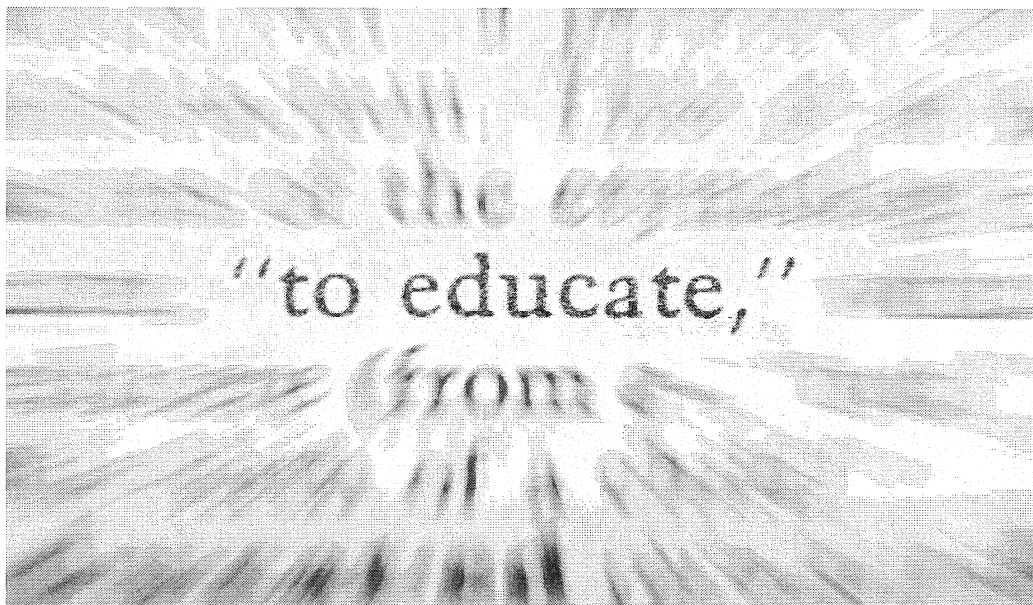


PROCEDURES AND CRITERIA FOR INTERNSHIPS FOR AN ADDITIONAL LICENSE

Educators are encouraged to pursue activities that lead to an additional license in a new field. The purpose of Lowell Public Schools' Procedures and Criteria is to establish a comprehensive understanding of an educator's work, support the professional development of these educators, and assure accountability. Developing additional skills as a classroom educator begins with the recognition that teaching is an extremely complex process, certain aspects of which can be studied, understood, described, and assessed in terms of standards, indicators, and attributes of elements.



Introduction

Earning an additional license through Lowell Public Schools' internship program involves a clearly defined set of professional standards; in-depth, real-time field experiences working in schools with a licensed supervisor and/or mentor, who works in the role of the license being sought; and documented best practices and artifacts that provide evidence of performance of the standards.

Procedures

Candidates seeking to add an educator license must complete **at least 150 hours** of fieldwork under the guidance of a supervisor/mentor who holds a professional license in the field in which the educator is seeking the additional license. The fieldwork must align with the practices identified within the Performance Standards and Indicators of Effective Teaching Practice.

1. Candidates seeking to add an educator license must meet with their supervisor/ mentor and identify at least one focus Indicator for each of the four Performance Standards related to the specific license being sought.
2. A detailed **Focused Evaluation Plan** must be developed for each Performance Standard.
3. Once this plan is agreed upon and signed by the supervisor/mentor, it will be submitted to the Office of Personnel & Recruitment for review and approval prior to beginning any actions. Once the approved forms are returned to the candidate, work on the plans and log of hours may begin.
4. Complete the **Log** of hours and actions throughout the internship experience.
5. Complete the **Final Reflection and Performance Assessment**.
6. Once the required hours of documented fieldwork have been completed, **submit a copy of your Log, Final Reflection, Performance Assessment, and the Supervisor/Mentor Endorsement & Recommendation Form** to the Office of Personnel & Recruitment for review and final signature.

Office of Personnel & Recruitment

Lowell Public Schools

155 Merrimack Street 4TH Floor

978-674-4327

Application for Internship: Endorsement of Teacher License

To be used by candidates applying for and completing requirements for teacher licensure.

Part I. Candidate Information *(To be completed by candidate)*

Name: _____

Address: _____

Social Security Number: _____ License Number: _____

Part II. License Information *(To be completed by candidate and supervisor/mentor)*

Field Experience Site Location: _____

License Being Sought: _____

Start Date of Field Experience _____ End Date of Field Experience _____

Name of Supervisor/Mentor: _____

(Mentor must be practicing under the license being sought)

Title of Supervisor/Mentor's License: _____ License Number: _____

(License must be a Professional license in field and level being sought)

Part III: Focused Evaluation Plan for Teacher Internship

See attached *Focused Evaluation Plan* for one Indicator from each of the four Performance Standards.

Part IV: Approval

See attached *Approval Form*, which requires a supervisor/mentor's signature and the approval of the Office of Personnel & Recruitment before the Teacher Internship commences.

Part V: Teacher Internship Log

See attached *Teacher Internship Log Template*.

Part VI: Final Reflection

See attached *Final Reflection Form*.

Part VII: Performance Assessment

See attached *Performance Assessment Form*.

Part VIII: Supervisor/Mentor Endorsement & Recommendation

See attached *Supervisor/Mentor Endorsement & Recommendation Form*.

PART III: Focused Evaluation Plan for Teacher Internship *(To be completed by the candidate.)*

STANDARD I: Curriculum, Planning, and Assessment

Instructions: Review **Standard I**, and select *at least one* Indicator of focus. Thoroughly complete the following questions. You may use a separate sheet to record your responses.

1. **Focus:** Which Indicator(s) will be the focus of this plan? Explain why you chose this Indicator.

2. **S.M.A.R.T Goal Development:**

S: Specific and Strategic- What is your specific, targeted goal for this Indicator?

M: Measurable- How will you know you have achieved your goal for this Indicator?
What sources of evidence will you provide to measure and demonstrate your progress on this Indicator?

A: Action-Oriented- What action steps will you implement to achieve your goal for this Indicator?

R: Rigorous, Realistic, Results Focused, and Resources- What resources are available and will you utilize to assist you with achieving your goal for this Indicator?

T: Timed- What is your timeline, including progress monitoring for each action step identified for this Indicator?

3. **Rationale:** How will your work on this Indicator help students enhance their learning and improve their performance?

PART III: Focused Evaluation Plan for Teacher Internship *(To be completed by the candidate.)*

STANDARD II: Teaching All Students

Instructions: Review **Standard II**, and select *at least one* Indicator of focus. Thoroughly complete the following questions. You may use a separate sheet to record your responses.

1. **Focus:** Which Indicator will be the focus of this plan? Explain why you chose this Indicator.

2. **S.M.A.R.T Goal Development:**

S: Specific and Strategic- What is your specific, targeted goal for this Indicator?

M: Measurable- How will you know you have achieved your goal for this Indicator?
What sources of evidence will you provide to measure and demonstrate your progress on this Indicator?

A: Action-Oriented- What action steps will you implement to achieve your goal for this Indicator?

R: Rigorous, Realistic, Results Focused, and Resources- What resources are available and will you utilize to assist you with achieving your goal for this Indicator?

T: Timed- What is your timeline, including progress monitoring for each action step identified for this Indicator?

3. **Rationale:** How will your work on this Indicator help students enhance their learning and improve their performance?

PART III: Focused Evaluation Plan for Teacher Internship *(To be completed by the candidate.)*

STANDARD III: Family and Community Engagement

Instructions: Review **Standard III**, and select *at least one* Indicator of focus. Thoroughly complete the following questions. You may use a separate sheet to record your responses.

1. **Focus:** Which Indicator will be the focus of this plan? Explain why you chose this Indicator.

2. **S.M.A.R.T Goal Development:**

S: Specific and Strategic- What is your specific, targeted goal for this Indicator?

M: Measurable- How will you know you have achieved your goal for this Indicator?
What sources of evidence will you provide to measure and demonstrate your progress on this Indicator?

A: Action-Oriented- What action steps will you implement to achieve your goal for this Indicator?

R: Rigorous, Realistic, Results Focused, and Resources- What resources are available and will you utilize to assist you with achieving your goal for this Indicator?

T: Timed- What is your timeline, including progress monitoring for each action step identified for this Indicator?

3. **Rationale:** How will your work on this Indicator help students enhance their learning and improve their performance?

PART III: Focused Evaluation Plan for Teacher Internship *(To be completed by the candidate.)*

STANDARD IV: Professional Culture

Instructions: Review **Standard IV**, and select *at least one* Indicator of focus. Thoroughly complete the following questions. You may use a separate sheet to record your responses.

1. **Focus:** Which Indicator will be the focus of this plan? Explain why you chose this Indicator.

2. **S.M.A.R.T Goal Development:**

S: Specific and Strategic- What is your specific, targeted goal for this Indicator?

M: Measurable- How will you know you have achieved your goal for this Indicator?
What sources of evidence will you provide to measure and demonstrate your progress on this Indicator?

A: Action-Oriented- What action steps will you implement to achieve your goal for this Indicator?

R: Rigorous, Realistic, Results Focused, and Resources- What resources are available and will you utilize to assist you with achieving your goal for this Indicator?

T: Timed- What is your timeline, including progress monitoring for each action step identified for this Indicator?

3. **Rationale:** How will your work on this Indicator help students enhance their learning and improve their performance?

PART IV: Teacher Internship Approval Form *(To be completed by the mentor/supervisor.)*

Note to Supervisor/Mentor:

Signing this Teacher Internship Approval Form means that you were involved in the development of the **Focused Evaluation Plan for Teacher Internship**, approve its content, and will provide support to the candidate in your role as supervisor/mentor to complete the Focused Evaluation Plan as detailed.

Candidate: _____
Supervisor/Mentor: _____
Location: _____

Supervisor's/Mentor's Signature: _____ **Date:** _____

Note to Supervisor/Mentor and Candidate:

Once the Supervisor/Mentor has signed---this form and the **Focused Evaluation Plan for Teacher Internship** must be submitted to the Office of Personnel & Recruitment. The internship may **NOT** begin until approved, signed, and returned to the candidate by the Office of Personnel & Recruitment.

Superintendent/Designee's Signature: _____ **Date:** _____

PART V: Teacher Internship Log Template *(To be completed by the candidate.)*

Candidate: _____
Supervisor/Mentor: _____
Location: _____

Instructions: Use this log to **document your hours and daily internship experiences**. Your log will also serve as evidence towards attaining your goals for each Indicator identified in your Focused Evaluation Plan. Submit a copy of this log to the Office of Personnel & Recruitment upon completion of your internship. *You may modify the format of this log template to suit your needs, but the **content** of the template **must not be changed**.

Date	Total Amount of Time	Describe the Activity and how it relates to a specific Performance Standard(s).	Describe your Role (Indicate if it was as a Leader (L), Observer (O), or Participant (P))	How did your role connect to your instructional practice goal(s)?	Anything especially noteworthy?

Reflections: Select one activity/experience during a two-week period that stood out as interesting or thought provoking for you, and use the following prompts to write about them:

1- Fully describe what took place, and your role.

AND

2- Reflect on why this experience stood out for you, answering the questions, "So what"? "Now what"? How can you connect this experience to your vision of quality instruction, what educators do to support the growth, learning, and achievement of students, and your own development as an educator—especially focusing on the areas you are working on in your own development?

PART VI: Final Reflection *(To be completed by the candidate.)*

Candidate: _____

Supervisor/Mentor: _____

Location: _____

Instructions: Once you have completed your internship hours, revisit the Focused Evaluation Plan for Teacher Internship that you developed, and reflect on your internship overall to answer the following questions:

(You may use a separate sheet to record your responses)

1. In what areas was I challenged by this internship experience? In what areas was I not challenged by this internship experience?

2. What are my strengths and assets as an educator? How will I ensure that I leverage my strengths and assets as an educator to support students and families?

3. In what areas (refer back to the Performance Standards) do I still need to develop and grow as an educator? How will I hold myself accountable to make progress in these areas moving forward?

4. Was I successful in achieving my goals for each Performance Standard? How do I know?

PART VII: Performance Assessment *(To be completed by the candidate)*

Instructions: Document your evidence for each Performance Standard. You may use a separate sheet to record your evidence.

Performance Standards	Your Evidence
<p>Standard I. Curriculum, Planning and Assessment: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.</p>	
<p>Standard II. Teaching All Students: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.</p>	
<p>Standard III. Family and Community Engagement: Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.</p>	
<p>Standard IV. Professional Culture: Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.</p>	

PART VIII: Supervisor/Mentor Endorsement & Recommendation

(To be completed by the mentor/supervisor.)

Note to Supervisor/Mentor: Signing this form means that you provided mentored support to the candidate in the fulfillment of the Focused Evaluation Plan for Teacher Internship, and in the completion of the required documented hours for the license sought. As such, you confirm that the candidate has met the Professional Standards, and you endorse and recommend the candidate for the license sought. You may attach a formal letter on letterhead attesting to your endorsement and recommendation.

Candidate: _____

Supervisor/Mentor: _____

Location: _____

Supervisor's/Mentor's Signature: _____ Date: _____

Note to Supervisor/Mentor and Candidate:

Once the Supervisor/Mentor has signed-- this form, a copy of your **Log, Final Reflection,** and **Performance Assessment,** must all be submitted to the Office of Personnel & Recruitment for final signature.

Superintendent/Designee's Signature: _____ Date: _____

Massachusetts Educator Evaluation System Standards for Teachers

I. Curriculum, Planning and Assessment Standard

Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

- (a) **Curriculum and Planning indicator:** Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.
- (b) **Assessment indicator:** Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction.
- (c) **Analysis indicator:** Analyzes data from assessments, draws conclusions, and shares them appropriately.

II. Teaching all Students Standard

Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

- (a) **Instruction indicator:** Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
- (b) **Learning Environment indicator:** Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.
- (c) **Cultural Proficiency indicator:** Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.
- (d) **Expectations indicator:** Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.

III. Family and Community Engagement Standard

Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

- (a) **Engagement indicator:** Welcomes and encourages every family to become active participants in the classroom and school community.
- (b) **Collaboration indicator:** Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.
- (c) **Communication indicator:** Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

IV. Professional Culture Standard

Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

- (a) **Reflection indicator:** Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.
- (b) **Professional Growth indicator:** Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.
- (c) **Collaboration indicator:** Collaborates effectively with colleagues on a wide range of tasks.
- (d) **Decision-making indicator:** Becomes involved in school-wide decision-making, and takes an active role in school improvement planning.
- (e) **Shared Responsibility indicator:** Shares responsibility for the performance of all students within the school.
- (f) **Professional Responsibilities indicator:** Is ethical and reliable, and meets routine responsibilities consistently.