A. Classroom Teaching:

1. Observation and Orientation:
   **Suggested time frame: Weeks 1-2**
   The first week of the Internship is devoted to orienting the Intern to the classroom. Opportunities are provided for becoming acquainted with pupils, instructional organization, classroom management, resources, and non-instructional duties.

   **Interns are expected to:**
   - participate in activities planned by the mentor teacher;
   - co-teach with the mentor teacher;
   - give the PDS Teacher Education Coordinator and the EDUC 612 instructor copies of their schedules;
   - share their Year 4 Portfolio with their Teacher Education Coordinator and Mentor teacher;
   - learn the names of their student learners;
   - meet and become acquainted with other faculty members at their PDS;
   - discuss the curriculum and determine units of instruction for which the Intern will be responsible;
   - begin cooperative planning for one period/subject; -and-
   - assist with duties/responsibilities within the classroom.

2. Partial Participation:
   **Suggested time frame: Weeks 2-4**
   (Assume approximately 25% of the teaching load, weeks 5-6 assume approximately 50% of the teaching load, and weeks 7-8 assume approximately 75% of the teaching load)

   **The Intern may assume direct responsibility for classroom instruction as early as the end of the first week of the placement by planning and teaching a lesson to a small group or whole class.** Early on, Interns may both teach lessons which were planned by the mentor teacher and co-teach with their mentor teacher. Responsibility for planning and teaching should gradually increase over seven-eight weeks until the Intern is teaching all classes and/or periods.

3. Full Teaching Responsibility:
   **Suggested time frame: Weeks 9-14**
   (Assume full teaching load, weeks 15-16 gradually return teaching load to mentor teacher)

   The Intern assumes full teaching responsibilities when the mentor teacher, in cooperation with the intern, deems it advisable. Each internship situation is an individual one with intervening variables. However, one approach is to assign teaching responsibilities by adding a subject or class period gradually until by the end of week eight the intern is teaching all classes and/or subjects. During this period, the mentor teacher may continue to co-teach or work with small groups while the intern teaches. The mentor teacher, during week 15 and 16 of the placement, gradually re-assumes the teaching responsibility for the classes which facilitates pupil reorientation and intern culminating experiences.
B. **Videotaping:**
Over the course of the internship, interns will videotape their teaching at least once every two weeks. Videotapes will be used to demonstrate developmental progress and reflective practices regarding planning for and implementing appropriate instructional activities intended to positively impact student learning. Samples are also used for artifacts within the Intern’s Exit Portfolio.

C. **Seminars:**
Site-based and campus-based seminars are provided to give interns an opportunity to reflect on experiences and expand knowledge and resources. During the internship the campus-based seminars will focus on a variety of topics including:
- exit portfolios;
- contract development;
- etc.

Site-based seminars are to be scheduled by the PDS teacher education coordinators. The small group sessions may last from one to three hours. Seminars will enable the cohort of interns and the teacher education coordinators to share ideas and experiences, engage in problem solving, discuss the development of the exit portfolios and the action research projects, and learn about PDS initiatives.

D. **Teacher Inquiry:**
All interns are required to collect data related to a school-based inquiry project. At the beginning of the internship, interns need to identify topics and procedures for the projects with both the mentor teachers and the PDS teacher education coordinators. Time must be provided to complete data collection during the semester. Interns will meet periodically on campus with their WVU inquiry sponsor/liaison as well as on site with their PDS partners to discuss progress related to the projects.