# COLLEGE OF EDUCATION

**REQUEST FOR GRADUATE INTERNSHIP FIELD EXPERIENCE**

1. **Program of Study**:

590 690 CREDITS:

1. **Date**: 3. **MSU Billings ID#**:
2. **Name**: **Phone:**

Address: City: State Zip:

Email Address:

1. **Attach a description of your internship and your objectives. See attached guidelines and evaluation forms.**
2. **Semester requested (check one)**:

Fall

Spring

Summer Year:

1. **Enter Name of Agency/School Desired as the Internship Location**: **Contact Name: Position at Agency/School: Agency/School Address**: **Agency/School Phone Number:**
2. **The internship is a requirement for completion of (check one**): **Endorsement Plan**

Licensure program

Master of Education

1. **My graduate endorsement plan-of-study was approved on (indicate date). *Master degree candidates must have an approved Plan-of-Study before the Field Experience and Clinical Practice Coordinator can accept this application***.
2. **Master of Education candidate: I expect to graduate**: **Semester**:  **Year:**
3. **Date admitted to Teacher Education Program: OR Teacher Licensure Credentials Folio/License/Credential Number(s) (if applicable):**

Awarding State(s):

1. **All internship applicants must have a valid fingerprint-based Criminal Background Report (CBR) on file with the MSU Billings College of Education Office prior to being registered for an internship. The CBR must be valid throughout the term of the internship.**

|  |  |
| --- | --- |
| I have a **valid, clear/cleared** criminal background report (CBR) on file in the MSU Billings, College of Education Office that **will be valid for the entire term of the internship.** | **Expiration Date:** |
| I **do not** have a CBR on file, or my CBR will not be valid for the entire term of the internship. Therefore, I will have to submit a new fingerprint card, payment, etc. | Date Fingerprint Card Submitted for CBR: |

1. **The University Supervisor for this internship is: APPROVALS:**
   1. 2.

Student’s Signature Advisor’s Signature

3. 4.

Department Chair Field Experience and Clinical Practice Coordinator

ADVANCED FIELD EXPERIENCE/INTERNSHIP

Experience Design DATE:

CANDIDATE: ID #:

ADVISOR: SUPERVISOR

1. **Explain in narrative form the *purpose* of this field experience/internship. Relate the narrative to appropriate advanced INTASC Standards.** (What, in terms of the candidate’s professional development, is this experience/internship intended to accomplish? Why is the candidate engaging in this activity?)
2. **Describe the specific *nature* of the field experience/internship.**
   1. **Briefly set out critical experience/placement information: location, duration, expected work/activity, subjects (children), contacts with other professionals. (**What will the candidate do? Where? When? How? Sentences please.)
   2. **For each Advanced Standard that is appropriate to the internship, what will the candidate *do* to satisfy the criteria? Describe briefly as needed.**

|  |  |
| --- | --- |
| **STANDARD** | **ACTIVITY/RESPONSIBILITY** |
| **#1.** Locate, read, and evaluate relevant professional and academic literature. | The candidate will |
| **#2.** Demonstrate understanding of similarities and differences in human learning and development. | The candidate will |

|  |  |
| --- | --- |
| **STANDARD** | **ACTIVITY/RESPONSIBILITY** |
| **#3.** Demonstrate mastery in subject area content knowledge [and] understanding [,] and skill in applying that knowledge and understanding. | The candidate will |
| **#4.** Demonstrate professionalism that extends beyond technically accurate knowledge and effective skills. | The candidate will |
| **#5.** Integrate extant theory and evidence into one’s professional activities. | The candidate will |
| **#6.** Critically analyze [ ] one’s own practice in light of professional standards and applicable policy. | The candidate will |

1. **Describe the manner(s) in which candidate performance in this experience/internship will be *assessed.***
   1. **Explain, in narrative form, the candidate generated products, performances, records, etc. that will certify the nature of candidate engagement in this experience/internship.**
   2. **For each standard addressed in #b, above, fill in the following table to indicate alignment of candidate generated product(s), etc. with assessments.**

|  |  |  |  |
| --- | --- | --- | --- |
| **STANDARD** | **PRODUCT/PERFORMANCE** | **ASSESSMENT** | **SCORE** |
| **#1** |  |  |  |
| **#2** |  |  |  |
| **#3** |  |  |  |
| **#4** |  |  |  |
| **#5** |  |  |  |
| **#6** |  |  |  |

|  |  |  |
| --- | --- | --- |
| **5 = Exceeds All Expectations** | **4 = Partially Exceeds Expectations** | **3 = Meets Expectations** |
| **2 = Partially Meets Expectations** | **1 = Does Not Meet Expectations** | **N/A = Standard Is Not Applicable** |

Comments:

* 1. **Professional Dispositions: The candidate demonstrates a belief that all students can learn and exhibits fairness in his/her actions.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** | **Score** |
| **Performance Shows Little or**  **No Evidence** | **Performance Demonstrates Inconsistent or**  **Weak Evidence** | **Performance Demonstrates Some**  **Evidence** | **Performance Demonstrates**  **Adequate Evidence** | **Performance Demonstrates**  **Competency** |
| **Demonstrates an acceptance of differences in**  **others** | Fails to accept the differences of others | Is able to accept a few minor differences | Accepting of most differences in others | Approaching acceptance of all differences in others | Attains acceptance of differences in others |  |
| **Shows a respect** | Weakness in | Acknowledges | Willingness to look | A reasonable and | Thorough and |  |
| **of different** | considering | other perspectives | at most viewpoints | comprehensive | insightful – reveals a |
| **perspectives** | other | but still holds one | and see the | examination of | credible viewpoint by |
|  | perspectives | viewpoint | reasoning behind | various points of view | effectively critiquing |
|  |  |  | the ideas |  | other perspectives |
| **Demonstrates a** | Discriminates | Shows the belief | Shows the belief that | Rarely excludes | Includes all students in |  |
| **belief that all** | against certain | that some students | most students can | certain students from | the learning process |
| **students can** | groups of | can learn | learn | the learning process |  |
| **learn** | students |  |  |  |  |
| **Uses fair** | Uses | Uses a few | Tries to be fair to all | Approaching equitable | Attains equitable |  |
| **procedures in** | inconsistent | consistent | students and treat | treatment for all | treatment of all |
| **dealing with** | procedures | procedures | all students | students | students |
| **others** |  |  | equitably |  |  |
| **Reflects on and analyzes practice** | Superficial analysis of teaching | Does little analysis of teaching | Does analysis in most teaching situations | Analyzes teaching with regard to the whole group and most of the  individual students | Analyzes lessons with regard to each student in the classroom |  |

# Internship Design Agreement:

(Candidate Signature) (Date)

(Advisor Signature) (Date)

# Certification of Internship Completion:

(Candidate Signature) (Date)

(Advisor Signature) (Date)