

**Educators for Liberation, Justice, and Joy Teacher Education Program
Graduate Credential Program - Humanities & Math/Science
INTERN CREDENTIAL CANDIDATE'S CLINICAL/ FIELD EXPERIENCE - PHASES & ROLES**

Phases	Candidate	Site Supervisor	Program Supervisor	Milestones
Pre-Placement	<ul style="list-style-type: none"> - Contact and communicate with Academic Coordinator & Credential Analyst - Consult with Program Director about internship - Investigate and secure internship site - Complete all required documentation 	<ul style="list-style-type: none"> - Interview Intern - Facilitate internship as much as possible 	<ul style="list-style-type: none"> - Communicate with "mini-cohort" of STs, and CTs - (Re)learn Mills expectations; tools, processes, & resources for supervision 	Placement finalized (Intern, Site Supervisor)
Beginning of Year/ Initial Triad Mtg	<ul style="list-style-type: none"> - Get to know Supervisors & school - Coordinate time for weekly meeting with Site Supervisor - Build relationships with students and school community - Establish classroom and school routines - Learn about Mills at Northeastern expectations, tools, processes, & resources 	<ul style="list-style-type: none"> - Get to know Intern & SUP - Share generally about self & school with Intern & SUP - Coordinate time for weekly meeting with Intern - Learn about Mills at Northeastern expectations, tools, processes, & resources 	<ul style="list-style-type: none"> - Get to know Intern & Site Supervisor - Share about self - Orient Intern and Site Supervisor to program and role; share about program & introduce Intern to practical tools - Schedule regular check-ins and subsequent triad meetings, as well as observations - Establish working norms and expectations (specific to interactions and communication) 	<p>Relationship foundations established</p> <p>Norms for communication and interaction are established</p> <p>Schedule of observations created</p> <p>Access required assessment and documentation tools and forms</p>

			<ul style="list-style-type: none"> - Take notes on Intern development as needed and begin reflecting on supervision/coaching practice weekly - Contact Clinical Experience Coordinator & obtain required forms and information 	
Beginning of Placement	<ul style="list-style-type: none"> - Get to know Site Supervisor in detail - Share about self in detail - Establish working norms - Participate in all staff meetings and professional development - Develop calendar that maps school site and university coursework/key assignments, and any other responsibilities as relevant; Share this with Site Supervisor and SUP 	<ul style="list-style-type: none"> - Get to know Intern in detail - Share about self in detail - Establish working norms - <u>Provide:</u> <ul style="list-style-type: none"> → <i>Overview of school</i> → <i>Overview of staff responsibilities</i> → <i>Overview of student expectations</i> → <i>Overview of (yearlong) curriculum</i> 	<ul style="list-style-type: none"> - Meet & thank the principal/school leader(s) - Take notes as needed and continue reflecting on supervision/"coaching" practice weekly - Support "mini-cohort" of STs in developing "master" calendar 	<p>Get to know each other (ST, CT, SUP)</p> <p>Get to know school and community (ST, SUP)</p> <p>Establish common routines & structures for working relationship</p> <p>Create shared calendar</p>
Phase 1 - 1st half of Fall Semester	<ul style="list-style-type: none"> - Learn student & staff names - Connect with all students - Provide CT with logistical assistance - Practice initial whole-group logistical leadership - Help students 1x1 - Complete Case Study for C&I - Observe CT weekly - Interview CT weekly - Facilitate & take notes at all meetings w/ CT for the year 	<ul style="list-style-type: none"> - Lead all teaching and learning - Weekly feedback to ST on extent of mastery of TPEs - Support ST in development of expertise - <u>Provide:</u> <ul style="list-style-type: none"> → <i>School's grading policies</i> → <i>Course guiding documents</i> → <i>Unit & lesson plan models</i> → <i>Connect intern with other teachers at site and district</i> → <i>Necessary access to & information regarding IEPs / 504s / ELL docs</i> 	<ul style="list-style-type: none"> - Complete 1-3 observations - Respond to intern's weekly Professional Reflections - Support as needed - Reflect and work on supervision/coaching practice 	<p>Completed observation reports</p> <p>Provide instructional formats and planning models (Site Supervisor, Program Supervisor)</p> <p>Submit curricular plans regularly to Site Supervisor; obtain feedback</p>
Fall Mid Semester Check-In	<ul style="list-style-type: none"> - Schedule a time for mid-semester check-in - Self-assess and reflect in growth and needs - Prepare notes for check-in 	<ul style="list-style-type: none"> - Coordinate time for mid-semester check-in - Prepare notes on intern's strengths, areas of growth, and potential growth - Define specific recommendations 	<ul style="list-style-type: none"> - Review observation reports - Evaluate intern development based on specific TPEs - <i>Schedule and facilitate triad meeting with intern and Site Supervisor</i> - <i>Prepare Mid-semester assessment report for Clinical</i> 	<p>Document development</p> <p>Mid-semester assessment</p> <p>Set goals for rest of semester</p>

			<i>Experience Coordinator</i>	
Phase 2 - 2nd half of Fall Semester	<ul style="list-style-type: none"> - Expand curriculum planning and pedagogical practice - Assume leadership in tracing directions for future growth as informed by Mid-Semester Check-In - Make arrangements to observe other teachers at school site or other schools; coordinate with Site Supervisor and Program Supervisor 	<ul style="list-style-type: none"> - Support intern growth in accordance with Mid-Semester Check In decisions / ideas - Weekly observations, documentation, assessment & feedback - <u>Provide:</u> <ul style="list-style-type: none"> → <i>Model curricular and pedagogical guidance for Intern</i> → <i>Continue regular observations and provide appropriate feedback</i> → <i>Support with reteaching strategies</i> 	<ul style="list-style-type: none"> - Complete 1 - 3 observations - Respond to Weekly Professional Reflections - Support as needed - Reflect on growth as cognitive coach and mentor 	<p>Stabilize teaching practice structures and routines</p> <p>Professionalism dispositions and norms solidified</p> <p>Prepare for grading procedures and deadline</p> <p>Establish connections with site support staff</p>
End of Semester Evaluations & Triad Meeting	<ul style="list-style-type: none"> - Complete end of semester Clinical Experience Assessment Form - Reflect on growth and future growth - Participate in Triad meeting - Submit all assessment documentation 	<ul style="list-style-type: none"> - Complete end of semester Clinical Experience Assessment Form - Participate in Triad meeting - Reflect on growth and future growth as mentor and coach - Plan ahead for spring semester 	<ul style="list-style-type: none"> - Complete end of semester Clinical Experience Assessment Form - Facilitate Triad meeting - Reflect on growth and future growth as mentor and coach - Plan ahead for spring semester 	<p>Document progress</p> <p>Submit required documentation</p> <p>Reflect on growth</p>
Phase 3 - 1st half of Spring Semester	<ul style="list-style-type: none"> - Agree on goals for spring semester informed by Triad Meeting - Evaluate remaining assets and challenges - Plan calendar and schedule informed by coursework and other program requirements - Plan for executing EdTPA Tasks 	<ul style="list-style-type: none"> - Support intern's growth in accordance with Fall Semester's Clinical Experience Assessment - Continue observations and provide feedback - Support planning for learners with special needs / ELL - Coordinate support and assessment with Site Supervisor - Continue reflecting on and improving mentoring and coaching - <u>Provide:</u> <ul style="list-style-type: none"> → <i>Curriculum and materials support to enhance candidate's teaching</i> → <i>Collaboration and possibly take over to demonstrate particular approaches to teaching</i> 	<ul style="list-style-type: none"> - Observe 1 - 3 x - Respond to Weekly Reflections - Coordinate support and assessment with Site Supervisor - Continue reflecting on and improving mentoring and coaching - Informal assessment of intern's progress; communicate with Clinical Experience Coordinator 	<p>Calendar and plans to accommodate edTPA</p> <p>Unit, lesson, & assessment planning skills further development</p> <p>Informal assessment of progress</p>

Mid Semester Check In - Spring		<ul style="list-style-type: none"> - Evaluate candidate's development - Continue providing support; take-over as necessary and appropriate 	<ul style="list-style-type: none"> - Evaluate candidate's development - Complete 1-3 observations - File observation reports 	Continue documentation and assessment
Phase 4 - 2nd half of Spring Semester	<ul style="list-style-type: none"> - Preparation to wrap up academic year requirements for credential - Execute edTPA Tasks - Prepare and submit edTPA portfolio - Plan ahead to wrap up school year 	<ul style="list-style-type: none"> - Support ST growth in accordance with Mid-Semester Check In decisions / ideas - Support lesson planning - Support assessment planning & reflection - Weekly feedback - Guidance on the job hunt - <u>Provide:</u> <ul style="list-style-type: none"> → <i>Opportunity for full take over (2 to 3-week experiences)</i> → <i>Suggestions of colleagues to observe</i> 		Unit, lesson, & assessment planning skills solidified (ST, CT) Full take-over skills solidified (ST, CT) EdTPA Tasks completed (ST) Mills Portfolio completed (ST)
End of Year Evaluations & Triad Meeting	<ul style="list-style-type: none"> - Complete End of Year Eval doc - Attend Triad Meeting - Submit Fieldwork Experience log 	<ul style="list-style-type: none"> - Complete End of Year Eval doc - Attend Triad Meeting 	<ul style="list-style-type: none"> - Complete End of Year Eval doc - Take & submit notes using template 	Document progress (ST, CT, SUP) Reflect on growth and development (ST, CT, SUP)