

# CENTER FOR TEACHER EDUCATION



## TEACHER INTERNSHIP & PRE-INTERNSHIP HANDBOOK

2024-2025



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Forms including Portfolio Guidelines and Field Evaluation Forms are available separately  
on the CTE website at <https://www.coloradomesa.edu/teacher-education/undergraduate.html>

# Field Experiences

## Connecting Theory with Practice

Field experiences are a critical component of the Colorado Mesa University (CMU) Teacher Education Program. These experiences give teacher candidates the opportunity to relate principles and theories to actual classrooms and schools by creating meaningful learning experiences. The culmination of these experiences is the teaching internship where teacher candidates fully participate in a team-teaching approach in the classroom. As teacher candidates gain experience and knowledge, they transition into the lead instructor position (expected by mid-semester).

Throughout the program, candidates complete a minimum of 800 hours, fulfilling a minimum of 140 hours in pre-internship and a minimum of 600 hours during internship. Placements generally occur in the immediate region of Mesa County Valley School District 51. Placements can also be made across Colorado's Western Slope in CMU's regional service area. Candidates interested in a regional placement may join our Elementary Regional Cohort Program or may work closely with their Center for Teacher Education (CTE) advisor to obtain permission for an individual regional placement.

## Pre-Internship Field Experience Placement

The pre-internship typically coincides with methods courses. Each of the licensure programs offer a different pre-internship experience. In this field placement, teacher candidates will develop teaching proficiency and broaden their content knowledge.

### Elementary Pre-Internship:

Undergraduate Elementary Licensure students should have all non-education requirements completed before starting their pre-internship. Elementary teacher candidates will complete AT LEAST 140 hours during their pre-internship. **Pre-interns are expected to be at their placements full days on Wednesdays and Thursdays.** The course sequence for the elementary pre-internship is as follows:

	<u>Credits</u>	<u>Field Hours</u>
EDUC 475 Classroom Management for K-12	1	-
EDUC 441 Methods of Teaching Language and Literacy: Elementary	3	80
EDUC 451 Methods of Teaching Mathematics: Early Childhood/Elementary	3	60
EDUC 461 Methods of Teaching Science/Social Studies	3	-
EDUC 471 Educational Assessment for K-12	1	-
ARTD 410 Elementary Art Education Methods	3	-

### Secondary Pre-Internship:

Undergraduate Secondary Licensure students typically enroll in education and final content courses during their pre-internship semester. Secondary teacher candidates will complete at least 140 field hours during their pre-internship. The education course sequence for the secondary pre-internship is as follows:

	<u>Credits</u>	<u>Field Hours</u>
EDUC 442 Integrating Literacy Across the Curriculum	4	60
EDUC 475 Classroom Management for K-12	1	-
EDUC 497 Content Methodology Practicum	3	80
EDUC 497(A-E) Methods of Teaching Secondary	2	-

—EDUC 497 (A-E) is only offered in the fall semester and may be completed prior to the pre-internship semester with the consent of the secondary faculty advisor.

### Early Childhood/Early Childhood Special Education:

The dual Early Childhood/Early Childhood Special Education (EC/EC SPED) Licensure students should have all of their non-education requirements completed before starting their pre-internship. EC/EC SPED teacher candidates will complete 140 field hours during their pre-internship. The course sequence for the EC/EC SPED pre-internship is as follows:

	<u>Credits</u>	<u>Field Hours</u>
EDUC 378 Technology for K-12 Educators	1	-
EDUC 441 Methods of Teaching Language and Literacy: Elementary	3	80
EDUC 451 Methods of Teaching Mathematics: Early Childhood/Elementary	3	60
EDUC 461 Methods of Teaching Science/Social Studies	3	-
ECSE 450 Individual Behavior Support and Guidance	3	-

### K-12 Pre-Internship:

Each K-12 licensure program has unique course sequencing and field hour requirements. Students in K-12 education programs complete both education and major requirements during their pre-intern semester(s). For more information regarding content requirements and sequencing, students should consult their degree plan.

**Art K-12 Teaching students** complete 180 field hours between elementary and secondary schools:

	<u>Credits</u>	<u>Field Hours</u>
ARTD 412 Secondary Art Education Methods	3	40-80*
EDUC 442 Integrating Literacy Across the Curriculum	3	60
EDUC 475 Classroom Management for K-12	1	-
**ARTD 410 Elementary Art Education Methods	3	-
**ARTD 410L Field Studio Experience in Elem Art Education Methods	1	40

\*140 hours are completed during Art K12 pre-internship.

\*\*ARTD 410&L is usually taken prior to ARTE 412, but order may be reversed for December graduates.

**Kinesiology K-12 Teaching students** complete 180 field hours at a variety of placements sites during the following courses:

	<u>Credits</u>	<u>Field Hours</u>
KINE 497 Pre-Internship in Physical Education	3	120
EDUC 342 Pedagogy and Assessment: Secondary and K-12	3	20
EDUC 343 Teaching to Diversity	3	20
†KINE 408 Methods of Teaching Physical Education in Secondary Schools	3	20

†KINE 408 may be taken in a separate semester.

**Music Education students** complete a minimum of 180 music field hours over several semesters at various placement sites during the following courses:

	<u>Credits</u>	<u>Field Hours</u>
EDUC 343 Teaching to Diversity	3	20

Pre-Education Music courses

- MUSA 240 Introduction to Music Education 2 30
- MUSA 340 Teaching Elementary & General Music 3 30
- MUSA 440 Teaching Vocal Music K-12 3 35
- MUSA 441 Teaching Instrumental Music K-12 3 35
- MUSA 442 A/B Teaching Special Ensembles: Choral or Instr. 2 30

**Initial Teacher Licensure, Graduate Program, Pre-Internship:**

Students who have already obtained their bachelor’s degree can pursue elementary, secondary, or K-12 physical education licensure through our intensive Initial Teacher Licensure (ITL) program. ITL teacher candidates complete 340 field hours during the pre-internship semester. The ITL pre-internship course sequence for the elementary, PE and secondary ITL programs are as follows:

		<u>Credits</u>	<u>Field Hours</u>
<b>ITL Elementary</b>			
EDUC 587	Elementary Reading and Language Arts Theory and Methodology K-6	3	80
EDUC 588	Elementary Mathematics Theory and Methodology K-6	3	80
EDUC 589	Elementary Science and Social Studies Theory and Methodology K-6	3	40
<b>ITL Secondary</b>			
EDUC 580 (A-E)	Secondary Instructional Methods	2	-
EDUC 580	Secondary Instructional Methods Across the Curriculum	3	-
EDUC 584	Secondary Literacy Methods Across the Curriculum	3	200
EDUC 570	Classroom Management	1	-
<b>ITL K12 Physical Education</b>			
EDUC 580 F	Methods of Teaching Secondary Physical Education	3	-
EDUC 580	Secondary Instructional Methods Across the Curriculum	3	-
EDUC 584	Secondary Literacy Methods Across the Curriculum	3	200



COLORADO MESA UNIVERSITY  
CENTER FOR TEACHER EDUCATION

## Internship Field Experience Placement

The Center for Teacher Education (CTE) at Colorado Mesa University is dedicated to the mission of providing teachers who are competent in subject matter, are experts in professional teaching, and have a passion for innovation within their classrooms. The knowledge, skills, and aptitudes being developed and practiced during the teacher education program culminate in the teaching internship with teacher candidates demonstrating proficiency in each of these areas by the conclusion of the internship.

The teaching internship requirements are aligned to the *Colorado Teacher Quality Standards* and the 10 InTASC standards. By the completion of the program, interns demonstrate competency on these standards through field evaluation and portfolio and performance assessments. Early Childhood, Elementary, Secondary, and ITL students complete the edTPA portfolio and performance assessment. K-12 students complete a Program Proficiency Portfolio and a Final Intern Presentation (FIP).

**The internship courses for each endorsement area are as follows:** **Credits**    **Field Hours**

### Early Childhood Education with SPED Endorsement (ages 0-8)

EDUC 499A Teaching Internship and Colloquia for K-2	6	300
ECSE 499 Teaching Internship and Colloquia for ages 3-5	6	300

### Elementary Endorsement (grades K-6)

EDUC 499C Teaching Internship and Colloquia: Elementary	12	600
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### Secondary Endorsement (grades 7-12)

*Endorsements: English Language Arts, Mathematics, Social Studies, General Science, or K12 Spanish*

EDUC 499G Teaching Internship and Colloquia: Secondary	12	600
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### K-12 Endorsement (Art, Music, or PE – grades K-12)

EDUC 499D Teaching Internship and Colloquia: Elementary	6	300
EDUC 499H Teaching Internship and Colloquia: Secondary	6	300

*(The semester is split equally between an Elementary and a Secondary placement for PE and Music)*

### Initial Teacher Licensure (ITL) Endorsements

#### Elementary Endorsement (grades K-6)

EDUC 599A Directed Teaching – Elementary Education	9	600
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#### Secondary Endorsement (grades 7-12)

*Endorsements: English Language Arts, Mathematics, Social Studies, Spanish, or General Science*

EDUC 599B Directed Teaching – Secondary Education	9	600
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#### K-12 Physical Education Endorsement

EDUC 599C - ITL 3: Directed Teaching	9	600
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## **The Team-Teaching Internship Model**

In the team-teaching internship model, the mentor teacher and the teacher intern enter into a teaching and learning partnership. This model fosters collaborative efforts and draws on the strengths of each partner in the development of curriculum and the practice and implementation of effective teaching strategies. The key components of the team-teaching internship model include collaborative teaching approaches, reduced student-teacher ratios, peer support groups at host schools, and increased professional development opportunities.

### **Collaborative Teaching Approaches**

This model fosters a collaborative and cooperative classroom environment in which the teacher intern and mentor teacher work as a team in planning, managing, instructing, and assessing the educational program. Strengths and talents of the teachers and interns are carefully considered in the partnering process. The ideal partnership allows the intern to take on progressive levels of responsibility for the first half of the internship; by midterm, the intern is responsible for the entire day of classes.

### **Reduced Student/Teacher Ratios**

With pressures on improving student learning and meeting individual student needs, the team-teaching model creates additional resources for an increased level of learning and participation by school students. For example, while the teacher intern provides whole-class instruction, the mentor teacher is able to work with at-risk students who would benefit from the guidance and direction provided by the experienced teacher.

### **Peer Support Groups**

The teacher internship model at CMU encourages a supportive and collegial environment in which teacher interns can share their ideas, successes, concerns and questions with each other. Through regular participation in D2L discussions and/or on-campus meetings, teacher candidates confer with each other, supervisors and faculty on topics pertaining to student teaching. Additionally, the orientation and colloquium sessions offered during the intern semester provide a forum for students to interact with teachers and educational experts from local school districts regarding best practices, first year teaching, and the licensing and hiring processes.

### **Lead Teaching and Professional Development Opportunities**

While the teaching internship model stresses a team-teaching approach, opportunities for the intern to assume sole-teaching responsibility are essential. These periods of time allow the teacher candidate to strengthen their instruction and classroom management knowledge and skills in a supervised environment. Furthermore, this time enables the mentor teacher to participate in various professional opportunities such as curriculum development or team meetings.

Under this model, a licensed teacher must be in the classroom or at close proximity for ease of access at all times. Student teachers may not be tasked to substitute teach without meeting CTE's guidelines for substitute teaching, and only during the last quarter of their internship. More on CTE's substitute teaching policy for interns and more regarding legal responsibilities concerning the candidate, mentor, and school can be found in the *Liability Issues and Legal Status of Teacher Interns* section, on page 11.

# Expectations of Teacher Candidates

## Pre-Internship and Internship Calendar

**Colorado Mesa University Teacher Candidates (pre-interns and interns) follow the district/school calendar for teachers;** the CMU semester class schedule is followed only for registration deadlines, final projects and grade posting. Interns must spend an entire semester in the classroom. Student teachers will be expected to start their placements on the first day that their mentor teacher is scheduled to start the semester and complete their internship on the day that their mentor teacher is scheduled to end the semester. Please note that these dates will not necessarily correspond to CMU's academic calendar. If a district or school follows an achievement calendar, the candidate must confirm start and end dates with their program coordinator prior to starting their internship.

## Eligibility for Internship

Before students can begin their internship, they must fulfill the following criteria:

- Students must earn a "B" or better in all education classes. Teacher candidates may not progress into their internship if they have not passed all of their methods courses with a "B" or better.
- Students must maintain the required overall and content area GPA of 2.8.
- A grade of "C" or better must be earned in all required courses, unless otherwise stated.
- Students must take the Praxis licensure exam for their content area before beginning their pre-internship and must pass their licensure exam prior to the start of internship.
  - Students can take this exam at any time during the program. This exam is a component of state licensure and students are encouraged to take it early so in the event that their score does not meet the state requirement, they have the opportunity to retest.
  - For information on the content exams required for specific Teacher Education programs see <https://www.coloradomesa.edu/teacher-education/undergraduate/required-testing.html>
  - Information on Colorado Department of Education (CDE) content testing requirements can be found at [http://www.cde.state.co.us/cdeprof/content\\_tests](http://www.cde.state.co.us/cdeprof/content_tests).
- Students must have a current CPR/First Aid certification throughout their pre-internship AND internship semesters. All education students are made aware of this requirement at the onset of their programs.
- Students must clear a CDE background check prior to their student teaching.
- Students who receive unsatisfactory evaluations may be removed from their placements.
- Students who do not make satisfactory progress in the program, as defined in the Advising Handbook, must meet with their Program Coordinator before continuing enrollment in Education courses. Overall academic performance and dispositional factors will be evaluated by the department, and students may be asked to take corrective steps before students may be given permission to re-enroll in Education courses.

## Removal from Internship Placement

CTE has support systems in place to promote a successful internship experience for all candidates. Removing a candidate from an internship placement can occur in instances where the intern/pre-intern has been asked to leave the assignment, is failing to make satisfactory progress in coursework or on content exams, has excessive absences, and/or demonstrates a lack of professionalism.



If removal occurs, the department leadership will discuss the situation with the candidate, supervisor, and the team at the school site. Possible outcomes may include: a grade of “C,” “D,” or “F” may be issued; the intern/pre-intern may be permitted to withdraw; or the intern/pre-intern may be withdrawn administratively. See *the Counseling and Growth Plan* section for more information on the candidate remediation policies. Another internship assignment may be considered, following department review and a written action plan. If a Teacher Education candidate withdraws from the program and later wishes to return, he/she must reapply to the Center for Teacher Education. The candidate should complete a time-out form when withdrawing from CTE.

## **Professional Disposition**

The Colorado Mesa University Center for Teacher Education evaluates interns on professional behavior as described below. These behaviors must be demonstrated through attitudes, behaviors and relationships that will be observed by mentor teachers, university supervisors, and Program Coordinators.

### **Attendance/Punctuality**

All pre-interns and interns will work their mentor’s daily schedule, following the district’s teacher work calendar. Candidate evaluation includes attendance and punctuality. Some districts will require you to attend staff meetings, extracurricular activities, district board meetings, open houses, and in-service days. Your attendance at these functions demonstrates a professional attitude and commitment.

**Absences:** Absences are generally unacceptable. We expect 100% attendance during the internship semester. If an unavoidable absence situation does arise, you must communicate with your Program Coordinator in advance for approval. Unavoidable absences, such as illness, must be communicated as soon as possible. Interns must communicate the absence ahead of time when possible or the day-of, at the latest, to the following people:

- CMU Program Coordinator
- Supervisor
- Mentor Teacher
- School Secretary or Assigned School Administrator

More than three absences may impact your ability to successfully complete the internship semester. All absences must be noted on the internship time log. Interns must receive approval from their Program Coordinator prior to planning absences. Absence approvals must be filed with the Undergraduate Coordinator.

**Preparation for Internship Absences:** Lesson plans must be ready for your mentor teacher. Collaborate with your mentor to determine the preferred format for the lesson. Remember that the mentor AND students are counting on you to provide the curriculum so students can continue to learn.

### **Dress**

Interns are evaluated on dressing professionally and appropriately. For example, when in schools, men should wear collared shirts with slacks; women should wear slacks or skirts. Jeans are not acceptable attire for men or women. Your dress is an important way for you to distinguish yourself from the students in the schools. In addition, you should always wear your official Colorado Mesa University nametag or host school ID if one has been provided. You may experience casual dress during your observations and internship, but you must remember that you represent Colorado Mesa University and

are held to the standards set by the Center for Teacher Education. Your Program Coordinator is available to discuss any questions you may have about appropriate dress during your internship.

### **Demeanor/Attitude**

A positive and enthusiastic disposition in your work, both on campus and in school placements, must be observed during your internship and will be a factor in evaluations. While at school placements, become a part of the school community by introducing yourself to school administration, faculty, support staff and students. Maintain a professional and positive attitude toward students, faculty, support personnel, administration, parents, and the community. Become familiar with school policies and practices and work in a manner consistent with them. Become thoroughly acquainted with classroom facilities and learn the procedures used by the mentor teacher, including instructional materials available in the school and the school district. Finally, become familiar with the community and its relationship to the educational program. Understanding the context of your students is critical for teachers.

### **Communication**

Practice appropriate communication skills with peers, professors and school personnel. Your prior coursework has prepared you for this. Whether working with peers, professors, teachers or any other personnel, ask specific questions when you have them, be positive, be open to constructive feedback, and be tactful. Interns must make themselves available for joint meetings with their mentor, supervisor, and Program Coordinator as necessary during their classroom placement. Also, always notify your university supervisor, mentor or coordinator of potential issues that may hinder a successful experience.

### **Social Media and Student Pictures**

CMU Teacher Education students are NOT to post pictures of students to the internet. School Districts obtain media releases before posting pictures of children and take on the liability of any images used. As a student teacher, you are not permitted to take on that liability and/or to use student images for social media or any other publication. Video images are used in edTPA assessment but require waivers and are not disseminated. More information on edTPA video assessment and waivers can be found on the edTPA.com website under the *Preparing Videos* page:

[https://www.edtpa.com/PageView.aspx?f=GEN\\_PreparingVideos.html](https://www.edtpa.com/PageView.aspx?f=GEN_PreparingVideos.html)

Teacher candidates are expected to comport themselves professionally in field settings. As such, pictures of any individuals in a school setting should not be taken or used for personal purposes. Teacher candidates are also advised to use good judgment when posting to social media in general. Teachers are often held to a higher standard, and it will benefit you to use discretion when posting.

### **Theory in Practice**

Practice and apply to each of your field experiences the academic and pedagogical standards learned throughout your coursework in the Teacher Education Program. Reflect on how these standards apply to you and the cooperating or mentor teacher(s).

In summary, students in the Center for Teacher Education program are expected to always demonstrate the following professional dispositions:

- Attendance & Punctuality
- Reliability
- Reflective practice
- Initiative
- Desire to help students learn
- Collegiality
- Planning for contingencies
- Commitment to the profession

- Desire to improve own teaching performance
- Sensitivity to diverse learners with diverse needs
- Ability to receive feedback positively—you are still learning
- Tact and judgment with peers, students, instructors, and social media

## Assessment Process

All teacher candidates participate in a comprehensive assessment process designed to provide a picture of their performance and progress toward demonstrating proficiency in the *Colorado Teacher Quality Standards*. The following assessment components and processes are used to evaluate the teacher intern's performance.

- Submitting PRAXIS content licensure exam scores prior to beginning student teaching placement, and passing the PRAXIS licensure exam prior to the start of internship.
- Academic course grades based on traditional and performance-based assessments.
- Fulfillment of GPA requirements, credit hour completion, and portfolio completion.
- Documentation of at least 800 field experience hours as recorded on Field Experience Time Logs (includes internship hours).
- Informal observations and evaluations by mentor teachers, principals, and university supervisors.
- Formal evaluation of standards proficiencies by mentor, and university supervisor during teaching internship.
- Completion of the edTPA portfolio and performance assessment for Early Childhood/EC SPED, Elementary, Secondary, and all ITL teacher candidates.
- Completion of a Program Proficiency Portfolio and a Final Intern Presentation (FIP) for K-12 licensure candidates.

### edTPA

- edTPA is a performance-based, subject-specific assessment and support system developed by Stanford University. Teacher preparation programs throughout the United States utilize edTPA to “emphasize, measure, and support” the skills and knowledge specifically pertaining to planning, instruction, and assessment. Learn more at [https://www.edtpa.com/PageView.aspx?f=GEN\\_AboutEdTPA.html](https://www.edtpa.com/PageView.aspx?f=GEN_AboutEdTPA.html)
- edTPA information for supervising teachers can also be found at [https://www.edtpa.com/PageView.aspx?f=HTML\\_FRAG/GENRB\\_FAQ\\_Faculty.html](https://www.edtpa.com/PageView.aspx?f=HTML_FRAG/GENRB_FAQ_Faculty.html)

### Academic Course Grades

- All Education courses must be completed with a “B” or better.
- Overall GPA of 2.8 or better must be maintained.
- Content GPA of 2.8 or better must be maintained.

Teacher candidates must earn a “B” or better in their internship in order to be recommended for licensure.

## Applying for State Licensure

After successful completion of a CMU Teacher Education Program, candidates are eligible for 5 years to be recommended by the CTE for an Initial Teacher License within the state of Colorado. This is the

category of license issued to all first-time Colorado teachers. This license is valid for three years and may be renewed once. It is a graduate's responsibility to apply for a teaching license.

As part of this process, the candidate will need to submit an Approved Program Verification (APV) form. Candidates must complete the Top Section of this form and send it to Mary Kienietz at [mkieniet@coloradomesa.edu](mailto:mkieniet@coloradomesa.edu). CTE will complete the form and return it to the candidate to upload with their application. It is the responsibility of candidates to obtain their PRAXIS licensure exam reports and to request official transcripts to be sent to them after degrees are awarded in order to complete their electronic application to CDE. It can take several weeks for candidates to receive a license. In the meantime, candidates may begin interviewing for teaching positions.

Many CTE graduates successfully obtain licensure in other states. Teacher candidates are advised to consult with faculty, but it is the TCs responsibility to locate and meet their desired state's licensure requirements.

## **Responsibilities of Mentor Teachers, School Administrators, and University Instructors/Supervisors**

The following responsibilities have been defined to assist the mentor teachers, school principals, university instructors/supervisors, and coordinator of placements and admissions in understanding and fulfilling their respective responsibilities during the teaching internship.

### **Responsibilities of the Mentor Teacher**

The mentor teacher's first responsibility is to the pupils in his or her class. This must be kept in mind if the public, administration, and pupils are to continuously support the CMU/regional school districts' partnerships.

- Prepare pupils to work with a teacher intern and notify parents that there will be a teacher intern in the classroom.
- Share responsibilities whenever possible, accepting the teacher intern as a co-worker and professional.
- Immediately involve the teacher intern in specific classroom tasks.
- Acquaint the teacher intern with pertinent school policies and regulations, philosophy, priorities, and assessment criteria.
- Require the teacher intern to be a full participant in the planning, preparation, instruction, and evaluation processes by midterm or sooner if intern demonstrates readiness. The intern must have the lead role in the classroom for a minimum of seven weeks (one-half of the semester), or four weeks at each site in a split assignment.
- Coordinate related observation opportunities for the intern within or outside of the host school.
- Guide the teacher intern in preparing daily lesson plans, unit plans and assessments, and approve and critique all plans before they are implemented. Assist in understanding and applying evaluation techniques.
- Demonstrate a variety of best practices teaching techniques and encourage interns to observe other effective teachers from time to time. Also, be flexible in allowing teacher interns to implement various teaching methods and classroom management techniques.
- Guide the intern in developing and understanding the skills of self-evaluation and reflection.
- Evaluate the quality of the intern's performance and engage in frequent conferences with the intern to ensure continuous progress and/or early identification of problems.
- Encourage the teacher intern to participate in school and community activities.

- Help the teacher intern relate theory to practice.
- Keep a record of attendance and tardiness of the teacher intern. If excessive absences or tardiness are observed, report this to the University Supervisor.
- Prepare and submit evaluation reports according to schedule (at midterm and end of semester).

### **Responsibilities of the Building Administrator in Charge of Placements**

- Work with the Program Coordinator or CTE Department Head to monitor internships.
- Accept teacher interns as junior members of the teaching faculty.
- Help the faculty and parents understand their responsibilities to the teacher candidates/interns.
- Introduce the teacher candidates/interns and university instructors/supervisors to the building.
- Assist the teacher interns, the mentor/cooperating teachers and the university instructors/supervisors in resolving special problems that may arise.
- Help mentor/cooperating teachers guide the growth of teacher candidates/interns.
- Contribute to the observations/evaluations of the teaching intern as appropriate and desired.
- Provide counsel and assistance to the university supervisors in the development of a high quality, field-based experience in the building and in the community.
- Uphold the policies of CTE and the district regarding the utilization of student teachers as substitute teachers—see page 13.

### **Responsibilities of the University Supervisor**

The university supervisor is one of the most important participants in the student teaching-intern program. A strong rapport, founded upon mutual respect and understanding between the university supervisor and the student teacher is integral to a student teacher's success. The university supervisor gives direction to the activities, methods and techniques employed by the student teacher in the teaching process. Overall, the goal is to accept the student teacher as a professional and to nurture his/her development into an effective educator.

- Recognize that the professional and legal responsibility for the classroom remains in the hands of the cooperating/mentor teacher.
- Act as a liaison between the participating school and the Center for Teacher Education.
- Conduct student teacher orientation at the beginning of the semester, emphasizing responsibilities (academic, moral, ethical and legal), various avenues of support, and the information needed to make a smooth transition from being a university student to being a successful teacher. Suggestions for this session include:
  - Ethical conduct toward students, parents, professional colleagues, and fellow student teachers
  - General school district procedures, policies, rules, philosophies, and expectations
  - Goals and objectives of student teaching
  - Specific observation and evaluating procedures
  - Problem of adjustment to the school environment, living and working in the community, and personal problems
  - Key individuals who should be contacted in the school building
  - Professional dispositions, dress, and conduct
- Arrange orientation of cooperating teachers by providing information on the nature of the program, responsibilities, and best modes of effective communication with student teacher, supervisor, and university. Be sure everyone understands:
  - Student teaching schedules
  - Planning time for meetings with cooperating teachers and student teachers

- Observation and evaluating procedures to be used by the cooperating teacher and the university supervisor
- Observe student teachers a minimum of four times during the internship and twice during the pre-internship. These are formal written evaluations. Additional informal evaluations are encouraged.
- Initiate Professional Growth Plans if needed.
- In the necessity of a Growth Plan, initiate communication with the Coordinator of the program.
- Participate in weekly D2L Discussion Board.
- Observe, evaluate, and confer with student teachers on a regular basis regarding teaching/planning to emphasize continual growth. Help student teachers analyze their teaching and gain insight into why teaching was more or less effective. Offer alternate strategies/techniques if needed.
- Recommend a letter grade to the Coordinator for the respective program.
- Attend an informational session at the beginning of the semester to discuss protocol for supervision.
- Participate in evaluating the mentor teacher and consent to a performance evaluation that contributes to program improvement.

## **Counseling & Growth Plans**

The CMU Center for Teacher Education is dedicated to facilitating the practice of high and rigorous standards of teaching through developing a professional knowledge base, practicing pedagogical and professional theory, and fostering professional and educational communities. Teacher candidates will continually be monitored and advised on progress in meeting these standards. When concerns about a teacher candidate's professional progress and/or disposition are raised through this monitoring process, intervention may be provided through a formal and defined process as described below.

Please maintain regular communication with the Program Coordinator (advisor). When any internship requirement is not met; candidates can face removal from their placement.

### **Step 1**

If a concern is raised about a teacher candidate's actions/performance in regard to grades, field experiences, portfolio and/or program expectations, a meeting will be held with the teacher candidate, course instructor, advisor, and complainant (if different than these parties) to discuss the concerns.

### **Step 2**

The second time a concern arises about a teacher candidate's actions/performance in regard to grades, field experiences, portfolio, and/or program expectations, the Teacher Candidate Review Committee will review the candidate's progress. A candidate may be asked to provide input to the committee. A growth plan will be developed with the candidate, with a specific timeline for completion. The instructor and/or advisor will follow up with the teacher candidate on the progress of the plan.

### **Step 3**

The professional progress of the teacher candidate will be evaluated by the Teacher Candidate Review Committee when the growth plan efforts have been completed. If sufficient progress has not been made at the end of the probationary period, the candidate will be removed from the Teacher Education Program. If removal from the program is recommended by the Teacher Candidate Review Committee, the candidate will receive written notice of the decision.

A written record of meetings and the growth plan will be maintained in the teacher candidate's file. The Center for Teacher Education reserves the right to remove a teacher candidate from a field experience,

internship, or from the program when necessary. If the removal of a teacher candidate is recommended or required by anyone outside of the Center for Teacher Education (principal, cooperating or mentor teacher, etc.), this process may be altered. In such instances, the issues will be considered individually.

## **Liability Issues and Legal Status of Teacher Interns**

As part of the "Cooperative Teacher Education Act" (22-62-105. Authority and Status of Student Teachers), Colorado law states:

- (1) Any student teacher, during the time that such student is assigned to a field experience within a public school, shall be deemed to be a public employee of the school district within the meaning of the "Colorado Governmental Immunity Act", article 10 of title 24, C.R.S. The duties and responsibilities of the student teacher shall be determined by mutual agreement between the school district and the authorized representative of the college.
- (2) The student teacher, during his practice teaching in a school, shall be deemed an employee of the school district for the purpose of workers' compensation and liability insurance as provided for other school employees.

In view of this legislation, it is important that **teacher candidates must have a licensed/certified teacher in the classroom or at close proximity at all times.** The only exception is under the internship substitute teaching provision, and only during the last quarter of internship. For more on this provision, see the *Substitute Teaching During Internship* section.

A teacher intern is responsible for his/her own acts unless it can be proved that the university or public-school personnel are materially negligent in defining or supervising the teacher intern's school activities. Neither state nor university insurance provides liability protection for teacher interns who commit intentional acts, such as striking a student, sexual abuse or harassment, etc.

### **Other Legal Considerations**

Teacher interns are to note, per C.R.S. 18-12-214(3), a concealed carry permit "does not authorize a person to carry a concealed handgun onto the real property, or into any improvements erected thereon, of a public elementary, middle, junior high, or high school."

## **Substitute Teaching During Internship**

The Center for Teacher Education allows students to participate in limited substitute teaching during the last 9 weeks of their internship semester. Starting in the last quarter of the internship semester, CMU student teachers are permitted to substitute for their mentor teachers, within their placement classrooms, for no more than 2 days (or 16 hours total) a week.

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 placement district's Human Resources Department.** In order to pursue substitute teaching, it is the student's responsibility to obtain the required 1-year substitute authorization through CDE and to complete the substitute application process through their placement district. Compensation for substitute teaching is determined by the host school district. 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.

If teacher interns choose to pursue the opportunity of substitute teaching within their placement classroom, they may still record these hours on their time log for internship. However, interns will be required to note on their time logs the days that were completed in their placement in the substitute teaching role.