

Colorado Mesa University – Center for Teacher Education
Secondary “Pre-internship”
Recommended Timeline

Pre-Intern: _____

School: _____

- Attend in-service and faculty meetings as schedule allows

Weeks 1-2

- Set expectations, guidelines and schedule for the semester.
- Tour the building and become oriented with the daily policies and procedures in the school.
- Attend Center for Teacher Education’s mentor/pre-intern orientation on the Colorado Mesa University campus with your mentor teacher.

Weeks 3-5

- Focus primarily on observing classroom policies and procedures, as well as instructional methods, assessments, learning strategies, and student-teacher relationships.
- Select a textbook used in your school/grade level to analyze for EDUC 442 “Text Study” assignment.
- Begin portfolio with artifact collection (EDUC 442 & 497)
- Plan and instruct **first** lesson, integrating a method introduced in EDUC 497. (lesson will be evaluated by mentor teacher and a self-evaluation provided by the pre-intern....both submitted to Dr. Alex)

Weeks 6-8

- Begin working with individuals and small groups of students in support of the mentor teacher’s daily objectives.
- Look at calendar with mentor and determine a good time and topic for your literacy unit plan, which will integrate some reading and writing.
- Plan and instruct **second** lesson, integrating a method introduced in EDUC 497. (lesson will be evaluated by mentor teacher and a self-evaluation provided by the pre-intern....both submitted to Dr. Alex)
- Complete midterm evaluations (pre-intern and mentor)

Weeks 9-12

- Continue working with individual students and small groups
- Plan and instruct **third** lesson, integrating a method introduced in EDUC 497. (pre-intern will video tape, watch, and submit self-evaluation to Dr. Alex)
- Develop “Literacy Unit Plan” with mentor teacher’s guidance for EDUC 442 assignment.

Weeks 13-18

- Plan and instruct **fourth** lesson, integrating a method introduced in EDUC 497 (this lesson may overlap with the literacy unit). (lesson will be evaluated by mentor teacher and a self-evaluation provided by the pre-intern....both submitted to Dr. Alex)
- Teach at least 3 of the “Literacy Unit Plan” lessons to the whole class (schedule observation by Dr. Alex for one of these lessons).
- Develop growth plan and timeline for student teaching.
- Complete final evaluation (pre-intern and mentor)

We thank you in advance for the variety of teaching opportunities you will provide for our teacher candidate.

Guidelines for Continuing into Internship

Every attempt is made to assist teacher candidates in their pre-intern semester. However, there are some program requirements that, if not met, may lead to teacher candidates not continuing into their internship semesters.

- Students must earn a B or better in their methods courses. Teacher candidates may not continue if they have not passed all of their methods courses.
- Students must maintain the required overall and content area GPA of 2.8 to continue in their programs (the English program requires a 3.0 in upper division ENGL courses).
- Students must take and pass the Praxis II or PLACE for their content area. Students know from the onset of their programs that they must pass the Praxis II/PLACE before beginning their internship (second semester). Students can sign up and take this exam at any time during their teaching program. CMU encourages the students to take this exam early so that in the event they do not pass, they have enough time to study and retake the exam.
- Students are monitored by university supervisors, instructors, mentor teachers, and program coordinators during their program for professional dispositions. These are professional attributes necessary to be a successful educator: attendance, attitude, writing skills, oral communication, collaboration, content knowledge, professional interactions. In the event that a teacher candidate receives three unsatisfactory dispositional evaluations, students will be removed from their placements.
- Students receiving documentation of less than satisfactory progress in their pre-internship semester by their mentor, university supervisor, and/or program coordinator may be removed from their pre-internship semester.
- Students must have a valid CPR/First Aid card before beginning their internship semester. All education students are made aware of this requirement at the onset of their programs. CMU provides opportunities each semester for students to take a CPR course.
- Students must pass a follow-up background check prior to their internship semesters.
- Students may choose to withdraw, timeout, or take a semester off.

Again, every effort is made to assist teacher candidates in the critical transition from pre-internship to internship. However, the above-mentioned requirements/situations are possible reasons why teacher candidates may not advance into their internship semester.