

Blueprint List of Internship Activities

The following list of activities is for referral throughout internship for candidates, mentor teachers, and field supervisors. The list serves as a starting place for directing candidate activity and informing mentor teacher and field supervisor support. Please note that this blueprint is meant for in-person instruction and that students will adapt the form to a hybrid or distance learning model.

As Internship Begins

- Access internship related documents on the [Teacher Supervisor Resources Canvas Site](#) (field supervisors) or [SPU Wiki Page](#) (mentor teachers)
- Read the [Residency Teacher Certification Handbook](#) (candidates) or [Mentor Teacher Handbook](#) (mentor teachers and field supervisors)

During the First Few Weeks of Internship

- Share contact information between mentor teacher, and candidate, field supervisor - including email addresses
- Identify a work area or desk for the candidate to keep teaching materials and personal belongings
- Identify a convenient time for regular conferencing between mentor and candidate for planning, evaluation of lessons, sharing ideas, problem solving, and encouragement
- Record school phone numbers, school calendar, class schedules, and room locations
- Examine student texts and supplementary materials used in the classroom, obtain copies of teacher-texts if they are available
- Secure seating charts and learn student names
- Become familiar with the school's physical layout and facilities such as workrooms, restrooms, and lunchrooms
- Begin assuming routine responsibilities under the direction of the mentor (e.g. taking attendance, grading)
- Become familiar with school routines including
 - School hours and attendance procedures for faculty and students
 - Copy procedures, mailbox, telephone, and computer use
- Become familiar with school support services, including
 - The library and computer labs
 - Support personnel, office assistants, nurse, custodian, psychologist
 - Special education and other academic support personnel (access information on IEPs, 504s, ELL)
 - District resources showing curriculum and instructional materials
- Organize a meeting with the field supervisor, mentor teacher, and candidate to discuss
 - Internship procedures, assumption of responsibilities, and arrange a tentative teaching schedule following the [co-teaching model](#) and [program checklist](#).
- Examine handbooks and policies related to
 - Student behavior and discipline
 - Faculty meeting schedule, extracurricular activities
 - Emergency response and school closure
- Write reflections based on your programs timeline schedule
- Meet other school personnel

After the First Few Weeks of Internship

- Complete the Candidate Affidavit of Responsibility on Canvas
- Download the SOE Guardian Notification Letter from Canvas and distribute to all K-12 students' guardians prior to any video recording
- Discuss your internship school's video/media policy with your mentor and identify any students who do not have permission to be recorded .
- Continue discussing co-teaching strategies as steps for sharing responsibility between mentor and candidate for planning, instruction, and assessment

Before the Midpoint

- Consider teaching performance in comparison to Internship Performance Criteria rubrics
- Set a date with the field supervisor for the first formal evaluation using the Internship Performance Criteria

Around the Midpoint of Internship

- Teach a lesson for formal evaluation, assessed by field supervisor using Internship Performance Criteria
- Work together to arrange a time for mid-internship conference with candidate, mentor, and field supervisor
- In conference, set and record goals for the remainder of internship according to Internship Performance Criteria

Throughout Internship

- Maintain open communication between candidate-mentor-field supervisor; make adjustments using feedback
- Write and revise lesson plans
- Self-evaluate according to Disposition Assessment and Internship Performance Criteria
- Submit lesson plans as requested by the mentor teacher and field supervisor
- Maintain internship documents, such as lesson plans or other assignments for field supervisor reference

During Independent Teaching

- Maintain and revise lesson plans. Mentor: set aside time to review plans and observe candidate growth using either SPU or your building's observation tools
- Review previous evaluation information from Disposition Assessment and Internship Performance Criteria
- Teach a second lesson for evaluation by the field supervisor using Internship Performance Criteria

Before the Final Conference

- Candidates can request letters of reference or recommendation from mentor and field supervisor (candidates are not entitled to positive letters of recommendation, but earn them according to disposition and improvement)

During the Final Conference

- Mentor and Supervisor: identify candidate's strengths, weaknesses, strategies for improving
- Openly discuss performance on Disposition Assessment and Internship Performance Criteria