

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/Math Learner Profile student(s) 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
- Select a literacy learning segment central focus: reading or writing comprehension strategy
- Select and copy a one-day math program lesson, complete interest survey, and context for learning (math)
- Develop an assessment task to conduct in the field (assessment) with mentor if possible – ongoing through semester

Weeks 5-6

- Conduct APPALS pre-assessment - conventions Six Traits
- Select topics for two literacy lesson plans to be taught this semester: reading strategy and writing strategy
- Discuss possibility of co-planning and teaching both a social studies and science lesson in weeks 6-11

Weeks 6-8

- Teach a one-day math lesson for with MLP if possible – not required (mentor/supervisor observe)
- Conduct APPALS ongoing assessment **NOT** Six Traits
- Teach one literacy lesson – reading strategy (mentor observe and collect student samples)
- Begin taking over some daily routines (attendance, opening, read aloud, etc.)
- Collect one whole class assessment sample and discuss with mentor looking for possible patterns and/or gaps
- Teach one (1) social studies lesson
- Complete midterm field evaluation (pre-intern and mentor)

Weeks 9-11

- Select concept for math lesson #2 (two-day lesson segment) to be taught week 12-14 (LAMP)
- Conduct APPALS ongoing assessment **NOT** Six Traits
- Teach one literacy lesson- writing strategy (mentor observe and collect student samples); video record lesson
- Begin observing and collecting math students’ work samples each week
- Teach one (1) science lesson

Weeks 12-14

- Plan, teach, and video record (15 minutes) a two-day math lesson (LAMP) (mentor/supervisor observe at least one day of lesson)
- Conduct APPALS post-assessment conventions Six Traits

Week 15-18

- Complete Pre-Intern Final Field Evaluation (*Mini TQS Eval*) (pre-intern and mentor)
- Develop growth plan and timeline for student teaching using COTQS as guide
- 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.

****Ultimately, the pre-intern is responsible for informing the mentor about assignments and due dates, etc. in a timely manner – this timeline is only a partial outline/list of requirements.***

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 the Praxis II for their content area. Students know from the onset of their programs that they must pass the Praxis II 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.
- Students may need to complete a follow-up background check prior to student teaching.
- 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.