The Internship is designed for a student to gain significant experience in designing a course, developing assignments, evaluating student work, and reflecting on teaching experiences. Toward that end, the following is expected:

**Course Instruction:** The individual completing the internship must either have full responsibility for a course (meaning, listed as ‘instructor of record’) or sufficient access to and involvement with course design and delivery (instructional activities, assessment, evaluation, assignment of grades) for a complete course term (semester, quarter, or other session). The course should be 3-credit hours (unless otherwise approved), and may be either face-to-face, online, or hybrid.

**Faculty Mentoring:** The Internship Student must have access to an individual who agrees to serve as a Faculty Mentor. The Student must submit to the Internship Supervisor a completed Application & Mentor Agreement (available on course Blackboard site) by the end of week 1 of the Kent State University semester. The Faculty Mentor will be asked to provide a mid-term teaching observation evaluation (form will be provided) and end-of-term feedback on the Student’s teaching. The Internship Student and the Faculty Mentor will construct an informal assessment of the Internship Student’s teaching to be given to the students in the course near the end of the semester. The Faculty Mentor will incorporate this feedback gathered from students into the end-of-term evaluation of the Internship Student.

**Teaching Development Activities:** Students are encouraged to take an active role in their own teaching development.

1. Attend university-wide teaching development activities (i.e., Faculty Development events; workshops on grading, writing, and technology; teaching conferences). The Kent State University Center for Teaching and Learning (CTL) also offers programs and events throughout the semester. [www.kent.edu/ctl](http://www.kent.edu/ctl)
2. Visit instructional support resources (i.e., library, media lab, technology facilities).
3. Participate in discipline- or department-specific activities (i.e., faculty meeting, colloquia gatherings of teaching staffs in large courses, and program development committee meetings).
4. Review/Familiarize self with college catalog, faculty handbook, academic policies, and related documents.

**Supervisor Dialogue:** The Internship Student and the Internship Supervisor will schedule a dialogue session (near the middle of the term) to discuss the student’s teaching internship to date and discuss personal expectations for the remainder of the semester. The Internship Student will contact the Internship Supervisor early in the semester to schedule this dialogue.

**Journal:** Students must maintain a journal of reflections on teaching experiences to be included in the teaching portfolio.
- The journal should begin with a reflective statement of your goals and expectations for the teaching experience. Beyond a description of pedagogic goals, the statement should address personal expectations for yourself and for your students.
- Subsequent journal entries, minimally 250-500 words weekly, should record your perceptions and feelings about the classroom experience over the semester.
- Students should draw upon a selected text (see page 3) as a touchstone for reflective writing about teaching. Additionally, students must prepare a 2-3 page (double spaced) review of the selected text.
- The final journal entry should be a retrospective essay: re-read your initial statement and evaluate your growth and development as an instructor, and project how you will continue to grow as an instructor.
- The complete journal is one element of the teaching portfolio (see below).

**Teaching Portfolio:** A portfolio is defined as “an organized collection of complex, performance-based evidence that indicates one’s growth, goals, and current knowledge and skills needed to be competent in a role or area of expertise.”

Certain items are required to be included in the portfolio (listed below), while other items are highly recommended for inclusion (also listed below). The preparation of a teaching portfolio allows students to creatively draw together their experiences and to reflect on their philosophies of teaching.

The teaching portfolio (submitted electronically to the Internship Supervisor by Friday of the last week of classes) must include:
- Teaching philosophy statement
- Course syllabus (for the course that you are teaching)
- Teaching journal
- Resume or CV
- Mid-term teaching observation evaluation form from Faculty Mentor

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Other artifacts recommended for inclusion in the portfolio:

- Representative samples of lesson plans, quizzes, examinations, assignments and handouts prepared by the Internship Student
- Summary record of all teaching activities
- Any student evaluations of your teaching (this does not refer to course-end Student Surveys of Instruction)
- Any other relevant material, such as reflections on participation in teaching development activities.

Students are encouraged to consult with the Faculty Mentor and/or the Internship Supervisor in the development of the portfolio. The contents should be organized with a professional appearance and compiled electronically.

**Text for journal: select one of the following (or another approved by instructor):**


**Additional Suggested Resources:**


Source: This handout is based in large part on the prior KSU Syllabus created by Dr. Susan Iverson.