



The Year-Long Internship Experience

What to Expect...



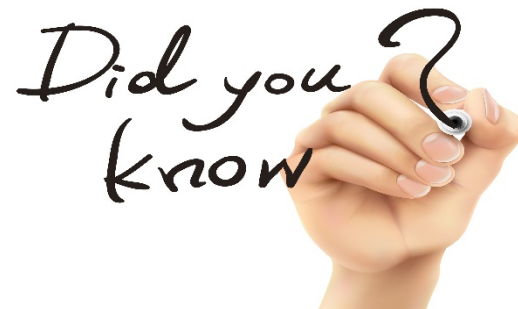
AGENDA



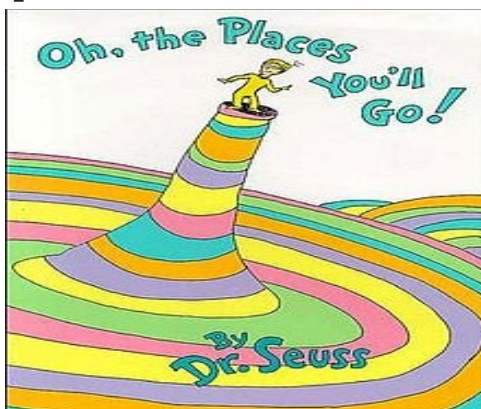
During our time together today we will...

- **discuss the year-long internship and expectations**
- **talk about the importance of communication and feedback throughout the year/semester**
- **look at possible ways to pre-plan this summer**

Internship



- **Junior Faculty members**
- **Learning by doing**
- **Setting up the classroom**
- **First day of school**
- **More time in host school during Internship I to increase readiness for Internship II**
- **Meeting and collaboration with parents**
- **Developing working relationships within the school**
- **Beginning when host district begins for teachers**
- **Participation in beginning professional development activities**
- **Participation in the preparation for students**
- **Full days in host school until the beginning of Winthrop's fall semester**
- **Following of district calendar**
- **Implementing edTPA**
- **Fall vs. spring**
- **Co-Teaching**



In a Nutshell...

Schedule for Fall:

The teacher candidates will

- begin when teachers begin in August.
- go all day, every day until WU classes begin and then will follow a modified schedule according to their program area until exam week.
- not report to their host schools during exam week but will report to their host school after exams are over and go all day, every day until their school district releases teachers for the winter break.
- We do realize that the general Winthrop campus community will not be returning after Thanksgiving, however, **remember...interns follow their host school district calendar** so all interns need to stay in the area after Thanksgiving and exams in order to return to their internship.

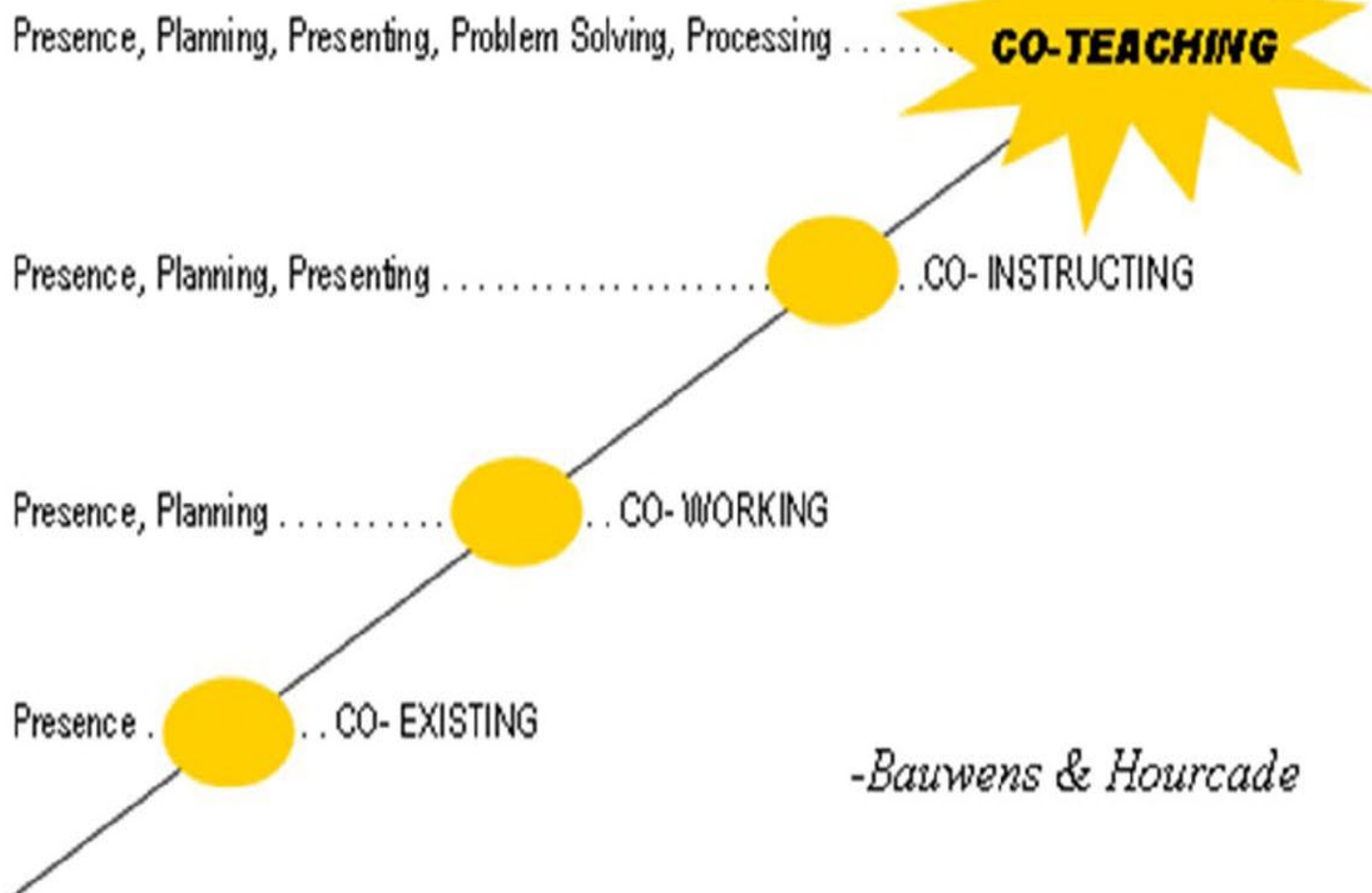


"Unity is strength...
when there is
teamwork and collaboration,
wonderful things
can be achieved."
- Mattie J.T. Stepanek

How can we work together?



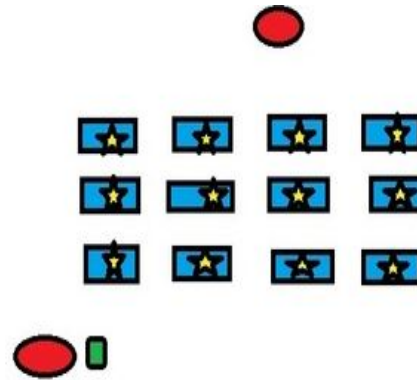
Levels of Collaborative Relationships



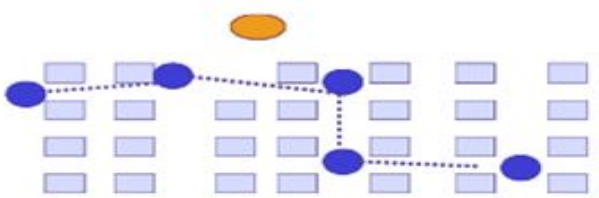
-Bauwens & Hourcade

Co-Teaching Models

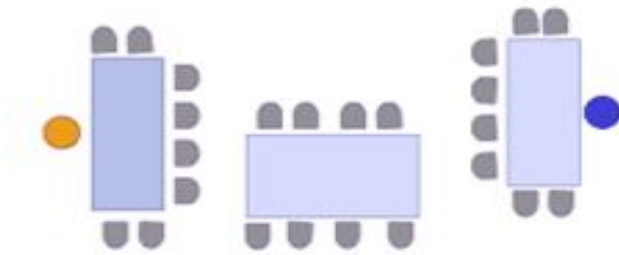
- **One Teach-One Observe**



- **One Teach – One Assist**



- **Station Teaching**

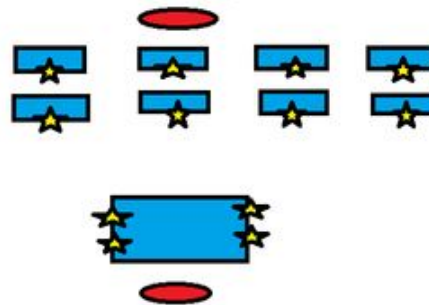


Co-Teaching Models

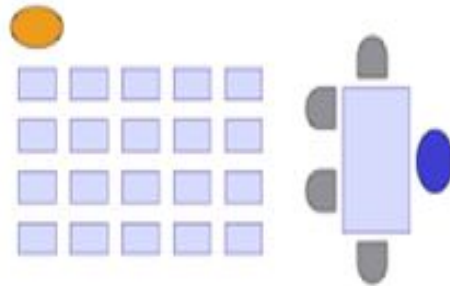
- **Parallel Teaching**



- **Supplemental Teaching**

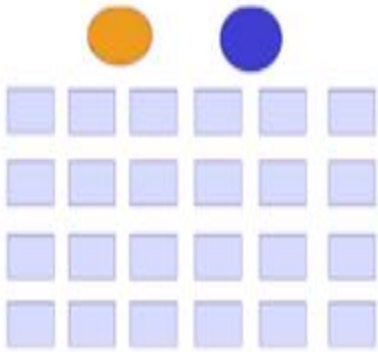


- **Alternative (differentiated) Teaching**



Co-Teaching Models

- **Team Teaching**

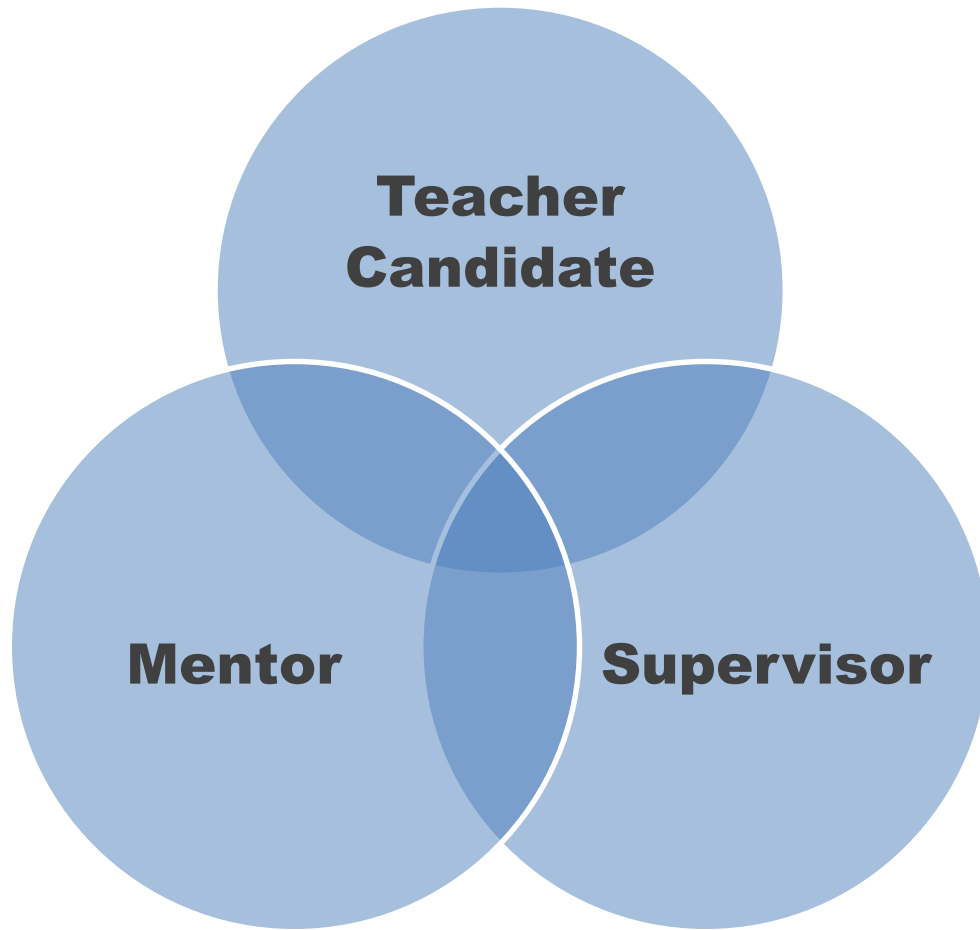


****Handbook**

****Training**



A Collaborating Team

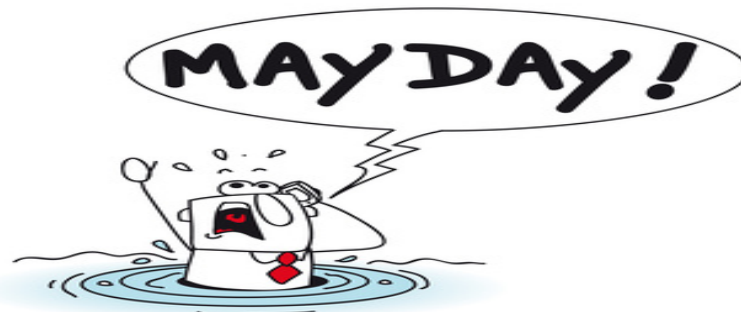




Crucial

Mentors...keep in constant contact with the internship supervisor.

- **Weekly emails to report progress for the week (both areas of growth and areas of concern)**
- **Phone calls/texts, if preferred**
- **Contact with the supervisor when issues arise that need attention**



Planning for Instruction

- **Stage I – Developing a Collaborative Classroom**
- **Stage II – Mastering Content and Pedagogy**
- **Stage III – Guided Leadership**
- **Stage IV – Lead Teaching**
- **Stage V – Learning from the Larger Community**

Mentor Lead



Stage 1

Stage 2

Mentor/Intern



Stage 3

Stage 4

Intern Lead



Stage 5

Gradual Change of Lead Role in Co-Teaching

Before the Year Begins

**What's
your
plan?**



You want to concentrate on:

STAGE I – Developing a Collaborative Classroom

(examples...policies of school, procedures in classroom, equipment/resources available, sharing of responsibilities, etc.)

STAGE II – Mastering Content and Pedagogy

(examples...assessment practices, how to get the best of classroom data, goals for intern growth, continued planning for co-teaching strategies, etc.)

It's All About...

- **Professional Dispositions**

- I. Fairness**
- II. Integrity**
- III. Communication**
- IV. Commitment**

- **Competencies**

- I. Planning**
- II. Instruction**
- III. The Learning Environment**
- IV. Professionalism**



Based upon ADEPT/SCTS 4.0

Observation and Evaluation



- **Use the forms found on our website page**
<http://www2.winthrop.edu/rex/rex/downloads.html>
- **On the observation, address the competencies for each domain listed and ensure documentation is data-based.**
- **Our evaluation is aligned with the SCTS 4.0 so our candidates are being evaluated on what they should expect when they begin teaching. Use the evaluation and the its accompanying rubric when providing feedback on the observation, normal practice in the classroom, etc.**
- **Your supervisor should address each of these during an introductory meeting at the beginning of the year.**

COMMUNICATE



- **Assist with identifying what teacher candidate is doing well in addition to giving suggestions for improvement.**
- **Give *academic* feedback.**
- **Ask questions to encourage reflection.**
- **Work with him/her on setting goals for moving ahead.**
- **Talk about everything you do.**
- **Value the teacher candidate's opinions.**
- **Allow the teacher candidate to try a new strategy or approach.**

COLLABORATE, COLLABORATE, COLLABORATE...

So...Some Ideas on How to Get Started in Making Your Teacher Candidate Feel A Part of the Classroom



- ✓ **Name on mailbox/classroom door**
- ✓ **E-mail account**
- ✓ **Picture on faculty bulletin board – “Who’s Who”**
- ✓ **Information on intern featured in school/classroom newsletter**
- ✓ **Orientation prior to school to go over “nuts and bolts” items – share school, community, business partner information**
- ✓ **Tech training sessions**
- ✓ **A welcome kit (t-shirt, supplies, etc.)**
- ✓ **Have own desk (working space)**

Little things make a BIG difference!!



**I hope you are ready to be
as relaxed as these cuties
are!!!**



Meet our **TEAM**

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The Rex Institute

The Office of Field and Clinical Experiences

<http://www2.winthrop.edu/rex/>

Or

google Rex Institute