



Center for Teacher Education

Elementary Pre-Internship
Teacher Candidate &
Mentor Teacher Orientation

January 17, 2024
5:15 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

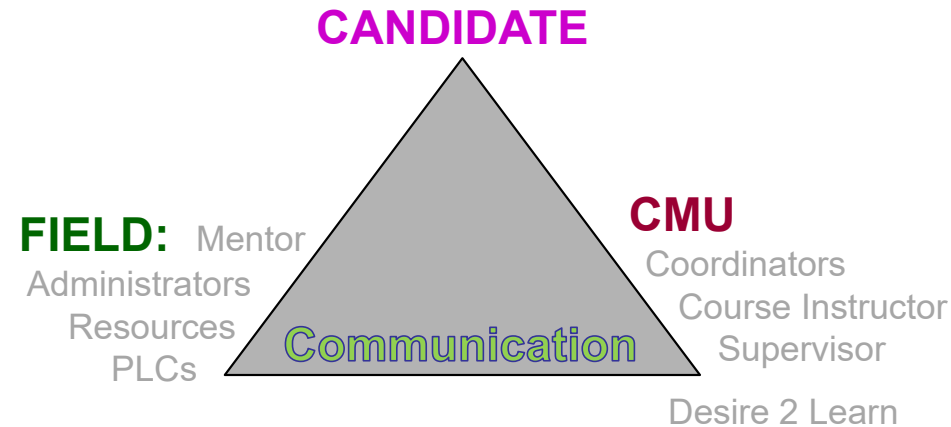




Agenda

- 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**

- Classroom learners come 1st
- Student Teachers should not be left alone in the classroom
- Student Teachers are not substitute teachers – *more on slide 14*
- 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.
 - Taking methods courses
 - Have a full course load
 - Should not be teaching a lot, but some
- Team Teaching Model:
 - Pre-interns spend time in the classroom building relationships with mentors and students.
 - Focus on learning classroom routines and the logistics of the school. Integrate in class and building.



Professionalism

- Dispositions: see [Professional Dispositions Form](#)
- Attendance and Punctuality
 - Notify mentor and program coordinator of issues
 - Record hours 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, not like a student or visitor.
- 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 through 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

A chalkboard with two pieces of pink chalk and some white chalk markings.

Pre-Internship

Observations & Evaluations

- Observation – CMU Supervisors
 - Leah Reynolds, Nancy Slipka, Fran Kohl, Karen Leonhart, & 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



Pre-Internship Field Schedule & Paperwork

- 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).
- 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 exams (Elementary Math, Science, & Social Science & Teaching Reading)
- 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

- Fall 2024 Colloquia
 - Intern attendance required (interns only)
 - Colloquium – November 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 – October*

* 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 April 24-26.**
 - Nick Bardo – 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 **internship** 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 (or 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-substituteauths>
 - 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 any final questions and conclude.

A chalkboard with a blackboard eraser and two pieces of pink chalk. The chalkboard is green and has some white chalk markings, including a large 'X' and an arrow.

Contact Information

Elementary Program Advisors & Orientation Hosts

Dr. Lisa Friel-Redifer, Elementary Coordinator
248-1106 friel@coloradomesa.edu

Other CTE Program Advisors/Instructors:

- **Dr. Nick Bardo**, Department Head & 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**  Find us on Facebook
 - <https://www.facebook.com/pages/Colorado-Mesa-University-Center-for-Teacher-Education/118936204936644>

A decorative graphic on the left side of the slide, featuring a green chalkboard background. It includes two pieces of pink chalk, one standing upright and one lying horizontally. There are also some white chalk marks, including a curved line and a straight line with an arrowhead pointing upwards.

Thank you!

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