Internship Options within
College of Education Teacher Preparation Programs
Effective Fall 2001

Background
As districts face shortages of teachers, especially in high priority areas like math/science, special education, and second languages, there is a need to create more options for potential teachers to become licensed to teach. Districts can currently request restricted transitional licenses for qualified individuals who have content expertise and do not have licenses, but such staff must complete the requirements for an initial teaching license within three years. Districts may also wish to aggressively recruit promising teacher candidates who will increase the diversity of the teaching force but need to work while they pursue licensure preparation. Currently licensed teachers might also be conditionally assigned to positions for which they are not appropriately licensed or endorsed. Finally, districts can offer teaching positions to students in teacher education programs before they complete student teaching requirements. The COE internship options to current teacher education and endorsement programs should consider responding to each of these situations.

TSPC recognizes an internship approach as an appropriate substitute for traditional student teaching experience. As institutions and districts explore ways to address shortages and encourage career changes, the use of internships is increasing. As defined by Oregon Revised Statute 342.120, an intern is:

A student from an approved program who is acquiring practical experience and receiving payment from the district.

The TSPC definition of an intern applies to only one of the COE internship possibilities described above. However, in all other situations except those that involve the paid completion of final full time practicum, the COE intern needs to have either a restricted transitional license or some other valid Oregon teaching license. The COE will use the overall guidelines of OAR 342.120 to develop policy and procedures for the more broadly defined COE internship options.

Policy
COE internship options will result in the same or improved quality of educator preparation as measured by the COE Professional Growth Assessment, evaluation of evidence of proficiency in initial licensure standards, tests, and other expectations for demonstrated proficiency by the current professional preparation programs.

COE internship options occur in partnership with districts as detailed below and recorded in a Memorandum of Agreement (MOA) between the COE, the district, and the intern. The purpose of the MOA is to ensure that the COE and district support the intern to meet all program requirements.

The internship options will be coordinated from point of contact from prospective intern or district until a MOA is completed and filed by the coordinator of licensure and accreditation (SAS). Many COE educator preparation programs will offer internship options, but the decision to do so, or not do so, is a program-level decision.

Procedure
Single Point of Contact
The point of contact for districts and district employees interested in internship options to COE education preparation programs will be the coordinator of licensure and accreditation, room 102 Education, 541-346-3528. Any query to other COE faculty or staff will be directed to this office.
Districts seeking or interested in internship options for employees will identify a single point of contact to the coordinator of licensure and accreditation who will maintain an updated list. If no single point of contact has been identified, the assumed point of contact will be the director of Human Resources (HR).

If a prospective intern, or a district representative, contacts any faculty in the COE seeking information about how to complete initial educator preparation programs while working full time, the inquiry will be routed to the coordinator of licensure and accreditation who will send this policy/procedures document, contact information for the appropriate application materials and the MOA template.

**Application Procedures**

1. At the same time a district applies for a restricted transitional license for a new employee, or makes the decision to conditionally assign a current employee, the HR office will ask the candidate to provide documentation that the prospective employee meets University of Oregon Graduate School admissions requirements. These requirements are:
   - A baccalaureate degree from an accredited four-year college or university in the U.S. or abroad.
   - A GPA of 3.0.
   - For international applications, a passing score (650) on the TOEFL.

2. Prospective interns will obtain and complete application to the desired program indicating a specific interest in an internship option. Program coordinators may choose to review the application file out of sequence with the typical application dates and procedures. They may also choose to advise the prospective intern of any pre-requisites or preliminary coursework that could be pursued while waiting for the application process to complete.

3. If a prospective intern is advised to take pre-requisite or preliminary coursework while awaiting the completion of the program application process, the candidate should contact the continuing professional development (CPD) coordinator, complete formal application for CPD status and admission to the graduate school, and enroll in coursework as required by current COE policy and practice.

**Matriculation and MOA Development**

Once admitted to an initial licensure preparation program, program coordinators or their designee will work with district personnel to develop a Memorandum of Agreement. A template for a MOA is attached and requires the following specific information:

- The intern’s planned program of study, including assignment to different classrooms if the intern is seeking more than one age-level authorization. Interns seeking special education endorsement must include plans to work across two levels of age-level authorization as required for either the early childhood/elementary, or middle-secondary special education endorsement.

- In addition to required coursework and seminars, interns will enroll in 3-9 credits of practicum each term throughout their internship. The specific number of credits for any single term will align with those typically required for other program students.

- Identification of a district mentor and a schedule for meetings and observations with the intern that include 5-10 hours per week, weekly communication to the university supervisor, and of 2 three-way meetings with the intern, district mentor, and university supervisor each term. These meetings could occur through distance technology. District staff and COE program faculty will select the district mentor collaboratively.

Districts may choose to hire interns at reduced salary in order to use recovered resources to either release another teacher to fulfill the district mentor role or hire a recently retired educator.

- Identification of a university supervisor and a schedule for weekly communication with the district mentor, 2 three-ways meetings each term, and a minimum of visits spread throughout the entire length of the internship to occur at least each term the intern is enrolled.

- A detailed list of responsibilities for the intern, district mentor, and university supervisor including plans for joint evaluation by mentor and supervisor of the intern’s work.
• A list of any accommodations or release an intern may require from the district in order to attend coursework and complete other program requirements when courses or requirements only occur during school hours.

• A schedule for sharing intern’s status in program and progress through the planned program with district HR contact.

• A district commitment to cover or reimburse university supervisors for mileage and other covered travel expenses and communication costs (e.g., long distance phone calls) when interns are working in districts more than 20 miles from the University of Oregon.

**Program Completion**

Interns that decide to leave district employment may complete their initial licensure program on a full time basis. In such circumstances, the program will ask the district mentor to provide a summary of current proficiency to assist subsequent university supervisors to provide appropriate instruction.

An intern that is asked to leave a district may complete the initial licensure program if they are in good standing and at the discretion of the program faculty advisor and coordinator.

If an intern is not in good standing in the initial licensure program, the COE student termination policy will be followed. If a student is eventually terminated from the initial licensure program, the program coordinator will notify the district contact person or HR director of that decision.

Once all components of the planned program have been completed and the intern has provided the required evidence of proficiency in the initial licensure standards, the intern will be recommended by the COE for an initial teaching license in at least one age level authorization and with the endorsements for which the intern is qualified.

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*This electronic document supersedes all previous versions and is subject to change.*