Practicum  	Welcome to the "real world" phase for the student intern! Teachers/districts may differ on how and when they phase students into the mentors' classrooms (depending on host schools' wishes, district guidelines, your decisions etc), and many districts have wishes about what the intern does in the mentor's classroom (teach 1 full lesson, small group work, one on one help etc). Regardless of your interns' "entry point" (when you decide to have the interns begin working with a mentor), if the Academy teacher has prepared the students for this phase, students agree that classroom experiences are a primary motivator for long-term engagement in a Teacher Academy program. They find great benefit from the annual 60-80 hours of hands-on learning with younger students. We have provided timeline suggestions for Academies on trimester and semester systems so that you can get an idea of how seasoned Teacher Academy teachers phase students into and out of site schools. Weekly internships require RWT program leaders to recruit mentor teachers in their district willing to host teacher academy students. We have many tools to help you.	*Suggested Entry Points for Practicum Activities: Internship Nuts & Bolts **Mentor Recruitment**
INTASC	**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **Standard #9(e) The teacher reflects on his/her personal biases and accesses resources** to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	
RWT Desired Outcomes	**-Reflect, Access, Create-** **Reflect, Access Resources, and Create** experiences and opportunities in the classroom that allow students to be genuine inquirers	

	-Work as a Team- Help students **work effectively as part of a team**, both horizontal and vertical **-Ethical Issues-** Create more opportunities to **discuss the ethical issues** that arise in the teaching profession **-Empathy, Compassion, Respect-** **Model empathy, compassion, and respect** for others in our classrooms and around the school
ESSENTIAL QUESTIONS	Pillar Essential Questions ● How do teachers skillfully draw on student experiences to enrich the curriculum? ● What messages about diversity, relationships, communication, and the roles of teachers and students are displayed in classroom setup and structure? ● How do teachers build and exercise shared inquiry and dialogue in their classrooms? ● What tools are necessary to build social and emotional safety that reflect fairness, equity, and cultural awareness?
SUMMATIVE ASSESSMENTS As your students reflect on what they've learned, remind them to be aware of their own biases, lenses and filters that they use unconsciously which may skew what we observe, think and feel. **Essential Questions:** -How do teachers skillfully draw on student experiences to enrich the curriculum? -What messages about diversity, relationships, communication, and the roles of teachers and students are displayed in	**Research:** **Summative Assessment:** Compose a **My Perspective Essay** based on the following prompt: After reviewing critical components of Classroom Culture in the Teaching Tolerance document, describe two experiences you have had as a learner in which your teacher succeeded in establishing and maintaining an equitable Classroom Culture. Describe specific strategies the teacher implemented to do this and what that meant for you and your peers. Use the critical components of Classroom Culture as a guide for framing the experiences. **Reflection Options -** Compose a **Reflective Essay** using these guiding questions: In what specific ways did the learning spaces you have observed succeed in maintaining equitable Classroom Culture? In what specific ways did they fall short? What are your recommendations for strengthening Classroom Culture in the learning spaces you have observed?

classroom setup and structure? -How do teachers build and exercise shared inquiry and dialogue in their classrooms? -What tools are necessary to build social and emotional safety that reflect fairness, equity, and cultural awareness?	How will you prepare yourself to implement and sustain an equitable Classroom Culture in the future when you have the main responsibility for a learning space?			
INTERNSHIPS: CHECKLIST / NUTS AND BOLTS FOR THE TEACHER-COORDINATOR **Essential Questions:** ***-How do teachers skillfully draw on student experiences to enrich the curriculum?*** ***-What messages about diversity, relationships, communication, and the roles of teachers and students are displayed in classroom setup and structure?*** ***-How do teachers build and exercise shared inquiry and dialogue in their classrooms?*** ***-What tools are necessary to build social and emotional***	**Topic** Preparing for Internships	**Description** There are many components and details that need to be in place before students can leave the high school campus and enter the elementary and middle school classrooms. The Internship Nuts and Bolts can be easily adapted to your school district's expectations. Be conscious of the burden mentor teachers carry every day in their classrooms. Think about your district, its initiatives, and its expectations of its teachers as you consider the Mentor Teachers' ultimate responsibilities in reporting. Use your professional judgment when deciding how much, when, and how often you require documentation from your Mentor Teacher.	**Materials, Resources** Internship Nuts & Bolts	**Reflection** Much formative assessment comes from the feedback from the **Mentor Teacher** and the resulting dialog in the Teaching Academy Classroom. In order to encourage reflection with the interns, it is helpful to have them periodically set goals and action steps for meeting those goals. Use the Reflection and Goal Setting Sheet as a guide. The completed and annotated sheets are great artifacts for their portfolio.

safety that reflect fairness, equity, and cultural awareness?				
Because the practicum experience includes assessments and evaluation from the Mentor Teacher, self-assessments, and your teacher assessments there are not formal PBA's. Here are some suggestions for research or reflection prompts you may choose to use and you are wrapping up these experiences and helping your students to reflect and apply what they have learned.	**Research:** **Summative Assessment:** Compose a **My Perspective Essay** based on the following prompt: After reviewing critical components of Classroom Culture in the Teaching Tolerance document, describe two experiences you have had as a learner in which your teacher succeeded in establishing and maintaining an equitable Classroom Culture. Describe specific strategies the teacher implemented to do this and what that meant for you and your peers. Use the critical components of Classroom Culture as a guide for framing the experiences. **Reflection:** **Summative Assessment:** Compose a **Reflective Essay** using on of these guiding questions: In what specific ways did the learning spaces you have observed succeed in maintaining equitable Classroom Culture? In what specific ways did they fall short? What are your recommendations for strengthening Classroom Culture in the learning spaces you have observed? How will you prepare yourself to implement and sustain a . n equitable Classroom Culture in the future when you have the main responsibility for a learning space?			