



WOODRING COLLEGE OF  
EDUCATION

# INTERNSHIP OVERVIEW

## ELEMENTARY EDUCATION DEPARTMENT

*This Overview is intended to answer Frequently Asked Questions about the WCE ELED Internship beginning Fall 2008.*

### **How much time will ELED candidates from Woodring's Bellingham site spend in schools as part of their year-long internship?**

Students in the Elementary Education program in Bellingham will participate in a 3-quarter internship sequence:

- Internship Quarter 1—two mornings per week (slightly more at times)
- Internship Quarter 2—two days per week
- Internship Quarter 3—full-time student teaching

### **How will interns be placed in schools?**

Interns will be placed in one school through the Office of Field Experience (OFE) for the three quarters of their internship—preferably in the same classroom. This year-long placement will enable interns to learn about the distinctive characteristics of a particular school in-depth, and discover how they might draw upon community resources to support the needs of diverse learners.

### **What schedule will interns follow when in schools—WWU or the school's?**

Interns will follow the WWU holiday schedule during the first two internship quarters. During student teaching they will follow the school's holiday schedule. The exception would be for the *September Experience*—which is a three-week unit done whenever students are in internship during a fall quarter. For this beginning-of-the-year learning activity, interns will report when teachers begin the school year (first teacher work day).

### **What is the *September Experience*?**

During the 3-week September Experience interns will observe, participate in, and reflect upon the tools, strategies, and skills that teachers use to promote a positive beginning of a new school year. It will be supervised by a September Experience Instructor.

### **If I'm a classroom teacher, what kinds of assignments can I expect my intern to be working on each quarter?**

#### **Quarter 1**

**Focus:** school, classroom, community and key aspects of the instructional cycle.

**Assignments:** Inquiry into student & community learning assets; analysis of classroom learning culture and drawing implications for a classroom management plan; design of a short instructional unit and an integrated social studies lesson, with a requirement to teach a group of students and analyze the impact of teaching on student learning; development of a parent/guardian newsletter.

#### **Quarter 2**

**Focus:** using standards-based instructional practices and thinking in an evidentiary manner to make teaching/learning decisions in literacy & math; documenting teacher professional development

**Assignments:** Interns will apply their knowledge of theoretically-sound and research-based instructional strategies in both math & literacy by working one-on-one with a case study child and teaching small and large-group lessons. They will produce a Teacher Work Sample that calls for them to teach a series of lessons, collect evidence of student learning, analyze assessment data, and use it to reflect on their teaching effectiveness.

### **Quarter 3**

**Focus:** management of classroom learning community; large & small group instructional planning, implementation, and evaluation.

**Assignments:** Interns' responsibilities in the classroom will increase incrementally, with a minimum of 3 weeks full-time responsibility for the operation of the classroom.

*Please note: During all three quarters interns will be asked to videotape selected episodes of their teaching for the purpose of analysis and evaluation.*

## **How will interns be supervised and supported in their learning?**

**Quarter 1:** An Elementary Education Department Intern Liaison along with Western faculty teaching *Developing Teaching* and *Social Studies for the Elementary School* will do limited, targeted supervision. Cooperating teachers will be asked to collaborate with interns on a self-assessment of their performance in the classroom.

**Quarter 2:** An Elementary Education Department Intern Liaison along with Western faculty teaching the *Documenting Teaching* and *Literacy Practicum* will supervise interns. Cooperating teachers will be asked to collaborate with interns on a self-assessment of their performance in the classroom.

**Quarter 3:** University Intern Coordinators from Woodring's Office of Field Experience will do student teaching supervision. A faculty Internship Study Group Facilitator will direct the Intern Study Group. Cooperating teachers will be asked to complete the WCE Intern Evaluation.

## **What student outcomes does the Elementary Education Department hope to achieve by means of the year-long internship?**

*Candidates will...*

- Demonstrate essential standards-based teaching competencies in a demanding, rigorous, professionally-supported environment so as to be prepared for full-time teaching.
- Engage in a professional learning community to practice the public examination of teaching practice important for continuing professional development.
- Demonstrate a commitment to inquiry into school, family, and community as the basis for meeting the needs of diverse students.
- Demonstrate a commitment to inquiry into classroom community, subject matter, curriculum, and student learning—translating what is learned into practice.
- Respond to classroom situations using socially-just practices that recognize the needs of students of different ethnic and language backgrounds, socio-economic status, and learning profiles.
- Demonstrate the capacity to draw upon best practice recommendations, educational scholarship, and inquiry into teaching to devise an integrated classroom practice.
- Demonstrate parent/guardian communication competencies.
- Demonstrate knowledge of the various support services in a school and community.