

Key To Success



*The Year-Long Internship
Experience*

What to Expect...

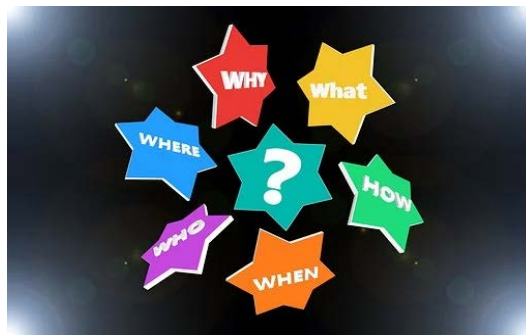


Internship



- 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
- Return after exams to host school – full days until host district releases teachers for winter break
- 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. Classes don't begin until 5:00 pm on August 22 so interns need to go all day to their placements on August 22.
- 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.
- Remember...interns follow their host school district calendar.



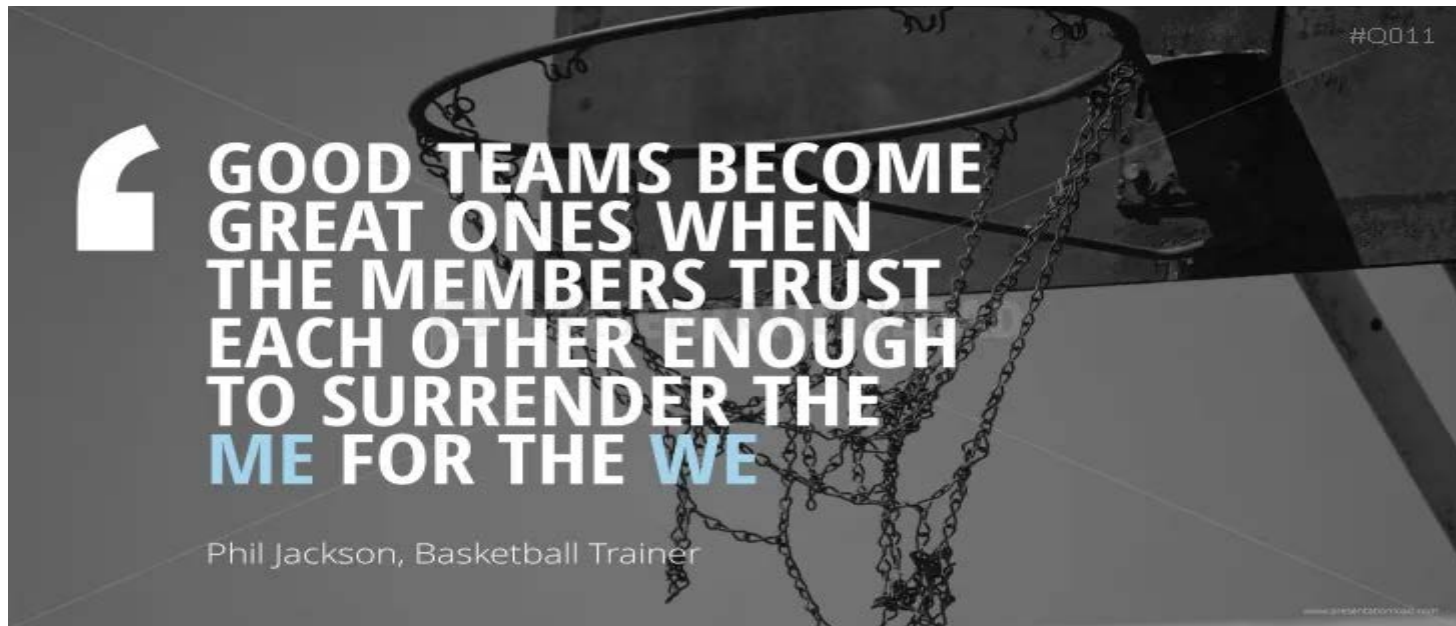
Internship I Schedules – By Program Areas

- Art – Fridays all day
- Biology and Chemistry – Wednesdays and Thursdays all day
- Dance and Theatre – Tuesday mornings and Fridays all day
- Early Childhood – Mondays until 11:00, Thursdays and Fridays all day
- Elementary – Mondays until 11:00, Thursdays and Fridays all day
- English – Thursdays and Fridays all day
- French/Spanish – TBA
- Math – Wednesdays and Thursdays all day

Internship I Schedules – By Program Areas

- Middle Level – Mondays and Wednesdays OR Tuesdays and Thursdays until 1:00 (depends on intern's WU classes) and Fridays all day
- Music – Tuesdays and Thursday mornings (four hours each day)
- Physical Education – Tuesday through Friday mornings until 12:00 pm
- Social Studies – MAT: Wednesdays and Thursdays all day
Undergraduate: Thursdays and Fridays all day
- Special Education – Tuesdays and Thursdays until 11:30 am and Fridays all day

How It Will All Look...



How can we work together?



Levels of Collaborative Relationships

Presence, Planning, Presenting, Problem Solving, Processing **CO-TEACHING**

Presence, Planning, Presenting CO-INSTRUCTING

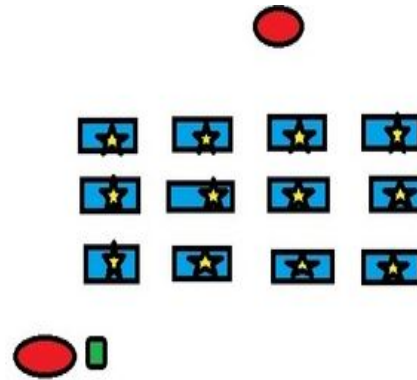
Presence, Planning CO-WORKING

Presence CO-EXISTING

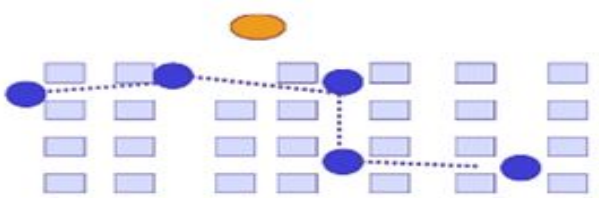
-Bauwens & Hourcade

Co-Teaching Models

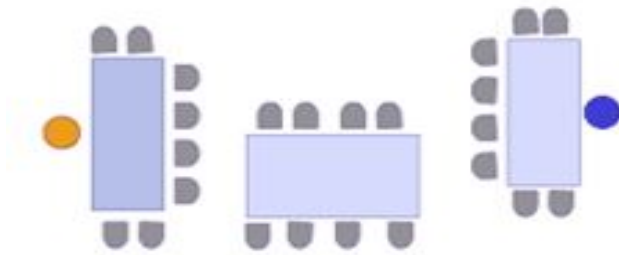
- One Teach-One Observe



- One Teach – One Assist



- Station Teaching

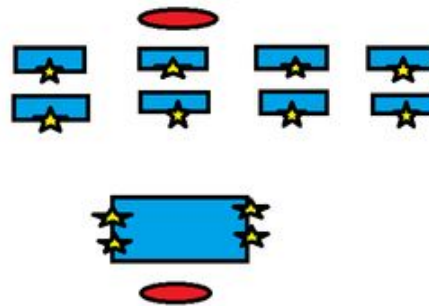


Co-Teaching Models

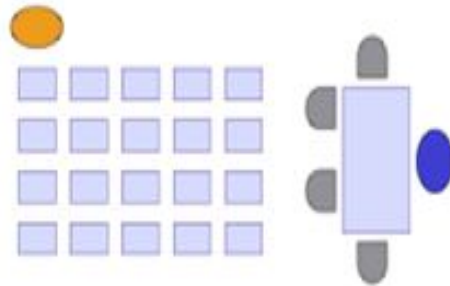
- Parallel Teaching



- Supplemental Teaching



- Alternative (differentiated) Teaching

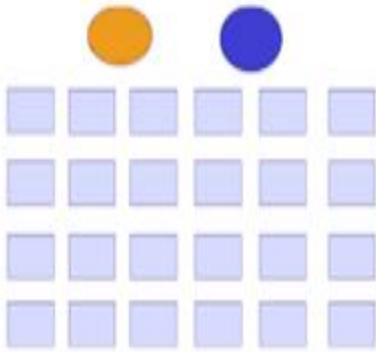


Co-Teaching Models

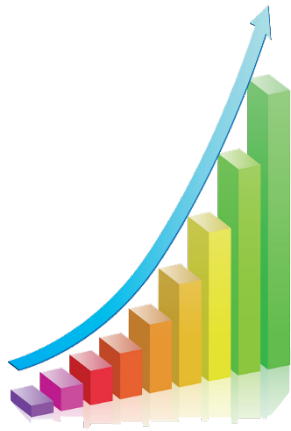
- Team Teaching

**Handbook

**Training



A Collaborating Team



Intern

- Constant Communication
- Me to We
- Feedback

Mentor

- Constant Communication
- Me to We
- Feedback

Supervisor

- Constant Communication
- Me to We
- Feedback



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
- Ask questions!!



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



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.)

Refer to the yearlong internship handbook, pages 11-13 for ideas. ☺

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 <https://www.winthrop.edu/coe/rex/handbooks-and-forms.aspx>
- 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 and the School Family



- ✓ 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!!*

Interns: During the Summer...

- Watch for emails from Mrs. Hablutzel and myself. All will contain important information. Check daily...
- Modules on Blackboard to complete before you can begin your internship –
 1. BBP (Blood Borne Pathogens)
 2. EEDA (Education and Economic Development Act)
 3. FERPA (Family Educational Rights and Privacy Act)
 4. Internship Observation and Evaluation
 5. Internship Calendar and Transition Chart
 6. ADEPT – SCTS 4.0
 7. Review of Handbook

We Hope You Have a
Relaxing Summer!!



Meet our **TEAM**

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The Rex Institute
The Office of Field and Clinical
Experiences

<https://www.winthrop.edu/coe/rex/>

Or

google **Rex Institute**