



# Forming School/University Partnerships to Learn and Teach with Primary Sources

## Project Context

Emerged a need for “better” mentors

What does an ideal internship look like for our interns?

What is our role in facilitating a better mentoring relationship?

## Current Model

Yearlong internship

Mentors/interns placed at the start of the internship

Methods course during internship

EdTPA

Research Paper/Capstone

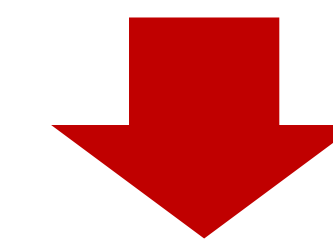
## Proposed Model

- Pre-internship methods course
  - SSCE 454 Clinical Practice
  - Includes co-planning project
- Professional Development with mentors and interns
  - Guided by the Library of Congress and Teaching with Primary Sources
- Reflective journals throughout the internship
- Co-planned/taught project

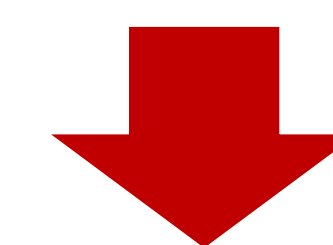
## What we are seeing so far

### Phases...Beyond the Blind Date

The Blind Date



Pushing through Challenges



Authentic Partnerships



## Themes Emerging from the Data

Communication

Support

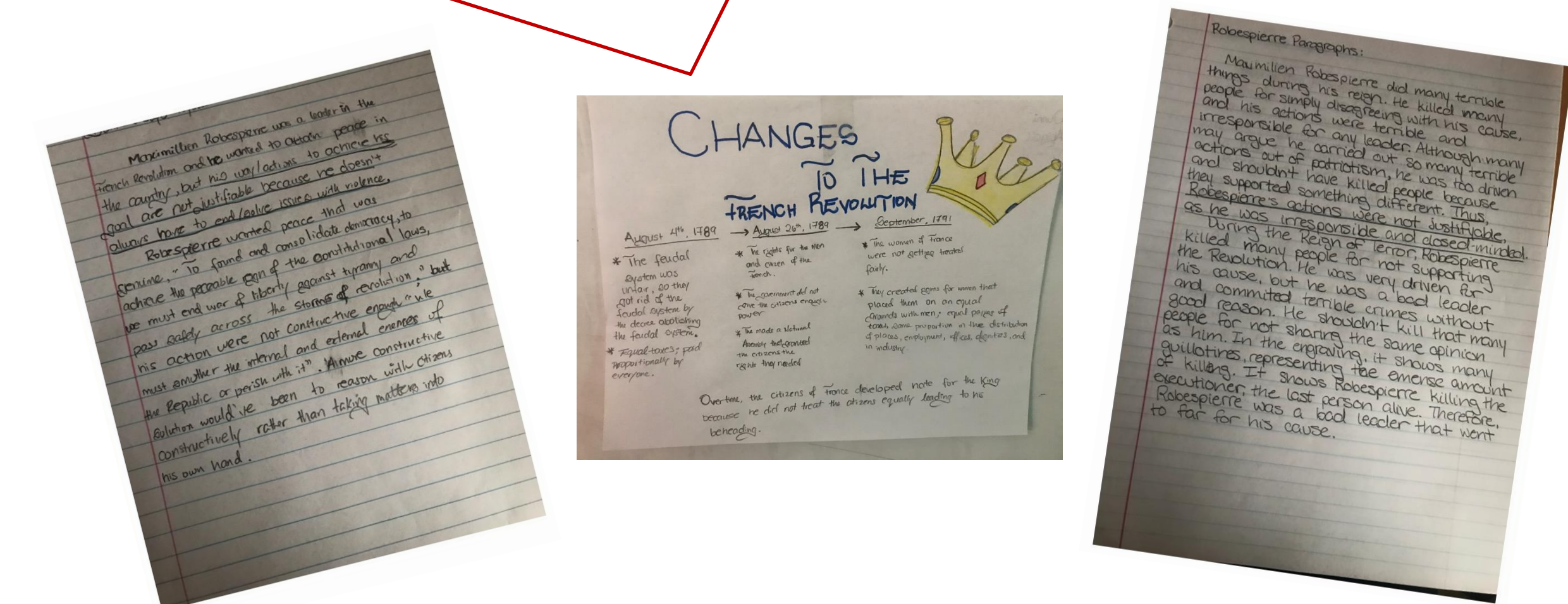
New Experiences

Orientation Toward Professional

Development

## Participant Reflections

*“From this, I have noticed my students are developing into greater historical thinkers and question(ers) on the unit following (this one on) imperialism.”*



## Early Implications

- Needs and expectations change over the course of the internship
- As interns gain experience, they push back on practices and abandon listening skills
- Mentors and interns need communication tools during rough patches
- Authentic partnerships hinge on mentor abilities to create inclusive, truly collaborative environment

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