University of North Carolina at Chapel Hill
School of Education

Undergraduate Licensure Programs
Student Teaching Handbook
(Middle Grades, UNC BEST, K-12 Music)

for
Student Teaching Interns
Mentor Teachers
University Supervisors

2016 – 2017

Revised October 5, 2016
Introduction and Welcome

The University of North Carolina at Chapel Hill teacher education programs are built on research based best practices, provide early and extensive clinical experience, and engage practicing teachers in collaborative inquiry. The internship provides candidates for licensure with an opportunity to integrate theory and practice, to demonstrate skills in a structured, supportive environment, and to enhance their strengths and improve upon their weaknesses. It is the most important component of the program and is a requirement for state licensure.

Important Dates, fall 2016 Interns:

- First day in schools = Check with your mentor teacher to see when first teacher workday is scheduled. Attend all teacher workdays at your school, must begin no later than Tuesday, August 23, 2016.
- Student teachers take the breaks/holidays of their schools, not UNC.
- edTPA portfolio must be uploaded to the Pearson website no later than midnight, Thursday, November 10, 2016. You should plan to upload and review your files at least 5 days prior to the submission date.
- Last day in schools = Friday, December 2, 2016
- EDUC 601 class. Time to be announced.
- Sunday, December 18th – Commencement 😊

Important Dates, spring 2017 Interns:

- First day of Spring Semester = Wednesday, January 11, 2017, (edTPA workshop)
- First day in schools = Thursday, January 12, 2017
- Student teachers take the breaks/holidays of their schools, not UNC.
- edTPA portfolio must be uploaded to the Pearson website no later than midnight, Thursday, April 13, 2017. You should plan to upload and review your files at least 5 days prior to the submission date.
- Last day in schools = Friday, April 28, 2017
- EDUC 503 or EDUC 601 class times to be announced.
- Saturday-Sunday, May 13-14, 2017 – Commencement 😊

Teaching Load and Internship Expectations

UNC Licensure Program Interns are required to be in a local school placement in their specialty area (e.g. Biology, Chemistry, Physics, Mathematics, Middle Grades, Music) for a total of 16-weeks, 14 weeks during the semester of their internship in addition to 2-weeks of practicum experience. Students who are getting a license in more than one content area are encouraged to teach a variety of courses in their content areas. The internship timeframe was established to allow for flexibility and to provide interns with more time to design innovative lessons and think deeply about their practice. When interns are not teaching their specialty classes, they should be planning, grading, observing their mentor teacher and/or helping their mentor teacher with their lessons.

Mentor Teacher Observations

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We know that our mentor teachers will be observing the vast majority of lessons the intern conducts and providing ongoing feedback which is vital for the intern’s development into an effective teacher. The School of Education would like for Mentor Teachers to perform four more formal observations of the intern teaching lessons and document her/his assessment of the lessons using an analysis method consistent with that of the University Supervisor. These formal observations will be submitted to the University Supervisor and included in the intern’s academic file.

Additional Requirements for Interns

- Attend EDUC 601/503 workshops
- Pass the Praxis Exam(s) for NC teaching license. Specific testing requirements are located at [http://www.ets.org/praxis/nc](http://www.ets.org/praxis/nc)
- Obtain a passing score on the Teacher Performance Assessment portfolio (see edTPA handbook) A separate handbook titled “TPA Handbook” will be given to students in the EDUC 601/503 course, and the university supervisor (i.e., the “subject”/“content” area professors) will explain the TPA process in detail. Handbooks and other support materials are available online at sakai.unc.edu.

Passing score for edTPA will be as follows (Effective 10/7/2014)

All candidates must pass the edTPA teacher performance assessment to be recommended for licensure. The edTPA must be completed during the student teaching internship and the passing criteria are as follows:

**Note:** all assessment rubrics are scored on a 5-point scale where 5 is the high end of the scale.

For all edTPA portfolios with 15 assessment rubrics (i.e., all except Elementary Generalist and World Language), a candidate must receive a minimum total score of 42 points with the proviso that a candidate may receive No scores of 1 on any rubrics.

Candidates will have one opportunity to revise and resubmit portfolio items and will be granted 10 days from the time they are contacted by the portfolio evaluator(s) to upload revisions to Taskstream. Students must pass the edTPA in order to be recommended for licensure. Failing edTPA will not prevent students from graduating.

University and School of Education Regulations Governing the Internship

As with any professional preparation program, the regulations and policies pertaining to student teaching are continually evolving due to the dynamic nature of professional organizations. General regulations and policies that govern undergraduate and graduate internships may come from local public schools and the UNC-Chapel Hill School of Education. Questions regarding the undergraduate and graduate internships may be directed to the Office of Student Affairs in Peabody 103.

The University and the School of Education have established certain regulations that will help interns work more effectively with mentor teachers. Regulations require interns to adhere to the following:

- Observe the same hours required for teachers while on assignment in schools.
- Follow the local school calendar during the semester in place of the university's calendar.

Revised June 24, 2016
• Become a member of the faculty throughout the student teaching internship. Participate in official school functions such as faculty meetings, in-service training programs, teacher workdays, parent meetings, etc.

Note: Interns may NOT sub for you without a licensed employee in the room. They may do the actual teaching, but cannot be paid if the University is in session.

Policies Governing Student Teaching Absences

• Absences for valid reasons are excused only by the university supervisor. Excessive absenteeism, even if excused, is not permitted (see below).
  o If an intern is sick and unable to attend school, s/he must contact the university supervisor and the mentor teacher before the start of the school day or the day before. In order for the mentor teacher to cover for the intern, all plans and materials for the period of the absence must be available in the classroom.
  o Interns who anticipate being absent for a medical appointment, religious holiday, or some other valid reason must receive prior approval from their university supervisor and their mentor teachers. Interns are encouraged to make ALL non-emergency appointments outside of school hours consistent with what a practicing teacher would be expected to do.
  o Regardless of reasons for the excused absences, interns are required to make up any days over three days in the semester. The mentor teacher and the supervisor will arrange for the intern to make up the missed days. Grades will be held until these days have been made up.
  o An unexcused absence is cause for termination of the internship. The School of Education will automatically terminate the internship for any students who miss more than a total of five days during the internship, without making up these days at the end of the internship, whether or not the absences are excused. Students must follow the University appeals process in order to be readmitted to the applicable Licensure Program.

Intern Expectations

Professional conduct

• Act in a professional manner at all times including wearing professional attire. Interns are strongly advised to avoid wearing jeans or t-shirts, even if this is the common attire for the experienced teachers at the school.
• Arrive at the school at the same time as the teachers and expect to spend the full school day and any additional planning or meeting time as the mentor teacher.
• Follow instructional calendar for the district in which you are placed. Interns are expected to follow the vacation calendar of the school, not UNC.
• Conform to the same professional standards as the regular staff members of the cooperating school. If unforeseen circumstances should cause the intern to be late, the intern must contact the mentor teacher and the university supervisor. The same applies if the intern is going to be absent due to illness. S/he must contact the mentor teacher and the university supervisor the night before or as early as possible. In addition, when absent, the intern must provide plans and other materials necessary to the mentor teacher.
• Adhere to attendance policies on page 3

Revised June 24, 2016
• Comment favorably on the good things happening in the school. Everyone likes praise. This applies to teachers and principals as well as students.
• Respect the confidentiality of all students. Recognize the potential in all students.

Teaching

• Make revisions or improvements to lessons used previously by your mentor teacher. While it is not an expectation that interns will create entirely original lessons, it is not appropriate for the interns to simply use their mentors’ lessons. The intern must revise instructional strategies to make them their own and/or improve them. Improvement can focus on aligning lessons with criteria included in the lesson analysis rubric or suggestions from the mentor teacher.
• Be involved in every step of the teaching process including grading assignments, posting grades, lunch duty, IEP meetings, parent contact, parent meetings, open house, PLC meetings, teacher workdays, professional development, etc.
• Make the moment to moment teaching and discipline decisions called for during teaching (i.e. the students should not see you consult with the mentor teacher about what to do during a lesson).
• Consult with mentor teacher on significant curriculum, policy and discipline decisions.
• Be available to help students as needed.
• Observe other teachers in the school when not teaching.
• Attend at least two different extracurricular activities (such as school plays, musicals or sporting events) that one or more of the activities your students participate in.

Observations

• Prepare for observations by the University supervisor. The intern must provide the University supervisor with his/her goals for the lesson and any handouts used while he/she is being observed as well as additional material needed to understand how the lesson fits in with previous or upcoming lessons.
• Submit artifacts that document progress on goals established with university supervisor from previous observation.
• Be available for a post conference.

Mentor Teacher Suggestions

Orientation

• Accept each intern as an individual and do not compare him/her with previous interns you have had.
• Provide a separate work/study area (an extra desk or portion of front table) in the classroom for the intern.
• Introduce interns to other faculty and school administrators.
• Orient the intern to the school/classroom by explaining:
  o General philosophy of the school, the building policies, and procedures.
  o Procedures for parent conferences, discipline procedures, etc.
  o Curriculum and classroom management procedures and practices for which the intern will be responsible including methods of record keeping for attendance, tardies, grades, conduct, cumulative folders, etc.
Services available within the school.
- Provide the intern with a set of textbooks, teachers’ manuals, curriculum guides, or school handbooks as needed.
- Include interns in faculty and curriculum meetings when appropriate.
- When appropriate, include the intern in parent conferences or telephone conversations. Guide him/her to use diplomacy and appropriate communication skills so that parent communication is effective.

Planning

- Jointly develop a long-range plan for instruction during the internship to support the intern’s lesson planning schedule with appropriate pacing.
- We recognize that ultimate responsibility for the performance of your students lies with you. However, we hope that you will encourage your intern to employ a variety of teaching strategies and thereby develop her/his own classroom style. Your intern should take the initiative in lesson planning and design.
- Offer lesson ideas for upcoming units, but encourage the intern to try his/her own ideas. Provide room for risk-taking and possible failure.
- When providing lesson ideas, include suggestions for revising/improving the strategy given previous experiences. It is not acceptable for the intern to simply implement the exact same strategy without careful consideration and some revision.

Supervision

- Try not to jump in and fix minor problems that occur during a lesson, unless absolutely necessary.
- When visiting the classroom, refer students with questions about lessons, policies or procedures to the intern to reinforce the idea that they are the teacher in charge.
- Schedule consistent meeting times to provide feedback on a regular basis. Be tactful, yet honest. Acknowledge successes and improvements. Limit major suggestions for improvement to 2-3 improvement goals at any one time and hold your intern accountable for making explicit efforts toward meeting these goals.
- Encourage your intern to use self-evaluation on a regular basis.
- Leave the room occasionally after the first few weeks and more frequently toward the end of the internship to allow the intern to feel that he or she is truly in charge. Make sure that the intern knows where to find you, however, at all times in case you are needed for an emergency.
- Communicate with university supervisor (via e-mail, phone or in person) to share updates on the intern’s progress and ongoing goals or share concerns with the intern’s performance in the classroom.

University Supervisor Observations

The UNC university supervisor will conduct a minimum of four teaching observations over the course of the internship. These observations may be a combination of face-to-face and virtual. The university supervisor will analyze the lessons using a method that combines teaching standards from the North Carolina Department of Public Instruction, the Interstate New Teacher Assessment and Support Consortium and Teacher Performance Assessment criteria. Each observation will also be followed with a conference or written feedback where student teaching coach and student teacher will discuss:

Revised June 24, 2016
Strengths and weaknesses of the lesson.
Challenges or dilemmas the intern is facing.
Progress on goals established from previous observations.
Goals for future lessons.

If you have ANY questions or concerns, please do not hesitate to contact your intern’s university supervisor.

- Dr. Jennifer Coble, jcoble@bio.unc.edu
- Dr. Nick Cabot, nicobot@email.unc.edu
- Dr. Miranda Thomas, mdthomas@email.unc.edu
- Dr. Daniel M. Huff, dhuff@email.unc.edu
- Dr. Cheryl Horton, chorton@unc.edu
- Dr. Suzanne Gulledge, sgulledg@email.unc.edu
- Dr. Cheryl Bolick, cbolick@unc.edu
- Dr. Lori Edmonds
- Christoph Sutts
- Betsy Barrow
- Joseph Hooper
- Josh Corbat

or Dr. Catherine Scott, Program Coordinator at:
- e-mail: catherine.scott@unc.edu