



BYU EXPERIENTIAL LEARNING & INTERNSHIPS

2019 Stories & Spotlights

MCKAY SCHOOL OF EDUCATION

INTERNSHIP COORDINATORS

Aaron Jackson	Counseling Psychology
Barbara Smith	Special Education - Graduate
Brandan Beerli	Elementary Education, Teacher Education
David Boren	Education Leadership & Fundamentals
Ellie L. Young	School Psychology
Jason McDonald	Instructional Psych & Tech
Julie Schow	Communications Disorders - Graduate Off-Campus Sites
Kathryn MacKay	Early Childhood Education
Kelly Newhold	Special Education - Undergraduate
Lee Robinson	Communications Disorders - Graduate On-Campus Clinic
Tara Hall	Coaching - Majors & Minors

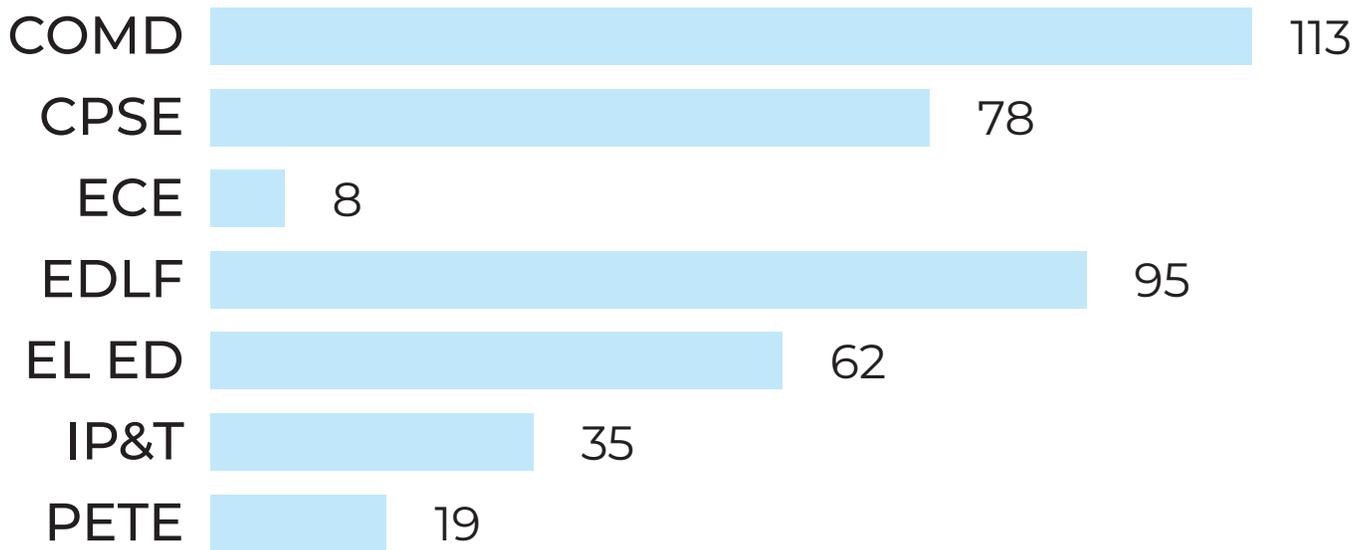
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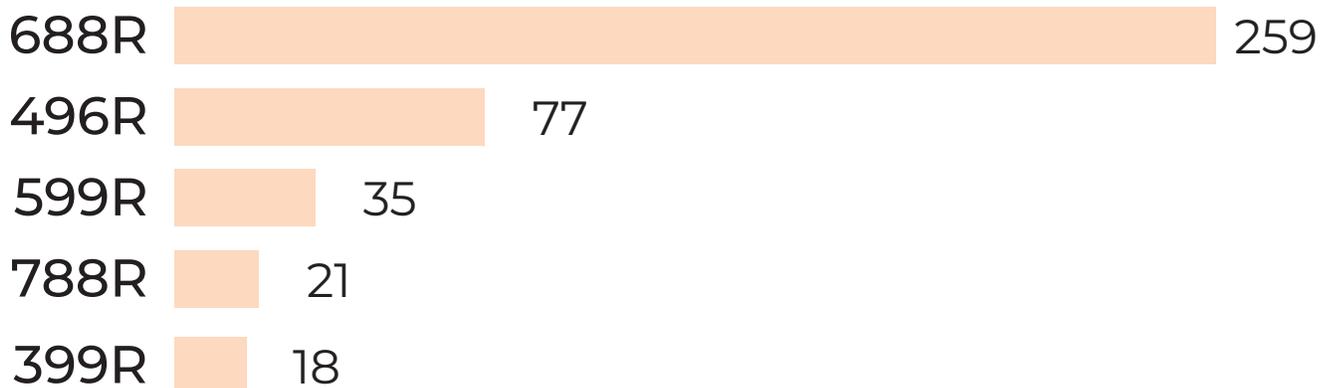
**These stories were submitted by the students via survey. If your department is not represented, then we did not receive a suitable response from your interns. The college internship statistics only reflects internship courses where the students completed an internship application before enrolling.*

COLLEGE INTERNSHIP STATISTICS

DEPARTMENTS



COURSES



410

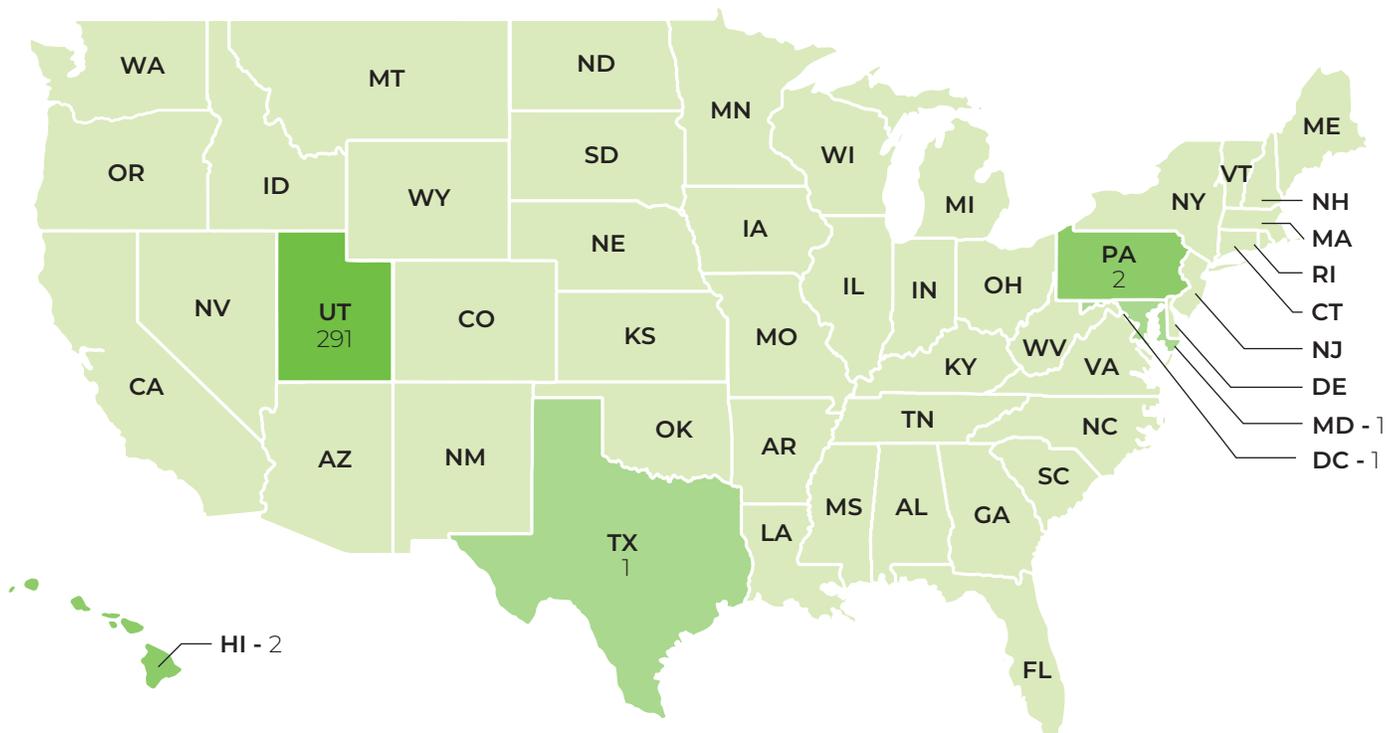
INTERNS

2019: WINTER • SPRING/SUMMER • FALL

TOP 5 PROVIDERS

1. BYU On-Campus (104)
2. Alpine School District (84)
3. Nebo School District (32)
4. Jordan School District (23)
5. Granite School District (20)

IN 6 TOTAL STATES



ASHLEY ELIZABETH MOODY

BYU SPEECH & LANGUAGE CLINIC

I participated in an internship program offered through BYU's masters of speech pathology program. I was a student speech pathology clinician, working under clinically certified supervisors to treat various speech and language disorders in child and adult populations. I specifically had the opportunity to work with an adult recovering from a stroke, a child with language delays and a speech sound disorder, and a young teen with autism spectrum disorder. I met with each individual twice a week for

50-minute sessions, working to improve their communication. It was so exciting and I learned so much! I loved forming relationships with my clients and the supervisors that were involved in each. It was an invaluable learning opportunity that has helped prepare me to work as a speech language pathologist.

I think the most useful thing I learned here was how to interact with clients, how to work in a professional setting and how to really focus in on each individual's deficits to help them achieve improved communication. I also learned how valuable mentorship can be throughout this process of learning how to be a speech and language clinician. I had courses on autism spectrum disorder, language disorder and other disorders that were related to my clients that were very helpful. I also had a course on diagnostics and assessment that was incredibly useful when I had a child client that I was asked to assess and diagnose. I developed and improved interpersonal communication abilities in addition to higher clinical competence and knowledge throughout this internship. I developed skills in assessment and treatment of various language and speech disorders across the life-span.



Ashley Elizabeth Moody

[READ MORE ABOUT ASHLEY'S STORY HERE](#)

MCKAYLEE MICHAELSON

ALPINE SCHOOL DISTRICT

I have had the wonderful opportunity to teach first grade at a school in Alpine School District. During this adventure, I have been the head teacher and taken part in collaborative efforts with team members. I have had opportunities to share insights regarding best practices in teaching young children. I have had aides work in my classroom and have learned how to delegate duties among others. In my class of 28 students, there are many different levels of learning. Each child learns in different ways and enjoys different things. It is important for me to know each child individually, culturally and in the context of our classroom.

One unique aspect of my internship includes working with a child who is deaf. The Hard of Hearing world has been opened to me- a world in which I have only briefly considered during CPSE classes. I have loved working with the administration at my school and learning so much from mentors found all around. I have also had the opportunity to help run and direct the Elementary School Choir, which has been a dream of mine. I love the opportunity to also work with the older kids that participate in Choir.

It was most important for me to learn that not every day has to be perfect. As

a teacher, you are always “on”-- especially for the littles. Sometimes, it is more important for each child (and adult) to just be heard rather than making sure we get through every item on the list.

My courses prepared me enough to be successful in my internship, but you will never be completely ready for your first year of teaching. That is why the internship is such a great way to have so much support from BYU while completing your first year.



McKaylee Michaelson on the first day of school in her classroom. She is from Arizona, so her whole classroom is decorated in a cactus theme.

[READ MORE ABOUT MCKAYLEE'S STORY HERE](#)

KIMBERLY CROWTHER

LEHI HIGH SCHOOL

As an administrative intern, I shadowed and worked with the principal and all of the assistant principals, including the PLC coach and the athletic director. My responsibilities included monitoring student behavior, welcoming kids to school, tracking attendance and grades, calling parents and talking to individual students to help them attend school and pass classes, handling emergency medical situations (allergy attack, bug bite, etc.), and analyzing summer school data to determine effectiveness and to justify continuation of the program because of its benefits for students.

The experience itself was extremely beneficial because the job(s) I'm preparing for will most likely be overwhelming, with a variety of demands that I haven't had before. This internship showed me some of those possible demands and how to handle a situation that's completely new to me.

The courses gave me some background knowledge about being an administrator, and then they also gave me several case study examples of what other administrators have been required to deal with and allowed me to determine what I would have/could have done in those situations. I also learned important skills like overall professionalism. I strengthened my communication skills (talking to parents, high school students, teachers, and other administrators and office staff frequently), collaboration skills (worked with other administrators and other admin. interns on several projects), and my organization skills (prioritizing what gets done when, as well as making sure that even the bottom of the to do list still gets done eventually).

Yes, I would recommend this internship. It was great to get some secondary education administrative experience and the admin. team at Lehi High School was incredible to work with.



Lehi High School logo.

[READ MORE ABOUT KIMBERLY'S STORY HERE](#)

LINDA CHADBURN

ALPINE SCHOOL DISTRICT

I supervised the high school summer school experience for students from half of Alpine School District. I provided direct supervision of students, coordination of teachers and technology, communication with parents, and I managed a significant amount of data for a variety of reports. Our summer school experience was very successful with over 90% of credits attempted being earned.

“It gave me a variety of valuable experiences in my field and provided opportunities for networking.”

I learned many great tips about how to manage a secondary school because I was there during a significant transition in leadership. I had the opportunity to interact with 7 different administrators. I refined data mining and presentation skills, management of concerns between teachers and students, and tips on overall professionalism and navigation of the world of secondary education. This internship actually came very early in my program, so I had only had two

courses and was taking a third during the internship. The curriculum class prepared me to observe the content as well as the methods that various teachers



Linda Chadburn

used. The human resources class gave me a broader view of working with the teachers and administrators and the intricacies of handling personnel issues with the employees.

It gave me a variety of valuable experiences in my field and provided opportunities for a considerable amount of networking with colleagues and leadership.

[READ MORE ABOUT LINDA'S STORY HERE](#)

COURTNEY LYNN JENKINS

NEBO SCHOOL DISTRICT

I am a 5th grade teacher in my own classroom. I teach 29 students all subjects (English Language Arts, Social Studies, Math, and Science) and work closely with my team, facilitator, and BYU mentors to



Courtney Lynn Jenkins

improve my teaching and planning skills. I have gone to meetings that have helped me to improve my teaching skills as well as my ability to connect and relate to my students.

I have dealt with parents and built relationships with them so that they trust me to teach their children to my best ability. As a result, I have put my

whole heart into my students. I give them everything that I have and try to ensure that they feel that school is a safe environment for them to come to. I try to teach life skills, such as kindness and empathy.

I have learned that being a teacher is so much more than teaching. It is about being a role model, therapist, mediator, caregiver, and sometimes a baby sitter. But mostly, it is a chance to learn from so many people, including my own students.

“I have learned that being a teacher is so much more than teaching. It is about being a role model, therapist, mediator, caregiver, and sometimes a baby sitter.”

I have learned more being a teacher than I could have ever learned in a classroom. I have learned that we are all different and we have different needs. I have learned that if you don't have motivation you can't be forced to learn something. I have learned that learning

doesn't have to be rote memorization; it can be fun and relatable to life. This internship has made me into a better person, and it has shown me that knowledge is as lifelong pursuit.

“This internship has made me into a better person, and it has shown me that knowledge is a lifelong pursuit.”

Life gets hard, but it doesn't mean that you should give up. I was shocked that this was so hard, and I considered researching different jobs. But life isn't supposed to be easy. We are supposed to learn and grow.

They prepared me for the teaching aspect, but they didn't prepare me for working with other people. BYU classes

don't teach you how to grade or what to grade. They don't teach you what to do when a parent is upset with you. They don't teach you how to deal with a coworker that isn't very agreeable. They don't teach you how to handle students that don't have good home lives. They don't teach you how to deal with students that get in a fight on the playground. But how can they? It's all about life experience. I would have loved to hear more personal experiences from all of my teachers.

I learned how to build relationships with parents and with my coworkers. I also learned how to dress professionally and act professionally. I learned how to speak with authority and command respect but to also show kindness and empathy. I learned that students like boundaries. I learned about showing up to meetings. I learned that it's better to be grateful than to complain all the time.

[READ MORE ABOUT COURTNEY'S STORY HERE](#)

REBEKAH ANNE JACOB PRINCE

WASATCH COUNTY SCHOOL DISTRICT



Rebekah Anne Jacob Prince on the first day of school.

Most people understand what student teaching is. That is observing and sometimes teaching in someone else's classroom for one semester without pay. It is normal. An internship however, is both unique and opportunistic. As an intern, you are the teacher. You have your own classroom. You have your own students. You plan all the lessons. You deal with every crisis and celebrate every success. You learn at an exponential rate. Granted, you have a mentor, and you have a team of people assigned to help you grow, learn, and succeed. Every teacher will have a first year. Why not make it the best? Why not give yourself every opportunity to ask

questions, to learn on the spot, to do what you spent four years studying to do? You were meant to teach. This just took it to the next level right away.

Admittedly, August was terrifying. September was overwhelming. In October you were thankful for Fall Break. But to your surprise, when November came around, you grew confident, alert, energized, and sure of your ability as an educator. By December, you realized you still had far to go, but you could look back at how far you had come, and recognize that the scared intern that walked in on day one was not the fearless teacher who greeted the kids this morning.

The most useful thing I learned and am learning from my internship is that it is okay to not be the perfect teacher. It is okay to have a lesson fall apart. It is okay to not know how to handle a situation. It is okay, as long as you tell yourself that you will grow from the experience. It is okay to get frustrated with a class, but only if you use it as a teaching opportunity to model an apology. It is okay to cry in your car because you are overwhelmed and just want your students to succeed. It is okay to feel inadequate. It is okay to have hard days. It is also okay to grow and learn from everything. It is okay to watch another teacher and mirror them. It is okay to

redo a lesson to make sure your students master it. It is okay to tell yourself that you are amazing and that you are trying your best. It is okay to succeed and admit it. It is okay to be a lifelong learner.

“You could look back at how far you had come, and recognize that the scared intern that walked in on day one was not the fearless teacher who greeted the kids this morning.”



Rebekah Anne Jacob Prince

Every class focused on something different, whether that was classroom management, laws regarding education, strategies to teach content areas, and more. Each course focused on a unique aspect that built itself into an education on educating. I have developed and am continuing to develop greater skills with lesson planning, helping children work through difficult emotions, teaching students how to problem solve, identifying different ways to solve a math problem, taking effective notes at meetings, etc.

[READ MORE ABOUT REBEKAH'S STORY HERE](#)

MARI BENSON FELLER

THE TACOMA FAMILY HISTORY CENTER

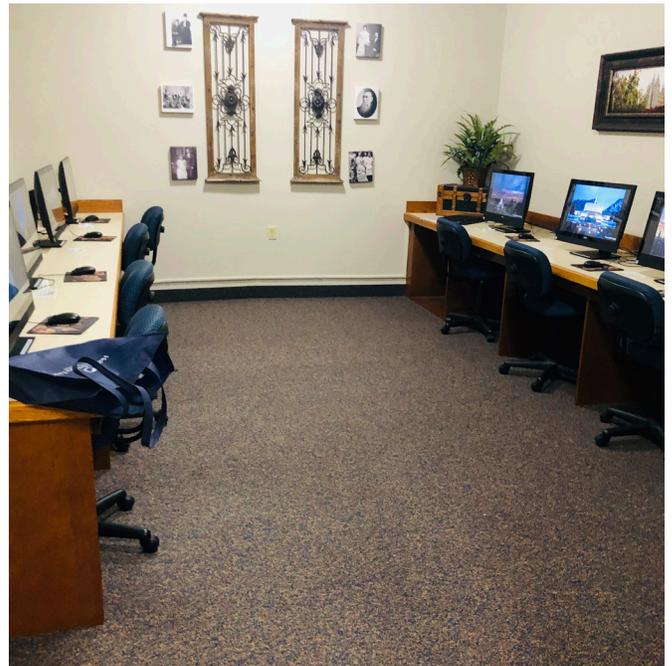
For my internship I volunteered at the Tacoma Family History Center and worked closely with professional genealogists in assisting patrons that visited the center. I was given the task of evaluating, transcribing, organizing and documenting the genealogical records of Ruby Marr Miller. She is 95 years old and suffers from dementia. She spent her entire lifetime researching her ancestors and her son brought 5 large boxes of paperwork into the center and we promised him we would preserve it.

“I also learned the importance of doing family history work in the most precise and careful way.”

I compiled an index and resource guide of the genealogical resources at the Northwest Room at the Tacoma Public Library and established a friendly, professional relationship between the library and the Family History Center. I took 406 photos of graves at the Old Pioneer Cemetery, uploaded them to BillionGraves and then transcribed 404

of them so their families could “see” and know where their ancestors are buried. I worked six hours a day on Tuesday’s, Wednesday’s and Thursday’s in order to complete my hours by the end of the semester. I needed to work 126 hours, and I completed 179 hours and continue to volunteer at the center three days a week.

The most important thing I learned from my internship is that I love the work I was trained to do. Family History work is a hot topic now, President Nelson has encouraged the members of the church to gather Israel on both sides of the veil.



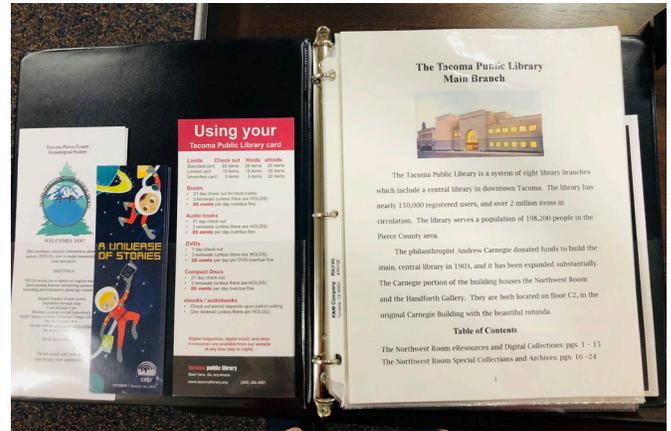
The Tacoma Family History Center

I could not imagine spending my days doing anything that would be more rewarding than family history. I am 66 years old and very content to do this work for the rest of my life.

I also learned the importance of doing family history work in the most precise, and careful way. I have come to appreciate every class I took in my family history emphasis because I use those techniques in evaluating, judging, deciphering, and documenting the sources I find. The courses taught me where documents can be found in the United States, in

“I could not imagine spending my days doing anything that would be more rewarding than family history.”

Great Britain and Scandinavia, where my ancestors are from. I learned the culture and historical events my ancestors experienced. I learned how to read Old English, especially the Secretary Hand. I learned basic Latin and I can read old wills and the probate sections that were



The Tacoma Public Library binder

written in Latin. I learned how to prepare reports, surveys, compiled lineages, family histories, proof summaries, all of which I do routinely today.

My internship helped me learn new skills from the professional genealogists at the Family History Center. I had no experience in records from Ireland or Africa, but I now have some experience with them. In working on the Ruby Marr project I learned how to evaluate her research, most of it was excellent, but we have many more resources today to search for records online than she did 25 years ago. I am catching up on the new features available on FamilySearch. New tools are added all of the time and I am trying to learn them well enough so I can teach them to the patron that come into the center.

READ MORE ABOUT MARI'S STORY HERE

GRETCHEN CAROL ORMSBY

MOUNTAIN VIEW HIGH SCHOOL

I had the opportunity to work with the Mountain View High School girls basketball team. I attended practice and games. At practice, I helped run drills, participated in the drills, and coached the girls one-on-one and whole team settings. For games, I sat on the bench for the JV and Varsity teams. There were times where I kept stats and other times where I simply helped coach the girls.

I learned the value of communication. These girls are being subbed in and out of practice and games with no feedback on what they did well and what they did wrong. I was able to help these girls identify

ways to improve! The communication brought about more unity between the team.

Before my internship, I took a class that had me create a one-year practice plan. Doing so helped me create drills and ideas to use in practice. I was able to suggest ideas from this plan. During my internship, I learned how to communicate with other faculty members, coaches, players, and parents. Not only that, but I learned how to “discipline” the girls. Lastly, I learned the motivation that the athletes need to push through the whole season.



This is what it's like to celebrate as a unified and successful team!

[READ MORE ABOUT GRETCHEN'S STORY HERE](#)

KRISTEN MICHELLE LEAVITT

PROVO HIGH SCHOOL



This was taken after the last home game. Kristen Leavitt, Emily, Brooks, McKinley, Olivia, Shelby, Roxie, Hailey, Kate, Rachel, Kylie, Babata

I took a position as the head freshmen girls' basketball coach at Provo High School. I was under the direction of the head coach of varsity. Some of my duties were to help run tryouts and practices, as well as coach games, schedule transportation, and communicate with the athletes on schedule. I was responsible for teaching the girls specific offenses and defenses based on the existing program set forth by the head coach, and helping the girls to develop their fundamental

basketball skills (e.g. dribbling, passing, shooting, defensive stance and position, etc).

Over the course of the season, I set up separate early morning practices where I could help the athletes work specifically on fundamental skills that I felt we were lacking as a team. I developed and learned new drills for practicing and teaching skills and plays. Beyond all of this, I developed relationships with the athletes and the coaching staff. I felt more



confidence and authority as the season progressed, speaking up more with ideas and demanding more from athletes on and off the court.

My team had a major winning record, but the most important thing that I helped to instill in them was teamwork and a positive attitude. No matter what, they were not allowed to criticize or get angry at each other. Overall, our team culture was one of support and encouragement. I learned so much about how to approach, teach, and discipline different athletes.

There is no ‘one size fits all’ solution when it comes to talking to people. While my personality makes me want to simply demand that someone do what I say, no questions asked, I have learned that this approach is only effective on a select few people. I learned how to change behavior and improve performance using positive reinforcement and various types of communication styles. Some people need a firm hand, and others simply need a suggestion. Additionally, while some athletes respond with fiery determination to criticism, others break down and retract into their proverbial shells. Everyone needs a different approach, and learning that was very valuable for me.

My PETE courses taught me how to manage a gym, which was immensely useful. I knew how to present new skills effectively, how to get attention and discourage misbehavior, and more. I wasn’t thrown to the wolves on how to deal with a gym full of teenage girls: I had been taught specific management skills.



“I learned how to change behavior and improve performance using positive reinforcement and various types of communication styles.”

My major also prepared me to effectively teach concepts. I knew not to present the entire idea/skill at once, but to break it down into manageable pieces, and have the athletes perform it slowly until they could perform it correctly. One specific course actually had us create a portfolio containing all of the information we would use to run our own coaching program, including drills, plays, fundraising ideas, team building activities, and more. This portfolio was a great resource.

I definitely grew in my ability to manage time effectively. I had to be on task in order to have practice plans ready, game transportation scheduled,

and communication with athletes and their parents in place. Additionally, my communication skills improved.



Kristen Leavitt's basketball team.

[READ MORE ABOUT KRISTEN'S STORY HERE](#)