Internship Overview

This Overview is intended to answer Frequently Asked Questions about the WCE ELED Internship

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—half-time, two days per week (Tuesday and Thursday)
- Internship Quarter 2—two full days per week (Tuesday and Thursday)
- Internship Quarter 3—full-time

What courses do I register in for my internship year?

Students will register in courses detailed on the Internship Schedule Information Sheet during their internship year:

- Internship Quarter 1 – your internship this quarter comes from practicum credit attached to ELED 425 and ELED 470. These will include class times and two mornings per week in a school classroom.
- Internship Quarter 2: your internship this quarter comes from practicum credit attached to ELED 471 and ELED 494. MATH 491 and ELED 471 support you in completing the Teacher Performance Assessment. ELED 471 stops meeting for 2-3 weeks around weeks 6-8 in the quarter to enable you to teach your edTPA unit.
- Internship Quarter 3 – ELED 494 (full time student teaching) and ELED 492.

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, unless arrangements are made in advance for an out of the area placement for Quarter 3. 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 Western academic schedule during the first two internship quarters. During Q3 they will follow the public school’s calendar. The exception would be for the September Experience—which is a three-week unit (40 hours) done whenever students are in internship during a fall quarter.

What is the September Experience?
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. Interns will report when teachers begin the 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; identify academic language demands; design of a short instructional unit, with a requirement to teach the whole class or a group of students and analyze the impact of teaching on student learning.

**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. They will produce a Teacher Performance Assessment 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:** A University Internship Coordinator (UIC) from Woodring’s Office of Field Experience 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:** A University Internship Coordinator (UIC) along with Western faculty teaching the Documenting Teaching will supervise interns. Cooperating teachers will be asked to collaborate with interns on a self-assessment of their performance in the classroom.

**Quarter 3:** A University Intern Coordinator will do student teaching supervision. Cooperating teachers will be asked to complete the WCE Intern Evaluation. Western faculty will do limited, targeted supervision.

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

Candidates will be responsible for meeting all Washington Standards for Beginning Teachers ([https://wce.wwu.edu/ofe/internship-materials](https://wce.wwu.edu/ofe/internship-materials)) and the following department expectations:
- 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.