Intern Supplementary Book
Elementary Education Program

UMBC
Department of Education
The UMBC Department of Education mission is to research teaching and learning, and to develop caring, thoughtful, knowledgeable, and skilled teachers who are responsive to children, families and the community. We expect our graduates to be leaders in their schools as well as advocates for democracy and social justice.
I. UMBC PDS NETWORK SITES

Elementary Education Program

Anne Arundel County Public Schools
Van Bokkelen Elementary School

Baltimore City Public Schools
Violetville Elementary/Middle School

Baltimore County Public Schools
Dogwood Elementary School – on hiatus
Halethorpe Elementary School
Relay Elementary School
Riverview Elementary School

Howard County Public Schools
Guilford Elementary School
Laurel Woods Elementary School
Talbott Springs Elementary School
Thunder Hill Elementary School

Important Contact Information

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Elementary Education Program
Program Director: Prof. Barbara Bourne, barbara.bourne@umbc.edu

Tk20
Assessment Coordinator: Mr. Justin Schaffer, education@umbc.edu
II. ELEMENTARY EDUCATION PROGRAM-SPECIFIC RULES AND REGULATIONS

Phase I
The Fall internship experience begins the week teachers return to schools in August and the Spring internship experience begins in January depending on the intern’s availability. During Phase I, interns coordinate with their mentor teacher to be present for a **minimum of twenty (20) full-days** of instructional time. Interns are encouraged to spend **one and a half (1 ½) or more days per week** in order to become an integral part of the classroom. A half-day is defined as at least three and one half consecutive hours at a school.

Phase I Meetings
Interns will attend four meetings with the instructor of the Intern Seminar. The dates will be announced at the Intern Orientation. Attendance at these meetings is mandatory.

Phase II
Interns return to school typically working with the same mentor as in Phase I. However, Phase II will be a split rotation model whenever possible. Therefore, the internship will be divided into two 8-week placements, ideally in two different grades and in some cases in two different schools. During Phase II, interns must attend school full-time for a **minimum of eighty (80) full-days**. Interns assume progressive responsibility for providing instruction and should provide full instruction for a period of at least two weeks per rotation.

Phase II Internship Seminar
The seminar meets on **Wednesdays** and attendance is **mandatory**.

Lesson Plans
Interns must submit lesson plans to the mentor teacher at least four (4) school days in advance and have them approved by the mentor teacher prior to implementation. Then, interns must submit the mentor-approved lesson plan to his/her University supervisor at least two (2) school days in advance of a scheduled observation. Failure to submit lesson plans in advance may result in the intern being denied the opportunity to teach that lesson.
III. PREFERRED ELEMENTARY EDUCATION INTERNSHIP TIMELINE

Phase I
- Single Rotation: minimum of 20 days

<table>
<thead>
<tr>
<th>Week 1</th>
<th></th>
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<tbody>
<tr>
<td>Observe routines</td>
<td></td>
</tr>
<tr>
<td>Get to know class</td>
<td></td>
</tr>
<tr>
<td>Assist as needed</td>
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</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Take over some routines</td>
<td></td>
</tr>
<tr>
<td>Assist as needed</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3 - 4</th>
<th>Co-plan with mentor/team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to take over routines</td>
<td></td>
</tr>
<tr>
<td>Work with small group</td>
<td></td>
</tr>
<tr>
<td>Assist as needed</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Co-plan with mentor/team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to take over routines</td>
<td></td>
</tr>
<tr>
<td>Work with small group</td>
<td></td>
</tr>
<tr>
<td>Plan and teach whole group lesson in content or a subject area</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6-9</th>
<th>Co-plan with mentor/team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to take over routines</td>
<td></td>
</tr>
<tr>
<td>Work with small group</td>
<td></td>
</tr>
<tr>
<td>Plan and teach whole group lesson in content or a subject area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- try new subject each week or so</td>
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</table>

<table>
<thead>
<tr>
<th>Week 10-13</th>
<th>Co-plan with mentor/team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to take over routines</td>
<td></td>
</tr>
<tr>
<td>Co-plan and work with small group in reading and math</td>
<td></td>
</tr>
<tr>
<td>Plan and teach whole group lesson in content or a subject area – try a new subject each week or so</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14-17</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>By this time, the intern should be comfortable planning and teaching all subject areas.</td>
<td></td>
</tr>
<tr>
<td>Continue to plan and teach as much as possible and begin to transition back to the teacher.</td>
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</tbody>
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<thead>
<tr>
<th>Week 18-20</th>
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<tbody>
<tr>
<td>By this point the intern should have taught all subject areas and is continuing to transition back to the teacher.</td>
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</table>

**Note:** This is a suggested timeline. Mentors and interns should adapt this to create their own plan for intern to gradually assume responsibility and complete two weeks of full teaching.

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1 This timeline should be implemented as developmentally appropriate for the intern, but with the understanding that only interns who demonstrate proficiency in being able to lead and manage a classroom effectively will be recommended by UMBC for certification by the Maryland State Department of Education (MSDE).
**Phase II Single Rotation**

- **minimum of 80 days**

<table>
<thead>
<tr>
<th>Week</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Observe routines/resume responsibility for routines from Phase I</td>
</tr>
<tr>
<td>2-3</td>
<td><strong>Bit Teaching</strong>&lt;br&gt;Take responsibility for all routines&lt;br&gt;Work with small group</td>
</tr>
<tr>
<td>4-5</td>
<td><strong>Initial Teaching</strong>&lt;br&gt;Plan and teach one subject or one content&lt;br&gt;Assist in all other subjects</td>
</tr>
<tr>
<td>6-7</td>
<td><strong>Sustained Teaching</strong>&lt;br&gt;Plan and teach one subject and one content&lt;br&gt;Co-plan for all subjects and one content</td>
</tr>
<tr>
<td>8-9</td>
<td><strong>Sustained Teaching</strong>&lt;br&gt;Plan and teach two (2) subjects and one content&lt;br&gt;Co-plan for all subjects and one content</td>
</tr>
<tr>
<td>10-11</td>
<td><strong>Sustained Teaching</strong>&lt;br&gt;Plan and teach three (3) subjects and one content&lt;br&gt;Co-plan, co-teach and assess all subjects and one content</td>
</tr>
<tr>
<td>12-13</td>
<td><strong>Full Teaching</strong>&lt;br&gt;Full-time teaching should begin here, depending upon where the intern is in the induction process&lt;br&gt;Lead planning, teaching, and assessing all subjects and one content; conduct all routines</td>
</tr>
<tr>
<td>14-15</td>
<td><strong>Full Teaching</strong>&lt;br&gt;Lead planning, teaching, and assessing all subjects and one content; conduct all routines</td>
</tr>
<tr>
<td>16-17</td>
<td><strong>Full Teaching</strong>&lt;br&gt;Lead planning, teaching, and assessing all subjects and one content; conduct all routines&lt;br&gt;Begin transitioning classroom back to mentor teacher</td>
</tr>
<tr>
<td>18</td>
<td>Complete transitioning classroom back to mentor teacher</td>
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</tbody>
</table>

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2 Content refers to social studies, science, and health.

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### Phase II Split Rotation

- **minimum of 80 days**

<table>
<thead>
<tr>
<th>Week</th>
<th>Description</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>5/6</td>
<td>5/6 formal observations with supervisor – 2 -3 weeks of full teaching during each rotation</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td><em>Observing/routines/bit teaching</em></td>
<td><em>Observe routines/resume responsibility for routines from Phase I</em></td>
</tr>
<tr>
<td></td>
<td><em>Work with small group</em></td>
<td><em>Co-plan for all subjects and one content</em></td>
</tr>
<tr>
<td>2</td>
<td><em>Bit Teaching</em></td>
<td><em>Take responsibility for all routines</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Continue to work with small groups</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Co-plan for all subjects and one content</em></td>
</tr>
<tr>
<td>3</td>
<td><em>Initial Teaching</em></td>
<td><em>Plan and teach content</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Assist in all other subjects</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Work with small groups</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Co-plan for all subjects and one content</em></td>
</tr>
<tr>
<td>4</td>
<td><em>Sustained Teaching</em></td>
<td><em>Plan and teach content and one content (math should be first subject to be taught)</em></td>
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<tr>
<td></td>
<td></td>
<td><em>Co-plan for all subjects and one content</em></td>
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<tr>
<td></td>
<td></td>
<td><em>Work with small groups and assist all subjects</em></td>
</tr>
<tr>
<td>5</td>
<td><em>Sustained Teaching</em></td>
<td><em>Plan and teach two (2) subjects (math and language arts) and one content</em></td>
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<tr>
<td></td>
<td></td>
<td><em>Co-plan for all subjects and one content</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Work with small groups and assist all subjects</em></td>
</tr>
<tr>
<td>6</td>
<td><em>Full Teaching</em></td>
<td><em>Plan and teach three (3) subjects (math, LA, an reading) and one content</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Co-plan, co-assess all subjects and one content</em></td>
</tr>
<tr>
<td>7</td>
<td><em>Full Teaching</em></td>
<td><em>By this time the intern should be teaching all subjects</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Lead planning, teaching, and assessing all subjects and one content; conduct all routines</em></td>
</tr>
<tr>
<td>8</td>
<td><em>Transition back to teacher</em></td>
<td><em>Complete transitioning classroom back to mentor teacher</em></td>
</tr>
<tr>
<td>9-16</td>
<td><em>Move to 2nd rotation and begin again</em></td>
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</tbody>
</table>

## The Andrews Model of Gradual Induction

**Bit Teaching**: planning/teaching/assessing small group lessons

**Initial Teaching**: planning/teaching/assessing at least one lesson/subject for a large group

**Sustained Teaching**: planning/teaching/assessing sequential lessons (at least 2 consecutive lessons or a half day of instruction during the course of the school day/2-3 subjects)

**Full Teaching**: assuming the entire classroom instructional schedule (at mentor teacher’s discretion in consultation with the University supervisor and the intern)
IV. INTERN CHECKLIST

The following Checklist offers guidelines for the intern to assure a successful internship experience. As with all learning experiences, it should be adapted according to the intern’s progress from week to week.

Take time early in the internship experience to have a series of conversations with your mentor regarding goals for the classroom and the internship experience. Discuss daily, weekly, and long-term objectives, as well as instructional goals, classroom management, parent involvement, and student evaluation. These early conversations are a good time to outline the progression of your responsibilities over the internship and to plan a schedule of observations and reviews with your mentor and supervisor.

This Checklist parallels the Mentor Checklist and Supervisor Checklist, as appropriate, and cross-references the Clinical Practice Exit Checklist. It spans the full school year of engagement in the school community, learning to teach, and having experiences with students of diverse backgrounds and abilities.

Phase I

The Phase I component of the internship occurs over an entire semester and begins prior to the start of school. You will report to your placement school the week before school opens, attend meetings and professional development with your mentor and help him or her set up the classroom. You will then attend at least one full day each week (although it is encouraged that you attend more in order to become an integral part of the classroom) during the semester (totaling a minimum of 20 days). You will fulfill specific course-based requirements, as well as assignments related to classrooms, students, school, and community outlined below. The primary functions of the Phase I experience are observations, data collection, and initial teaching experiences.

***You are required to attend all scheduled days and your mentor will be counting on you to complete certain functions. If you must miss a scheduled day, you must contact your mentor in advance. You must make up that day during your Phase I semester.

Teacher Orientation Week (Prior to School Opening)

Both Phase I and Phase II interns are expected to report to their placement, starting on the first day of school for the teachers in the school system in which they will complete their internship.

Week 1 (before school opens)

General School Orientation:

- Find out where to park.
- Learn daily check-in procedures.
- Tour the school building(s) with your mentor.
- Ask for a map of the school with key places.
- Learn the layout of the classroom and location of materials. Ask mentor why room is set up that way.
- Set up a personal workstation area.
- With your mentor, create a timeline and list of things that must be done to set up a room (e.g., texts, manuals, furniture arrangement, bulletin boards, class lists, student supply...
lists, permanent records, schedules, audiovisuals, resources, classroom library and supplementary materials).
- Ask for a set of classroom books, curriculum guides, and relevant materials.
- Learn how to set up a plan book.
- Ask mentor to introduce you to the administrative staff, other colleagues, specialists, secretaries, and cafeteria and custodial staff.
- Learn about staff meeting procedures and expectations for interns (e.g., When are meetings? Where are meetings? Who’s in charge? What’s expected?).
- Ask about the nuts and bolts of the school’s policies and procedures (e.g., fire drill, plan book, sign in and sign out sheets).
- Ask about supplies and equipment – their availability and how to get them.
- Ask about health room procedures (e.g., When is the school nurse available?).
- Ask about information about legal matters associated with teaching, including confidentiality, child abuse reporting, I.E.P., etc.
- Ask your mentor to help you construct and send home a letter to the students’ parents describing your role in the class. Do not do this without mentor’s (and principal’s if necessary) permission.
- Look ahead to the year’s calendar of activities (e.g., holidays, standardized test dates, mentor’s lesson plan book, schedule of field trips).
- Review important school issues and “unwritten” policies.
- Locate and review the school improvement plan with your mentor.
- Review the “must follow” rules (professionalism) of the school (e.g., lunch hour time on workdays, arrival time on workdays, dress codes, parent contacts).
- Discuss best ways to contact mentor during out of school hours.

**Instructional Orientation:**
- Review the importance of performance outcomes and Maryland’s tests (MSA) and how they relate to your day-to-day teaching activities.
- Plan the first week.
- Discuss classroom environment, procedures, and goals in the room.
- Review “effective” class rules.
- Review administrative tasks.
- Discuss student attendance procedures.
- Ask about your mentor’s “systems” (e.g., organizing grade book, keeping track of homework, tracking down tardies, orchestrating first day/week, working through administrative procedures).
- Ask questions!

**Beginning: Weeks 2-5 (school in session, students in building)**
During this part of Phase I, your role is to take advantage of available opportunities to complete the following checklist items:
- Set goals for Phase I with your mentor.
- Observe the classroom.
- Ask your mentor to help schedule observations of other classroom teachers, pullout programs, and “specials.”
- Share the assignments from EDUC 419/669 and EDUC 420/622 and other intern assignments with your mentor.
- Discuss pre-assessments, post-assessment, and evaluation of assessments.
Plan teaching activities that will be observed by your supervisor.
Discuss ways to communicate with parents
Observe parent teacher conferences.
Establish a communication log with your mentor; check weekly for written communication.
Schedule observation with UMBC supervisor. Date: ________________
  o Participate in a three-way communication with the mentor, UMBC supervisor, and yourself.
  o Discuss the communication log, unit plan progress, and observations.
Plan the middle part of Phase I with your mentor.

Middle: Weeks 6-10
Learn how to use the school’s computerized grading system.
Ask mentor for assistance developing lessons.
Teach as many lessons as possible.
Conduct pre and post observation meetings with your mentor.
Ask for verbal and written feedback on lessons you teach concerning:
  o Classroom management
  o Lesson effectiveness
  o What went well
  o Suggestions for improvement
Help plan a field trip.
Review the contents of the CPPA and identify goals for observation.

End: Weeks 11-15
Discuss policies and procedures of the following:
  o Student makeup work
  o Grading rationale and policies for your school
  o “Unwritten” or written school system policies
  o Religious holidays
  o Delayed opening and snow day policies
  o Referral process for special education
  o Procedures for field trips
Schedule observation with UMBC supervisor. Date: ________________
  o Participate in a three-way communication with the mentor, UMBC supervisor, and yourself.
  o Discuss the communication log, unit plan progress, and observations.

Complete CPPA Formative 2
Sign Phase I Attendance Tracking and save to upload to your portfolio. Submit hard copy to Office of Field Experiences and Clinical Practice
Set goals for Phase II.
Phase II

Phase II prepares you for fulltime teaching. You are expected to gradually assume responsibilities, co-teach, and then assume all responsibilities of teaching for 6 weeks (2 weeks for those interning in two placements). You are expected to attend all school functions required of the mentor teacher (parent teacher conferences, Back-to-School nights, PTA events, field trips, team meetings, SIT and other team meetings).

*** You are required to attend school every day for a minimum of 80 days. Your mentor will be counting on you to be prepared every day. If you must be absent, you must contact your mentor as far in advance as possible. All absences must be made up before you are considered an internship completer.

1st Month: January or August

☐ Schedule and hold a “Plan for the Month” session.
☐ Work closely with your mentor on developing formal and informal observation procedures.
☐ Review/revise goals for Phase II (including intern 10-day unit plan and action research project).
☐ Identify and develop a unit and student pre- and post-assessments for the unit.
☐ Share recordkeeping and filing with your mentor.
☐ Review the mentor’s plan books and other related scheduled activities and create one for yourself.
☐ Assist with Back to School Night and/or other parent events.
☐ Continue to co-plan lesson plans for the first few weeks.
☐ Ask your mentor to regularly observe your teaching, making sure to conduct pre and post observation conferences.
☐ Establish set meetings/interaction times between intern and mentor.
☐ Establish or review your mentor’s substitute folder.
☐ Discuss the importance of documenting each student’s work.
☐ Stress that confidentiality exists between mentor and intern.
☐ Share procedures for conferencing with administrators.
☐ Ask mentor for help prioritizing your workload.
☐ Discuss how to work successfully with parents.
  ○ Keep and review an accurate log of interactions with parents.
  ○ Plan and carry out positive parent contacts daily; continually praising the positive will make a negative contact less painful.
☐ Review policies and procedures of the following:
  ○ Student makeup work
  ○ Grading rationale and policies for your school
  ○ “Unwritten” or written county policies
  ○ Religious holidays
  ○ Delayed opening and snow day policies
  ○ Referral process for special education
  ○ Procedures for field trips
☐ Each month include an informal discussion and review about the following topics:
  ○ Classroom management and discipline strategies
  ○ Keeping up with grading, evaluating, and recording data. Ask to see records
  ○ Organizational and recordkeeping skills
o The status of the objectives and goals you wrote together
o Be sure to reflect and ask questions
☐ Schedule observation with UMBC supervisor. Date: ___________________
o Participate in a three-way communication with the mentor, UMBC supervisor, and yourself.
o Discuss the communication log, unit plan progress, and observations.

2nd Month: February or September
☐ Schedule and hold a “Plan for the Month” session.
☐ Review grading procedures (e.g., how to write report card comments, how to compute and assign grades, share grading system notes, explain all aspects of the grading system for the school).
☐ Discuss and review the following topics:
o Classroom management and discipline strategies
o Keeping up with grading, evaluating, and recording data. Ask to see records
o Organizational and recordkeeping skills
o Sensitive issues in education (e.g., family life curriculum, custody issues, religious accommodations).
o The status of the objectives and goals you wrote together
o Provide opportunity for the intern to reflect and ask questions
☐ Participate in Parent-Teacher conferences.
☐ Plan field trips as appropriate.
☐ Schedule observation by UMBC supervisor. Date: ___________________
o Participate in a three-way communication with the mentor, UMBC supervisor, and yourself.
o Discuss the communication log, unit plan progress, and observation.

3rd Month: March or October
☐ Schedule and hold a “Plan for the Month” session.
☐ Finalizing the plans for the unit plan and pre- and post-assessments.
☐ Continue to discuss sensitive issues in education (e.g., family life curriculum, custody issues, religious and other accommodations).
☐ Discussion and review the following topics:
o Classroom management and discipline strategies
o Keeping up with grading, evaluating, and recording data. Ask to see records.
o Organizational and recordkeeping skills
o Sensitive issues in education (e.g., family life curriculum, custody issues, religious and other accommodations).
o The status of the objectives and goals you wrote together
o Reflections and questions.
☐ Schedule observation by UMBC supervisor. Date: ___________________
o Participate in a three-way communication with the mentor, supervisor, and yourself.
o Discuss the communication log, unit plan progress, and observation.
☐ Complete CPPA Formative 2
☐ Schedule an observation by principal or other administrator
4th Month-5th Month: April – May or November - December

☐ Schedule and hold a “Plan for the Month” session.
☐ Review plans for end of school or semester activities.
☐ Review policies and issues that relate to retention and failure of students.
☐ Expand parental contact only with guidance from mentor.
☐ Discuss and review the following topics:
  o Classroom management and discipline strategies.
  o Keeping up with grading, evaluating, and recording data. Ask to see records.
  o Organizational and recordkeeping skills.
  o Sensitive issues in education
  o The status of the objectives and goals you wrote together.
  o Intern reflection and questions.
☐ Schedule observation by UMBC supervisor. Date: ________________
  o Participate in a three-way communication with the mentor, supervisor, and yourself.
  o Discuss the communication log, unit plan progress, and observation.
☐ Complete CPPA Summative (required for grade in internship and intern seminar)
☐ Write thank you notes to mentor and administrators.
☐ Sign Phase II Attendance Tracking and save to upload to your portfolio. Submit hard copy to Office of Field Experiences and Clinical Practice
## V. CLINICAL PRACTICE PERFORMANCE ASSESSMENT (CPPA) REQUIREMENTS AND TIMELINE

### ELEMENTARY EDUCATION PROGRAM

<table>
<thead>
<tr>
<th>Stage of Evaluation</th>
<th>Teacher Candidate</th>
<th>Mentor Teacher</th>
<th>University Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Phase I Observation</td>
<td>Phase II Observation</td>
<td>Summative Report</td>
</tr>
<tr>
<td>□ formative 1</td>
<td>□ formative 2</td>
<td>□ summative</td>
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</tr>
<tr>
<td>(Phase I Week 16)</td>
<td>(Phase II Week 8)</td>
<td>End of Internship (Phase II Week 16)</td>
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<table>
<thead>
<tr>
<th>Stage of Evaluation</th>
<th>Mentor Teacher</th>
<th>University Supervisor</th>
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<tr>
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<td>Phase I Observation</td>
<td>Phase II Observation</td>
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<tr>
<td>□ formative 1</td>
<td>□ formative 2</td>
<td>□ summative</td>
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<tr>
<td>(Phase I Week 16)</td>
<td>(Phase II Week 8)</td>
<td>End of Internship (Phase II Week 16)</td>
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<table>
<thead>
<tr>
<th>Stage of Evaluation</th>
<th>University Supervisor</th>
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<tbody>
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<td>Phase I Observation</td>
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<td>□ formative 2</td>
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<td>(Phase I Week 8)</td>
<td>(Phase I Week 17)</td>
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<td>□ formative 5</td>
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<td>□ formative 6</td>
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How to be a Successful Intern – Mentor/Intern Contract

This contract must be reviewed by the mentor teacher and intern together. They must come to a consensus/agreement on each item, initial each item, sign the entire document, and keep a copy for themselves.

1. Telephone numbers and/or e-mail addresses have been exchanged. 
2. Hours that intern is required to be in the school building has been discussed. 
3. Emergency procedures have been discussed. 
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