

INSTRUCTIONStaffing Assignment
Assignment of Interns

This administrative regulation will be followed by all elementary principals and teachers when dealing with assignment of interns on the K-6 level.

Staffing Ratios:

A recommended pupil-teacher ratio for elementary schools as a whole shall be between 20 and 30 to 1, based upon the grade level and the composition of the student population. An anticipated average shall be 25 to 1. Since it is unrealistic to assume each school will achieve this precise ratio, a range of not less than 20, but not more than 30 to 1 shall be the goal.

The staffing ratio in all schools will be maintained in the above range. Therefore, it will be necessary to add or delete a staff member or an intern teacher or aides in a school when the ratio is not in compliance. The only schools whose ratios would be below 25 to 1 would be those whose ratios would be more than 30 to 1 if they had one less teacher.

The above ratios should be computed using a value of 1.0 full time equivalent for classroom teachers (each kindergarten student counting as one-half).

Decisions regarding the number and nature of staff for given elementary units shall be made by the school principal, using the following pupil-teacher guidelines:

Grades K through 2	20 through 25 to 1
Grades 3 and 4	22 through 27 to 1
Grades 5 and 6	25 through 30 to 1

When enrollments in a grade level exceed the recommended ratios, the building principal should examine these ratios and his staffing pattern to determine where the enrollment problem can be resolved by the transfer of a teacher from one grade level to another. If this is not possible, the use of an intern at a given grade level should be considered.

An example would be two second grade classes, each with 29 students enrolled. An effective way of dealing with this problem would be to utilize an intern at grade two, thus effectively reducing the pupil/teacher ratio and providing for more individualized instructional time for each student.

Supervision of Interns:

The intern functions as a member of the team. Other members of the team include regular staff members, unit leaders, aides, building administrators, and supervisors from the college and the Wisconsin Improvement Program.

The teacher intern comes to the intern assignment as a student in the process of earning teacher certification. The internship is the opportunity for him/her to engage in teaching with maximum energy and thought. In order to provide the most realistic situation the teacher-intern will be assigned to instructional duties of planning, teaching, evaluating, observing, and conferring as a member of the instructional team.

In addition, the intern will assume related experiences in the total school community. These may include participation in conferences, social activities, homerooms, faculty meetings, student activities, parents meetings, and special assignments. The intern will participate in workshops and inservice training programs and follow the school calendar. Maximum involvement in teacher duties and responsibilities will be encouraged so as to permit the intern to have a broad experience in all aspects of the school community.

The principal is responsible for the overall intern in-team and unit design within his or her building. The active involvement of the building administrator is necessary for the successful functioning of the intern in-team and unit allocation of school resources, the principal must provide primary support to the team through his/her leadership and guidance.

Guidelines for Supervision of the Intern

Responsibility for the supervision of the intern teacher will be joint, with the primary responsibility shared by the building principal and cooperating teacher. The cooperating teacher will assume the leadership in the day to day guidance of the intern. Within the context of day to day activities, supervision becomes a moment by moment process and involves more than a classroom observation.

Activities which are to be a part of the supervision process include the initial introduction and orientation to the team, unit, faculty and administrators; orientation of the intern to the unit operation; orienting the intern to proper student-teacher rapport; working with the intern to develop effective teaching plans; aiding the intern in understanding effective principles of classroom management; arranging for the intern to observe and analyze teaching techniques of others; and observation and analysis of the intern's teaching.

The district will provide sufficient substitute teacher time in order to release the cooperating teacher for periodic extended observation of the intern. The intern will be released from classroom instruction in order to provide him or her with time for observation of other teachers within the building. In addition, the building principal will observe the interns within his/her building. The building principal will analyze the intern's teaching and confer with him/her in order to discuss the observations. The cooperating teacher and building principal should work out an observation schedule for each intern at the beginning of each semester. This observation schedule will have a balanced number of observations by classroom teacher, intern, and building principal. A copy of this schedule will be forwarded to the Assistant Superintendent, Curriculum, Instruction & Technology Office at the beginning of each semester. A final assessment of each intern shall be prepared for the Assistant Superintendent, Business/Personnel Services for future employment consideration.

Student Assignments:

Interns are used at grade levels where student enrollment has created a bulge or high numbers within a given grade level. To the extent possible, building principals must insure that students do not have as primary instructor an intern teacher for more than one semester. The student groupings must be developed carefully in order to insure the minimum of disruption of education to the students.

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