



UNIVERSITY HIGH SCHOOL

An Illinois State University Lab School

Internship Overview:

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 program develops strong teacher candidates that have experience in a rigorous educational environment, are able to ask the right questions, and can seek the necessary information to be successful in his or her first teaching assignment.



Science Internship:

Why should you choose a year long internship with the Science Department? The University Science Department's internship provides preservice teachers with a comprehensive year long teaching experience as compared to traditional student teaching or PDS. Interns will be fully involved in the school's teaching community from day one. Intern's will be placed in 5 classes. They are expected to attend these classes Monday-Friday unless there is a conflict with their ISU class schedule. Interns will spend the first semester actively engaged in their placement classes. During this time period they will build relationships with students, familiarize themselves with daily procedures and classroom management practices, practice and provide written feedback, gain insight and understanding about appropriate lesson planning, participate in discussion around effective assessment, participate in mirror teaching, and develop and

implement their own unit. This semester makes a huge difference in teacher readiness. It will allow a seamless transition for the second semester when interns will completely take over all aspects of their classrooms, gaining more time in the classroom than a traditional student teaching experience. Furthermore, being in the classroom first semester allows mentors and mentees to build a relationship of trust and communication. One other major benefit of completing the internship is working with teachers who have experience mentoring preservice teachers. U-High teachers mentor TCH students from ISU each semester, they complete professional development about mentoring, and know how to provide important feedback for meaningful growth. It is our hope that once a student teacher completes the internship they will have the knowledge and skill set to become a teacher leader in their future career.

Possible class placements: Biology, Chemistry, Physics, Anatomy/Physiology, Advanced Biology, Environmental Science

Volunteer opportunities: Coaches and sponsors love having motivated preservice teachers wanting to gain more experience and build resumes.

Highlights:

- Collaboration with Multiple Science Teachers (usually work with 2 cooperating teachers)
- Extensive experience creating and implementing 5E lesson plans
- Extensive experience with scaffolding scientific skills
- Implementation of Standards Based Grading
- Exploration of multiple technology tools and supports
- Cross Curricular Teaching Experience
- Participation in Department Meetings
- Participation in Student Assistance Program
- Development of individual accommodations for students
- Participation in personalized professional development
- Opportunities to build deeper student relationships/connections
- Mentoring from administration to develop resumes, cover letters, and practice interview questions
- Gain a deeper understanding of content while receiving access to a full year of teaching materials by the end of the internship
- Build lasting relationships with faculty and staff for networking purposes
- Usually attends at least one Conference with Science Department (cost is covered by department)



Intern Testimonials:



Olivia Seitz: If asked, I would encourage any future science educator to apply for this internship. Looking forward to my first year of teaching, I feel much more prepared and confident in my teaching abilities compared to that of a traditional student teaching experience. The year-long experience you are afforded in this program gives participants the opportunity to build strong connections with students and faculty and fully develop teaching skills in both the planning and implementation of lessons. The teachers, as well as the students, at University High School are highly supportive of you in your journey to become a well-rounded science educator. I would encourage any applicant or future intern to view this program as a unique opportunity that is different than any other student teaching option available. You will be given the opportunity to really be viewed as a team member and teacher within the faculty and by your students. I can guarantee you will leave this internship experience feeling rewarded by your students and as prepared as one possibly can be entering your first year of full-time teaching. As I write this, I am currently an intern at University High School and have not yet finished my time with this institution, but am already aware of how far I have come in my teaching development all thanks to the supportive faculty and community at UHS.



Josh Payne: Interning with the U-High science department continues to be one of the most valuable experiences helping me move forward with my teaching career. Reading about what true collaboration and challenging pedagogy look like is easy, participating in it is a whole new world. Science at U-High takes a challenged-based curriculum approach that is focused on student growth and problem-solving development. The question when planning lessons or curriculum is never “What do we want the kids to know” it’s “How do we want the kids to discover...”. After practicing this main philosophy for a whole year during the internship, your ability to create NGSS driven immersive units is heightened. Taking these skills into my own classroom now has led to a seamless transition into being a full-time teacher, leader, and contributor in my PLC’s. This internship is ultimately the greatest investment of your time you could make if you focus on developing an equitable and challenging curriculum for your students. The key advice I could give to anyone applying would be this; don’t be afraid to fail. You get much more out of this experience if you push yourself to take chances in the classroom. Learn from your mistakes through reflection and adjustments with your CT, who will ALWAYS be available to assist you in revisions and advice. Adopting this mindset has helped me become a better professional in the field of education in a school with nearly 4,000 students.



Kayla Schahrer: I will always be happy with my choice to participate in the year long student teaching internship at UHigh. You get to work with outstanding science department faculty, who are all there to help you learn and grow throughout your experience, and have extensive knowledge and experience in the field. There are also many teachers at the school who have also done the internship program and can help navigate you throughout the rigorous process. During the first semester, you will get MANY teaching opportunities on a daily basis, you wouldn’t have these opportunities in any other student teaching placement. This helps you create relationships with your students that will help you when it comes to your student teaching semester. It also gives you experience to discuss with interviewers that many of your other classmates won’t have. I had interviews before we came

back from winter break and was able to talk about actual teaching experience. I was also able to really be a part of the school community and get a glimpse of what it would be like during my first year of teaching, by going to school events and coaching softball. It's such a resume builder and interview talking point that will put you above other applicants.



Kevin Beebe: From day one of student teaching, this internship pushed me to become a better teacher every day. It provided adequate time to establish positive relationships with each student, which in turn helped me to grow as a teacher. Additionally, the extensive collaboration with teachers of all subjects reinforced the benefits of community-building within a school, which I have carried over into my teaching career. Lasting nearly an entire school year, the rigorous nature of the program did a great job of preparing me as a teacher because I already had a full year of teaching experience under my belt.



Cal Hackler: When it comes to a real teaching experience, the University High School internship is second to none. As a student teacher, I wanted a chance to become immersed in a school community that fostered self-growth and U-High was that place. If you are looking for an opportunity that will set you apart, look no further than the University High School internship.



Jackie Svetich My name is Jackie Svetich and this is my 6th year teaching science at a high school. I taught biology and earth science at Mahomet Seymour High school for 5 years and I am currently teaching Biology at Neuqua Valley and Metea Valley High School. I graduated from Illinois State University in 2015 and I can honestly say that applying and accepting the UHigh internship was this best decision I could have made to prepare for my first year as a teacher. I was able to work alongside some of the most creative, flexible, and aspiring teachers, most of which I still communicate with today. First and foremost student teaching for a full year, in my opinion, is the best way to go. You have the opportunity to build relationships with your students, collaborate on a full year of curriculum, and really feel like a part of the school. Interning at U High set me apart from my peers when it came to applying for jobs. U High gave me the chance to run parent teacher conferences, coach, help with the musical, and work with other teachers within my department. Because of these experiences I felt better prepared for interviews, I understood the importance of parent communication, and got to really see what it meant to build relationships with my students. The UHigh internship shaped the teacher I am today, having such a supportive cooperating teacher, principal, and school culture reminded me why I wanted to be a teacher. I would recommend this internship to anyone who truly wants an accurate and engaging student teaching experience. I am forever grateful to Ms. Maggy Proctor, Ms. Melissa Dolleman, and Mrs. Andrea Markert for giving me the best student teaching experience an educator could ask for.

Application Process:

To apply please visit this link: <https://uhigh.illinoisstate.edu/blogs/tch/wp-content/uploads/2012/09/clapp.pdf>
If you have any questions please contact Maggy Proctor by emailing her at mlproct@ilstu.edu. She will be happy to provide you with more details about the internship.

Application Checklist

- Application
- Transcript
- Resume
- Signed Copy of Student Teaching Agreement (You electronically signed this document, you may have it saved as a PDF or you can email the TeacherEdCenter (TeacherEdCenter@ilstu.edu) to request a hard copy.
- Application Deadline- there is no specific set deadline, however we prefer to interview applicants during the fall semester before student teaching the next year.

Once we receive your application you will be contacted to complete an interview.