

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

**Pre-Intern:** \_\_\_\_\_

**School:** \_\_\_\_\_

- Attend in-service and faculty meetings as schedule allows

**Week 1-2 (Schedule based on early August or early January start dates in the field - will differ from CMU weeks)**

- Discuss expectations/guidelines and schedules for semester
- Schedule building tour and school orientation
- Focus on observing mentor teacher and learning routines while getting to know the students
- Letter of introduction written to families
- Obtain access to district pacing guide (if applicable) and discuss the various programs used in your building

**Weeks 3-4 (CMU courses begin)**

- Continue observing and begin working with children one on one or in small groups
- Select APPALS student and send out permission form
- Send out video permission form
- APPALS: research on environmental (school & community) context and get to know selected student
- Select a science or social studies unit topic to be taught during the student teaching semester
- Observe a science or social studies lesson and discuss assessment outcomes with mentor
- Select a literacy learning segment topic to be taught during the student teaching semester
- Optional: Plan and teach a math lesson

**Weeks 5-6**

- Select concept for math lesson to be taught week 7-8 (PTR)
- Math diversity/differentiation teacher interview
- Conduct APPALS pre-assessments running records and conventions Six Traits
- Select topics for two literacy lesson plans to be taught this semester
- Select a student (other than APPALS student) for the running records project and administer first running record.
- Discuss field study options and regulations with mentor, begin completing tasks in organizing a field study

**Weeks 6-8**

- Plan, teach, and video a one-day math lesson for PTR (mentor/supervisor observe)
- Math diagnostic assessment on early number and place value
- Complete midterm evaluation (pre-intern and mentor)
- Conduct APPALS ongoing assessments **NOT** running records or Six Traits
- Begin taking over some daily routines (attendance, opening, read aloud, etc.)
- Continue running records project

**Weeks 9-11**

- Select concept for math lesson #2 (two-day lesson segment) to be taught week 13-15 (LAMP)
- Conduct APPALS ongoing assessments **NOT** running records or Six Traits
- Teach one literacy lesson (mentor observe and collect student samples)
- Continue running records project
- Preview and plan a social studies/science unit to teach during student teaching

**Weeks 12-14**

- Plan, teach, and video record (10 minutes) a two-day math lesson (LAMP) (mentor/supervisor observe at least one day of lesson)
- Teach one literacy lesson (mentor observe and collect student samples)
- Conduct APPALS post-assessment running records and conventions Six Traits
- Finish running records project
- Literacy video assignment due
- Collect one whole class math assessment sample and discuss with mentor looking for possible patterns and/or gaps

**Week 15-18**

- Complete final evaluation (pre-intern and mentor)
- Develop growth plan and timeline for student teaching
- After finals are completed, increase hours to full time until last day of the semester for district teachers

***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.
- 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.