



**HOLMES CENTER FOR SCHOOL PARTNERSHIPS
AND EDUCATOR PREPARATION**

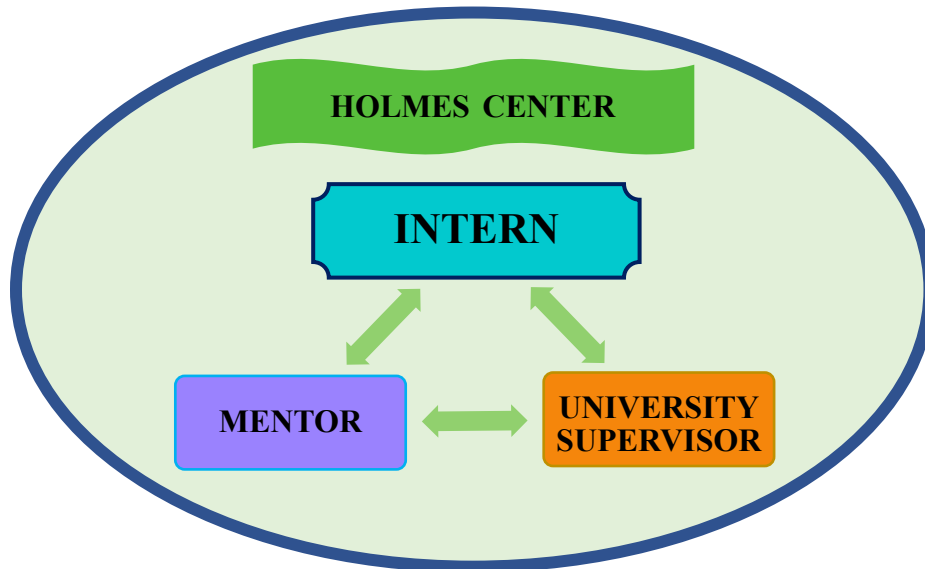
Handbook
for
Graduate Students

2024-2025

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ORGANIZATIONAL STRUCTURE



Roles Defined

Holmes Center: is responsible for the Internship in Teaching that leads to teacher licensure in New Hampshire; collaborates with program faculty, mentors, university supervisors, school district partners, the state department of education (**NH DOE**), and other agencies to maximize the learning experiences of interns; recommends interns for teaching licensure in NH.

Intern: as an intern, the teacher candidate works under the direct supervision of the mentor; shares students and teaching space with the mentor; asks for and listens to mentor for advice, feedback, and wisdom; plans and implements lessons utilizing a scaffolded, co-teaching relationship with the mentor; builds rapport with students and teaches responsively, using formative and summative assessments to inform practice; works reflectively on personal goals aspiring for best practice in all educator competencies; and doesn't hesitate to ask questions of the mentor, the university supervisor, and the Holmes Center.

Mentor (cooperating teacher): shares space and students with the intern and assumes the primary role in assisting the intern to become a competent, creative professional; provides pedagogical and content knowledge; plans and implements lessons utilizing a scaffolded, co-teaching relationship; provides feedback, support, and encouragement; completes the mid-term and end-of-term evaluations on Taskstream and shares them with the intern; and doesn't hesitate to reach out to the university supervisor and/or Holmes Center for questions and concerns. Mentoring is essential to teacher development.

University Supervisor: is the liaison between the intern and mentor as well as the Holmes Center; provides feedback, support, and encouragement as well as pedagogical and content knowledge to the intern; completes four formal observations at site visits, including previewing lesson plans and goals and then debriefing in person and in writing after the observation is completed; completes the mid-term and end-of-term evaluations on Taskstream and shares them with the intern; and doesn't hesitate to reach out to the Holmes Center for questions and concerns.

THE ROAD TO TEACHER CERTIFICATION

The process of becoming a licensed teacher includes coursework, applications, licensure tests, field observations, background checks, an internship, a practicum project (TCAP), and more. It is a journey of professional development.

The Road to Teacher Certification outlines the required steps for meeting licensure requirements that are not part of your coursework. Graduate students are expected to read this material, ask clarifying questions, and take responsibility for completing each list. Individual programs may have additional requirements (or possibly less).

The Road to Teacher Certification and this handbook apply to you if you are a graduate student enrolled in one of these programs:

Arts Education K-12

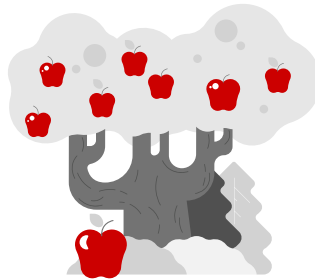
English/Language Arts Education 5-12

Digital Learning Specialist K-12

Library Media Specialist K-12

Health Education K-12

Special Education K-12



Pre-Internship Requirements

Candidacy Overview

NH Basic Skills Test Requirement – Praxis Core

Criminal History Records Check

Candidacy Overview

Please contact the Holmes Center clinical coordinator and schedule an appointment to meet for an overview of the licensure requirements that are not included in your coursework.

Following this meeting, the Holmes Center will oversee your licensure requirements. We will answer your questions, including how to create a NHDOE account. We will also introduce you to the teacher candidate evaluation competencies which are located on the [Holmes Center Internship in Teaching Overview](#) webpage (with links in [Appendix I](#)) as well as the NH Codes of Conduct and Ethics (see [Appendix H](#)).

NH Basic Skills Test Requirement: Praxis Core

As part of the NHDOE Licensure requirements, students enrolled in an educator preparation program leading to certification must meet the Basic Academic Skills Assessment (**BASA**) in reading, writing, and math. This requirement reflects learning typically acquired between middle school and tenth grades. Praxis Core Academic Skills for Educators is administered by **ETS** and is the assessment most commonly used by students to meet the NHDOE requirement. If it has been some time since your secondary education, was completed, it is suggested that you study and practice for these assessments.

Praxis Core Academic Skills for Educators	Passing Score
Reading (5713)	156
Writing (5723)	162
Mathematics (5733)	150

To take all three Core tests at the same time, select Core Academic Skills for Educators Test (5752) when registering. Scores will be reported individually.

Alternative options for meeting the Basic Skills Test Requirement are:

- Other states' basic skills testing for educators (state dependent, additional tests may be required);
- Performance at or above a predetermined score (set by the NHDOE) on a nationally recognized test in the areas of reading, writing, and/or mathematics such as, but not limited to, the SAT, GRE, or ACT. Set up an account, submit the online Test Evaluation Request (waiver), and upload a copy of your score report directly to the NHDOE.
- Hold a New Hampshire Beginning Educator (BEL) or Experienced Educator (EEL) License. Please visit the NHDOE Knowledge Base for more information on this option.

More information about this requirement can be found on the Holmes Center **[Praxis Core Requirement](#)** webpage.

Criminal History Records Check

By NH State Law, a Criminal History Record Check is required for all students who declare candidacy in an educator preparation program. This mandatory criminal history record check must be completed during the second year at PSU and includes both **fingerprinting** (submitted to the NH Department of Safety) and an **application for clearance** (submitted to the NH Department of Education).

Graduate students must complete the mandatory criminal record check **immediately upon acceptance into an educator licensure program.**

There are two major tasks to this process: fingerprinting AND submitting a clearance application. Please, carefully read the instructions below. Parts of the process are not especially intuitive, and you will avoid delay by using these instructions.

First, register for a NH DOE account and complete your profile:

Skip this part if you already have a NH DOE Educator (EIS) account.

Use [this link](#) to open a myNHDOE account and obtain an Educator ID number (EDID).

Here are the [DOE instructions](#) for setting up your account.

Stuck? Submit a mynhdoe [help request ticket](#) (do not try to call).

Note: If you have ever submitted a test evaluation form, applied for any credential, had test scores submitted from ETS or Pearson to our office, or received a recommendation for licensure from a NH approved educator preparation program, you likely already have an EIS account established. This account may or may not have sufficient profile information to associate with your mynhdoe account during the set-up process.

Task 1

Do not complete Task 1 until you are ready to complete Task 2. Fingerprinting has an expiration date.

Complete the **first step** of the Criminal History Record Check by choosing one of three fingerprinting options (fee is \$21.25).

A) NH DOE Online Portal

This is the most direct and efficient way to complete the criminal record check. However, it requires a visit (by appointment) to one of 7 designated Live Scan sites (see list). Please read these [option a detailed instructions](#) .

B) Plymouth Police Department

This option requires a visit (by appointment) to the Plymouth Police Department, located at 334 Main Street in Plymouth, NH. There, you will meet Plymouth University Officer, Amanda Hutchins, to complete your criminal record check fingerprinting. This option is available , by appointment on Tuesdays from 9-11 AM and 1-3 PM. This option may take 2-3 weeks longer to receive results than option A and requires you to **mail** items to the NH Department of Safety. Please read these [option b detailed instructions](#).

C) Other Site of Your Choice

This option can be completed at any police department. This option may take 2-3 weeks longer to receive results than option A and requires you to **mail** items to the New Hampshire Department of Safety. There may be an additional fee required by the police department. Please read these [option c detailed instructions](#).

Task 2

Submit the NH DOE Criminal History Record Check Clearance application (fee \$100). Please read these **detailed instructions**.

You will need a scan or copy of your driver's license (or other government issued picture ID) saved as a pdf file (15MB max) when applying. Here are **instructions for converting a picture into a PDF**. Payment by credit card is due at the time of application.

Finally,

Notify the PSU Holmes Center for School Partnerships & Educator Preparation that you have completed Tasks 1 and 2. An **email** will do.

In addition, when you receive your Clearance Approval certificate from the NH Department of Safety, **forward the email** to the Holmes Center.

Remember, you will not be granted clearance if the NH Department of Safety does not receive or approve your fingerprints.

- If you did not use the DOE portal to make your fingerprinting appointment, did you remember to mail the required items with your payment (\$21.25) to the NH Department of Safety?
- If it has been four weeks or more since your fingerprints were sent to the NH Department of Safety and you have not received your clearance certificate:
 - Did you check your inbox and spam folder in case the Department of Safety needs more information from you?
 - Did you complete Task 2? If you don't remember paying the \$100 fee to the NH DOE, then you need to go back to Task 2, above.
 - Finally, if all else fails, please notify the Holmes Center so that we can attempt to assist you.

The NH DOE required criminal record check is valid for 4 years. It will be redone at the time of licensure.

Please note that this is the first, not only, criminal records check. More information can be found on the Holmes Center webpage **Criminal Records Checks**. Placement schools will require an additional criminal records check before internships can begin (see **Criminal Records Check**). Additional background checks will be required by state DOEs during licensure, by future employers, and periodically throughout your career as a licensed educator.

Internship Preparation

Placement Confirmation Sheet

Criminal Records Check

GPA Requirement

Seminar I

Registering for the Internship

Praxis II

Once you have received notification of your placement and mentor teacher, you will work to complete with the following requirements.

Placement Confirmation Sheet

The signed Internship in Teaching Confirmation Sheet must be submitted before the internship begins. Registration for the internship course will be declined by the Registrar until your completed confirmation sheet is submitted to the Holmes Center which activates the override process.

Criminal Records Check

Placement schools require background checks before your internship can begin. This is in addition to the criminal records check you did for the state of NH requirement. Requirements, including forms and deadlines, vary by school district. Typically, calling or stopping by the SAU office for your placement school is the easiest way to acquire instructions for this process.

GPA Requirement

By the end of the semester preceding your internship, your cumulative GPA must be 3.0 or higher for all graduate programs.

Seminar I: Preparing for the Internship

Prior to the start of your final internship, the Holmes Center will host a meeting for you and your peers to explain the ins and outs of your internship. This includes:

- overview of your internship calendar including dates for resume workshopping, Seminar II and Seminar III
- overview of the Internship in Teaching policies
- review of the evaluation competencies
- co-teaching information
- review the NH Codes of Conduct & Ethics

Registering for the Internship

You must register for the internship course as listed in the Academic Catalog. The Holmes Center provides an override so that you can register once the completed Placement Confirmation Sheet has been submitted.

Praxis II

For NH Licensure, most areas require **Praxis II**. Praxis II is not required for graduation or for recommendation for licensure. However, it is strongly recommended that teacher candidates complete the tests required for licensure in their area as soon as possible, preferably before the internship begins, while coursework is still fresh and to make licensure as efficient as possible after graduation.

Certain graduate programs require passing Praxis II prior to the internship, including English Education. Please refer to the Academic Catalog for more information.

Licensure Area	Required Content Knowledge Tests	Minimum Score
Art	Content Knowledge (5134)	158
Digital Learning Specialist	none	n/a
English Language Arts	Secondary English (5039)	168
Health Education	none	n/a
Special Education	none	n/a

See the Holmes Center webpage [NH Licensure Requirements](#) for more information.

The Internship in Teaching

Getting Started

Guided Leadership & Lead Teaching

Performance Evaluations

Midterm & Final Evaluations

Seminar II

TCAP

Winding Down

Seminar III

Professionalism

Standards of Conduct & Ethics

Abiding by Protocols of the Host School

Appropriate Attire and Appearance

Attendance

Confidentiality

This information is also available on the Holmes Center [Internship in Teaching](#) webpage.

Interns will be immersed in classroom experiences with the support, first and foremost, from the mentor teacher using a co-teaching model. Interns also have the support of their university team including their program coordinator and faculty, a university supervisor, and the Holmes Center.

Getting Started

The intern and the mentor teacher develop a collaborative, professional team to establish the classroom as a positive learning community. This includes making a plan together for integrating the intern as a partner teacher in the classroom. Interns engage in “learning by doing” as they work to master content and pedagogy using the program evaluation rubric (see [Appendix I](#) for program specific links) to set competency goals. Understanding the thinking and reasoning behind the many varied decisions teachers must make throughout the day is a critical objective. Interns engage in active listening to the mentor teacher’s “thinking out loud” in order to learn processes and procedures in context. Through a well-developed relationship, interns are encouraged to ask how and why specific structures are designed. In

practice, interns begin by trying to emulate the mentor’s model. Over time, the intern’s practice evolves and becomes their own.

Guided Leadership & Lead Teaching

The intern moves into an active leadership role with close guidance and continued co-teaching support from the mentor teacher. The intern will begin orchestrating multiple teaching demands while continuing to discuss processes and procedures with the mentor teacher. The intern sees the mentor teacher as a coach who assumes a role of “curiosity,” asking the intern questions about plans and strategies. The intern engages in purposeful risk-taking without fear of judgement or failure.

Activities during this phase include, but are not limited to:

- Utilizing the program evaluation rubric to set competency goals
- Planning, implementing, and reflecting on effective teaching strategies
- Building a repertoire of effective classroom management techniques for use during the transition to lead teaching
- Observing and working to understand the mentor teacher’s varied teaching strategies that address differentiation and using formative and summative assessments to inform instruction
- Engaging in discourse based on formative and summative observations
- Using feedback from the mentor teacher and personal reflection to inform both professional goals and teaching plans
- Looking ahead toward the future
- Drafting resume and attending Seminar II

Interns gradually assume the position of lead teacher (see the internship syllabus or the pacing guide in [Appendix C](#) for pacing guidelines). This does not mean the mentor teacher is relinquishing responsibility but rather a shift in who has the lead role. Interns will utilize their plan books and should only need thoroughly written lesson plans when they are to be formally observed. The mentor teacher continues to guide, coach, co-teach, and observe, providing feedback as often as possible.

Activities in this phase include, but are not limited to:

- Lead teaching full-time
- Using effective differentiation strategies, summative and formative assessments, as well as relationships with students to inform planning and implementation of lessons
- Utilizing the mentor teacher to assist with small groups and individuals using various co-teaching models
- Reflecting on competency goal progress and growth as a teacher with feedback based upon multiple data sources such as observations and student assessments
- Continuing with ongoing discourse about planning and teaching
- Initiative for exploring, collaborating and experimenting with innovative ideas

Performance Evaluations

Interns are in a constant state of reflection and self-evaluation as they work toward competency growth for best practice while working for and with their students. Keeping a journal and/or a list of questions for the mentor, university supervisor, program advisor, the Holmes Center, and/or for further research is highly encouraged. In addition, interns use the evaluation rubric to set and work toward competency-based goals.

Evaluation of interns is an important component of the teacher education program and is a rigorous multi-dimensional process. The formula for the calculation of the final grade for the internship varies by program. The competency domains of intern evaluations for all programs (see [Appendix I](#) for program-specific rubric links) are:

- Pedagogy
- Classroom Atmosphere
- Reflective Practice
- Professionalism
- Content and Teaching

Interns receive both formative and summative feedback throughout the internship. Formative and summative assessments are used by mentor teachers, university supervisors, the Holmes Center, and program faculty to evaluate progress toward competencies.

Midterm and Final Evaluations

The mentor teacher and university supervisor complete midterm and final evaluations using a program-specific rubric that can be found on the [Holmes Center Internship in Teaching Overview page](#) under Internship Evaluation Forms (see program-specific rubric links in [Appendix I](#)). [Taskstream](#) is a cloud-based software that has been integrated with Canvas, so faculty and students can use these tools cohesively. Mentor teachers and university supervisors will receive a welcome email for logging into Taskstream to complete the evaluations. See [Appendix E](#) for a Taskstream log-in guide. Contact the Holmes Center for technical assistance with Taskstream.

Seminar II: Preparing for Employment

The Holmes Center will host an event for interns to learn about the hiring process for educators. This seminar takes place during the internship (see the calendar for your internship semester for the exact date) and is considered an excused absence from your placement. It is an opportunity for interns to meet NH administrators who will share their expectations and advice for applications, resumes, cover letters, and interviews. Interns will dress professionally for this networking experience. This seminar may not be applicable for all graduate students; contact the Holmes Center with questions.

TCAP

New Hampshire TCAP requires interns to demonstrate strategies they will use to make learning accessible to their students. This entails explaining the thinking underlying teaching decisions and analyzing strategies used to teach 3-5 lessons to one set of students. Interns examine the effects of their instructional design and teaching practices on students' learning. This project is an opportunity to work on competency goals.

The TCAP Strands:

- I. Contextualizing Learners & Learning
- II. Planning & Preparing
- III. Instructing Students & Supporting Learning
- IV. Assessing Student Learning
- V. Reflecting & Growing Professionally
- VI. Using academic language

Candidates' Performance Across Strands:

- Establishing instructional focus
- Making content accessible
- Designing assessments
- Engaging students in learning
 - Monitoring student learning
 - Analyzing student work
 - Using feedback to promote learning
- Using assessment to inform teaching
- Monitoring student progress
- Reflecting on learning
- Understanding language demands
- Developing students' academic language

Seminar course instructors provide guidance and chunking recommendations for this project. It is strongly recommended that interns follow the instructor's suggested deadlines. This project can be a useful tool for growth as a professional as well as a portfolio to share with prospective employers. For more TCAP overview information, see [Appendix G](#).

Winding Down & Learning from the Larger Community

Although it may be tempting for the intern to relinquish all responsibilities after the demands of lead teaching, this can be a time of extensive professional growth. While the mentor teacher transitions back into the lead teaching role, the intern continues to engage with the learners in the classroom as well as throughout the school. The mentor teacher and administrators can suggest other exemplary teachers to observe in varied contexts. Through observation and engagement, the intern can continue to build knowledge and skills of the teaching profession. Having exposure to various grade levels and teaching styles and instructional content provides a repertoire of teaching strategies and styles for the intern.

Seminar III: Internship Wrap-Up

This seminar happens the day following the last scheduled day of the internship (see the calendar for your internship semester for the exact date). The Holmes Center will host an event to debrief and celebrate the completion of internships as well as presenting an overview of next steps for licensure. Recommendation for licensure by the Holmes Center will be explained as will the teacher candidate's role after recommendation.

The New Hampshire Department of Education application will be introduced during Seminar III. Information is also available on the Holmes Center [NH Licensure Requirements](#) page as well as the NH DOE [NH Approved Educator Preparation Program Recommendation](#) page. An intern who desires licensure in another state should contact the Holmes Center and the Department of Education of the particular state.

Professionalism

Standards of Conduct & Ethics

Interns are obligated to meet all of the following conduct and disciplinary standards throughout their participation in the internship:

- The host school rules regarding lesson planning, assessment, attendance, professional demeanor, etc.;
- The role of the intern as described in this handbook;
- The competency expectations as outlined on the internship evaluation rubric (links in [Appendix I](#));
- The NH Codes of Conduct & Ethics for Educators ([Appendix H](#));
- The PSU Code of Student Conduct.

Abiding by Protocols of the Host School

The intern should become familiar with and abide by the host school's established protocols, including, but not limited to safety issues; emergency procedures; entering and exiting school property; communication with school personnel, homes, families and communities; attendance; social media; and field trips and special events.

Appropriate Attire and Appearance

The policies and culture of each individual school and/or district and the nature of the instructional activities define appropriate dress and grooming. It is the intern's responsibility to become familiar with the school's expectations for faculty appearance and maintain standards of dress and appearance. Interns should have a general discussion on choices of attire with the mentor teacher prior to the first day of the experience. Interns are expected to wear their school's ID (if issued) or their PSU ID while on school property.

Attendance

Interns are obligated to be consistent and punctual in attendance. Interns should be in their assigned classroom at the time designated by their mentor teacher, school principal, and university supervisor. Best practice is only possible with preparation outside of school hours, and interns expect to spend time before and/or after school planning both with the mentor teacher and independently every day. Interns are expected to attend all workdays, in-service days, and professional development days with the mentor teacher. Interns will have vacations/breaks only as scheduled by the placement school calendar (for example, spring interns will not have PSU Spring Break). In addition, students are expected to attend seminars provided by the Holmes Center, and any internship absence due to these seminars will be excused.

It is expected that interns will not miss any days during the internship experience; but up to three absences may be excused. Absence for even part of a day counts as one absence. If extenuating circumstances arise, the intern must notify the mentor teacher and university supervisor as early as possible. In case of excessive or unexcused absences, the intern may be removed from the placement.

Transportation to and from Field Sites - Transportation to and from school sites is the responsibility of the teacher candidate. Plymouth State University does not assume any responsibility or liability for travel expenses related to field experiences.

Confidentiality

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEP), family histories, and more. Interns are encouraged to ask questions regarding confidentiality policies at the host school. Refer to the NH Codes of Ethics and Conduct ([Appendix H](#)) for more information.

Appendices



Appendix A

What Is Co-Teaching?

Co-Teaching is defined as two teachers working together: sharing the planning, organization, delivery, and assessment of instruction as well as the physical space.



Why Co-Teaching?

- reduced student/teacher ratio
- enhanced ability to meet students' needs
- full use of mentor's experience and expertise
- consistent classroom management
- greater student participation and engagement
- enhanced collaboration skills
- increased instructional options for students

7 Co-Teaching Strategies

- One Teach, One Observe
- One Teach, One Assist
- Station Teaching
- Parallel Teaching
- Supplemental Teaching
- Alternative or Differentiated Teaching
- Team Teaching

Sharing Roles:

Planning	<ul style="list-style-type: none"> • Consistently plan together. • Discuss and write lesson goals together. • Discuss methods of teaching to use. • Think and talk through lesson ideas then plan in detail on your own time.
Teaching	<ul style="list-style-type: none"> • Be actively engaged in activities and work with all students. • Exchange the lead, switch roles, communicate and adjust. • Students will see two teachers prepared and respectful of each other.
Assessment	<ul style="list-style-type: none"> • Use both informal and formal assessments and provide "mini-assessments" to help monitor and adjust instruction. • Provide daily feedback to students and each other. • Model self-reflection for the students and your co-teacher.



Adapted from: Bacharach, N. & Heck, T. (2014). *The Co-Teaching Foundational Workshop*. St. Cloud University School of Education and the Academy for Co-Teaching and Collaboration. <https://campus.plymouth.edu/educator-preparation/training-video/>

For more information, watch the Academy for Co-Teaching and Collaboration **workshop video**.

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Appendix B

Intern Responsibilities Prior to Day One

- Meet your mentor and complete the **mentor confirmation sheet**. Submit the completed sheet to the Holmes Center.
- Register for the internship course (and seminar if applicable).
- Complete **background check** requirements for your placement school.
- Read the **internship handbook** and your **internship evaluation** and ask clarifying questions. <https://www.plymouth.edu/educator-preparation/internship-teaching-overview>
- Google yourself and consider going **social media** silent for the duration of the internship.
- Visit or correspond to learn your **mentor's expectations**, including arrival for the first day, professional dress requirements, first day plans, etc.
- Ask your mentor teacher for **curriculum resources** and familiarize yourself with them.
- Attend **Seminar I** with the Holmes Center.
- Think about the internship cycle (see the **internship handbook** [pacing guide](#) and your **program syllabus**) and be prepared to make a plan with your mentor at the very beginning of the internship.
- Plan to take **Praxis II** (and any other test/s required for your licensure).

Appendix C

Suggested Pacing Guide

Throughout the Internship: Work in accordance with your mentor teacher's contract hours. Schedule time to work with your mentor and on planning outside of contract hours. You should be available to serve duty with your mentor teacher, attend faculty/staff meetings and in-service events, and participate in other appropriate professional activities.

Week	
Prior to Day 1	<ul style="list-style-type: none"> • Turn in completed mentor confirmation sheet to the Holmes Center. • Register for internship course (and seminar if applicable). • Complete background check requirements. • Attend Seminar I with the Holmes Center. • Review this handbook and your evaluation rubric. Ask questions! • Google yourself and consider going social media silent for the duration of the internship. • Plan for Praxis II (and any other tests required for your licensure).
Weeks 1-2	<ul style="list-style-type: none"> • Gather information on your placement school (i.e., handbooks, maps, schedules, discipline policy, special education services and procedures). Get to know your way around. • Familiarize yourself with available district and community resources. • Meet with the mentor teacher and plan for gradual exchange of teaching responsibilities. • Meet with university supervisor and arrange a time with the university supervisor to meet the mentor teacher, principal and special educators and support personnel on site. Schedule observation/s. • Set competency-based goals to be met by the midterm (see the evaluation rubric).
Weeks 3-4	<ul style="list-style-type: none"> • Discuss assessment practices with your mentor teacher. Assist the mentor teacher with current assessment efforts. • Be prepared to explain and answer questions regarding lesson plans and lessons observed. See "Reflection Questions for Self-Evaluation of Teaching". • Begin co-planning and be sure you, your mentor teacher, and your university supervisor make a plan to ensure you have opportunities to demonstrate all of the competencies described on your evaluation form. • Begin using a plan book for all lessons, regardless of lead teacher, and decide with mentor on a format for formally written lesson plans.
Weeks 5-6	<ul style="list-style-type: none"> • Be sure to participate in at least one staff development/professional learning activity. • Review mid-term evaluation with your mentor teacher and university supervisor.
Weeks 7-8	<ul style="list-style-type: none"> • Review previous goals and set new competency-based goals to be accomplished by the end of the internship. • Confer regularly with your mentor teacher regarding your performance, lesson planning and other appropriate topics. • Continue to assume additional responsibilities as appropriate.
Weeks 9-12	<ul style="list-style-type: none"> • Enjoy your lead teaching opportunity! • Request letters of recommendation. • Arrange for gradual transition of class(es) back to mentor teacher. • Attend Seminar II. This is a requirement.
Week 13-14	<ul style="list-style-type: none"> • Review final evaluation with your mentor teacher and university supervisor. • Attend Seminar III. This is a requirement.

Appendix D

Intern Responsibilities Throughout the Internship

- Attend meetings with your mentor teacher and university supervisor.
- Co-construct an evolving schedule with your mentor that encourages your active involvement throughout each day (e.g., teaching, observing, debriefing, finding resources).
- Use the program evaluation rubric to set competency-based goals to be accomplished by midterm and again by the end of the internship.
- Create lesson plans using Universal Based Design Lesson Plan considerations (see program syllabus). Write formal lesson plans before lessons are taught as required by your mentor teacher and university supervisor and submit them when expected. Written reflections may be required as well.
- Expect to be observed formally by the mentor teacher. Informal observations and feedback will occur daily. Be prepared to debrief and reflect frequently.
- Expect to be observed formally by your university supervisor at least four times during the semester.
- Participate in post-observation feedback sessions with the university supervisor and your mentor teacher.
- Be open to the objective, formative, constructive, and honest feedback you will receive. Examine and implement suggested changes. Take risks and challenge yourself.
- Pre-plan for your lead teaching experience. Expect a large degree of autonomy; however, you should still review your lesson plans (kept in plan book) with your mentor teacher and expect to be observed and to co-teach.
- Integrate the arts, health, and physical education into the classroom. (This is required at the elementary level and is encouraged at the secondary level.)
- Explore and reflect on aspects of diversity and multicultural perspectives. Develop best-practice strategies for classroom management and discipline.
- Observe other teachers, interns, and teachers with specific areas of expertise (English Language Learners, exceptional learners, multicultural perspectives, etc.). Observe teachers in other schools.
- Attend Seminar II and Seminar III (both mandatory) as well as optional offerings such as resume workshop, lesson planning workshop, job fair, etc.

Appendix E

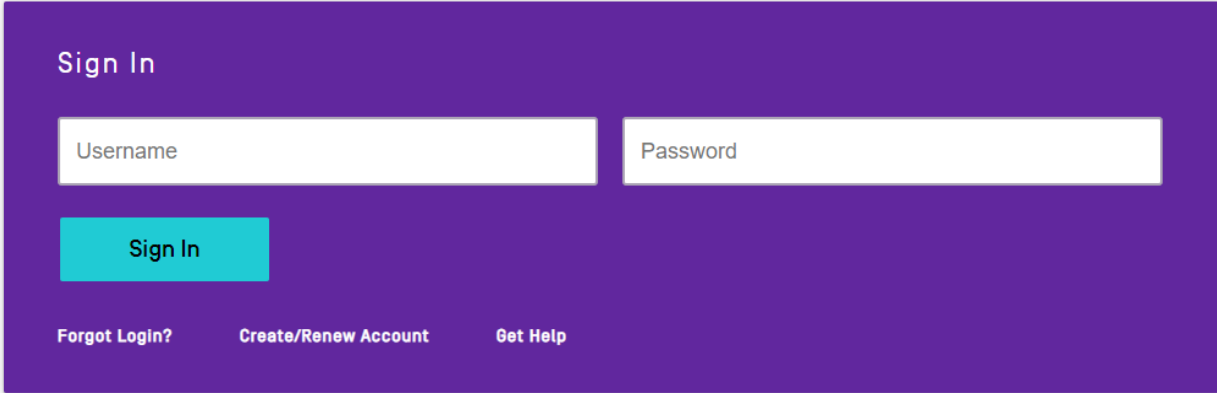
Taskstream Log-in Guide

Navigate to <https://login.taskstream.com/signon/>

Enter your username/password. Your username is your PSU email address (@plymouth.edu) containing your official sign-in (usually your initials and a few digits).

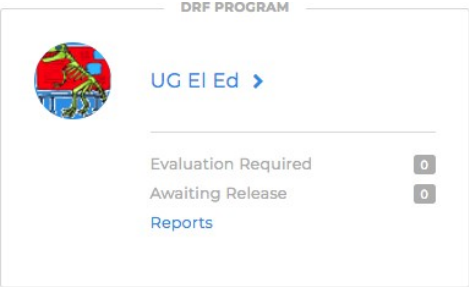
If you need your password reset, you may email the Holmes Center Clinical Coordinator to do so, OR you may follow the steps on the last page of this guide.

Welcome to Taskstream by Watermark



When you log in, you should see a box with the program with which you're associated.

It looks something like this:



Click on it.

The next screen will look something like this. **Click the Scores/Results tab.**

The screenshot shows the top navigation bar with the taskstream logo and user options. Below it, the page title is 'Internship: Music Education 2022-23'. There are three tabs: 'Work', 'Scores/Results' (highlighted with a green circle), and 'Options'. A 'VIEW AS FOLIO' button is visible. The main content area is divided into a left sidebar with 'General Information' and 'Music Education Internship' sections, and a main panel with a 'Welcome to the Internship: Music Education 2022-23 program' message and 'Getting Started with Programs' instructions.

The next page will look something like this:

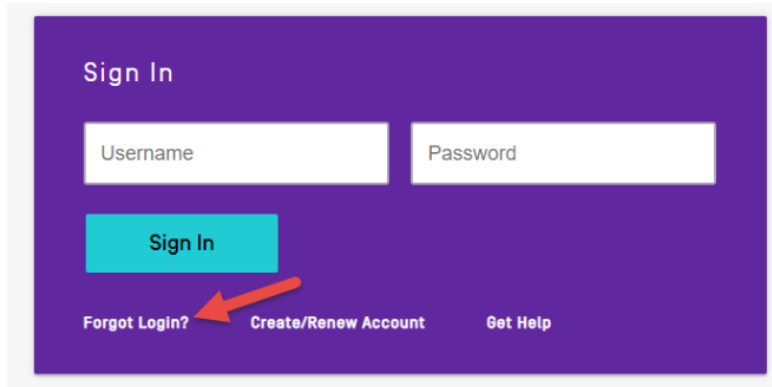
The screenshot shows the 'Scores/Results Summary' page. It includes a 'Print View' button and an 'Export to PDF' button. The table below shows the evaluation status for various areas.

Area	Status	Actions	Results	History
Music Education Internship				
Site 1/Midterm Eval: Mentor Teacher	N/A	No work is required for this area		
Site 1/ Midterm Eval: Univ. Sup.	N/A	No work is required for this area		
Site 2/Final Eval: Mentor Teacher	N/A	No work is required for this area		
Site 2/Final Eval.:Univ. Supervisor	N/A	No work is required for this area		
TCAP				
ME 4880	N/A	No work is required for this area		
SUMMARY :	0 areas evaluated			

If evaluations have been submitted by your mentor and/or university supervisor, you will be able to view them from here. The **Options** tab will allow you to create a pdf to download or print your evaluations.

To reset your password on Taskstream, you can email the Holmes Center Clinical Coordinator for assistance, OR follow these steps:

1. Go to <https://login.taskstream.com/signon/>
2. Click **Forgot Login?** (under the Sign-in button)



3. Enter your last name and other identifying information and click Email Username & Password Reset.

4. An email will be sent to all accounts associated with your email address. Check the email associated with your account and click the link to reset your password.
5. Create a new password (passwords are case sensitive and must be 8 characters, contain at least 1 number, 1 uppercase letter, 1 lowercase letter, and one special character (!@#\$)).
6. Confirm the password by retyping it and enter a password hint (something to remind you of the password, in case you forget) and click **Enter**.

You can then continue to log in to your Taskstream account with your new password.

Appendix F

Concerns and Problems During the Internship

Internship Team Communication

The Holmes Center is dedicated to facilitating the success of all interns. Open and frequent communication among the intern, mentor teacher, university supervisor, program coordinator, and the Holmes Center is the key to a successful internship experience. See [Appendix I](#) for a contact list. When this professional team maintains high levels of effective communication, intern growth is maximized, and problems are minimized. The internship is a developmental process. Therefore, interns are supported in learning from their experiences and making the necessary adjustments to meet all requirements.

Any problems or concerns that arise related to the performance of the intern should be discussed with them by the mentor teacher and shared with the university supervisor and the Holmes Center. Information related to challenges should be documented and clearly communicated to the intern.

Focus Plan

If concerns linger, the Holmes Center and the program coordinator will collaborate to develop a focus plan support document for the intern. Focus plans inform the intern of areas of concentration and specific expectations and provide a time frame for improvement.

Removal From Internship

As stated above in the Intern section, **Standards of Conduct and Ethics**, interns are expected to adhere to all of the following:

- The host school rules regarding lesson planning, assessment, attendance, professional demeanor, etc.
- The role of the intern as described in this handbook
- The competency expectations as outlined on the internship evaluation form
- The NH Codes of Conduct & Ethics for Educators ([Appendix H](#) of this handbook)
- The PSU Code of Student Conduct.

Failure to adhere to any of these sets of expectations and/or unsatisfactory performance over a period of time may result in the student's removal from the internship experience.

CARE Program

Through the use of a reporting tool, the **CARE form**, faculty, staff, students, and family members are able to alert the Dean of Student Affairs office when a student may be in need or when they may have experienced an emergency or significant incident impacting their ability to succeed-temporarily or long term- in the campus environment.

Withdrawal from Placement

There may be instances when a candidate wishes to withdraw from the internship. The decision to withdraw is the student's alone, but consultation with the coordinator of clinical experiences and academic advisor is strongly encouraged.

Appendix G

TCAP Overview



Capturing Instruction

Technical considerations

All teacher education candidates engaged with the TCAP are required to gather appropriate permission to video in the classroom in line with expectations of their host school building administrators.

Sec V(c.) of RSA 189:68 of the *Student Information Protection and Privacy Act* states nothing in the law shall “preclude the use of audio or visual recordings for use in the instruction of student interns or student teachers.” Still, teacher candidates must seek administrative and parental consent.

Parents who prefer their child’s anonymity be maintained are assured that the candidate will not capture the student’s image, and the video process will not prevent the student from participating in the lesson.

Protecting the confidentiality of New Hampshire students

When teacher interns request permission to video minors in the classroom, many building leaders and mentor teachers express concern and request more details.

As teacher educators and future teachers, we share the priority of protecting the confidentiality of minors in the classroom. The TCAP presents programs with an occasion to discuss teachers’ role in protecting students’ confidential information.

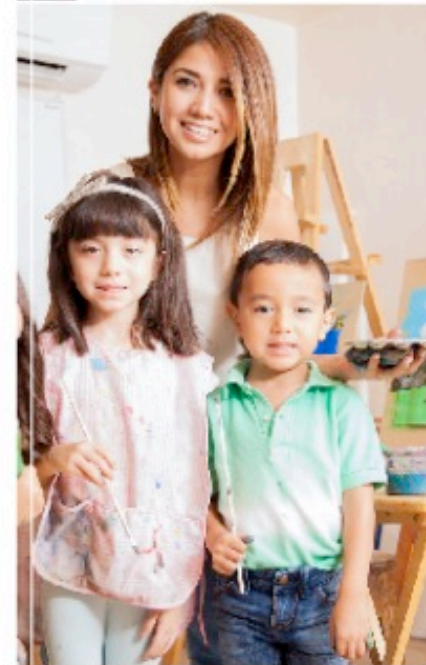
Teacher candidates are furnished with standard language for reaching out to parents regarding candidates’ requirements for capturing video, and are required to protect the anonymity of pupils with whom they work.

Questions regarding protocols and protection of student anonymity during the NHTCAP process may be addressed to teacher interns’ Teacher Education Program.

The NHIHE Network
Concord, NH
www.thehihe.org

The NHTCAP

The New Hampshire
Teacher
Candidates
Assessment of
Performance



The NHTCAP: Assessing preparedness

In 2013, all New Hampshire institutions of higher education (IHEs) that prepare educators voted unanimously to adapt, pilot and validate a common assessment of teacher interns.

All IHE's were committed to adapting a common assessment tool that would evaluate teacher candidates' preparedness for the classroom, and simultaneously serve as a tool for candidate and programmatic learning.

To that end, the IHE Network adapted the California PACT for New Hampshire classrooms.

A central goal of the NHTCAP is to act as an assessment of learning as well as an assessment for learning.



The TCAP is a way to really make you be aware of how you are as a reflective and practicing teacher.

-Tara

Following the example of a high quality assessment of teacher performance designed by teachers and teacher educators called the PACT, the New Hampshire TCAP requires teacher candidates to demonstrate strategies they will use to make learning accessible to their students. They will explain the thinking underlying their teaching decisions & analyze strategies they use to teach. They will examine the effects of their instructional design & teaching practices on students' learning. The TCAP consists of five "strands."

Five Strands:

- I. Contextualizing Learners & Learning
- II. Planning & Preparing
- III. Instructing Students & Supporting Learning
- IV. Assessing Student Learning
- V. Reflecting & Growing Professionally

Candidates' performance on these five strands is assessed across twelve rubrics:

- 1) Establishing instructional focus
- 2) Making content accessible
- 3) Designing assessments
- 4) Engaging students in learning
- 5) Monitoring student learning
- 6) Analyzing student work
- 7) Using feedback to promote learning
- 8) Using assessment to inform teaching
- 9) Monitoring student progress
- 10) Reflecting on learning
- 11) Understanding language demands
- 12) Developing students' academic language

Research studies have found that candidates' performance on this assessment is correlated with candidates' impact on student learning and preparedness for the classroom.

(Reagan, Terrell, Rogers, Schram, Tompkins, Ward, Birch, McCurdy, McHale, 2016)

Appendix H



Ed 510: Code of Conduct for New Hampshire Educators

Principles

Ed 510.01 Principle 1—Responsibility to the Education Profession and Educational Professionals

- (a) In fulfilling responsibilities to the education profession and educational professionals, a credential holder shall exemplify honesty and integrity in the course of professional practice.
- (b) Unprofessional conduct shall include, but not be limited to:
 - (1) Discrimination against a fellow professional as specified in RSA 354-A:1;
 - (2) Failure to self-report within 5 business days if he or she has been arrested for any violation of offenses enumerated in RSA 189:13-a, V;
 - (3) Falsifying, fraudulently altering, or deliberately misrepresenting professional qualifications, including, but not limited to, degrees, academic awards, and related employment history when applying for a credential;
 - (4) Unlawful possession of a drug;
 - (5) Possessing, using, or being under the influence of alcohol or drugs not prescribed for the use of the credential holder when on school premises or at a school sponsored activity where students are present or may reasonably be expected to be present;
 - (6) Failure to notify the state at the time of application for credential of past criminal convictions, or of revocations or suspensions of a credential or license by New Hampshire or any other jurisdiction; and
 - (7) Falsifying or deliberately misrepresenting information submitted to the department in the course of an official inquiry, investigation, or both.

Ed 510.02 Principle 2—Responsibility to Students

- (a) In fulfilling responsibilities to students a credential holder shall maintain a professional relationship with all students, both inside and outside the educational setting, and make reasonable efforts to protect students from conditions which are harmful to their health and safety.
- (b) Unprofessional conduct shall include, but not be limited to:
 - (1) Discrimination against a student as specified in RSA 354-A:1;
 - (2) Failure to provide appropriate supervision of students, pursuant to local school district policy adopted as specified in Ed 306.04, at school or school-sponsored activities or the failure to ensure the safety and well-being of students;
 - (3) Furnishing alcohol or illegal or unauthorized drugs to any students, or allowing or encouraging a student to consume alcohol or illegal or unauthorized drugs;
 - (4) Committing any of the following acts to any minor, or any student or prior student up to 10 months after the student’s graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1), including, but not limited to:
 - a. Abuse, including, but not limited to physical and emotional abuse;
 - b. Cruelty or any act of endangerment;
 - c. Any sexual act with or from any student; and
 - d. Harassment as defined by state or federal law or regulations;
 - (5) Soliciting or encouraging participation in a romantic or sexual relationship, whether written, verbal, or physical, with a student the credential holder knows or should know is a student or prior student up to 10 months after the student’s graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1); and
 - (6) Soliciting a student, or a former student up to 10 months after the student’s graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1), to engage in any illegal activity.

Ed 510.03 Principle 3—Responsibility to the School Community

- (a) In fulfilling the responsibilities to the school community a credential holder shall communicate responsibly among members of the school community, while maintaining appropriate professional boundaries.
- (b) Unprofessional conduct shall include, but not be limited to:
 - (1) Discrimination against a parent or guardian of a student or other member of the community who is on the school property as specified in RSA 354-A:1;

- (2) Accepting or soliciting gratuities, gifts, or favors for personal use or gain where there might be an actual or appearance of a conflict of interest. Gifts of a small amount shall not be deemed a conflict of interest;
- (3) Misuse of funds intended for use by the school, to include funds which are collected from parents and students; and
- (4) Intentionally altering or misrepresenting student assessments, assessment results, or official school records.

Ed 510.04 Principle 4—Responsible and Ethical Use of Technology

- (a) In fulfilling the responsibilities and ethical use of technology a credential holder shall consider the impact of consuming, creating, distributing, and communicating information through the use of any and all types of technology.
- (b) Unprofessional conduct shall include, but not be limited to:
 - (1) Engaging in any activities as specified in Ed 510.02(b)(4)-(7) via electronic media with a student or former student up to 10 months after the student's graduation, departure, or departure as specified in Ed 1102.01(f)(1); and
 - (2) Engaging in inappropriate communication with a student, or former student up to 10 months after the student's graduation, departure, or departure as specified in Ed 1102.01(f)(1) via electronic media.
- (c) For the purposes of this section, inappropriate communication shall be determined by considering:
 - (1) The intent, timing, subject matter, and amount of communication; and
 - (2) Whether:
 - a. The communication made was covert in nature;
 - b. The communication could reasonably be interpreted as solicitous, sexually explicit, or romantic in nature; and
 - c. The communication involved discussion(s) of the physical or sexual attractiveness or the sexual activities or fantasies of either the credential holder or the student.

Ed 510.05 Duty to Report

- (a) Any credential holder shall report any suspected violation of the code of conduct following the school, school district, or SAU reporting procedures.
- (b) Each principal shall report to the superintendent of the school district or SAU where the principal is employed, the chief executive officer of a chartered public school or public academy, or the headmaster of a nonpublic school, if the principal has been notified of, or is personally aware that a credential holder has violated any of the rules of professional conduct as enumerated in Ed 510, which occurred on or off duty.
- (c) The superintendent, chief executive officer of a chartered public school or public academy, or headmaster of a nonpublic school, shall report any of the following to the office of credentialing:
 - (1) When a superintendent has knowledge that an credential holder, as defined in Ed 501.02(m), has been arrested and charged with an offense enumerated in RSA 189:13-a, V; and
 - (2) When a superintendent has knowledge that a credential holder has violated the code of conduct as specified in Ed 510.01 through Ed 510.04.
- (d) If a credential holder suspects that a superintendent has violated the code of conduct, as specified in Ed 510.01 through Ed 510.04, or if a credential holder has made a report and believes the local reporting procedures have not been followed, the reporting credential holder shall notify the department directly.
- (e) Credential holders who have reason to suspect that a student has been, or is being, abused or neglected, shall report the same to:
 - (1) His or her immediate supervisor, superintendent, or both; and
 - (2) The department of health and human services, pursuant to RSA 169-C:29.
- (f) If the department has reason to suspect that any violation of the code of conduct enumerated in Ed 510.01 through Ed 510.04 was known by a credential holder and not reported, the department shall undertake an investigation, as enumerated in Ed 511.01, against that credential holder as required by Ed 510.05(a), (b), or (c).
- (g) The office of credentialing shall open a case, as enumerated in Ed 511.01, in response to a report made pursuant to Ed 510.05(a), (b), (c), or (d) above.

Final Version –State Board Adoption, November 8, 2018



Guiding Principles: The Code of Ethics for New Hampshire Educators

Statement of Purpose

A New Hampshire educator is entrusted by the state and the public with a responsibility to teach New Hampshire's children the skills and model the values that will make each child a knowledgeable, capable, and engaged member of a democratic society. The educator accepts the responsibility to practice within the educational profession according to the highest ethical standards and aspires to continuously and consistently make decisions which are, first and foremost, within the best interests of the student.

This Code of Ethics for New Hampshire Educators is created as a set of guiding principles which articulate the responsibilities common to all members of the education profession. The Code of Ethics for New Hampshire Educators is designed to provide guidance to educators in the decision making process involving their interactions with students, the school community, colleagues, parents, and the public. The principles set forth in the Code of Ethics for New Hampshire Educators should be interpreted with reference to the context of the classroom, the learning community, and the educational profession.

This Code of Ethics for New Hampshire Educators is created upon the recognition that teaching is a profession. As such, there is an acknowledgement within the educational field that The Code of Ethics for New Hampshire Educators is applicable to all aspects of an educator's life.

The Code of Ethics for New Hampshire Educators establishes guidance for all school personnel and is not intended to be a basis for civil liability nor is it designed to be a basis for employment action. The Code of Ethics for New Hampshire Educators establishes guidance for educators.

Definitions

The term "student" as used in The Code of Ethics for New Hampshire Educators means an individual who is enrolled or participating in any class or program from preschool through grade-12 at any school or education institution. "Student" includes individuals through nine months after graduation. Final Version- State Board Adoption, June 13, 2018

Principles

Principle I—Responsibility and Commitment to the Education Profession and Colleagues

The educator is committed to a high level of professional ethics at all times. As such, the educator is expected to uphold and adhere to laws, regulations, policies, and procedures which are relevant to the educational profession regardless of personal viewpoints. There is also a recognition that the decisions and actions that the educator makes, whether inside or outside of the school and classroom, may be reflective of ones' professional judgment.

In addition to holding oneself accountable to a high level of professional ethics, the educator encourages colleagues to meet the same high standards and to engage in discussions with appropriate colleagues on ethical matters.

In fulfillment of this principle, the educator:

- Values honesty and established commitments;
- Respects intellectual property and ownership rights when using or sharing materials such as lesson plans, research and assessment, curricula, syllabi, or gradebooks;
- Recognizes the possible impact and ramifications upon a colleague's professional reputation when speaking about a colleague in public and private communications;
- Communicates with colleagues in a clear, respectful, and culturally sensitive manner;
- Considers the ramifications of accepting or offering any gratuity, gift or favor which would influence or appear to influence ones' professional decisions; and
- Considers the ramifications of using institutional or professional privileges for personal or partisan advantage

Principle II—Responsibility and Commitment to the Student

An educator holds a position which is imbued with public trust. As such, one of the educator's obligations is to ensure that each student is treated with dignity and respect. An educator also establishes and maintains appropriate verbal, physical, emotional and social boundaries with every student.

- In fulfillment of this principle, the educator:
- Interacts with students within appropriate settings;
- Communicates with students in a clear, respectful, and culturally sensitive manner;
- Considers the potential implications and possible perception of accepting a gift from a student and considers the potential implications and possible perception of giving a gift to a student;
- Considers the ramifications and possible perceptions of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the professional educator's career;
- Recognizes and respects confidential information acquired in the course of employment regarding individual student safety, education, health, and personal information of students and their families.

Principle III—Responsibility and Commitment to the School Community

The educator models effective relationships and communicates responsibly among members of the school community, while maintaining appropriate professional boundaries. The educator acts in the best interests of all students by advocating for equitable educational opportunities and endeavoring to present facts with fidelity to the content and without distortion, bias or personal prejudice.

In fulfillment of this principle, the educator:

- Communicates with parents and guardians in a respectful manner which represents students' best interests;
- Has an awareness and respect of the confidential nature of material received and communicated from a variety of audiences.
- Commits to equality, equity, and inclusion of colleagues, staff, students, parents or guardians and other members of the school community;
- Respects diversity amongst colleagues, staff, students, parents or guardians, and other members of the school community;
- Considers and recognizes the potential ramifications of having a personal relationship with colleagues, staff, students, parents, or guardians and other members of the school community in consideration of the role and the perception of the educator within the classroom and the community; and
- Recognizes that the professional educator often serves multiple roles within the school, as such must consider that the varied relationships have the potential to impair ones' objectivity.

Principle IV - Responsible and ethical use of technology as it relates to students, schools, and other educational professionals.

The educator considers the impact of consuming, creating, distributing and communicating information through the use of any and all types of technology.

In fulfillment of this principle, the professional educator:

- Utilizes social media responsibly, transparently and primarily for the purpose of teaching and learning;
- Considers the ramifications and public perception of using social media;
- Exercises prudence to establish and maintain appropriate professional boundaries of time and place in all electronic communications with students

Appendix I

Licensure Areas & University Contacts

Name/Title	Email	Phone	Link	Endorsement
Holmes Center Director, Brian Walker Center Coordinator, Valerie Comeau-Palmer Clinical Coordinator, Vicki Kelly	bfwalker@plymouth.edu vacomeaupalmer@plymouth.edu vicki.kelly@plymouth.edu	603-535-2807 603-535-2220 604-535-2179	internship overview page	Brian Walker is the PSU NH Teacher Licensure Officer. Vicki Kelly oversees internships.
Digital Learning Specialist Pamela Harland, program coordinator	pcharland@plymouth.edu	603-535-3097	evaluation rubric	Digital Learning Specialist K-12
English Education Kenneth Logan, program coordinator	kenneth.logan@plymouth.edu	603-535-2746	evaluation rubric	English Education 5-12
Health Education Irene Cucina, program coordinator	icucina@plymouth.edu	603-535-2517	evaluation rubric	Health Education K-12
Special Education Sara Scribner, program coordinator	sscribner@plymouth.edu	603-535-2208	evaluation rubric	Special Education Teacher K-12
Arts Education Erin Sweeney, program coordinator	erin.sweeney@plymouth.edu	603-535-2933	evaluation rubric	Visual Arts Education K-12