

Suggested Time Line for Internship

(Ultimate authority of teacher candidate progression will be determined by mentor)

Prior to school starting

- Set up an initial meeting with mentor(s) before the placement begins. Establish teacher candidate time frame and daily schedule. Review resources, routines, and working space. Clarify expectations. Communicate with the building principal and send a thank you note along with a re-introduction.
- Check with placement school HR department and school office regarding district e-mail, keys, identification badge, teacher workdays, and district orientations.
- Look over Internship Handbook and College of Education website <http://education.wsu.edu/field/>. Become familiar with the placement school (handbook, website, tour of building etc.).
- Research the curriculum and pacing plans, and subject specific resources for the grade level of your placement.

Week One

- Plan to arrive at school at least a half hour early and stay as long as your mentor is expected to stay.
- Introduce yourself to students and with the help of your mentor prepare a message to send to students' families.
- Ask questions, discuss observations, review routines and policies, and familiarize yourself with online learning platforms and curriculum guides.
- Learn the names of students in your classes. Study the characteristics and learning habits of the students in your class(es).
- Establish a weekly check in/reflection time with your supervisor. Submit weekly plan with goals.

Week Two

- Review with mentor teacher the PDEFE as a certification requirement. Review the ten disposition standards. Set goals and discuss opportunities to provide evidence that you are meeting standard as a professional teacher candidate.
- Familiarize yourself with your district, school, and classroom, asking questions about student backgrounds, socio-economic status of community, and the students in your classroom. Inquire about individual learning plans, pull out services for individual students, curriculum and pacing plans, and resources for the staff and teachers in your building. Having a well-rounded knowledge of your classroom and the learners themselves will inform your teaching practice and guide you as an educator.
- Seek opportunities to ease into co-teaching roles.

Weeks Three to Five

- Gradually take on more teaching opportunities that include classroom management practice. Offer to co-teach and follow the lead of your mentor.

- Prepare written lesson plans for your mentor and supervisor as you transition. Invite feedback.
- Record segments of your teaching to share with your supervisor and to evaluate your progress.
- Create general outlines of unit plans with a clear idea of what assessment you intend to use.

Weeks Six through Eight

- Solo teach if mentor determines you are ready. Prepare all ideas, resources, and plans in consultation with your mentor. Co-teaching may still occur, but not as much.
- By the end of week 8, collect assessment evidence showing the range of student learning from your lessons. Reflect on the student assessment and set goals for further planning and instruction.
- Schedule a formal observation and conference session with your supervisor. Review with your mentor and supervisor the PDEFE for midterm evaluation.

Weeks Nine through Fourteen

- Continue teaching responsibilities inviting feedback from your mentor and supervisor.
- Create a Professional Growth Plan www.education.wsu.edu/professionalgrowthplan based on your PDEFE or the TPEP model used in your district.
- Invite the building principal to observe you teaching (Most principals will not serve as a reference unless they have observed you teach).

Final Weeks

- Gradually transition all teaching responsibilities back to the mentor. Observe or assist teachers in other classes if arranged.
- Be sure all papers, assignments, and resources are graded and returned to the mentor, and that grading records are current.
- Show appreciation to all school personnel who have assisted you.
- Review and complete final WSU requirements (PDEFE, Professional Growth Plan, Exit Survey, etc.).
- Ask if mentor and supervisor are willing to be a reference for you.