

Student \_\_\_\_\_

Mentor \_\_\_\_\_



# Fall 2024 Phase-in Schedule

**(This must be submitted to BOX prior to initial Supervisor visit)**

**Which two class periods will the Intern be working with? (Two class periods only)**

Period	Course	List the days/times this class meets during the week
		Mon = Tues = Wed = Thurs = Fri =
		Mon = Tues = Wed = Thurs = Fri =

**NOTE:**

**FALL:** During the Fall semester, Interns need to be at Flowing Wells H.S. in the afternoons:

- On Tuesdays and Wednesdays by 1:30pm.
- And on Mondays or Thursdays depending on their content area:
  - Mondays: **Social Studies Methods** 1:30-4:00; **Math Methods** 4:15-6:45.
  - Thursdays: **Science Methods** 1:30-4:00; **English Methods** 1:30-4:00; **World Languages Methods** 4:15-6:45.

**Please select two site class periods for the Intern to work with that do not conflict with this UA schedule. If this won't be possible, let your University Supervisor and Patricia Acosta know immediately.**

**SPRING:** During the spring semester, the Interns will have fewer UA courses in the afternoons to allow them to attend faculty meetings and meet with students at lunch or after school. However, Interns are **not** required to be at the school site for the full day in the spring. The Teach Arizona internship is a full-year, but **half-day** internship.

## Arrival and Departure times:

Interns are required to spend 20 hour per week at the school site and attend afternoon UA courses during the fall and spring semesters. It is important for the Mentor and Intern to be clear about when the Intern will arrive and leave the site each day

### FALL SEMESTER:

	Arrive at school site	Depart school site	Arrive at FW	Depart FW
Mondays				
Tuesdays				
Wednesdays				
Thursdays				
Fridays				

**NOTE:** The Interns are required to go to the school site each day (for approximately four hours) even if their assigned two class periods with their Mentor Teacher aren't meeting on a given day because of block scheduling. Interns can use those days to observe other teachers at the school site, conference with the Mentor, or develop teaching materials.

## Schedule for regular meeting times during the fall semester

When each day do you plan to have shorter daily meetings to touch base?

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When do you plan to have an in-depth weekly conference to debrief the week, review progress, and plan for the next week?

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## Phase-In Plan

Teach Arizona follows a “co-teaching” model. The fall semester is meant to be a time for the intern to phase into teaching duties --- they do not become the lead teacher for the two classes until the spring.

Early on in the fall semester, more of their time should be devoted to observing and learning about the school, the learning environment and the students. As the months progress, Interns should work with the Mentor to practice planning, instruction, grading and record keeping. This process is gradual and should move at a pace that works for both the student intern and mentor teacher. Keep in mind that the interns are also taking three UA graduate courses during the fall semester. Communicate with each

other about the workload in those courses so that a balance can be maintained between field work and course work.

In the space below, please determine your Phase-In Plan. List the tasks that the intern will take on each month. (Note: The handbook contains some suggested tasks and a general timeline on pages 4-6, as do the Midterm and Final Evaluation instruments)

The University Supervisor will work with both of you to ensure that this plan is being followed and adjusted as needed throughout the fall semester. The Intern will reflect on their Phase-in progress in the *Weekly Self-Reflections* they submit to BOX.

<p><b><u>August</u></b></p>
<p><b><u>September</u></b></p>
<p><b><u>October</u></b></p>
<p><b><u>November</u></b></p>
<p><b><u>December</u></b></p>