Center for Teacher Education

Elementary Pre-Internship Teacher Candidate & Mentor Teacher Orientation

August 2022 via Zoom
Purpose of the Meeting

• To review the details of the pre-internship teaching experience

• To review the role and responsibilities of the intern, mentor teacher, supervisor, and level coordinator
Agenda

• Welcome and Introductions
• Overview of Pre-Internship Requirements and Expectations
• Overview of Methods’ Courses
• Questions/Discussion
• Meet your supervisor – Break Out
• Contact Information
Expectations

• Team Teaching Model
  – Learners come 1st
  – Student Teachers should not be left alone in the classroom
  – Student Teachers cannot be substitute teachers
  – Guide Student Teachers through reflective practice: the why, how, what & when of teaching

• Program Supervisor:
  – Facilitates strong triad relationship between intern, mentor and program.

• Student Teacher:
  – It is your responsibility to complete ALL CMU program requirements. Stay connected through D2L, colloquia, email, and the CTE website.
  – You are learning the theory of teaching and will also have the opportunity to develop the art of teaching in your classroom!!!
Pre-Internship Overview

• START and END with school district calendar – **not** by hours completed or by CMU calendar

• Balance between coursework, observation, and working with students.
  
  – First methods courses
  
  – Full load
  
  – Should NOT be teaching a lot – but some

• Pre-interns spend time in the classroom building relationships with mentors and students

• Learning the classroom routines and the logistics of the school
Professionalism

• **Dispositions:** see [Professional Dispositions Form](#)

• **Attendance and Punctuality**
  – Notify mentor and program coordinator of issues
  – Record on program [time log](#)
    - Absences are generally not acceptable.
    - An [Absence Form](#) must be submitted for all absences.
    - Report absences to school, mentor, AND supervisor ASAP

• **Dress:** *Remember this is a yearlong interview. No denim. You WANT to look like the responsible adult in the room.*

• **Communication**
  – **Oral:** *Express yourself thoughtfully with appropriate language.*
  – **Written:** *Be mindful of your audience. Emails can be forwarded. Proofread 😊*
  – **Social Media/Cell Phones:** See pg. 8 of the [Intern Handbook](#)

• **Attitude:** *As this is a yearlong interview, all impressions are important.*
  
  *TQS 4: Teacher’s demonstrate professionalism though ethical conduct, reflection, and leadership.*
Communication between Candidate, Mentor & CMU

- All course assignments are given at beginning of semester

- Candidate responsible for forms (what, where, when)

- Get to know your supervisor – she will be with you through internship. Please respond to any communication in a timely manner (e.g. to set up obs., etc.)

- Mentors: Please call or email us if you have questions or something does not feel right!
Expected Candidate Behavior

- Highly motivated and asks a lot of questions
- Working with students (not coursework)
- Arrives early and leaves late
- Provides course information to mentor in timely manner
Pre-Internship
Observations & Evaluations

• Observation – CMU Supervisors
  • Leah Reynolds, Carrie Fleming, & Sandra Murray
    – Minimum 2 formal lesson observations – these may be in the form of sending a video and meeting via Zoom

• Lesson Observation – Mentor Teacher
  – Some courses may require formal lesson observations

• Pre-Interns are expected to have written lesson plans for any lesson they teach

• Evaluations (Pre-intern and Mentor)
  – Midterm and Final
  – Review Intern Evaluation (CO-TQS) and use to set goals for student teaching
Field Paperwork Due (see checklist)

• Schedule
  – Every Wednesday & Thursday, full day, and an occasional Friday. (It is recommended mentors and pre-interns discuss which Friday afternoons would be beneficial to stay for either planning or professional development).
  – Distance placements will set a schedule between mentor and pre-intern (with at least 2 full days, preferably back-to-back).

• Evaluations (Pre-intern and Mentor)
  – Midterm and Final
  – Review CO-TQS throughout the semester to gain familiarity

• Time Log
  – Pre-interns log hours and absences (daily/weekly)
  – Mentor’s signature is required on time log

• Growth Plan
  – Candidates and mentors will fill this out together at the end of the pre-internship semester using the Intern Evaluation as a resource (CO-TQS)
Pre-Internship

Guidelines for Continuing into Internship

To continue in this placement and into student teaching, pre-interns must:

• Complete CDE background check and district requirements at the beginning of placement
• Turn in evidence of current CPR/FA certification
• Pass content area exam (Praxis II – Multiple Subject Exam – Literacy, Math, Science, & Social Science)
• Pass all EDUC courses with a “B” or better
• Maintain overall and content GPA of 2.8 or higher

*See handout “Guidelines for Continuing into Internship”
Internship Requirements

• Spring 2023 Colloquia
  – Intern attendance required (interns only)
  – Colloquium – February TBA

• Field Evaluation
  – Field Evaluations:
    • Completed with intern, mentor, & supervisor at midterm and final
  – Lesson Plans:
    • Interns are expected to have written lesson plans for every lesson they teach
    • Lesson plans are submitted to supervisor prior to observation
    • During internship, supervisors will complete 4 formal observations

• edTPA
  – edTPA is a National performance-based assessment for teacher candidates.
  – edTPA Lesson Segment:
    • Interns will plan, instruct (video), assess and analyze student learning
  – Submission Date – March*

* TCs: check D2L and CMU email this fall for specific dates and times.
Overview of Methods’ Courses

• Cynthia Chovich– Literacy
• Lisa Friel-Redifer- Assessment
• Lisa Friel-Redifer – Math
  – LAMP Teaching – 2 days back-to-back.
  Please let us know if there are conflicts in suggested dates: Week of 11/7-11/11.
• Nick Bardo & Mark Schmalz– Science/Social Studies
• edTPA Overview – Math
  **See handout “Overview of Teacher Candidate Assignments in the Field” – will be posted on CTE Website**
Substitute Teaching During Internship

• Substitute teaching during internship is optional, and students should not be tasked to substitute teach without being authorized by the Colorado Department of Education (CDE) and the district’s Human Resources Department.
• Students who are not established as substitute teachers within their district are not authorized to be left in classrooms without the supervision of a licensed teacher or authorized substitute.
• Starting in the last quarter of the semester, CMU student teachers are permitted to substitute only for their mentor teachers, within their placement classrooms, for no more than 2 days a week (16 total hours a week).
• Compensation for substitute teaching is determined by the host school district.
• Student teachers interested in substitute teaching should obtain the approval of their mentor teachers and school principals prior to pursuing state and district authorization.

• Student Teachers are only eligible for substitute teaching when:
  – The student teacher is in the last quarter of the last semester of their student teaching (approximately, the last 9 weeks of internship).
  – The student teacher has obtained the required 1-year substitute authorization through CDE: https://www.cde.state.co.us/cdeprof/checklist-substituteauth1year
  – The student teacher has completed the substitute application process through their placement district’s human resources department.
  – The student teacher is substituting in the classroom where the student teacher is currently completing internship, and only for up-to 16 hours, or less, a week.
Timeline & Questions

• Meet with supervisors in Break Out Rooms – introduce yourselves and discuss how observations will happen. What questions do you have? I will be dropping in to answer any questions.

• Come back to main room after to answer in final questions and conclude.
Contact Information

Elementary Program Advisors & Orientation Hosts
Dr. Lisa Friel-Redifer, Elementary Coordinator
248-1106 friel@coloradomesa.edu

Other CTE Program Advisors/Instructors:
• Dr. Blake Bickham, Department Head, Center for Teacher Education
  248-1729 bbickham@coloradomesa.edu
• Dr. Nick Bardo, K-12 Coordinator & Science/Social Studies Methods
  248-1953 nbardo@coloradomesa.edu
• Dr. Cynthia Chovich, ITL Coordinator & Literacy
  248-1462 cchovich@coloradomesa.edu
• Dr. Ann Gillies, ECSE & SPED Program Coordinator
  248-1924 agillies@coloradomesa.edu

Program Support Personnel:
• April Chandler, Program Support Coordinator (Support in field placement,
  student teaching progress monitoring and communication, graduate admission & program reporting)
  248-1732 achandler@coloradomesa.edu
• Mary Kienietz, Administrative III Support (Specializes in undergraduate program
  admission, mentor, supervisor and other contracts, stipend, CEU, and licensure authorization)
  248-1786 mkieniet@coloradomesa.edu
@mavs.coloradomesa.edu

• The Center for Teacher Education uses students’ CMU email to share important information

• It is **the student’s responsibility** to monitor his/her CMU email account: student@mavs.coloradomesa.edu

Check your email daily!
You do not want to miss deadlines.
Follow Us

• Website
  – www.coloradomesa.edu/teachered
  – All forms are located on the CTE website on the Student Resources page

• Twitter
  – @cmuctesec

• Like us on Facebook
  – https://www.facebook.com/pages/Colorado-Mesa-University-Center-for-Teacher-Education/118936204936644
Thank you!

Mentor teachers, thank you for attending the pre-intern and mentor orientation and your willingness to serve as a mentor teacher!