# Intern Agreement Between District and RAPIL

## Regents Alternative Pathway to Iowa Licensure (RAPIL) Program Descriptor

Professionals holding a baccalaureate degree or higher and possessing at least three years of work experience may earn a teaching license in a secondary (5 – 12) content area by completing 18 hours of coursework, followed by successful teaching for one full, paid internship year in an Iowa secondary classroom. The RAPIL program includes 60 hours of field experience prior to the internship year and does not require student teaching. During the internship year, teacher interns complete 12 credit hours of courses/seminars and fully participate in the district mentor program.

RAPIL candidates are issued a Teacher Intern License from the Iowa Board of Educational Examiners prior to beginning the contract. The internship year counts as the first year of the Initial License. Upon successful completion of the program, the intern will be eligible to apply for the Initial Teaching License and may complete the second year of teaching. Upon successful completion of the second year of teaching, the school administrator may recommend the teacher for the Standard Teaching License.

Intern teachers will be contracted with the district for the internship year and have the same rights and responsibilities as all other contracted probationary teachers within the district. Thus, the intern teacher is expected to be treated the same as all beginning teachers.

The number of hours/periods of teaching per day is determined by the needs of the school, but the intern does need to complete 160 days of service during his/her intern teaching year.

## Expectations and Requirements from Districts for Intern Success

Once the contract has been accepted by the intern, the principal will need to:

1. Ensure a successful school climate for candidates such as resources, support, and instruction, recognizing that the intern must participate in the final courses/seminars during internship year.
2. Assign a school district mentor to the candidate and monitor the candidate’s participation in the district’s state-approved mentor program.
3. Provide supervision and evaluation of the intern in accordance with your district’s supervision/evaluation process for an initially licensed teacher. The building principal will file a report each semester with the RAPIL program regarding the evaluations conducted to determine whether the intern is progressing toward meeting the Iowa Teaching Standards.
4. Participate in a cooperative, communicative process with the RAPIL faculty, supervisors, and program administrators to ensure the success of the intern candidate throughout the intern year. As part of the Intern Teacher License application process, the intern will allow school district administration, mentors and RAPIL members to share information that is helpful in ensuring success.
5. Anticipate scheduled visits to the school and candidate by RAPIL supervisors, program coordinator, and program faculty. The district administrator will receive prior notice of an impending visit.
6. Provide data to program coordinator upon request.

## Expectations and Requirements from RAPIL for Intern Success

The RAPIL field evaluator will:

* Serve as a liaison between the RAPIL and the local school district
* Observe the teacher intern a minimum of four times each semester
* Conference with the teacher intern after each observation
* Complete formative evaluations, using the RAPIL teacher intern assessment instrument, and review with the teacher intern
* Provide written copies of formative and summative observation feedback form to the teacher intern and the RAPIL office
* Provide advice and support to the teacher intern, based on observations and in concert with the district goals and expectations
* Participate in a three-way conference with teacher intern and the school district mentor
* Serve as a resource to the building administrator if significant performance issues arise
* Keep primary seminar instructor/s and RAPIL Coordinator advised of intern performance issues

RAPIL Coordinator will:

* Oversee the program monitoring system so that student evaluations and progress are accurately monitored.
* Ensure that candidates who appeal faculty, supervisor, or principal decisions have due process.
* Participate, as requested, in conferences with the candidate, supervisor, and building evaluator.
* Act as a resource to candidates to complete RAPIL requirements.
* Finalize the recommendation of successful candidates for the Iowa Initial Teaching License.

## Clarifications Regarding Intern Performance, the District Contract, and the RAPIL Program

* Districts control employment (contracts); RAPIL controls licensure.
* The contract is an agreement between the district and the intern; the RAPIL is not a party to that contract.
* RAPIL grades interns on the quality of their participation in the attendant seminar and denotes passing or failing of performance as teachers in the classroom.
* Districts may move to terminate an intern’s contract, using the same procedures as for any first-year probationary teacher. If RAPIL disagrees with the district’s decision to terminate the intern and believes the intern has potential to be a successful teacher, RAPIL will help the intern petition the BOEE for an extension to find another position.
* If a district decides to keep an intern who RAPIL believes is not doing well, RAPIL will work with the intern to try to improve performance.  Because the contract is between the intern and the district, the RAPIL will not revoke the contract. However, completion of the contract does not assume recommendation for the initial license by the RAPIL.
* Teacher interns are dependent upon RAPIL for a recommendation for Initial licensure at the completion of their program. Since the intern license is a one-year non-renewable license, the intern’s movement into the profession is ultimately at the discretion of RAPIL rather than the employer’s. If RAPIL is not satisfied with the intern’s performance, as reflected and supported by observations/conferences/grades, RAPIL is not required to recommend the intern for licensure.
* Interns may appeal contractual decisions through the district appeals procedures. Interns may appeal program decisions through the RAPIL appeals procedures.

These agreements apply to the intern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RAPIL Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_