

Timing of Activities in the Intern Experience

The intern experience is a phase-in, phase-out process based on extensive collaboration between the teacher candidate, the partner teacher and the college supervisors. Teacher candidates should begin their experience with observing and working individually with students in the classroom. The next step in the process includes co-teaching, working with small group instruction, and planning for that instruction when appropriate. For the majority of the intern placement, the placement, the teacher candidate should accept full responsibility for planning and instruction of all classes for the entire day. However, co-teaching should be considered, when appropriate, in order to meet the needs of the students in the classroom. Near the end of the placement, teacher candidates will gradually return classroom responsibilities to the partner teacher.

Phase I

The teacher candidate will observe and work individual students and with small groups under the direction of the partner teacher. Teacher candidates should note the following:

- Effective techniques and patterns of instruction
- Movement patterns
- Teacher expectations
- Clarification of roles and responsibilities

Phase II

The teacher candidate will collaborate and co-teach with the partner teacher, as well as plan and implement small group instruction. The teacher candidate will assist with the following:

- Monitoring during independent practice
- Maintain classroom reports and records
- Partner teacher duties
- Preparing bulletin boards and classroom displays
- Assessing and recording student progress

Phase III

Although ongoing collaboration is essential, the teacher candidate will assume the role of **lead** teacher and become responsible for managing the **entire** instructional day. This will include daily planning, as well as a long range of planning using an approved GSC lesson plan format. Co-teaching will continue to be an expectation of this phase.

Phase IV

Near the end of the placement and after the mastery of all required competencies, the teacher candidate will gradually return the majority of the classroom responsibilities to the partner teacher. The teacher candidate will resume individual and small group assistance, as well as co-teaching and collaboration.

*Once the partner teacher, college supervisor(s) and intern recognize that all intern competencies have been mastered (documentation by GSC evaluation form), and as the partner teacher reassumes the majority of the teaching responsibilities, the intern may use whatever "free" time remaining in that placement as an exploratory period into the various facets of teaching. Although this time will be minimal, students should make maximum use of it by visiting and observing other classrooms visiting with and consulting with other professionals in the school system. **These activities must be pre-approved by classroom teachers and college supervisors.***