

Two Year Pathway Expectations At a Glance, 7-12

| | Internship Expectations | Employment Possibilities |
|---------------------------|--|--|
| Semester 1 & 2 | <p>The student spends a minimum of 6-9 hours each week in their internship classroom to earn 1 credit.</p> <p>The student is meant to observe a breadth of courses in the first two semesters.</p> <p>The student works with her/his host teacher to arrange observations.</p> | <p>Work within a school setting where the student is supported to spend at least 6-9 dedicated hours during the school week in their general education classroom in the area of certification with a mentor teacher and afforded that time to address university assignments related to classroom work.</p> <p style="text-align: center;">- OR -</p> <p>Work outside of a school that allows the student to spend at least 6-9 dedicated hours during the school week in their general education classroom in the area of certification with a mentor teacher.</p> |
| Semester 3 | <p>The student spends a minimum of 6-9 hours each week in their internship classroom to earn 1 credit.</p> <p>The student is meant to develop a depth of experience with a single class or course to build familiarity with the students and curriculum in that class or course. The student works with her/his host teacher to plan for the experience.</p> <p>The learning in the early months of the experience serve as a foundation for lead teaching a single subject/section for five consecutive days at the end of the third semester.</p> | <p>Work within a school setting where the student is supported to spend at least 6-9 dedicated hours during the school week in their general education classroom in the area of certification with a mentor teacher and afforded that time to address university assignments related to classroom work.</p> <p style="text-align: center;">- OR -</p> <p>Work outside of a school that allows the student to spend at least 6-9 dedicated hours during the school week in their general education classroom in the area of certification with a mentor teacher</p> |
| Semester 4 | <p>The student spends five full days each week in their internship classroom for twelve weeks to earn 3 credits.</p> <p>The learning in the early months of the experience serve as a foundation for lead teaching ten consecutive full days at the end of the fourth semester.</p> <p>This 4th semester of internship for a 2-year intern is identical to the second semester in the 9-month pathway in terms of time commitment and pedagogical responsibilities.</p> | <p>If the student intends to maintain employment in a school, the district must be willing to negotiate a leave of absence for January through mid-May.</p> <ul style="list-style-type: none"> • First full week in January: One full week of course work and workshops • Second full week in January: Full time internship begins <p style="text-align: center;">- OR -</p> <p>Work that allows the student to be onsite beginning at least 30 minutes prior to K-12 student arrival and 30 minutes after dismissal and that allows the student to attend all course meetings.</p> |

**ETEP Teacher Certification 7 – 12
2-Year Pathway (36 Credits)**

YEAR 1

| SUMMER | FALL - 10 credits | SPRING - 7 credits |
|---------------|--|---|
| None | EDU 501, 502, 503, 504, or 505 – Secondary Content Methods (one of the above by content) | EDU 562 - Linguistic and Cultural Diversity in the Classroom |
| | EDU 514 – Literacy in the Content Area | EDU 600 - * Research Methods * |
| | EDU 550 - Secondary Internship (1 credit) 6-9 hours a week | EDU 550 - Secondary Internship (1 credit) 6-9 hours a week |
| | | |

YEAR 2

| SUMMER (August) - 6 credits | FALL - 7 credits | SPRING - 6 credits |
|---|--|--|
| SED 540 – Learners Who Are Exceptional in General Education | SED 520 – Multi-Tiered Systems of Educational Support | EDU 652 - Secondary Curriculum Design |
| EDU 522 – Foundations of Language and Literacy Development (2 credits) | EDU 522 –Foundations of Language and Literacy Development (1 credit) | EDU 547 – Planning & Assessment II |
| EDU 546 – Planning and Assessment for Proficiency-Based Learning I (1 credit) | EDU 546 – Planning & Assessment I (2 credits) | EDU 550 - Secondary Internship (3 credits) Full-time with at least 2 weeks of full-time lead teaching |
| | EDU 550 - Secondary Internship (1 credit) 6-9 hours a week | |

To access these resources and for more information, please consult the [ETEPA 7-12 2-year pathway Gradual Increase of Responsibility \(GIR\)](https://usm.maine.edu/educator-preparation/internship-resources) at <https://usm.maine.edu/educator-preparation/internship-resources>.