Section 5

Guidelines for Interns

**Professional Attire**

* + Clothing should reflect a professional demeanor, maturity and confidence.
	+ Interns should wear their official ID whenever they are in a school building.

**Observations/Teacher Assisting/Instructional Support**

* + Lab times are schedule Mondays, Wednesdays, and Fridays unless other arrangements are made.
	+ Get to know the students and learn their names as quickly as possible. This will require regular class observations and seating charts to learn the students’ names.
	+ It is important to work collaboratively with your mentor so that efforts extend your confidence and competence as a teacher.
	+ Do not expect your mentor to provide you the exact content to teach. Your mentor expects you to be creative and show original thought. Mentors will guide you with planning. You must show initiative and effort in the development of lesson content and pedagogy. Share drafts of your lesson plans with your mentor.
	+ Your mentor may want a lesson to be observed and a written lesson plan made from what was observed.
	+ You should follow guidelines provided by your mentor.

**Observations**

During observation of your mentor’s classroom, look for the following procedures that affect your mentor’s classroom environment. How does

the teacher know students’ names, identify behavior issues/situations, identify which students actively participate in the classroom and who does not, communicate and demonstrate daily procedures, rules (written and unwritten), policies, teaching styles, teacher/student interactions, classroom management style, types of instruction used (teacher-centered, student-centered, higher/lower level questions, assessment methods) and classroom set up?

**Teaching Phase/Final Conference**

* + Teach three lessons or more depending on the flexibility of your mentor.
	+ On the day of teaching, be prepared to take over the classroom. Your mentor will expect you to have the lesson, notes, and materials as planned and to have tested technology.
	+ Provide TSAF forms prior to teaching. The TSAF forms are essential to success because they provide an expert’s feedback concerning your teaching. These forms will also be used to finalize your summative evaluation form.
	+ You should follow guidelines provided by your mentor.

**Final Paperwork**

* + Have a final conference with your mentor after completion of the field experience requirements.
	+ Provide Summative Evaluation form for your mentor for the

final evaluation.

* + Your Summative evaluation form is used to determine your final grade for TCH 216.
* The final conference is important because it provides time to seek objective feedback from your mentor. It is recommended that you ask questions and respond to questions from your mentor.
* The final conference is important because it provides time to seek objective feedback from your mentor. It is recommended that you ask questions and respond to questions from your mentor.

**The clinical experience works best when you:**

* Are flexible and understanding of your mentor’s role
* Seek regular meetings and feedback from your mentor
* Take the initiative in teacher aid work, interaction with students, and developing lesson plans
* Work collaboratively with other interns
* Provide mentors with necessary forms in a timely manner
* Complete all components of the clinical experience in a timely manner
* Are willing to go above and beyond minimum expectations of this clinical experience

**What you can expect from your TCH Instructor**

* Clear communication about clinical experience expectations
* A sounding board for you and your mentor regarding initial clinical experiences
* A recognition that the clinical experience is a significant part of your work and grade in the course
* Effective guidance concerning observation targets and techniques
* Collaboration with mentors to provide consistent expectations