

## INTERNSHIP TIMELINE FOR 16-WEEK PLACEMENTS

### Elementary and Secondary General Education Interns

**UNIVERSITY SUPERVISOR & MENTOR TEACHER: FORMS TO BE RETURNED**

Please return forms to the Office of Field Experiences by fax to 406-243-4908, email, or USPS.

DUE DATE	√	FORM(S)	WHO
<b>Spring Semester: Sept. 15</b> <b>Autumn Semester: Feb. 15</b>		Pay forms <b>OR</b>	UM supervisor and Mentor Teacher
		Credit Registration for Continuing Education	
		Data Verification Form	
<b>Week Eight</b>		Midterm Assessment	<b>Only</b> to report student progress concerns (UM supervisor)
<b>Week Sixteen</b>		Contact Log	Mentor Teacher
		Final Assessment	UM supervisor
		Summative Assessment	UM supervisor
		Mileage Report (if applicable)	UM supervisor
		Assessment of Content Knowledge form	UM supervisor

**OVERVIEW: RESPONSIBILITIES AND SUGGESTED TIMELINES**

Intern Responsibilities	Mentor Teacher Responsibilities	University Supervisor Responsibilities
Apply and evaluate your teaching philosophy, while learning all aspects of teaching. Review <i>UM Student Teaching Handbook</i> .	Provide positive support and guidance for the intern and create time for periodic discussions for the intern to ask questions, reflect on teaching progress, and assist in building relationships throughout the school community. Allow the intern to share some successes.	Help direct the growth and development of the intern teacher to achieve the Charlotte Danielson components. Help build a collaborative partnership between the Phyllis J. Washington College of Education, school administration, classroom teachers and teacher candidates.
<b>WEEKS 1</b>		
<ul style="list-style-type: none"> <li>▶ <b>Review <u>Student Teaching and Handbook</u> and forms in Appendix.</b></li> <li>▶ Review evaluation criteria in <i>Student Teaching Handbook</i>.</li> <li>▶ Complete initial visit with your university supervisor. Discuss the benefits you hope to gain from your internship and the goals you have set for yourself for the next 10 weeks.</li> <li>▶ Contact your T &amp; L Applied Research and Reflective Practice Instructor for information about requirements of this assignment.</li> </ul>	<ul style="list-style-type: none"> <li>▶ <b>Review <u>Student Teaching and Handbook</u> and forms in Appendix.</b></li> <li>▶ Review evaluation criteria in <i>Student Teaching Handbook</i>.</li> <li>▶ Initial visit with intern. Discuss how your strengths can assist with the intern’s professional growth and development as a teacher.</li> <li>▶ Determine times to meet with intern to discuss issues, concerns or other teaching aspects that may help the intern.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Review <i>UM Student Teaching Handbook</i> and forms.</li> <li>▶ Complete an initial visit with the intern to review responsibilities and introduce yourself to school office personnel.</li> <li>Schedule 6 observations for 16 week internship.</li> </ul>

WEEKS 2-7		
▶ Work to increase competency in the evaluation criteria areas.	▶ Continue with mentoring of assigned intern, adhering to the 5 principles for effective mentoring (listed at the end of this form) and your district's guidelines for mentoring beginning teachers.	▶ Begin observations and conferences; provide student with written assessments.
WEEK 8		
▶ Complete <b>Midterm Assessment</b> as a self-assessment before midterm conference with university supervisor. ▶ Following the conference, write a midterm reflection. Review your goals for student teaching and include a summary of: (a) Progress towards meeting your student teaching goals. If you accomplished your goals, do you have one or two new goals? (b) Your teaching strengths and challenges, and areas to continue to develop.	▶ Based on your review of the intern's midterm self-reflection, seek ways you can provide guidance or help arrange additional opportunities to facilitate the individual's growth and development as a teacher.	▶ Schedule a midterm conference with intern. ▶ Complete <b>Midterm Assessment</b> form. Confer with the intern concerning his/her midterm self-reflection and review the intern's goals to improve his/her effectiveness as a teacher. If any concerns, or if an intern has a majority of ratings of 2 or lower, contact the Director of Field Experiences immediately.
WEEKS 9-15		
▶ Continue to enhance competencies.	▶ Continue to mentor	▶ Complete remaining observations.
WEEK 16		
▶ Schedule final conference with university supervisor to discuss <i>Final Assessment</i> , letter grades and sign paperwork. ▶ Submit Professional Development Portfolio to your Special Ed advisor. ▶ Consult with Licensure Specialist, in Teacher Education Services, to apply for your license.	▶ Continue to mentor ▶ Submit the Contact Log to the Office of Field Experiences.	▶ Schedule final conference with intern to discuss Final and Summative Assessments, Assessment of Content Knowledge, letter grades, and sign paperwork. ▶ <b>Submit to the Office of Field Experiences</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Your Summative Assessment</li> <li><input type="checkbox"/> Your Final Assessment</li> <li><input type="checkbox"/> Assessment of Content Knowledge form</li> </ul> Note: These forms must be submitted on time to meet grade posting and licensure requirements.

❖ **Notify the Director of Field Experiences immediately if any teacher candidate, in state or out of state, has a majority of ratings of 2 or less and send copies of the midterm assessment.**

**FIVE PRINCIPLES FOR EFFECTIVE MENTORING\***

1. ***Identify/acknowledge who you are and what you can offer as a mentor to a beginning teacher.***  
What goals do you have as a mentor? How can you encourage a beginning teacher?
2. ***Help build relationships with the new teacher and other teachers in the school.***  
Assist the intern in identifying /observing different teaching styles and develop their personal teaching strengths.
3. ***Create opportunities for quality conference time.***  
Be a good listener and maintain confidentiality.
4. ***Assist the intern in on-going self-reflection.***  
Consider different approaches such as a journal for one or two weeks.
5. ***Maintain/help develop a “Professional Community of Learners.”***  
Encourage the intern to join and become active in a professional organization. Attend conferences, workshops, seminars, etc.