

ILLINOIS STATE UNIVERSITY

Internship Program

at University High School



*A unique learning experience for
secondary education majors*



ILLINOIS STATE UNIVERSITY'S internship program at University High School is designed to give secondary education majors a year-long teaching experience, which immerses them in the life of the school toward a second-semester student-teaching assignment.

Each intern will be assigned a University High School faculty mentor who will facilitate and design the experience to help the student become integrated into his or her classes as well as into the University High School faculty. Interns will be included in all faculty functions—from the opening of school orientations to induction workshops, classroom observations, and department, committee, and faculty meetings.

We hope that the product of this internship program, much like that of other professional development school models, is a teacher candidate whose experience equates with that of most first-year teachers. Our goal is to develop a teacher candidate who is more seasoned and mature in working within a public school setting, is able to ask the right questions, and can seek the necessary information to be successful in his or her first teaching assignment.

University High School Internship Program highlights

- Opening-of-school workshops and meetings
- Monthly department meetings
- Regular faculty meetings
- Regular faculty induction seminars
- Professional development for integrating technology (using laptops)
- Co-teaching and planning with University High School faculty
- Individually designed experiences to meet academic needs
- Immersion activities in special education, interdisciplinary instruction, and middle school concept
- Parent conference responsibilities
- Co-curricular involvement
- Regularly scheduled seminars with other interns, other student teachers, and University High School faculty
- Regular daily attendance required—three to four hours per day minimum; full days for student-teaching component

University High School internship experiences

Teacher induction

The University High School intern will participate in non-tenured teacher induction activities that are conducted throughout the school year. Topics for induction will be organized in alignment with the University High School core expectations. Examples of the topics: assessment, parent/teacher communication, integrating technology into instruction, University High School faculty role as 216 mentor, and professional conduct.

Format for teacher induction activities

Teacher induction meetings will take place a minimum of six times throughout the school year. University High School teacher induction activities are aligned with the guidelines for certification established by the Illinois State Board of Education. The format for teacher induction will be a roundtable discussion with experienced faculty, administrators, or other colleagues from the College of Education participating and facilitating. Non-tenured faculty will be asked to bring examples of the work they have done in the areas discussed for the purpose of sharing ideas and determining new methods and strategies that might be the most effective. Participation will be required.

Faculty meetings

University High School faculty meetings are conducted every other month throughout the school year. The purpose of the faculty meetings is to articulate the progress of improvement initiatives being developed by various groups within the school's shared governance structure, as well as to introduce new issues that assist faculty in completing their daily duties. Faculty meeting attendance is mandatory; meetings begin at 7:30 a.m.

Department meetings

University High School departments meet monthly. Meetings are led by the department chair. Department meetings are held for the purpose of discussing day-to-day issues of department functioning including attendance, grading procedures, field trips, curriculum alignment, room usage, equipment and supply needs, as well as other department-related topics that may arise. Attendance of department meetings is mandatory and will give interns the opportunity to work collaboratively with professionals on daily issues that affect teaching and learning.

Keystone Council/Shared governance participation

Faculty at University High School participate in the school's shared governance structures on a variety of standing committees: Student Conduct, Personnel, Clinical Experiences, School Development, and School/Parent Relations. Interns will be invited to participate in the shared governance process to fully understand the role of the faculty in the overall improvement of the school. Keystone Council and subcommittees meet monthly, depending on the yearly agenda that is set.

Co-curricular activities

University High School faculty participate in the sponsorship of co-curricular activities throughout the school year. Interns will have the opportunity to assist University High School coaches and sponsors in the co-curricular program to understand the importance of co-curricular activities in a comprehensive high school. While participation in this phase of University High School is voluntary, it is strongly encouraged as it will enhance the internship experience and give the intern a broad perspective of the teaching experience.

Reflection journal requirement

The reflection journal gives interns the opportunity to think about what they have seen or participated in and develop deeper insights as to their purpose and meaning for the teacher. Journals should be updated weekly and submitted to the mentor teacher to facilitate feedback and communication. Interns' weekly reflections will give their mentors guidance as to areas for further development and growth or the need to set up additional experiences that would enhance the interns' understanding.

As interns complete experiences, they should reflect on the following:

In the classroom

- Connections between what is observed in the classroom and strategies discussed with faculty
- How reading, writing, speaking, and listening are incorporated into lessons
- How questions promote various levels of thinking
- How lesson objectives are conveyed to students
- How content is taught to students
- Effective set induction strategies
- Positive/negative questioning strategies
- Usefulness of evaluation/assessment
- Variety of teacher-driven vs. student-driven activities
- Classroom management strategies
- Inclusiveness
- Teacher/student behaviors that hinder/enhance learning
- How rapport and mutual respect are established in the classroom
- Gender issues

At faculty/department meetings

- Which kinds of issues are typically addressed
- How participation is structured
- How disagreements are resolved
- How responsibilities are delegated
- What role faculty plays in making decisions

At Keystone Council meetings

- Types of issues discussed
- How policies are created
- How day-to-day issues become areas for policy development
- The role of administration and faculty in shared governance process

At co-curricular activities

- How the sponsor/coach relationship with students is different or the same as the teacher/student relationship

In the Learning Center

- Which tutoring strategies seem effective
- Subjects which seem to draw students into the Learning Center

(Standards: RDI MV 3; IV 1, 3, 4, 5; ILS; IPTS 1, 2, 4, 5, 6, 7; SES 1, 2, 4, 5, 6, 7; LAS 1, 2; TECH 2, 3, 5, 8; NBPTS 1, 2, 3)

Online learning community requirements

Interns will participate in an online learning community through Blackboard that will facilitate discussion regarding the activities of professional educators on a monthly basis. Each month's discussion thread will consist of topics that are specific to the time of year and how that coordinates with teachers' duties.



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