



# Intern Teacher Candidates

## Support System for the Intern Teacher Candidate

### What is a District Support Provider (DSP)?

A District Support Provider is a fellow teacher at an Intern Teacher Candidate's school site that is able to provide assistance at a moment's notice. Interns Teacher Candidates will have a DSP assigned to them by the Administrator. The DSP will meet with the Intern an average of 5 hours per week. DSPs are veteran teachers with a minimum of 3 years teaching experience as well as a clear credential in the *same content area* as the Intern Candidate.

### What are the responsibilities of the DSP?

The following roles and responsibilities for the DSP are suggestions that will help the assigned support provider work collaboratively with the Intern Candidate:

- ✓ Meet weekly with the Intern Candidate. These meetings may be in-person, via phone call, video call, email, etc.
- ✓ Help orient the Intern Candidate to the school and district procedures, routines, and regulations
- ✓ Assist Intern Candidate in setting up teacher observations
- ✓ Be available as a resource to answer the Intern Candidate's questions and to provide general support and mentoring
- ✓ Share instructional ideas / materials with the Intern Candidate
- ✓ Engage in discussions with the Intern Candidate having to do with strategies, tips and tricks, meeting the TPEs, struggles with TPEs, solutions, strategies for success, etc.
- ✓ Take part in goal-setting discussions and strategies with the Intern Candidate
- ✓ Provide additional support and supervision for the Intern Candidate that encourages him / her to go **ABOVE AND BEYOND** the responsibilities and requirements of an employed teacher-of-record
- ✓ Facilitate support and provide strategies for teaching English Language Learners and/or students with special needs through documented evidence collection
- ✓ Review all hours documented by the Intern Teacher on the **Verification of Hours Log** and confirm hours as acceptable by signing the log at the end of the given term
- ✓ Communicate with the University Mentor / Course Instructor and Alliant Staff Member(s), if requested\*

### Collaboration\*

Collaboration between the District Support Provider, University Mentor, and/or Alliant Staff Member is encouraged, but not required. Intern Teacher Candidates are more likely to succeed if all sides of their support system are in frequent communication and discuss the goals, struggles, successes, and accomplishments of the Intern Candidate to ensure a well-rounded, supportive experience. Should the District Support Provider, University Mentor, or Alliant Staff Member wish to collaborate with one another, it is the responsibility of the Intern Candidate to promote this connection.

### INTERN TEACHER CANDIDATE

#### SUPPORT SYSTEM



### What is a University Mentor?

Clinical Practice course instructor responsible for monitoring the progress of teacher candidates in the Teacher Preparation Program. The University Mentor is responsible for communicating course-related updates to Intern Teacher Candidates as well as grading all assignments / logs / etc. throughout the term.

### What is an Alliant Staff Member?

Alliant employees dedicated to providing helpful information and guidance to Teacher Candidates. The most important Alliant Staff Members for Intern Teacher Candidates as they navigate through their clinical practice experiences are as follows:

- ✓ **Credential Analyst**  
The Credential Analyst clears the Intern Candidate for Participation in Clinical Practice and processes the applicable credentials once requirements are successfully met.
- ✓ **Clinical Practice Team**  
The Clinical Practice Team monitors the program as a whole and works to ensure that all program standards are being properly observed.



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## Hour Requirements for the Intern Teacher Candidate

### What are the Clinical Practice Hour requirements for an Intern Teacher Candidate?

Intern Teacher Candidates are required to complete a *minimum* of 600 paid hours of Clinical Practice during their program. In addition, Interns are required to complete a minimum of 189 hours of additional support, mentoring, and supervision per academic year. These additional hours are identified as 144 hours of general support, mentoring, and supervision PLUS 45 hours of English-Learner-specific support, mentoring, and supervision. These hours are separate from the 600 minimum hours Interns will obtain as employed, teachers-of-record in the classroom.

The evidence of these hours is collected on a **Verification of Hours Log** during each phase of Clinical Practice and it is the responsibility of the Intern Teacher Candidate to upload this evidence to his/her canvas course. Because Intern Teachers will obtain a *minimum* of 600 hours during their employment, it is not required that they include these hours in the **Verification of Hours Log**. Instead, inclusion of these hours is *optional*. The hours that **are required** are those 189 hours of additional support and supervision. These hours will be documented on the **Verification of Hours Log** and will be discussed with and signed off by the District Support Provider.

<u>Clinical Practice Hours</u>	<u>Additional Support &amp; Supervision Hours</u>	<u>EL-Specific Support &amp; Supervision Hours</u>
<p><b>How Many hours are required?</b></p> <ul style="list-style-type: none"> <li>✓ 600 over the arc of the teacher preparation program</li> </ul> <p><b>Who is responsible for documenting these hours?</b></p> <ul style="list-style-type: none"> <li>✓ These hours are <b>OPTIONAL</b> to document, but Intern Teacher Candidates are able to do so if they choose</li> </ul> <p><b>Who is responsible for verifying these hours?</b></p> <ul style="list-style-type: none"> <li>✓ N/A - These hours are <b>OPTIONAL</b> for inclusion in the <b>Verification of Hours Log</b></li> </ul> <p><b>What types of activities qualify for these hours?</b></p> <ul style="list-style-type: none"> <li>✓ These hours will consist of the day-to-day requirements as Teacher-of-Record</li> <li>✓ Anything that is expected of the Intern per their job description, contract, etc. will fall under this category.</li> </ul> <p><b>IMPORTANT QUESTION TO ASK:</b>          “Is this part of my regular job duties or does this go above and beyond what I would typically be doing?”          If it is a regular requirement, it falls under “Clinical Practice Hours.”          If it is <b>ABOVE AND BEYOND</b> the normal responsibilities, it is considered “Additional” →</p>	<p><b>How Many hours are required?</b></p> <ul style="list-style-type: none"> <li>✓ 144 over the span of the four Clinical Practice Courses: CP I, II, III, &amp; IV</li> </ul> <p><b>Who is responsible for documenting these hours?</b></p> <ul style="list-style-type: none"> <li>✓ Intern Teacher Candidate</li> </ul> <p><b>Who is responsible for verifying these hours?</b></p> <ul style="list-style-type: none"> <li>✓ District Support Provider</li> </ul> <p><b>What types of activities qualify for these hours?</b></p> <ul style="list-style-type: none"> <li>✓ Weekly meetings with the DSP</li> <li>✓ Conferences / Meetings / PDs / Collaborations</li> <li>✓ Goal Setting Meetings with DSP and/or Administrator</li> <li>✓ Discussions with DSP / Admin / Peer Teachers having to do with strategies, tips and tricks, meeting the TPEs, struggles with TPEs, solutions, strategies for success, etc.</li> <li>✓ Anything that goes <b>ABOVE AND BEYOND</b> the Intern’s normal responsibilities may qualify</li> </ul>	<p><b>How Many hours are required?</b></p> <ul style="list-style-type: none"> <li>✓ 45 over the span of the four Clinical Practice Courses: CP I, II, III, &amp; IV</li> </ul> <p><b>Who is responsible for documenting these hours?</b></p> <ul style="list-style-type: none"> <li>✓ Intern Teacher Candidate</li> </ul> <p><b>Who is responsible for verifying these hours?</b></p> <ul style="list-style-type: none"> <li>✓ District Support Provider</li> </ul> <p><b>What types of activities qualify for these hours?</b></p> <ul style="list-style-type: none"> <li>✓ Weekly meetings with the DSP with an English Learner-specific content focus</li> <li>✓ Conferences / Meetings / PDs / Collaborations with an English Learner-specific focus</li> <li>✓ Discussions with DSP / Admin / Peer Teachers / District EL-Specialist having to do with strategies, tips and tricks, etc. for providing the best support for English Learner students</li> <li>✓ Anything that goes <b>ABOVE AND BEYOND</b> with an English Learner focus may qualify</li> </ul>