

## Initial Responsibilities – Establish expectations from the beginning

- Request the following information from your cooperating teacher:
  - Class roster(s) and seating arrangement(s) (if applicable)
  - Class schedule(s)
  - Building and/or classroom rules and behavior plan
  - Building and classroom emergency plan
  - Student and faculty handbooks
  - Grade level and/or course curriculum resources
  - Copies of student and teacher textbooks and other instructional material
  - Access information for available technology
  - Any other procedural information pertaining to the classroom or building
- Identify and organize a work space in your classroom that allows you to observe both your cooperating teacher and your students. Ask about district internet access.
- Clarify expectations for start and end times at your internship site. Teacher candidates are expected to be on site whenever school is in session for the duration of the internship and to adhere to the hourly expectations of the school day as determined by the school's teacher contract.
- Make an effort to introduce yourself to school administrators, faculty, and staff. Arrange a tour of the building to include the location of the main offices, library, and computer labs; book, supply, and equipment rooms; and student records, attendance, counseling, special education and other student service offices. Make sure to ask about procedures for making or requesting copies and supplies.
- Ask your cooperating teacher:
  - What does a typical day look like for you? What did it look like when you were a first year teacher? What should I expect my schedule to look like during this internship? What are your expectations for how I will spend my time?
  - What is your approach to classroom management? What are the students accustomed to? Do you or does the school/district have specific policies for daily routines, communication, discipline, etc.?
  - Generally, where are students in their learning, curriculum, etc? What do students know, need to know, want to know? Where do students need to be by the end of the semester to meet goals and objectives?
  - What is your approach to grading? How do you assess student achievement Formative and summative.
  - Specifically, what are you currently covering in your courses? What courses or lessons have students been introduced to so far? What lessons are planned for when students return from break?
  - When do you plan lessons? How do you approach the planning for different units and preps? Is there a way we could work together to plan? Is there an opportunity for me to teach parts of your lesson in my first weeks? Any opportunities to work with differentiation or intervention/instruction with small groups?
  - How far ahead do you recommend that I plan? On what day of the week would you prefer me to submit lessons for your review? Is there a time we can set aside to review/co-plan lessons each week? How do you want lessons submitted (Google doc recommended)? In what format?
  - How can I best assist students when you are teaching? How can I best assist you in planning? How will I demonstrate for you that I am ready to take the lead on lesson planning and instruction? What specifically do you look for in a colleague whom you trust to teach your students?
- Plan to introduce yourself to your students and parents. What will your communication say about you, your ideas, or your expectations? What artifacts will you share and in what forms; i.e. a creative document, a letter/email, a poster, a piece of artwork? Consider what you might ask students to share with you and in what form; i.e. artifacts, interest/concerns questionnaire, etc. Be sure to submit for approval any artifact or communication plan with your cooperating teacher prior to presentation.

## Ongoing Responsibilities – Every day from start to finish

- Be professional. Make sure that you arrive on time, prepared, and ready to contribute; that your attire suits your site's dress code; that you are mindful of confidentiality always; and that you are proactive in responsive to all communication with your cooperating teacher.
- Be prepared to teach and assist every day, every period whether you wrote the lesson or not. You are in the classroom to teach students and assist with instruction. Grading and planning should be managed outside of classroom hours.
- Attend seminar with your WMU clinical instructor and complete requirements per instructor syllabus.
- Discuss with your cooperating teacher the school's special education program, referral, evaluation, IEP processes, and Response to Intervention (RTI). Request opportunities to observe faculty who work with these students and processes. Also, request an opportunity to review information on K-12 student record management systems.
- Be attentive to building communications and attend department, team, and faculty meetings, professional development opportunities, parent/teacher conferences, and other school sponsored events.
- Meet with your cooperating teacher weekly to review instructional objectives and plans. Focus on co-planning, co-teaching, and preparing for the transition to self-planning and lead teaching in the final weeks of your internship. Review the school's system for documentation of these plans and examine your cooperating teacher's lesson plan procedure. Use it as a model for all lessons you present to the cooperating teacher for approval.
- Make sure that all lessons you submit for approval include the following:
  - Specific and measurable goals and objectives
  - Content to be covered and materials to be used
  - Methods and plan for presenting lesson with consideration of pacing
  - Assessment strategies
  - Plan for differentiated instruction
- Regularly observe and debrief with your cooperating teacher regarding your contributions to the classroom or co-taught lessons as well as your presentation of your own lessons. Request frequent and ongoing feedback to develop your content and classroom skills as well as your skills of self-analysis. See Questions for Lesson Planning and Reflection in the WMU Handbook for more guidance.
- Ask questions daily that improve your understanding of content, planning, preparation, instruction strategies, and classroom management as well as the data that can assist you in identifying areas of concern. Attempt to practice recommended strategies. Collect data. Seek feedback. Implement feedback. Share ideas.
- Review with your cooperating teacher and clinical instructor your mid-term self-evaluation in comparison with the CT and CI mid-term evaluations. What discrepancies exist? Are you recognizing the same strengths and challenges? The expectation is that most candidates will be developing-proficient in all components.
- Communicate any concerns or questions to your WMU clinical instructor or Office of Clinical Experiences.

## Final Responsibilities - Within the final days/weeks of your internship

- Work with your cooperating teacher to resolve your units/lessons and prepare students for your departure. Consider having them write a recommendation for you.
- Complete and submit all major assignments via Tk20.
- Complete required MDE online program evaluation.
- Consider writing a thank you letter to your cooperating teacher, students, and families. Cooperating teacher should approve student and family communications.

