

Teaching Internship Manual

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1. Introducing the Teaching Internship

The internship takes place in a school, in a specific cycle (middle school or high school), and the discipline must be related to the intern's specialization field. The intern's goal is to develop and consolidate the required teaching competencies in their field of concentration, whether at the middle school or high school level, while at the same time bridging the gap between what has been learned at the university and the workplace requirements.

The internship is a practical training based on the learning by doing pedagogy which bridges the gap between theory and practice. This approach paves way for a profound interaction between theoretical and procedural knowledge which leads to action and reflection. As such, formal knowledge and skills are molded into professional contextual competencies.

This internship, at school, takes place throughout a semester (9 credits-ECTS) where a total of 277 hours are required to conclude the work.

The internship is split into two phases:

- Internship seminar where students attend workshop sessions to exchange their experiences (3 credits).
- Field training (6 credits) that is divided first into:
 - **observation phase** whereby they observe teachers teaching, at a certain school, in their specialty areas;
 - **supervised teaching phase** that consists of teaching a class and then analyzing and reflecting on their practice. These sessions will be developed and documented as part of the integrative project.

Throughout the semester and in the various phases of the internship, the intern benefits from a support system under the supervision of the internship supervisor and / or the teacher-referent in the field (veteran teacher from selected school) with whom regular meetings take place based on a provisional timetable (**Appendix 2**).

2. Seminar of Teaching Internship

The face-to-face internship seminar (3 ECTS credits) aims to provide all trainees with support during the various stages of the internship. Its function is to initiate a reflection around the internship, to support the practice of the internship, to pool practices, to share experiences, and to resolve the difficulties of the profession faced by trainees. Attendance at the seminar is compulsory.

3. Field Training

Field training (6 ECTS credits) takes place in a professional setting, at schools. It aims at placing the student in a professional environment, and it allows them to develop professional skills while implementing the learning outcomes. The intern is entrusted with activities in accordance with the educational project defined by the Faculty and approved by the host establishment. Any student wishing to do an internship receives an Internship Agreement form from the Faculty. The field training is divided into an observation phase and a practical one.

3.1 Observation Phase

The observation¹ phase allows the student to become familiar with the professional setting and to collect useful data that can be invested in their teaching sessions.

3.1.1. Observation Phase

The observation takes place at the host school. The student is chaperoned by the veteran field teacher who is usually an experienced teacher. This teacher helps the intern to become familiar with how the institution functions. The 18 hours of observation are divided into:

- **Observing the functioning of the academic institution (2 hours)**

The intern attempts to gather the maximum amount of information about how the school functions, its rules and regulations, and its yearly project. He/she collects information regarding the available services: library, laboratory, computer lab, auditorium, school psychologist, overhead projectors, interactive boards, and information and orientation center. He/she observes the school rituals: how and when the bells ring, how the students enter their classrooms, how they leave, and how the sanctions' system functions.

This observation allows the intern to understand how the institution functions and how the school climate influences learning.

- **Observing coordination meetings (2 hours in case the student is allowed to do so)**

The intern participates in at least two coordination meetings and starts to work in a team. In addition, the intern becomes familiar with the programs and manuals. He/she becomes aware of the horizontal progression in the observed class and the vertical progression within the cycle that was observed. The meetings allow the intern to:

- identify the purpose of the program and understand the progress of educational objectives (by cycle and according to the discipline);
- become familiar with the programs and their transposition into a learning sequence;

¹ This rubric will be deployed in the course "Innovation in Pedagogical Supervision" in the master program.

- understand the logic that governs a teaching sequence.

- **Tutoring and professional support system for teachers (4 hours)**

The trainee observes and analyzes the functioning of the tutoring system put in place to support teachers. This observation allows them to:

- identify the teaching-learning process and how it is supervised and evaluated by the host institution;
- describe the methods used to support teachers in promoting innovative teaching practices or projects;
- recognize the importance of the specialized pedagogical consultations offered to teachers;
- illustrate the dynamics of teacher professional development in that particular context.

- **Classroom observations (10 hours)**

The observations take place in the complementary and secondary cycles. The trainee attends, in each classroom, an entire learning sequence (learning unit).

- Firstly, 8 hours (4h in complementary cycle and 4h in secondary cycle or depending on the discipline) are spent in classrooms where the trainee is introduced to the process of collecting and analyzing data in a school context. This is done through observing the teaching practices.

- Secondly, approximately 2 hours (complementary or secondary) are invested in preparing the trainee for teaching. This is done by the veteran field teacher who gradually entrusts the intern with specific tasks (animating an activity, supervising group work etc...) and, if possible, asks them to deliver partial lessons (at least 20% of the teaching task).

During the observation phase, the trainee tests teaching activities in their discipline. This is how they identify the required teaching skills. They gradually build up their own professional development project based on the skills that need to be enhanced. The observation phase also allows them to establish links between the learning activities observed and the theories which underline them. Further, they will identify the characteristics of a sequence or of a teaching session. The analysis of the observed teaching-learning sessions is done based on the teacher's evaluation grid (**Appendix 4**).

The classroom observations are described in the observation report, and the report will be corrected based on the evaluation rubric (**Appendix 3**).

3.1.2. Observation Report

It is a personal document (approximately 6 to 7 pages- excluding appendices) in which the trainee records the different stages of the observation phase, and then they analyze the content and take a general look at the acquired learning outcomes. This document is usually submitted at the end of the observation phase. The intern proceeds as follows:

- **Presentation of school context (approximately 1 page) that contains:**
 - factual information about the establishment and how it functions (place, equipment, rituals, and educational resources, etc...), its regulations, and its educational project (priorities and values);
 - description of the services offered by the establishment from materials to resources;
 - description of the observed classroom: size, set-up, number of students, lighting, equipment, etc.
 - further comments.
- **Description of the tutoring and support system for teachers (if this system is available in the establishment):** supervision and evaluation of the teaching-learning process, specialized educational consultations, support methods, and dynamics of teacher professional development (about 1 page).
- **Description of the functioning of the coordination meetings, meeting ambiance, meeting content, and modalities (about 1 page).**
- **Classroom observations (about 4 pages):**
 - **description:** practical information concerning the observed classroom, the unit's sequence (its division into sessions and its consistency with the program), and description of the observed lessons (i.e. ambiance, significant moments, and impressions);
 - **analysis:** synthesis of regular reports, the logbook, evaluation grids of the observation phase, the evaluation grid of the teaching phase, and the overall evaluation of the internship report;
 - **reflective analysis and propositions:** impact of self-observation and concrete propositions to improve one's practice, based on the attitudes that need to be reinforced and those to be avoided.

3.2 Supervised Practice Phase

In the supervised practice phase, the trainee intervenes in a specific class and teaches 3 sessions. He/she designs, prepares, performs, analyzes, and evaluates, in the discipline of specialization, a teaching sequence validated within the course "Unit Planning and Assessment".

To assess the trainee's performance, three classrooms visits will be done. The first visits are formative. Only, the last is assessed; it is assessed, at the same time, by the referent teacher in the field, the internship supervisor, and a visitor expert designated by the faculty.

At the end of each teaching session, the student meets with the field teacher, the internship supervisor and/or the visiting expert to discuss the session. The remarks of every session are recorded in a report written by the trainee and validated by the internship supervisor.

These teaching sessions will allow the trainee to explore various teaching methods, to implement their professional skills, and to promote the development of reflective analysis in and on action.

In this perspective, the trainee is filmed during the three teaching sessions. He/she is required to report on all of their professional activities i.e. meetings with the referent teacher in the field, the internship supervisor, and even the observation sessions in addition to keeping a log book.

If the conditions necessary for teaching in an authentic situation cannot be met, an oral simulation of an educational intervention in a given classroom will take place; the trainee will lead a teaching activity of 15 to 20 minutes with the class group, in the presence of a jury. In this case, the reflective analysis will be related to the simulated educational intervention (**Appendix 6**).

4. Integrative Project

Students, individually or in pairs, develop a teaching-learning sequence from design to evaluation while using the competency-based approach and record it in a written document. The sequence relates to a concept identified by the student in the complementary or secondary cycle in their area of specialization.

The written document consists of developing teaching strategies to improve learning outcomes, optimizing the achievement of expected learning outcomes, and verifying their achievement. It must be based on the learning outcomes of the various teaching units required in the Teaching Diploma.

The project is made up of approximately 10 pages² (excluding appendices³). It provides information on the student's ability to plan medium and short term learning activities linked to the expected program learning outcomes. It revolves around three learning outcomes:

- **Designing and drafting a teaching lesson plan according to the competencies based approach (2 to 3 pages):**

- Defining the context: subject taught, grade, programs, duration, theme or concept, etc...

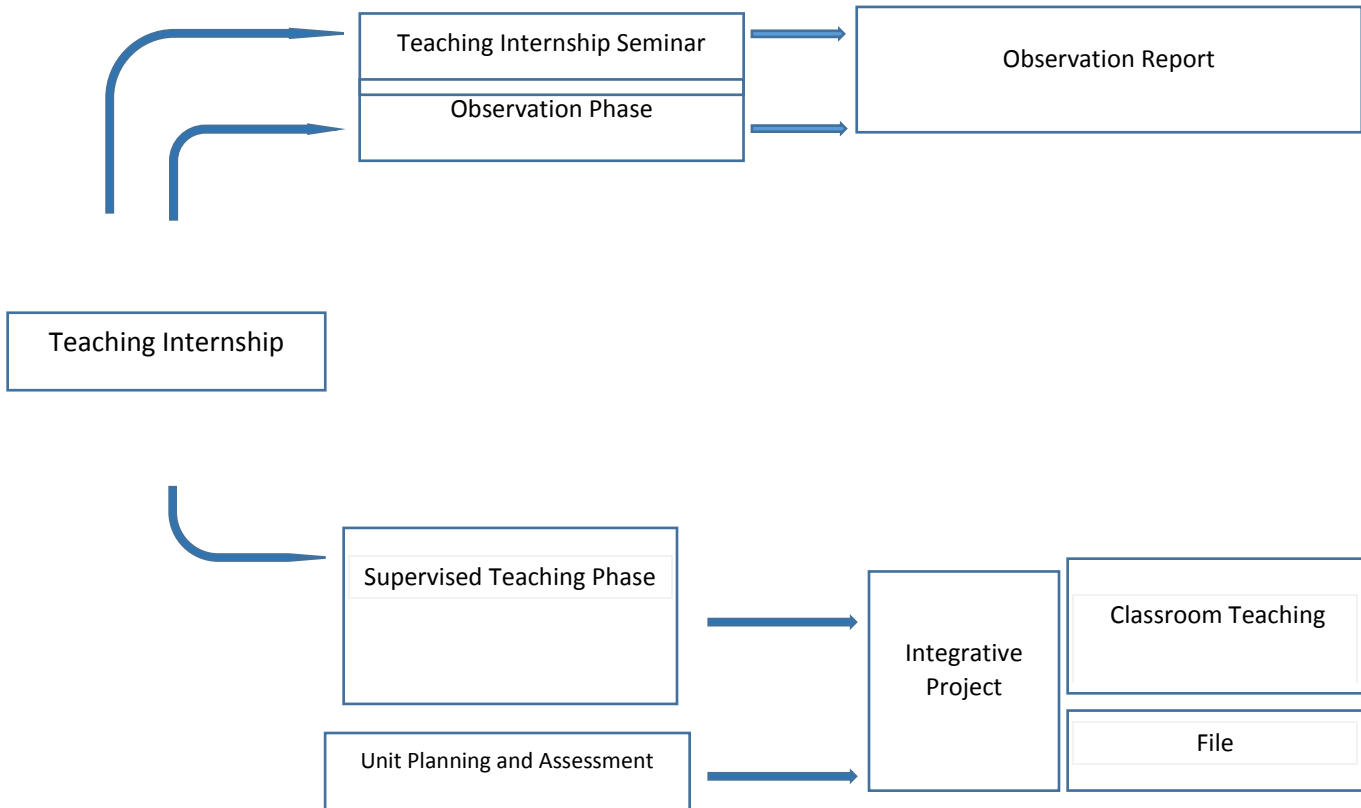
² Please consult the "Guidelines for Presenting Assignments, Projects, and the Internship Report" found on the Faculty's website: <https://fsedu.usj.edu.lb>.

³ The appendices contain the information needed to prepare the teaching sessions and the respective evaluation rubric.

- Determining the competency/(ies) and the expected learning outcomes- LOs (3 to 4), to be acquired at the end of lesson/unit.
- Identifying the targeted acquisition threshold according to Bloom's taxonomy, for each learning outcome.
- **Designing a lesson that is aligned with the intended learning outcomes** (5 to 6 pages)
 - Developing a learning sequence related to the chosen theme and the expected results in a table. The sequence must reflect the alignment between the concepts and the targeted learning outcomes.
 - Developing three detailed lesson plans, as part of the sequence. The lesson plans have to portray what has been learnt at the Faculty. The three sessions must contribute to the achievement of at least one of the expected learning outcomes.
- **Assessment of students' learning outcomes according to the competencies based approach** (2 to 3 pages)
 - Developing an assessment task which makes it possible to verify the achievement of the expected learning outcomes, at the end of the learning sequence.
 - Developing the criteria related to the evaluation grid.
 - Elaborating a personal and analytical reflection concerning the respect of the educational alignment in the conception of the teaching-learning sequence, in the analysis of its management, and in the assessment of the achievements by referring to Appendix 7.
 - Proposing practical suggestions to improve their own practice, based on the attitudes that need to be reinforced and those to be avoided.

5. Evaluation of Teaching Internship

The teaching internship is validated within the two teaching units "Internship Seminar" and "Unit Planning and Assessment", as shown in the schematic map below.



The observation report makes it possible to evaluate the course "Internship Seminar" (**Appendix 3**).

The integrative project validates the course "Unit Planning and Assessment" and "Teaching Internship" via the supervised practice phase.

The integrative project takes place in two stages, the writing of a documented report and the teaching of lessons. The learning outcomes acquired in the "Unit Planning and Assessment" course are mobilized and utilized in the development of a teaching-learning sequence made up of several sessions; three of these sessions will be assessed. The evaluation criteria are explained respectively in the Evaluation Grid for Teachers (**Appendix 4**) and the Evaluation Rubric of the Integrative Project (**Appendix 5**).