UNIVERSITY OF REGINA
FACULTY OF EDUCATION

STUDENT SERVICES

INFORMATION REGARDING APPLICATION TO INTERNSHIP

1. Description of Internship

Internship consists of a sixteen week field experience with a cooperating teacher who facilitates the professional development and evaluation of the student. Internship is supervised by the cooperating teacher with assistance from the University through the faculty advisor.

2. Eligibility

Students who have completed all classes in the program listed as prior to internship and who have the approval of their subject area and program are eligible to enter this phase. In particular students should have successfully completed the ECS field classes.

3. Purposes of Internship

As a natural outgrowth from pre-internship, the goals of the internship for the intern are:

1. Confirmation of pedagogical skills. The interns have been exposed to both simple and complex pedagogical approaches. Interns will demonstrate their ability to use these skills in a variety of settings.

2. Confirmation of knowledge and understanding. Interns have exposure to a wide variety of content areas. During internship, interns will demonstrate their ability to use that content in pedagogical settings and to identify and master new appropriate content.

3. Commitment to all learners. It is anticipated that classrooms will include students with diverse backgrounds and learning characteristics. The intern will assume responsibility for the learning of all students within the classroom and will demonstrate growth in differentiating content, instructional strategies, resources, and assessment procedures.

4. Conceptualization of the teaching role. The intern needs to build up to a full time teaching load so that he/she can experience the challenges of teaching full time including the teacher’s role in parent-teacher interviews, as a member of the staff, and as member of a wider community of human service professionals, and as a community member.

5. Social Responsibility. Interns will engage in critical reflective practice, continually evaluating the effects of their choices and actions on others and actively seek opportunities to challenge oppressive or inequitable situations or structures.

6. Conceptualization of professionalism. The intern will gain a deeper understanding of professionalism: the possession of a unique body of knowledge and skills, the membership in a professional organization, the adherence to a code of ethics, and the manifestation of an altruistic view toward students.

7. Building healthy, productive relationships. The intern will demonstrate the ability to develop and maintain suitable relationships with students, teachers, the cooperating teacher, the administration, parents and peers. The intern will learn to place a high value on these relationships as a fundamental part of teaching.

8. Contribution to the school and the school community. The intern can make significant contributions to the school community by participating in such things as co-curricular activities, community events, leading or attending workshops and showing interest and commitment to many other aspects of the school community.

9. Career choice. Interns will once more assess themselves against the requirements of teaching and make a choice with respect to teaching and their own career.
4. **How does Internship Provide for the Achievement of the Goals?**

Each intern is placed with a cooperating teacher within a school for sixteen weeks. Interns are expected to have a variety of experiences with the school, yet, at the same time, must work principally with the cooperating teacher so that the development of the intern can be systematic and interdependent. With the cooperating teacher, interns are expected to relate theory and practice, to analyze educational spaces, and to explore possibilities for teaching and learning, as well as to be socialized into the profession of teaching. Interns are expected to experiment and learn from experience. Cooperating teachers are expected to be helpful in allowing the experimentation and yet insuring that no harm comes to the students through the actions of the intern.

5. **History of Internship**

The concept of internship, the extended practicum of sixteen weeks, was introduced into the secondary teacher education program in 1964. By 1977 both elementary and secondary programs included the internship. Present day research strongly supports the continuance of this practicum, with close integration of experiences between the faculty and in the field.

All aspects of field experiences, including internship, offered by the Faculty of Education are monitored by a Joint Field Experience Committee which includes representatives from: Saskatchewan Ministry of Education; Saskatchewan Teachers’ Federation; Saskatchewan School Board Association; League of Administrators, Directors and Superintendents; Regina Public School Teachers’ Association, Regina Catholic School Teachers’ Association, Conseil des Écoles Fransaskoises, Faculty of Education; Saskatchewan Urban Native Teacher Education Program; Education Students’ Society; and First Nations University of Canada. Internship and other field experiences are guided by policy passed by the Joint Field Experience Committee. The Professional Development Committee at the Faculty of Education reviews evaluation practices and may, if needed, serve as a forum for appeal of a final grade in internship by a student.

6. **Placements**

Placements are located by the Field Placement Manager with the cooperation of the School Divisions. The names of volunteer teachers are forwarded by Directors of Education to the Manager to be matched with suitable interns. In some instances rural directors, in consultation with the Manager, take direct action to locate suitable placements for interns seeking specific rural placements.

Placements for University of Regina interns will be found over the entire province for BAC students. For all others, placements can also be made in the Northern Lights School Division, Creighton and Ile a la Crosse. Interns are not placed outside of Saskatchewan or in areas reserved for the University of Saskatchewan students, unless prior agreement between the Faculty of Education and the intern has been made.

Placements are made by the Manager and the Administration of the school divisions. No agreements made outside of this can be honoured. Interns are not to contact schools to informally attempt to make arrangements. Such activities will jeopardize the likelihood of such a placement. Please read the “Preferred Status Placement policy” which is item 12 of this document. Students not given the “Preferred Status Placement” may be required to do the internship outside of the Regina area in any of the Regions 1, 2, or 3 in Southern Saskatchewan.

Placements are made before the last week of school in May. Interns and schools will be notified by email as soon as a placement has been finalized. It is the responsibility of the students to keep the Faculty of Education Student Services informed of their current addresses, particularly their summer address. Students are to contact their cooperating teacher as soon as they receive their confirmation letter to arrange a visit or establish summer contact information. No contact is to be made prior to receiving the official confirmation letter.

Teachers in Saskatchewan take it as a professional responsibility and a privilege to act as cooperating teachers. Teachers view working with an intern as an opportunity for their own professional development, and they welcome interns. Cooperating teachers look upon the task as part of their role as members of the teaching profession.
7. Entering Internship

There are two forms that must be filled out and submitted.

a) Application for Internship
Please click the link to apply: https://ureducation.inviteright.com/internshipapplication

The placement of an intern comes as the result of a three-way consultation among the intern (through the Application and other informal meetings), the Manager and the subject area/faculty advisor for the intern.

It is essential that interns give all relevant information to the Manager so changes of placement for one reason or another are avoided. For instance the following information should be clearly presented:
   i) Desire placement in Regina or outside of the city - it is a good idea to list three placement requests in case the first choice of placement cannot be accommodated.
   ii) If outside of Regina, indicate which school division(s) and locations in that division that are suitable.
   iii) Indicate preference of Public or Catholic system
   iv) In both Regina and Rural requests indicate schools not suitable for placement by reason of family on the staff, past teachers on staff, close relatives within the student body, relatives on the school board, or past attendance at a school.
   v) Special needs that would limit your flexibility regarding placement should be described in the relevant section of the Internship Application Form.
   vi) One-page typed letter of introduction outlining your experience working with children and youth, areas of special preparation, and special abilities which will be useful in teaching.

b) University of Regina Registration Form
This form is filled out each semester a student decides to take classes. Credit for internship will not be given unless this form has been filled in and returned for processing (this means that if a student owes the University money, the form cannot be processed until the account is cleared). It should be returned before the first day of classes at the University in order to avoid penalty. Fees for these classes must be paid in accordance with University regulations. Please note that students who have previously been given a grade of Incomplete in internship do not have to fill out a registration form, but must fill out an application form again. If a failure was given for Internship, then both forms must be filled out.

For Registration Purposes:

Elementary registers in EFLD 407 – Middle Years; EFLD 411 - Pre K – 5
Secondary registers in EFLD 400
Arts Ed registers in EFLD 402
BAC registers in EFLD 400 060 (Secondary); EFLD 405 060 (Elementary)

When you have applied, registered and paid the fees, then you are an intern.

9. Living Allowances Provided by School Divisions

These allowances are offered by school divisions to assist interns in choosing placements outside Regina. School Divisions outside Regina are anxious that current interns be placed with them so they can get to know them and, if possible, attract them to teaching positions with that division. The allowances are to allay some of the expenses of interning outside of Regina. Interns placed with Divisions who offer allowances should consult with the Director of Education of that Division to find out the circumstances under which the allowance is paid.

The allowances are not tied to any extra duty requirements of the intern; that is, the intern is not expected to work for the money.
10. Withdrawing From the Internship

The following options may be considered and a choice should be made after consultation between the intern, the cooperating teacher and other school staff involved, the faculty advisor and the Director of Professional Development. Students who discontinue internship (withdraw) without the permission of the Director of Professional Development and Field Experiences will be given a Fail, which will remain on their academic record. The options provided depend entirely on the circumstances in each individual case.

i) **The intern independently chooses to withdrawal before the official University withdrawal date.**
   The intern fills out a University of Regina drop form. Depending on the date the form is filled out, a predetermined amount of the original fee is returned to the student. If the student decides to try internship again, an application form and a registration form must be filled out.

ii) **A decision to terminate internship is made by Cooperating Teacher and/or the University Faculty Advisor.**
   If a decision to terminate the internship is reached before the final withdrawal date these actions may be taken:
   1) the student will be allowed to withdraw from the class and receive some portion of the fees back if completed by the appropriate deadlines, (to retry internship, both an application form and a registration form must be filled out),
   2) Under extenuating circumstances, where levels of teaching competency are not in question, a grade of incomplete (IN) can be assigned, giving the intern the option of repeating the sixteen week internship.
   3) Where levels of competency and failure to meet expectations occur, a Failure (F) will be assigned to the intern by the cooperating teacher in accordance with the circumstances.
   [Note: students do not have to fill out a registration form again if a grade of IN is received, but must fill out another application form; if a F is received both an application form and a registration form must be filled out.]

An appeal procedure is available to interns who do not agree with the final action taken. The appeal should be made through the Director of Professional Development & Field Experience

11. Criminal Record Check (CRC)

   a) All interns will require a new (CRC) for internship to be presented to the principal of the school in which they are interning.
   b) **DUTY TO REPORT:** If there is any change in your CRC, you are required to report the charge within 48 hours to the Principal of the school where you have been placed.

12. Preferred Placements Status - Policy Statement

   a) Students given preferred placement status will be given placements in the Regina area (Regina Public, Regina RCSSD, Prairie Valley for pre-internship and internship). The following criteria will be used to determine this status:
      i. Dependent children
      ii. Compassionate Reasons: The intern must remain in or close to Regina because of extraordinary circumstance.
      iii. Professional Development Reasons: The faculty suggests that the student must be close for intense supervision.

   b) Reasons such as permanent residences in Regina, employment and other commitments will not be considered.

   c) The Director of Professional Development and Field Experiences will make the decision based on the students' written statement on the application for placement in internship. Students placed outside of the Regina area will be consulted and placed in centres which are available.