeks 5–13—Instruction**
Teacher candidates should be given responsibility to be the lead teacher. This means that the teacher candidate takes responsibility to plan instruction; prepare materials including study guides, handouts, quizzes and exams; gather resources; and deliver and assess instruction assisted by the on-site teacher educator. If the teacher candidate has a single-subject preparation, the teacher candidate should be given responsibility for all the classes for eight weeks. If the teacher candidate has two different subject preparations, the teacher candidate can begin with one or two classes and then add the remaining classes. In addition, the teacher candidate will participate in all school activities and meetings that the on-site teacher educator must attend. The teacher candidate may assist in extracurricular activities as well.

**Weeks 14–16—Gradual Relinquishing of Instruction**
The teacher candidate should begin to relinquish responsibility as the lead teacher. Teacher candidates can continue to mirror teach and assist their on-site teacher educator(s). During the last three weeks teacher candidates can increasingly concentrate on submitting their portfolio, arranging their exit interviews, and preparing paper work for teacher certification.

**The Professional Portfolio**

The professional portfolio is a record of rubric-based performance assessments that requires interns to demonstrate that they have the knowledge, skills, and dispositions needed to be an effective classroom teacher. Interns will collect and display evidence and related artifacts demonstrating they are able to meet the set of eight principles in the LCSC Teacher Professional Standards required for completion of the Lewis-Clark State College Teacher Education Program.

*Note: No student photos may be entered into the professional portfolio without the written consent for each student by the parent/guardian. If there is any doubt, do not use an artifact with students' photos. Names can be blotted out.
**Instructions for the Portfolio**

The professional portfolio shall be submitted via your personal web page using your URL. Interns will divide their professional portfolios into the following sections:

- Title page with intern’s name
- Table of contents
- Résumé
- Philosophy or belief statement describing thoughts about education and how students learn.
- Separate labeled sections for the eight standards. Provide the LCSC definition for each standard and paraphrase of the definition
- Provide at least two pieces of evidence and related artifacts for each standards. For each piece of evidence, interns will provide a specific explanation or justification about why they believe the evidence demonstrates their ability to meet that specific principle.

Any one piece of evidence (event/artifact) may be used only once. For example, a lesson plan cannot be used as evidence for more than one principle. Items that interns would like to use for evidence should be placed into the appropriate section for each standard. Other items that may be of value should be placed into the appendix. It is important that interns demonstrate the ability to meet the knowledge, skills, and dispositions more than once and on a regular basis. Therefore, there should be multiple rubric-based references to the various knowledge, skills, and dispositions. As the semester progresses, interns should regularly look through their materials to decide if they are using the strongest items of evidence and may want to replace weak items with the newer and stronger items.

**Evaluation of the Professional Portfolio**

The college supervisor and one other member of the Secondary Education Instructional Team will assess the intern’s professional portfolio.

To be considered acceptable, the professional portfolio should be complete, professional in appearance, and free of errors. If these items do not meet the acceptable criteria, the professional portfolio will be returned to the intern for revisions. Interns should be extra careful that there are no spelling or grammar errors. Each piece of evidence for a standard will be assessed using the following rating scale:

- 4 = exceptional evidence of accomplishment,
- 3 = evidence of proficient competence,
- 2 = developing evidence of competence, needs improvement,
- 1 = inadequate

*The following serve as criteria in assessing each standard’s section: Two events and related artifacts of evidence in each standard’s section. One of these events will already be determined for you. Relevance and validity of samples provided for the standard. Thoroughness of explanation/justification for each sample provided.

A rating of “1” is unacceptable and cause for the professional portfolio to be returned. If the professional portfolio receives more than two ratings of “2,” the professional portfolio will be returned to the intern for revision. Interns may appeal the professional portfolio rating first to the Division Chair and, secondly, to the entire Secondary Education Team at a regularly scheduled meeting.

**Standards and Examples of events**

**Dedicated Professional**

Required Event 1: Professional Organization Research Paper and Reflection (ED 449)

Examples of other Events:

- Evidence of community involvement related to education;
- Active membership in professional education organizations (i.e. NCTM, NSTA, CEC, NCSS, ISTE, etc.);
- Extracurricular participation in the schools and school community;
• Attending conferences;
• Parental Communication.

**Knowledgeable Professional**
Required Event 1: Demographic Report (ED 452)
Examples of events:
• Evaluation of curriculum resources;
• Syllabus and course rationale;
• Theorist strategies in classroom;
• Diagnosis of student learning misconceptions, misunderstandings, and the use of differentiation of instruction.

**Content Specialist**
Required Event 1: Syllabus and Rational (ED 449)
Example of events:
• Unit plan;
• Analyses of local/state/national standards;
• Research papers from advanced courses or senior research projects;
• Presentations at conferences or workshops in your content area.

**Educational Designer**
Required Event 1: Unit Plan (ED 460)
Example of events:
• Needs analysis from pretests;
• Designing of lesson plans with learning objectives and correlated assessments;
• Design and development of instructional resources;
• Strategic selection of instructional resources.

**Educational Facilitator**
Required Event 1: Video tape of teaching with reflection (ED 460)
Example of events:
• Evidence of use of different instructional models;
• Evidence of effective classroom management techniques;
• Effective implementation of instructional resources.

**Educational Evaluator**
Required Event 1: Pre- and Post-Assessments with analysis of learning and reflections on teaching (ED 460)
Examples of events:
• Samples of assessment instruments linked to learning objectives.
• Evidence of student developmental progress over time;
• Making adjustments to instruction based on assessment results.

**Culturally Responsive Educator**
Required Event 1: Adapted Lesson Plan (SE 322)
Examples of events:
• Evidence from travels abroad related to educational experiences and/or activities (i.e. language, schools, classes, etc.);
• Assignments from courses directed toward cultural responsiveness;
• Community involvement focusing on in-depth comprehension of demographics, history, and culture
• Tutoring or field experience from a culturally responsive perspective;
• Lesson plans or instructional activities using appropriate and relevant cultural resources and strategies;
• Plans for classroom protocols that promote cultural consciousness, equity and human dignity, and social justice;
• Reflective statement from diversity experiences prior to or during the internship.
**Reflective Professional**

**Required Event 1: Internship Reflection Journal (ED 452)**

**Examples of events:**
- Lesson and unit revisions with detailed explanations;
- Evidence of professional growth from specific experiences, assignments & activities;
- In-depth self-evaluation using program standards (avoid superficial reporting);
- Reflection on observing another teacher's lessons including evaluation forms

**Appendix Requirements**

PRAXIS Scores including subtest scores
Letters of Recommendation

**Reference Section**

**Sources of Help and Information**

Division Administrative Assistant, Mrs. Wendy Casner, wlcasner@lcsc.edu ...........................................208.792.2260
FAX ..........................................................208.792.2820
Division Chair, Dr. Heather Van Mullem, hivanmullem@lcsc.edu ..........................................................208.792.2781
Division Program Assistant, Ms. Lori Ruddell, lruddell@lcsc.edu ..........................................................208.792.2849
Coordinator: Secondary Teacher Education, Dr. Amy Page, ahpage@lcsc.edu .............................................208.792.2093
Coordinator: **PACE Secondary**, Dr. David Massaro, damassaro@lcsc.edu ..............................................208.792.2730
Faculty Advisor: Kinesiology & Health, Dr. Christa Davis, cdavis@lcsc.edu ..................................................208.792.2277
Faculty Advisor: Language Arts and Social Studies, Dr. Brandon Sternod, bmsternod@lcsc.edu .....................208.792.2487
Faculty Advisor: Natural Science, Dr. Ken Wareham, klwareham@lcsc.edu ..................................................208.792.2625
Faculty Advisor: Mathematics, Dr. Amy Page, ahpage@lcsc.edu ..........................................................208.792.2093
Faculty Advisor: Special Education, Dr. Michelle Doty, mddoty@lcsc.edu ..................................................208.792.2836
LCSC Career and Advising Services .................................................................................................................208.792.2313
LCSC Admissions ..................................................................................................................................................208.792.2210
LCSC Registrar ....................................................................................................................................................208.792.2223
LCSC Distance Learning ........................................................................................................................................208.792.2323

**Idaho Teacher Certification**

Interns who satisfactorily complete a Teacher Education Program at Lewis-Clark State College are eligible to apply for one of the following State of Idaho teaching certificates: (1) Standard Elementary K-8 or (2) Standard Secondary 6-12. A second teaching field endorsement can be added to these standard certificates if the intern has met all the requirements set by the state for that specific endorsement. Interns may apply for an Exceptional Child Certificate with a Generalist K-12 endorsement if they have met all the requirements for either a Standard Elementary K-8 or Standard Secondary 6-12 certificate and if they have met all the requirements of the LCSC Special Education minor, including an internship in special education. These certificates are issued by the State of Idaho Department of Education and are recognized in 50 member states of the Interstate Certification Compact. Teacher certification requirements vary among all states and applicants should address any questions concerning teacher certification requirements to state teacher certification agencies.

Application for teacher certification is the sole responsibility of the graduate. Idaho certification procedures and forms will be provided following internship. To obtain an official LCSC Institutional Recommendation for the State of Idaho indicating completion of an approved Teacher Education Program, the applicant must submit the following to the Division after all requirements/courses are completed:

- A completed "Application for an Idaho Professional Education Credential" form;
• Official transcripts from ALL higher education institutions attended except LCSC;
• A check or money order for the appropriate State of Idaho application fee;
• Completed State of Idaho fingerprint cards; and,
• Any additional documents required by the Idaho State Department of Education Teacher Certification Office.

The Division will process, endorse, and mail to the Idaho State Board of Education Teacher Certification Office completed applications only. Incomplete applications will be returned to the applicant. The applicant must supply all data requested on the application form(s).

Graduates who apply for certification in other states should follow that state certification agency’s procedures. Note that usually an institutional recommendation is required from the institution where the graduate received his/her teacher education preparation. The form should be mailed to the LCSC Division of Education.

### Praxis Scores for Secondary Education - Idaho

<table>
<thead>
<tr>
<th>To Be Certified in</th>
<th>You Need to Take</th>
<th>CDT Code</th>
<th>PDT Code</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government/Political Science 6–12</td>
<td>Government/Political Science</td>
<td>n/a</td>
<td>0931</td>
<td>149</td>
</tr>
<tr>
<td>Biological Science 6–12</td>
<td>Biology: Content Knowledge</td>
<td>5235</td>
<td>0235</td>
<td>139</td>
</tr>
<tr>
<td>Chemistry 6–12</td>
<td>Chemistry: Content Knowledge</td>
<td>5245</td>
<td>0245</td>
<td>139</td>
</tr>
<tr>
<td>Earth Science 6–12</td>
<td>Earth and Space Sciences: Content Knowledge</td>
<td>5571</td>
<td>0571</td>
<td>144</td>
</tr>
<tr>
<td>English 6–12</td>
<td>English Language Arts: Content Knowledge</td>
<td>5038</td>
<td>n/a</td>
<td>167</td>
</tr>
<tr>
<td>Geology 6–12</td>
<td>Earth and Space Sciences: Content Knowledge</td>
<td>5571</td>
<td>0571</td>
<td>144</td>
</tr>
<tr>
<td>Health 6–12</td>
<td>Health Education</td>
<td>5551</td>
<td>n/a</td>
<td>155</td>
</tr>
<tr>
<td>History 6–12</td>
<td>World and U.S. History: Content Knowledge</td>
<td>5941</td>
<td>0941</td>
<td>141</td>
</tr>
<tr>
<td>Literacy K–12</td>
<td>Reading Specialist</td>
<td>5301</td>
<td>n/a</td>
<td>164</td>
</tr>
<tr>
<td>Mathematics 6–12</td>
<td>Mathematics: Content Knowledge (On-screen</td>
<td>5161</td>
<td>n/a</td>
<td>160</td>
</tr>
<tr>
<td></td>
<td>graphing calculator provided.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics, Basic 6–12</td>
<td>Middle School Mathematics (On-screen</td>
<td>5169</td>
<td>n/a</td>
<td>160</td>
</tr>
<tr>
<td></td>
<td>calculator provided.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science 6–12</td>
<td>General Science: Content Knowledge</td>
<td>5435</td>
<td>0435</td>
<td>149</td>
</tr>
<tr>
<td>Physical Education 6–12 or K–12</td>
<td>Physical Education: Content Knowledge</td>
<td>5091</td>
<td>0091</td>
<td>143</td>
</tr>
<tr>
<td>Physical Science 6–12</td>
<td>Physical Science: Content Knowledge</td>
<td>n/a</td>
<td>0481</td>
<td>145</td>
</tr>
<tr>
<td>Physics 6–12</td>
<td>Physics: Content Knowledge</td>
<td>5265</td>
<td>0265</td>
<td>129</td>
</tr>
<tr>
<td>Psychology 6–12</td>
<td>Psychology</td>
<td>53911</td>
<td>0391</td>
<td>154</td>
</tr>
<tr>
<td>Social Studies 6–12</td>
<td>Social Studies: Content Knowledge</td>
<td>5081</td>
<td>0081</td>
<td>150</td>
</tr>
<tr>
<td>Sociology 6–12 or Sociology/Anthropology 6–12</td>
<td>Sociology</td>
<td>n/a</td>
<td>0950</td>
<td>570</td>
</tr>
</tbody>
</table>

**Note:**

1. Praxis Scores for Secondary Education - Idaho

**CDT Code**

- **PDT Code**: 0985

**Qualifying Score**

- **129**: Mathematics: Content Knowledge
- **145**: Physical Science: Content Knowledge
- **154**: Psychology
- **150**: Social Studies: Content Knowledge
- **570**: Sociology
**Internship Timeline and Due Dates**

**FORMS TO BE ENTERED**
Please submit forms online at [https://education.lcsc.edu/info_portal/index.lasso](https://education.lcsc.edu/info_portal/index.lasso).

<table>
<thead>
<tr>
<th>DUE DATE</th>
<th>✓</th>
<th>FORM(S)</th>
<th>WHO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Eight (Mid-Term)</td>
<td></td>
<td>Dispositions Standards Based</td>
<td>Intern and OSTE both complete 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson Observations</td>
<td>Intern, OSTE, and Supervisor all complete 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OSTE and LC Supervisor have completed 3</td>
</tr>
<tr>
<td>Week Sixteen</td>
<td></td>
<td>Standards Based Lesson Observations</td>
<td>Intern, OSTE, and Supervisor all complete 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OSTE and LC Supervisor have completed 3 more</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LC Supervisor, LC representative, OSTE complete 1 together</td>
</tr>
</tbody>
</table>

### Number of Evaluations Required

<table>
<thead>
<tr>
<th>Evaluation Form</th>
<th>Intern Submits</th>
<th>OSTE Submits</th>
<th>Supervisor Submits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dispositions (#60)</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Standards Based (#130)</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Lesson Observations</td>
<td>0</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

### OVERVIEW: RESPONSIBILITIES AND SUGGESTED TIMELINES

**Intern Responsibilities**
Apply and evaluate your teaching philosophy, while learning all aspects of teaching. Review LCSC Student Teaching Handbook.

**OSTE Responsibilities**
Provide positive support and guidance for the intern and create time for periodic discussions for the intern to ask questions, reflect on teaching progress, and assist in building relationships throughout the school community. Allow the intern to share some successes.

**LCSC Supervisor Responsibilities**
Help direct the growth and development of the intern to be successful in the internship. Help build a collaborative partnership between the LCSC education program, school administration, classroom teachers and teacher candidates.

### WEEKS 1

- Review Student Teaching and Handbook and forms in Appendix.
- Review evaluation criteria in Student Teaching Handbook.
- Complete initial visit with your college supervisor. Discuss the benefits you hope to gain from your internship and the goals you have set for yourself for the next 10 weeks.
- Contact your LC Portfolio reader for information about Professional Portfolio requirements.
- Continue work on your Professional Portfolio

### WEEKS 2-7

- Work to increase competency in the evaluation criteria areas.
- Video a 10-15 minute clip of a lesson. Conduct a self-analysis of this video to discuss as your midterm reflection.
- Continue with mentoring of assigned intern
- Complete 3 lesson observations sometime during these weeks.

- Review Student Teaching and Handbook and forms in Appendix.
- Review evaluation criteria in Student Teaching Handbook.
- Initial visit with intern. Discuss how your strengths can assist with the intern’s professional growth and development as a teacher.
- Determine times to meet with intern to discuss issues, concerns or other teaching aspects that may help the intern.

- Review Student Teaching Handbook and forms.
- Complete an initial visit with the intern to review responsibilities and introduce yourself to school office personnel. Schedule 6 observations for 16 week internship.

- Begin observations and conferences; should completed about 3 observations during this time
<table>
<thead>
<tr>
<th>WEEK 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>► Complete <strong>Midterm Reflection</strong> as a self-assessment before midterm conference with college supervisor. Review your goals for student teaching and include a summary of: (a) Progress towards meeting your student teaching goals. If you accomplished your goals, do you have one or two new goals? (b) Your teaching strengths and challenges, and areas to continue to develop. ▶ 1 dispositions and 1 standards-based evaluation should have been completed by now</td>
</tr>
<tr>
<td>► Based on your review of the intern’s midterm self-reflection, seek ways you can provide guidance or help arrange additional opportunities to facilitate the individual’s growth and development as a teacher. ▶ 3 lesson observations and 1 standards-based evaluation should have been completed</td>
</tr>
<tr>
<td>► Schedule a midterm conference with intern. ▶ Confer with the intern concerning his/her midterm self-reflection and review the intern’s goals to improve his/her effectiveness as a teacher. If any concerns, or if an intern has a majority of ratings of 2 or lower, contact the Secondary Education Coordinator immediately. ▶ 3 lesson observations and 1 standards-based evaluation should have been completed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEKS 9-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>► Continue to enhance competencies. ► Video a 10-15 minute clip of a lesson. ► Conduct a self-analysis of this video to discuss as your second reflection. Review your goals for student teaching and include a summary of: a) Progress towards meeting your student teaching goals. If you accomplished your goals, do you have one or two new goals? b) Your teaching strengths and challenges, and areas to continue to develop.</td>
</tr>
<tr>
<td>► Continue with mentoring of assigned intern ► Complete final 3 lesson observations sometime during these weeks, along with final standards-based form ► Based on your review of the intern’s self-reflection, seek ways you can provide guidance or help arrange additional opportunities to facilitate the individual’s growth and development as a teacher.</td>
</tr>
<tr>
<td>► Schedule a conference with intern to discuss second tape. ► Confer with the intern concerning his/her self-reflection and review the intern’s goals to improve his/her effectiveness as a teacher. ► 6 lesson observations and 2 standards-based evaluation should be completed by week 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>► Schedule exit interview with college supervisor ► Submit Professional Portfolio to your two readers.</td>
</tr>
<tr>
<td>► Continue to mentor ► Complete exit interview with intern and college supervisor</td>
</tr>
<tr>
<td>► Complete exit interview with intern ► Make sure all evaluations have been submitted to the info-portal.</td>
</tr>
</tbody>
</table>

*Note: These forms must be submitted on time to meet grade posting and licensure requirements.*

---

**Code of Ethics for Idaho Professional Educators**

The Board is committed to the Code of Ethics of the Idaho Teaching Profession, which is recommended by the Professional Standards Commission and adopted by the State Board of Education. Allegations brought to the attention of the District’s administrative staff will be fully investigated by the Superintendent or designee. If it is determined that a certificated employee violated the principles of the Code of Ethics, the District may file a complaint with the Professional Standards Commission and may initiate District disciplinary action up to and including dismissal of the certificated employee. If a District employee is dismissed, resigns, or is otherwise severed from employment for reasons that could constitute grounds for revocation, suspension or denial of a certificate, the Superintendent or designee will, within ten (10) days of the action, report to the State Department of Education the circumstances and name of the educator.
Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct.

**Aspirations and Commitments**
The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills and understanding that will meet their needs now and in the future.

The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his/her goals and potential as an effective citizen.

The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for other cultures and beliefs.

The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board’s mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged.

The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession.

The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons.

**Principle I.** A professional educator abides by all federal, state and local laws and statutes. Unethical conduct may include the conviction of any felony or misdemeanor as defined by Section 18-110 and Section 18-111, Idaho Code. All infractions (traffic) as defined by Section 18-113A, Idaho Code, are excluded.

**Principle II.** A professional educator maintains a professional relationship with all students, both inside and outside the classroom. Unethical conduct includes but is not limited to:

a. Committing any act of child abuse, including physical and/or emotional abuse;
b. Committing any act of cruelty to children or any act of child endangerment;
c. Committing or soliciting any sexual act from any minor or any student regardless of age;
d. Committing any act of harassment as defined by district policy;
e. Soliciting, encouraging, or consummating a romantic or inappropriate relationship (whether written, verbal, or physical) with a student, regardless of age;
f. Using inappropriate language including, but not limited to, swearing and improper sexual comments;
g. Taking inappropriate pictures (digital, photographic or video) of students;
h. Inappropriate contact with any minor or any student regardless of age using electronic media;
i. Furnishing alcohol or illegal/unauthorized drugs to any student or allowing/encouraging a student to consume alcohol/unauthorized drugs except in a medical emergency; and
j. Conduct that is detrimental to the health and welfare of students.

**Principle III.** A professional educator refrains from the abuse of alcohol or drugs during the course of
professional practice. Unethical conduct includes but is not limited to:

a. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using or consuming illegal or unauthorized drugs;
b. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol;
c. Inappropriate/illegal use of prescription medications on school premises or at any school-sponsored events, home or away;
d. Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and
e. Possession of an illegal drug as defined in Idaho Code, Chapter 27 Uniform Controlled Substances.

**Principle IV.** A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to:

a. Fraudulently altering or preparing materials for licensure or employment;
b. Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment and/or licensure;
c. Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate/license from another state;
d. Failure to notify the state of past criminal convictions at the time of application for licensure;
e. Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students and/or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.);
f. Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves;
g. Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry and/or investigation; and,
h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues.

**Principle V.** A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

a. Misusing, or unauthorized use of, public or school related funds or property;
b. Failing to account for funds collected from students or parents;
c. Submitting fraudulent requests for reimbursement of expenses or for pay;
d. Co-mingling of public or school-related funds in personal bank account(s);
e. Using school computers for use in a private business;
f. Using school computers to deliberately view or print pornography; and,
g. Deliberate use of poor budgeting/accounting practices.

**Principle VI.** A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

a. Unauthorized soliciting of students and/or parents of students to purchase equipment or supplies from the educator who will directly benefit;
b. Accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and,
d. Soliciting, accepting or receiving a pecuniary benefit greater than fifty ($50.00) dollars as defined in Idaho Code §18 1359 (b).

**Principle VII.** A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes but is not limited to:

a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing results with inappropriate individuals or entities and,
b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities.

**Principle VIII.** A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

a. Abandoning any contract for professional services without the prior written release from the contract by the employing school district or agency;
b. Willfully refusing to perform the services required by a contract; and,
c. Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students.

**Principle IX.** A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes but is not limited to:

a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity)
b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect);
c. Failure to comply with Section 33-512B, Idaho Code, (suicidal tendencies and duty to warn); and,
d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official.

**Principle X.** A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles. Unethical conduct includes but is not limited to:

a. Any conduct that seriously impairs the certificate holder’s ability to each or perform his or her professional duties;
b. Committing any act of harassment toward a colleague;
c. Conduct that is offensive to the ordinary dignity, decency, and morality of others;
d. Failure to cooperate with the Professional Standards Commission in inquiries and/or investigations or hearings;
e. Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections;
f. Deliberately falsifying information presented to students.
g. Willfully interfering with the free participation of colleagues in professional associations; and,
h. Taking inappropriate pictures (digital, photographic or video) of colleagues.

---

**Career Advising & The Credential File**

**Establishing A Credential File**
Interns should meet with an LCSC Career and Advising Services Professional during their internship experience. At that time, strategies for a successful job search will be explained including credential files, resume writing, and interviewing. A Credential File (sometimes called Placement File or Reference File) is a file maintained by the office of Career and Advising Services that contains letters of recommendation from intern college supervisors, on-site teacher educators, faculty, former employers, and other relevant references. At the intern’s written request, it can be copied and provided to potential employers or graduate/professional schools.

**What Does a Credential File Contain?**
The credential file contains a Candidate Information Form completed and updated by the intern. This form provides LCSC (and potential employers/graduate schools) with current information about the intern and their references. It also contains recommendations. Interns are allowed up to five at any one time. Note: Transcripts and resumes are not part of the Credential File. This is a convenient manner by which to submit letters without having to ask references to write new recommendations for every application.