

MERCER
UNIVERSITY

TIFT COLLEGE OF EDUCATION



Interns as Teachers

GaPSC Annual Certification and Program Officials "Drive-In" Conference

October 24, 2018

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Dr. Kelly Reffitt, Mercer University

www.gapsc.com/Commission/Media/DocsPresentations.aspx





Interns as Teachers

- New innovative partnership to develop and hire high-performing interns as quality teachers
- Partnership with designated colleges/ universities including Mercer University
- Certification waiver



Griffin-Spalding County School System is transforming our community through a quality public education.



The Goal

Provide quality education to students by collaboratively identifying, developing, and hiring high-performing interns as teachers while they complete the last year of their teacher education program.

- Fulfills the hiring needs for 2018-19
- Initiative open to all schools with vacancies with the exceptions of Special Education, ESOL, and Gifted
- Met with university partners, DOE official, and USG representatives to discuss program specifics, system and university requirements, Colleges of Education recommendation process for interns, and other concerns



Interns as Teachers



The Benefits:

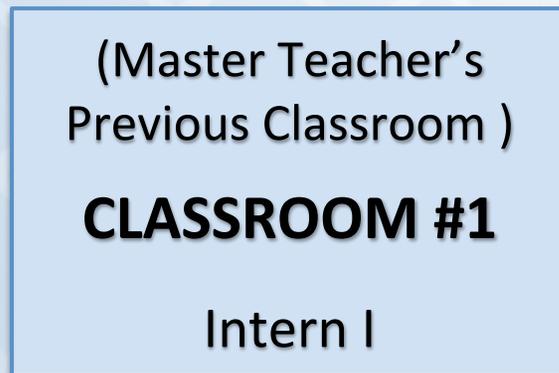
- Interns prepared to become teachers in yearlong internship with authentic classroom experience
- Interns provided daily intensive coaching, mentoring, and co-development by high-performing GSCS Master Teacher
- University clinical professor co-develops and collaboratively supports intern with Master Teacher
- Interns provided paid internship to learn in medical residency-style training experience
- Interns hired as GSCS teachers and earns 1 year retirement credit and earns 1 year credit on teacher salary upon offer of contract after yearlong internship
- GSCS vacancies can be filled with high-performing and highly trained university interns



Interns as Teachers



The Model:



Role of the Intern

- Serves as teacher of record during yearlong internship with support from the master teacher, clinical supervisor, and principal
- Collaboratively develops and implements lesson plans, assessments, instructional strategies, communication with parents, and other duties with support of master teacher
- Evaluated with TKES by principal and clinical supervisor



Interns as Teachers



The Model:

(Master Teacher's
Previous Classroom)
CLASSROOM #1
Intern I

(Vacancy)
CLASSROOM #2
Intern II



Role of the Master Teacher

- Released from teacher of record responsibilities to serve as full-time primary coach and mentor of both Interns in the yearlong internship
- Builds pedagogical capacity
- Collaboratively supervises and develops Interns with university clinical supervisor and principal
- Paid a stipend in addition to regular salary
- Provides and involves in district's current coaching training
- Evaluated with TKES by school principal





Interns as Teachers

Supplied to University Partners:

- Intern job description
- Flyer/marketing material for COE distribution
- MOU



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Interns as Teachers

Mercer University Selection Process of Intern Candidates



- Sent announcement and recommendation form to students about the Interns As Teachers opportunity
- Recommendation considerations:
 - GPA
 - Faculty feedback on academic performance and dispositions
 - Successful field placement evaluations
 - Classroom readiness
 - Eligible for practicum/student teaching
 - GaPSC Pre-Service Certificate
 - GACE Content Assessment (may require early eligibility from COE)
- Informed students of remaining coursework and edTPA requirements
- Reviewed internship applications, selected candidates, and emailed list to GCSC Human Resources
- Recommended intern candidates completed GSCS online application; screened by GSCS Human Resources; principals interviewed and recommended for employment



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Conference Survey: <https://bit.ly/2CGpKx2>

