Center for Teacher Education

Early Childhood Special Education (ECSE)
Pre-Internship
Teacher Candidate & Mentor Teacher Orientation

August 15, 2019
5:00pm-6:30pm

Agenda

• Welcome and Introductions
• Pre-Internship Requirements and Expectations
• Paperwork
• Contact Information
• Questions/Discussion in Small Groups
Communication

CANDIDATE

ELEMENTARY SCHOOL
Mentor Teacher
Administrators

CMU
ECSE Coordinator
University Supervisor
Course Instructors

Pre-Internship

- START and END with school district calendar – **not** by hours completed or CMU calendar
- Balance between coursework, observation, working with students, and assisting Mentor Teacher
  - Full load
  - Completing methods courses
- Candidates spend time in the elementary classroom building relationships with Mentors and students
- Learning the classroom routines and the logistics of the school
Professionalism

- Dispositions
- Attendance and Punctuality
  - Notify school, Mentor, Supervisor, and Coordinator of absence
  - Record on program time log, complete form
- Dress – professional
- Communication
  - Oral
  - Written
- Attitude

** See Pre-Internship/Internship Handbook for more details

Communication Between Candidate, Mentor, & CMU

- Course assignments
- Candidate responsible for forms (what, where, when)
- Mentors: Please call or email if you have questions or something does not feel right!
Expected Candidate Behavior

- Highly motivated and asks a lot of questions
- Working positively with students
- Arrives early and leaves late, per Mentor Teacher’s schedule
- Provides course information to Mentor in timely manner

Observations & Evaluations for Pre-Internship

- Observations by CMU University Supervisors
  - Minimum 2 formal lesson observations
- Lesson Observation – Mentor Teacher
  - Some courses may require formal lesson observations
- Candidates are expected to have written lesson plans for any lesson they teach
- Evaluations (Candidate and Mentor)
  - Midterm and Final
  - Review Candidate Evaluation and use to set goals for Final Internship
ECSE Schedule, Tracking & Growth

• Schedule
  2 full days per week:
  – From now-October 11th = 1 day PreK; 1 day K/1/2
  – From October 14th - December 20th = 2 days K/1/2

• Time Log
  – Candidates log hours and absences (daily)
  – Mentor’s signature is required on time log

• Growth Plan
  – Candidates, Mentors, and University Supervisor will fill this out together at the end of the pre-internship semester (or earlier if needed) using the Intern Evaluation as a resource (COTQS)

Continuing On to Final Internship

To continue in these PreK and K/1/2 placements and into Final Internship, Candidates 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)
• Pass all EDUC and ECSE courses with a “B” or better
• Maintain overall GPA of 2.8 or higher
Internship Requirements

• Spring 2020 Colloquia
  – Intern attendance required (interns only)
  – Colloquium – March TBA

• Field Evaluation
  – Field Evaluations:
    • Completed with intern, Mentor, & University 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 – early March

Methods’ Courses

• Cindy Chovich – Literacy and Technology
• Liz Zitterkopf – Math
• Mark Schmalz – Science/Social Studies
• Ann Gillies – Behavior

• Assignments given in Methods courses to be done in the PreK and K/1/2 classrooms
Paperwork

• In Candidate’s Paperwork Sleeve:
  - Field Experience Time Log
  - D51 Calendar
  - Lesson Observation Form (University Supervisor completes this 2 times this Fall semester)
  - Field Evaluation Form-Midterm (Mentor Teachers complete this mid-October)
  - Field Evaluation Form-Final (Mentor Teacher completes this early December)

Contact Information

• Blake Bickham, Department Head
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• Leah Reynolds, University Supervisor
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• Cynthia Chovich, Instructor
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• Liz Zitterkopf, Instructor
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• Mark Schmalz, Instructor
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• Program Support Personnel:
• April Chandler, Undergraduate Program Support Coordinator  (Support in field placement, student teaching progress monitoring and communication; A program reporting)
  248-1732  aechandler@coloradomesa.edu
• Mary Kienietz, Administrative III Support  (Specializes in undergraduate program admission, mentor, supervisor and other contracts; and stipend, CEU, and licensure authorization)
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  - All forms are located on the CTE website on the Student Resources page

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Thank you!

Thank you for being here this evening! Mentor Teachers and University Supervisors—your support, guidance, and encouragement are integral to the success of our Candidates! Candidates—this is going to be an AWESOME semester!!!