

COLORADO MESA UNIVERSITY
 Center for Teacher Education
 Elementary Pre-Internship
 Teacher Candidate &
 Mentor Teacher Orientation
 January 10, 2023
 via Zoom

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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

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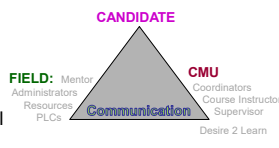
Agenda

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

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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!!!


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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

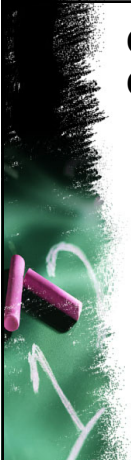
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Professionalism

- 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: Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.*


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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!


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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

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Pre-Internship

Observations & Evaluations

- Observation – CMU Supervisors
 - Leah Reynolds, Nancy Slipka, & 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


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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)

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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"

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Internship Requirements

- Fall 2023 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 – Elementary Mathematics
 - 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.

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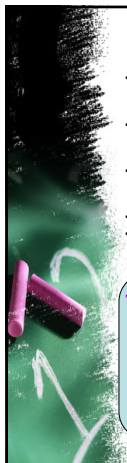


Overview of Methods' Courses

- Cynthia Chovich– Literacy
- Lisa Friel-Redifer- Assessment
 - Program Assessments, Class Data from one assessment, Mini-Research Project
- Lisa Friel-Redifer – Math
 - Teach & Record – 3-Act or Read Aloud (mid-Feb.)
 - Student Content Analysis – Pick one student (permission forms)
 - LAMP Teaching – 2 days back-to-back. Please let us know if there are conflicts in suggested dates: **Week of 4/18-4/21** - Will testing interfere?
- Nick Bardo – Science/Social Studies

**See handout "Overview of Teacher Candidate Assignments in the Field" – will be posted on CTE Website

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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.


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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.

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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 mkienie@coloradomesa.edu

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@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.

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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>

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