



Teacher Internship Handbook

Watson School of Education

**UNIVERSITY OF NORTH CAROLINA
WILMINGTON**

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This *Teacher Internship Handbook* can be found online at:

www.uncw.edu/ed/professionalexperience. In addition, this website provides links to program-specific internship information to help candidates prepare for and complete their internship requirements.

INTRODUCTION

The Donald R. Watson School of Education is a community of scholars dedicated to sharing, creating, and extending knowledge through research and reflective practice. The conceptual framework endorsed by the Watson School of Education is teacher as decision maker and reflective practitioner. The faculty and the partnership teachers strive to model effective teaching practices, provide a variety of understandings related to the field of education, encourage the application of generalizations learned in field experience sites, enhance collaborative efforts with public and private school systems through a myriad of service activities, and contribute to the knowledge base by engaging in theoretical and applied research.

Our graduates are competent and effective teachers and administrators in the schools and agencies of our region, state, and nation. We look forward to including you in this group of outstanding educators upon your completion of the UNCW teacher education program.

Mission Statement

The primary mission of the Donald R. Watson School of Education at the University of North Carolina Wilmington is to develop highly competent professionals to serve in teaching and other educational leadership roles in southeastern North Carolina, the state, and nation. The Watson School is committed to achieving excellence in teacher and administrator preparation in all of its programs. To realize the mission of the Watson School, thorough grounding in theoretical and empirical bodies of knowledge is provided, the educator's capacity to utilize knowledge to improve schools and enhance learning by children and youth is developed, and commitment to personal, professional and institutional developments fostered.

The Watson School of Education fulfills its obligation to serve the field of education through support of individual faculty, public school and agency leaders, educational systems, and state and national organizations engaged in efforts to develop policy, implement improved practice, and set new directions at local, state, and national levels. This obligation is addressed through commitment to general research, evaluation, policy analysis, development, and collaboration to provide relevant school experiences and programs, and other forms of technical and professional assistance.

The faculty of the Watson School of Education strives to demonstrate: excellence in teaching; engagement in the generation and dissemination of knowledge; infusion of technology as an instructional tool; development of new roles and relationships in the institution of education; inquiry, continuous learning, creativity, and the valuing of diversity. As part of the commitment to excellence, faculty and administrators in the Watson School of Education engage in continuous assessment of individual, program, and institutional outcomes.

Curriculum Design

The undergraduate and graduate curricula in the Watson School of Education are based upon the philosophy that the teacher is a decision maker and a reflective practitioner. Frequent decisions are required of teachers in the areas of planning, instruction, management and evaluation, as well as in areas which contribute to professional and organizational responsibilities beyond the classroom. The faculty believes that these decisions should flow from both a coherent and defensible conceptual base and a reflection on practice.

Students develop this conceptual base through participation in a liberal arts program of basic studies, interdisciplinary and/or an academic concentration, a core of foundational

courses in educational studies, and professional and specialty courses specific to each program area. Reflection is fostered through a range of assignments and field experiences integrated into professional and specialty area courses. Finally, in the internship semester, students have the opportunity to demonstrate the extent to which they have mastered the skills and understandings needed for success as a beginning teacher.

Programs Offered

At the undergraduate level, students can major in the following:

Education of Young Children (Birth-K)

Elementary Education (grades K-6)

Middle Grades Education (grades 6-9 in the subject areas of Language Arts, Mathematics, Science, or Social Studies)

Special Education (grades K-12 in General Curriculum or Adapted Curriculum)

Licensure for grades 9 - 12 is offered in the following areas:

Biology	Chemistry
Geology	English
History	Mathematics
Physics	Science
Social Studies	

Licensure for grades K - 12 is available in the following areas:

Physical Education	Music
French	Spanish

Students who have earned baccalaureate degrees from accredited institutions can complete licensure-only programs in any of the areas listed.

At the graduate level, students may pursue licensure through the Master of Arts in Teaching program in the following areas:

English

Math

Spanish

Social Studies

Science

The Donald R. Watson School of Education is comprised of four departments:

Department of Early Childhood and Special Education

Department of Elementary, Middle Level, & Literacy Education

Department of Instructional Technology, Foundations, and Secondary Education

Department of Educational Leadership

The Office of the Dean provides the overall direction and coordination for the various teacher education and licensure programs. Faculty members in the Dean's Office, as well as those in all departments, share advising and teaching responsibilities for undergraduate and graduate students.

Conceptual Framework of the Watson School of Education

The conceptual framework for all programs is: The Watson School of Education develops highly competent professionals to serve in educational leadership roles.

Watson School of Education



University of North Carolina **Wilmington**

The evolution of the current conceptual framework connects collective experiences to the emerging knowledge base in the field and to the reality of the work of P-12 public school settings for which the Watson School prepares candidates. Features of this framework are:

- A direct alignment with the Watson School of Education's mission statement and congruency with the mission statement of the University of North Carolina Wilmington
- The connection of preparation programs directly with the learning of students in schools and to the state/national accountability standards that have evolved over the past 20 years, particularly since the adoption in 2001 of *No Child Left Behind*.
- The expansion of the core descriptors to reflect changes in programs. The core descriptors were previously represented in the conceptual framework under "Core Understandings and Skills," as well as in the cyclical processes of decision making and reflection. Three descriptors were added: knowledge of academic content; knowledge and use of appropriate communication strategies; and a commitment to ethical and professional standards. The inclusion of academic content recognizes the critical contributions of Basic Studies, Academic Concentrations, Academic Majors (for secondary, music, foreign language, and physical education candidates), and the preparation of educators who meet "highly qualified" requirements. Including knowledge and use of appropriate communication strategies provides a tool for educators to both better reach the desired outcome and to more effectively serve in leadership roles.
- Since the last accreditation visit, the faculty of the Watson School of Education created a guiding statement on professional dispositions. The "Standards of Professional Conduct" were developed through an extensive collaborative process and were adapted from the North Carolina Code of Ethics for Educators. They serve to guide programs in developing and monitoring candidates' professional dispositions.
- The use of leadership as a key component ensures that initial candidates view themselves as classroom leaders, change agents and advocates for children, and that graduate programs prepare candidates for specific leadership roles in schools, districts, and educational settings or instructional roles in business arenas (e.g., instructional design and technology).

The core descriptors are intended to connect the program components toward the goal of positively impacting student learning. This goal is central to the mission of the Watson School of Education.

OVERVIEW OF THE PROFESSIONAL DEVELOPMENT SYSTEM (PDS)

The internship semester is an important component of the partnership effort of the Watson School of Education. This partnership, the Professional Development System (PDS), links the Watson School of Education with eleven school systems, one charter school, and additional early childhood sites across southeastern North Carolina. Interns are placed at various sites to work with trained partnership teachers. Implementation of the Professional Development System has resulted in these key benefits:

- Establishing collaborative relationships with a constellation of partnership schools and child care agencies which serve both as professional development sites for pre-service educators and as professional renewal sites for school teachers and university faculty.
- Closing the gap between theory and practice by grounding conceptual frameworks and theoretical models in "real world" settings and experiences.
- Redefining the role of "master teacher" in schools to include relevant involvement in teacher preparation through extended faculty relationships and through direct involvement in university program design, methods classes and general program delivery.
- Redefining the role of "professor" to include direct, continuous involvement in public schools and early childhood programs as a teacher, advisor, researcher and learner.
- Utilizing the collective talents, energies and resources of partnership institutions to produce measurable improvements in both classroom learning for students at all levels and the work environment of students and faculty.

- Serving as a catalyst for change which can overcome the factors in educational bureaucracies that resist change and accountability.

The current PDS model has resulted from many years of development and discussion with area school districts and university personnel. The program calls for the creation of an interdependent network of educational institutions and related professions comprised of the Professional Development System and Partnership Schools.

The Professional Development System (PDS)

The Professional Development System is the broad umbrella under which an array of collaborative efforts for systemic change can be developed. The placement of interns in cohorts who participate in regular instructional seminars with public school teachers is one of the strategies designed to mutually improve the quality of education in this region. These seminar groups focus on the daily routines of school life, cultural norms and professional practices through discussions about practices and the consequences of those practices.

Partnership Schools

A number of partnership schools are selected to serve as clinical placement sites for undergraduate and graduate teacher interns and administrative interns in the Master of School Administration and Doctorate of Educational Leadership programs. In partnership schools, the principals and teachers strive to provide for the continuing development and professional growth of educators at all phases of their careers. The staff of a partnership school has, therefore, articulated and operationalized concepts of caring, commitment, and professionalism into observable and effective programs and practices.

The university's relationship with a partnership school is expected to extend over several years. Depending on the size of the partnership schools and the availability of partnership teachers, cohorts of teacher interns are placed in partnership schools. In

situations where cohort placements are not possible (e.g., special education, early childhood, music, physical education) interns are invited to join other intern cohorts for professional interactions. Interns have the opportunity to collaborate with the principal, teacher, and university supervisor in reflecting about effective professional practices. This collaboration is expected to strengthen collegial relationships between the schools or agencies and the university faculty and to assist school staffs as they work together to create professional learning communities. Such schools and agencies go beyond mandated site-based requirements; instead, school improvement is embraced as an integral part of professional accountability. Together, the principal, teachers, and university faculty work to improve the quality of teacher preparation, to induct pre-service teachers into the teaching profession, and to improve the teaching and learning environment.

The principals and partnership teachers receive professional development in learning-centered supervision, social systems theory, situational leadership, change theory, and performance assessment. They also participate in professional development activities which have been designed by PDS to meet identified local needs and state licensure requirements. This model serves to provide an organizing framework for the alignment and integration of valuable university and public school resources such as personnel utilization, time commitments, space usage, funding priorities and program constructs.

OVERVIEW OF THE INTERNSHIP SEMESTER

The internship semester is a time of continual learning, as well as a time when interns make a transition from the role of student to the role of teacher. The internship is a full semester experience with one or more experienced teachers in a public school or approved early childhood setting under the supervision of and in collaboration with university personnel. The transition from college student to professional teacher is a gradual one beginning with observation of students in the classroom, continuing with the assignment of partial teaching responsibilities accompanied by a period of synthesis and reflection, and culminating with the assumption of full-time teaching responsibilities and the completion of an electronic portfolio evidencing mastery of teaching and technology skills.

The internship semester begins with a set of on-campus experiences especially planned for each licensure area. The experiences may include information on state and national teaching standards, professional preparation, legal issues, initial licensure, and the planning process. Guest speakers are often scheduled during this part of the semester. There is also time to reflect on the upcoming weeks and to meet with university supervisors and school partners. The length and duration of this on-campus component varies by licensure area. Please see your program's specific requirements at www.uncw.edu/ed/professionalexperience.

Because the internship semester represents problem-solving learning at the highest level, it requires intense effort on the part of the intern. Since it is an important time to mesh knowledge and performance and an opportunity to develop skills in using ideas and theories in practice, the internship semester demands an intern's full attention.

Admission to the Internship Semester

To be eligible for admission to the internship semester students must:

1. Have been admitted to the Watson School of Education.
2. Have successfully completed at least 90 hours of college course work.
3. Have completed all prerequisite WSE coursework with a grade of C- or better
4. Have achieved an overall grade point average of 2.7 on all work attempted at UNCW.

[Note: If an undergraduate degree was completed at another institution and only licensure is being sought at UNCW, an official transcript of all previous college work must be submitted to the Watson School of Education.]

All of the above criteria must have been met by the start of the internship semester. In addition, the student must:

1. Attend the “Internship Application Process Meeting” and complete the required application process.
2. Register for the appropriate internship courses.
3. Take all appropriate PRAXIS tests. Applications for licensure cannot be processed until passing scores on all required tests have been received by the Associate Dean’s office.

Because the internship semester requires intense effort and an intern’s full attention, interns are strongly encouraged not to work or take other courses during the practicum semester. In those cases when an intern must work or take other courses, the intern must notify the Director of Professional Experiences using the Work/Course Notification Form. (See Appendix A.) ***This form must be signed by both the partnership teacher and the university supervisor.*** If an intern changes his/her plans and decides that he/she must work or take a course once the practicum semester begins, the intern must complete the form

and submit it at that time. An intern hired by the school system for duties outside the normal work day should also complete this form and submit it to the Director of Professional Experiences.

Legal Status of Teacher Interns (Student Teachers)

(The General Statutes of North Carolina.) 115C-309, Student Teachers reads as follows:

(a). Student Teacher and Student Teaching Defined. A "student teacher" is any student enrolled in an institution of higher education approved by the State Board of Education for the preparation of teachers who is jointly assigned by that institution and a local board of education to student-teach under the direction and supervision of a regularly employed certified teacher.

"Student teaching" may include those duties granted to a teacher by G.S.115C-307 and 115C-390 and any other part of the school program for which either the supervising teacher or the principal is responsible.

(b). Legal Protection. A student teacher under the supervision of a certified teacher or principal shall have the protection of the laws accorded the certified teacher.

(c). Assignment of Duties. It shall be the responsibility of a supervisory teacher, in cooperation with the principal and the representative of the teacher-preparation institution, to assign to the student teacher responsibilities and duties that will provide adequate preparation for teaching.

ROLES AND RESPONSIBILITIES DURING THE INTERNSHIP SEMESTER

ROLES

The Intern

Because an intern must understand and work with a number of individuals during the internship semester, high levels of energy, commitment, cooperation, and communication are necessary. To ensure that the semester is a successful experience, interns are advised to do the following:

- Place successful completion of the internship semester responsibilities at the top of their priority list;
- Make appropriate arrangements for housing, travel, child care and other obligations;
- Develop support systems and productive ways of relieving stress;
- Take initiative in the classroom and the school.
- Strive to exemplify the attitudes and actions of a professional teacher. These actions include wearing appropriate dress, being punctual, planning and preparing adequately, completing all assigned instructional and non-instructional duties, maintaining the confidentiality of student information, treating all individuals fairly and with respect, practicing continual self-assessment, and striving to grow in the role of a teacher; (See the Performance Evaluation Scale Standards.)
- Inform the Director of Professional Experiences of changes in work status;
- Participate in reflective on-site seminars and other professional development activities as scheduled by the district, school or site coordinator.

The Partnership Teacher

The Watson School of Education strives to select teachers whose philosophies and teaching approaches are consistent with “best practices” in the field to serve as partnership teachers. These experienced teachers have current licensure and are selected after discussions with a variety of professionals, such as PDS site coordinators, county level administrators, principals, and UNCW faculty members, who are familiar with their performance. The partnership teacher has demonstrated leadership skills and views the responsibility for developing interns as an opportunity to render an important service to the profession. It is expected that he or she will do the following:

- Help the intern develop an effective teaching style;
- Seek to incorporate new concepts and strategies, including the application of technology in the classroom;
- Learn to work comfortably and effectively with observers in the classroom;
- Use a coaching format regularly to help this beginning professional learn to function in a professional and independent manner;
- Provide formative feedback to the intern on a regular basis.
- Assist the intern in meeting portfolio requirements;
- Communicate openly with the university supervisor about the progress of the intern;
- Assist the intern in understanding, establishing, and maintaining an environment conducive to students' cognitive, social and emotional development;
- Help the intern establish positive and professional relationships with parents, teacher assistants, administrators, other teachers, and support staff;
- Collaborate with the teacher intern and attend training or staff development sessions scheduled;
- Support the teacher intern in trying methods and strategies learned in undergraduate coursework.

- Complete all necessary paperwork in a timely manner;
- Assist interns in their completion of all assignments associated with internships and
- Attend PDS orientation and training sessions as appropriate.

The partnership teacher makes a significant contribution to the intern's professional development and has the responsibility of verifying successful completion of the practicum semester. An important consideration in selecting this person is that the individual has made a commitment to serve as a teacher educator, is willing to work with university faculty and interns to maximize the internship experience, and that he/she has requested or volunteered to serve in this capacity. The partnership teacher should be willing to give time during the day and after school to serve as a role model, to offer support, and to be a resource for the intern.

The School Principal

The principal helps interns understand what it means to be a member of a school faculty and also serves as an important facilitator helping interns engage in the school's professional learning community. The principal will do the following:

- Establish strong working relationships with the university personnel;
- Facilitate professional commitment among the school staff to be both teachers and continuous learners;
- Establish mechanisms for teacher input into internship decisions;
- Work cooperatively with the university supervisor to meet individual intern needs;
- Provide space, materials, and time to support the activities of the internship semester;
- Adjust schedules and expectations in order to provide time for administrators, teachers and their interns to meet for planning and evaluation as well as for on-site seminars;

- Take an active interest in the progress of interns by supporting their learning and development; and
- Work with the interns, the site coordinator, the partnership teachers, the university supervisor, and the Director of Professional Experiences to solve any problems that may arise during the practicum semester.

The University Supervisor

The university supervisor is a faculty member of the Watson School of Education or the College of Arts and Sciences who holds North Carolina licensure in the area supervised. The university supervisor's role includes structuring tasks for the intern, providing suggestions and support, instructing the intern in relevant theories and practical methods of teaching, observing and evaluating performance at least four times during the semester, assisting the intern in reflective practices and self-examination, and assigning the final grade. The university supervisor will do the following:

- Establish strong working relationships with the school principals and faculties;
- Establish mechanisms for teacher input into internship decisions and for developing teachers' awareness of opportunities and potential for growth;
- Guide the progress of interns during the internship semester
- Serve as an intellectual resource through the sharing of expertise and the provision of written information;
- Observe interns and confer with them and their partnership teachers to help interns improve, understand, and evaluate performance;
- Serve as a liaison between the Watson School of Education and the agencies or public schools;
- Facilitate learning and reflection for interns, partnership teachers, principals and other interested parties;
- Communicate as appropriate with other university personnel and public school administrators;
- Attend scheduled supervisor meetings; and

- Validate the completion of the intern's electronic portfolio requirements.

Site Coordinator

The site coordinator coordinates PDS activities in a partnership school. This person meets the qualifications of a partnership teacher and has been successful in teaching and leadership roles in schools. In addition, he or she has demonstrated strong interest in coordinating professional development with faculty, planning for PDS related activities, and assisting with development of curriculum and instructional initiatives. The site coordinator will do the following:

- Participate with the Watson School of Education faculty in planning staff development activities and other issues related to the philosophy, goals, and objectives of the Professional Development System;
- Coordinate activities at the partnership school related to placement of teacher interns and act as liaison between partnership teachers, teacher interns, the PDS director and university supervisors;
- Assist university supervisors in facilitating reflection and learning for teacher interns, partnership teachers, school administrators, and others involved in the partnership school efforts;
- Plan and facilitate informational seminars or workshops focusing on specific intern needs;
- Participate in all required professional PDS development and training activities;
- Coordinate observation experiences for interns during their internship semester; and
- Coordinate field experiences that students complete prior to the internship semester.

INTERN RESPONSIBILITIES

During the internship semester, interns are responsible to various people, including their supervisor, their partnership teacher and their students.

Responsibilities to the University Supervisor

The intern's most important UNCW contact is the university supervisor who will visit during the semester. Interns should provide the university supervisor with a copy of the school schedule, their teaching schedule, and the school calendar as soon as possible so that visits may be scheduled. The university supervisor will observe teaching and discuss progress with the intern and the partnership teacher. Interns will also receive written feedback on their performance at each visit. Since the university supervisor is not required to announce visits, interns need to be ready to be observed at any time. The university supervisor, using input from the partnership teacher, will assign the grade for the internship practicum course.

With respect to the university supervisor, interns should do the following:

- Provide a copy of their teaching schedule, address, email, and phone number, and the school calendar in the time frame established by the supervisor;
- Have available a copy of all lesson plans for his or her review or submit them in advance in format and medium specified (e.g., TaskStream);
- Inform the supervisor of special projects that have been completed since the last observation;
- Contact the university supervisor as soon as the intern knows that for any reason he/she will not be present at the host school on a given day; and

- Submit any additional assignments required on the internship syllabus on time to the university supervisor.

Responsibilities to the Partnership Teacher

The partnership teacher will introduce the intern to all elements of the school community, be a model of professionalism, and share a classroom of students. He or she is also the person who decides whether or not the intern should be recommended for licensure. It is vitally important for the intern to establish and maintain a good relationship and open lines of communication with the partnership teacher. To accomplish this, the intern should do the following:

- Provide the partnership teacher with a home phone number and address, including a weekend number if this is appropriate;
- Inform him or her as soon as the intern believes that he/she might be absent for any reason. In such cases, the intern **must** have lesson plans available for any groups or periods of time for which he/she has assumed teaching responsibilities;
- Learn and implement the classroom management system used by the partnership teacher. The discipline systems or class rules may be altered only with the **prior approval** of the partnership teacher;
- Submit lesson plans to the partnership teacher for approval on the schedule requested;
- Keep records of grades and attendance up-to-date and accessible to the partnership teacher. At the end of the practicum semester the intern will be responsible for turning over all grades, attendance and discipline records to the partnership teacher;
- Assist the partnership teacher as requested;
- Request regular feedback and implement suggestions; and
- Be courteous and professional under any and all circumstances.

Responsibilities to the Students

The students who are under the intern's supervision have the right to expect excellent instruction and valid assessment. The intern is responsible for knowing and providing for the rights of students and for enhancing their academic and emotional growth. Specifically, the intern is responsible for the following:

- Providing students with an orderly, effective, and safe classroom environment for learning;
- Establishing and communicating a classroom management system which is fairly and consistently implemented;
- Delivering well-planned, creative, and appropriate lessons that promote student learning;
- Testing only concepts and skills which have been taught;
- Keeping careful records of graded material;
- Treating each student with respect; and
- Communicating special student needs to the partnership teacher.

EXPECTATIONS OF UNCW INTERNS

Interns are expected to work diligently to fulfill the expectations of the partnership teachers, university supervisors, and other appropriate school partners. Any deviations from the policies outlined below must be cleared with the university supervisor or the Director of Professional Experiences.

Teaching Responsibilities

In order to receive credit for the internship semester, interns must adhere to the Watson School of Education Internship Duration Requirements (Appendix P). These requirements are based upon the understanding that each intern is on an individual plan to develop into the best teacher they can be. Each internship placement is unique, in that the partnership teacher has his or her own style and procedures. In addition, each supervisor has his or her own way of guiding interns toward success based on the program guidelines. Consequently, interns should refrain from comparing themselves to other interns since placement variations will necessarily result in differences in terms of teaching schedules.

Although many interns will begin some instructional responsibilities as soon as they report to the internship site, they should also spend a significant amount of time during the first part of the semester observing the partnership teacher, assisting students, reviewing records, and observing resource programs. The intern's instructional responsibilities will be increased gradually according to a schedule developed collaboratively by the partnership teacher, the university supervisor, and the intern. To facilitate the university supervisor's planning of observations, a schedule listing current responsibilities and possible conference times must be available to the supervisor.

Interns spend the entire working day, including all teacher work days, designated or not, at their school placements unless an activity has been scheduled at the University. While interns are encouraged to take part in up to three interviews and workshops offered by the UNCW Career Center, they must assure that satisfactory arrangements (including submission of lesson plans, if appropriate) have been made with their partnership teachers prior to scheduling any appointments away from the school site.

Substituting

Interns may not substitute for any teacher other than their partnership teacher, and may not do that until the approval of both the university supervisor and the partnership teacher is secured. The partnership teacher should initiate that process. Such approval is only rarely given before the intern has successfully assumed responsibility for the entire day. Remuneration for substituting is dependent upon the policies and procedures of the host school district; site-specific information on this can be obtained from the site coordinator. When partnership teachers are attending a training event arranged by the Watson School of Education, interns are expected to substitute for their partnership teachers as a professional courtesy and will not receive substitute pay for that day. Interns are expected to be able to handle their classes adequately enough to substitute for one day in this case. If an intern is unable to carry out this expectation, the partnership teacher should contact the site coordinator immediately so that other arrangements can be made.

Permission to substitute applies only to the internship semester. An intern wishing to continue to substitute in a school system must complete the district's formal application for substitute teaching. Because these applications typically must be approved by the Board of Education before a person's name can be added to the official list of substitutes, interns should apply within one month of the start of the practicum semester.

Early Release

If a school district wishes to hire an intern before the completion of the semester, a school system personnel officer will initiate the process by writing the Director of Professional Experiences giving the name of the school and the specific assignment. Early release may be granted to interns in the event that a school system offers a teaching position to an intern before the completion of the semester. Each semester a date at which interns can be released for employment is announced. Interns must have completed the internship requirements prior to early release. In addition, interns must attend the final seminar for internship completion.

The early release process is as follows:

- The personnel official in the school district intending to hire the intern sends an email or fax request to the Director of Professional Experiences. The request needs to include: school, position offered, starting date and a statement that the intern will attend the final seminar at UNCW to complete internship requirements.
- Upon receipt of the request, the Director of Professional Experiences will secure early release approval from the university supervisor and the partnership teacher. The intern will be asked to confirm acceptance of the early release request.
- Once the university supervisor, partnership teacher and teacher intern have confirmed approval of the request, the Director of Professional Experiences sends a statement of permission for early release to the requesting personnel official.
- The hiring school district notifies the intern of the approval, start date and salary.

It is important to note that if an intern is granted early release for employment, attendance at the final seminar is still mandatory for internship completion.

Understanding School Programs

All interns should observe the range of teachers and programs at their internship sites. These observations may take place during the first part of the practicum semester and/or during any designated "reflection" periods. Resource programs at a given site might include speech therapy, adapted physical education, preschool, Chapter I, counseling and classrooms for individuals with special needs. Interns should ensure that they observe these settings so that they can appreciate the full scope of school services available for students.

Calendar and Schedule

Within the parameters of the practicum semester as established by the University, interns observe the calendar of the host school district instead of the University calendar. The teacher's daily schedule will be the intern's schedule, including evening as well as before and after school duties. In addition, interns are to be at their schools for the full day on all teacher workdays, whether or not their partnership teacher is present. During the practicum semester if an intern must be absent, he/she must call the partnership teacher and the university supervisor as soon as possible but not later than one hour prior to the start of the school day.

Internship Semester Site Seminars

During the internship semester, site seminars will be conducted and attendance by interns is required. Site coordinators and school faculty members will facilitate these sessions, which should be designed as reflective discussions among administrators, teachers, interns, administrative interns, university supervisors, and other interested partners. These reflective discussions serve as a time for professionals at different stages in their careers to discuss instructional practices and their consequences on learning. Interns may be asked to travel to a partnership school different from the one to which they are assigned

for some of the reflective discussions. In addition, site coordinators will facilitate other informational seminars that provide specific information or learning activities specifically tailored for interns.

Consultation and Appeal

Any of the major parties in the internship experience (the intern, the site coordinator, the partnership teacher, the principal, or the university supervisor) who become concerned about the intern's progress, disruptions to the school and classroom program, disparities in expectations, or the well-being of students may request a conference with the Director of Professional Experiences and/or the principal. When such concerns are communicated early in the practicum semester, the opportunity for resolution in a timely manner is increased. An Intern Intervention Report (Appendix K) specifying expectations and timelines may be developed.

If performance does not improve, the University reserves the right to withdraw an intern from the internship site. This decision is made when students cease to learn and/or the presence of the intern in the room is disruptive. In some, but not all cases, a new placement may be arranged or the internship may be repeated in a subsequent semester. If the intern is not placed in a new setting, a grade of "W" or "I," as appropriate is approved by the Director of Professional Experiences after consultation with the university supervisor.

Program Specific Internship Information

For other program specific information regarding the expectations of interns please visit the Professional Experiences (www.uncw.edu/ed/professionalexperience) website and click on your program area under Program Specific Internship Information.

EVALUATION PROCEDURES

A variety of evaluation procedures are implemented throughout the internship semester. The primary purposes of these procedures are: (1) to support and/or improve the performance of the intern, (2) to document performance of the intern for program completion and licensure, and (3) to provide information on aspects of the teacher education program and PDS that may need modification.

Evaluation of Interns

Intern performance is assessed continually during the semester by the university supervisor and the partnership teacher so that they can provide the intern feedback on strengths and on areas that need improvement. The partnership teacher and intern will meet daily for informal assessment and will together complete a coaching form about once a week. The university supervisor will give written and/or oral feedback after observation. Three-way conferences among the intern, partnership teacher, and university supervisor are conducted as needed.

Evaluation may include a weekly coaching plan, a written evaluation and scripting or anecdotal note-taking to record observations and suggest areas of strength and of needed improvement. During the semester, the university supervisor and the partnership teacher will evaluate the areas included on the Intern Performance Scale.

In the coaching model of supervision much more responsibility is put on the intern for his or her growth and development, and the primary role of the partnership teacher switches from evaluator to coach. The balance between evaluator and coach varies with the individual intern.

To effectively use the coaching form, partners should follow this procedure:

1. The intern teaches two or three lessons with the partnership teacher as observer.
2. The intern and partnership teacher meet to share their perceptions with the intern taking the initiative for this procedure.
3. Together the intern and partnership teacher complete the first section identifying a target area for growth and listing specific strategies.
4. Once a focus area for growth and a set of facilitating strategies have been identified, the type of data that would be helpful for the partnership teacher to gather is decided upon. For example, if the focus is on developing questioning skills, the partnership teacher might choose to script the questions asked during a designated lesson.
5. The partnership teacher records the data then presents the data to the intern for a mutual discussion.
6. At a later time, the intern and partnership teacher discuss the intern's progress in the focus area. This conversation provides the basis for either continuing with the same area or choosing a new focus for improvement, and the second section of the coaching plan is filled in.
7. The focus area for the next cycle is completed in the first section of a new coaching plan.

In addition to the coaching plan, partnership teachers may complete a focused evaluation of the intern's performance at regular intervals using an observation form or other data collection process.

Midway through the semester, the intern completes a self-evaluation using the Intern Performance Scale. The partnership teacher and the university supervisor also complete the Intern Performance Scale and the three ratings are compared in a meeting. (Interns share evidence supporting their self-evaluations.)

To arrive at an overall assessment of the intern's achievement at the end of the semester, the university supervisor will review the quantitative ratings on the Intern

Performance Scale. These data will provide justification for the intern's grade. The responsibility for assigning and recording this final grade rests with the university supervisor.

At the conclusion of the internship, each partnership teacher completes a form entitled "North Carolina Local Education Agency Evaluation of the Student Teaching Performance". This LEA form indicates whether or not the intern's performance has been successful. This form is returned to the Watson School of Education and the Associate Dean then forwards it for signing by the school system's designated official.

Evaluation by Interns

At the end of the semester, interns are asked to complete evaluations of the performance of their university supervisor and partnership teacher. The evaluations remain sealed until final grades have been submitted to the Registrar's Office.

Interns also will be asked to evaluate overall program effectiveness. This evaluation will assist the faculty of the Watson School of Education in its efforts to refine and improve the program so that the likelihood of intern success is enhanced. The data are compiled and shared with faculty in the Watson School of Education, as well as designated departments in the College of Arts and Sciences.

Evaluation by Partnership Teachers

In addition to evaluating intern performances, partnership teachers are asked to evaluate the performance of university supervisors. These data provide feedback on factors deemed important in effective supervision and are used by the department chairperson as one source of information in the annual evaluation of the performance of the university faculty member.

Evaluation by University Supervisors

In addition to evaluating intern performance, university supervisors evaluate their perceptions of partnership teachers. This form and the process of evaluation were developed jointly by Watson School of Education faculty and PDS site coordinators and approved by partnership teachers.

SPECIAL PROVISIONS

Termination of Internship

An intern's placement at an internship site may be terminated for reasons which fall into one or more of these general categories:

1. Students have ceased to learn because of deficiencies in intern planning, instruction, or behavior management.
2. Professional relationships at the site are impaired beyond the point where they can be reestablished.
3. The intern has personal circumstances which prohibit successful completion of the semester.
4. The partnership teacher has personal circumstances which prohibit successful completion of the semester.
5. Concerns under the Watson School of Education Performance Review Process have been documented, violations of the North Carolina Code of Ethics have been observed, or violations of the UNCW Honor Code have occurred.

In the event that an intern must be removed from a placement site, there are several options:

1. If sufficient time is available and conditions warrant, the intern can be immediately placed in a new setting and receive a grade at the end of the semester.
2. A grade of "I" (Incomplete) can be assigned. The grade of "I" signifies that due to identified circumstances the course cannot be completed during the semester of initial enrollment. If an "I" is given, the university supervisor records this on the grading sheet and will submit an "Assigning the Grade of I" form to the registrar along with the other grades for that EDN 411 section. An "I" must be removed from a student's academic record within a year by completing the specific work outlined on the form. (If the work is not completed in one calendar year, the "I" automatically converts to a grade of "F.") The intern is allowed to use all university services during the remainder of the semester and remains eligible for financial aid.
3. A grade of "W" (Withdrawal) can be recorded. According to the University catalog, a grade of "W" is allowed only until the seventh week of classes. After that time, the grade assigned would be "WF." However, should circumstances warrant, the Dean or his or her designee can generate a letter for the Registrar's office requesting a grade of "W." After that grade is recorded, depending on what other courses he or she is registered for, the intern may be prohibited from using

university services for the remainder of the semester and may no longer remain eligible for the same level of financial aid. Financial aid already received during the semester may or may not need to be returned.

In each case, these options are carefully considered by the Director of Professional Experiences in consultation with the intern, the partnership teacher (where appropriate), and the intern's university supervisor. A conference with the intern is held early in the decision making process to outline areas of concern to be addressed, and an Intern Intervention Report may be generated.

The option which is determined to best meet the needs of the total program of the Watson School of Education, the students at the placement site, and the intern will be communicated by the Director of Professional Experiences after consultation with appropriate faculty. The Associate Dean for Academic Programs will be notified and will complete any necessary related paperwork.

Non-Licensure Degree

Occasionally an intern will decide that he or she does not wish to teach; and therefore, does not wish to pursue licensure. In these cases, the Director of Professional Experiences may recommend that the student pursue a degree without licensure. To complete the degree, a set of courses is determined which will ensure the student has the appropriate number of hours for graduation. The proposed set of courses is then approved by the Dean of the Watson School of Education.

The student completing this program will graduate with a degree, but no recommendation for licensure will be forwarded to the North Carolina State Department of Public Instruction.

CONCLUSION

The internship is challenging and exciting. Interns can anticipate a semester which will require much energy, initiative, and creativity. The faculty of the Watson School of Education and our school partners strive to ensure that it will be a fulfilling and rewarding experience.

APPENDICES

A.	Work/Course Notification Form
B.	Internship Communications Process
C.	Early Release from Internship Process
D.	Intern Performance Scale for Teacher Interns in Elementary, Middle Level, Secondary & Allied, and Special Education Programs
E.	Rubric for Assigning Grades for Teaching Internship Courses (EEL, EMG, SEC, SED) – 2008 PILOT
F.	Performance Evaluation Scale for Teacher Interns in Education of Young Children Program (EYC)
G.	Rubric for Assigning Grades for Teaching Internship Course (EYC)
H.	Internship Intervention: Due Process
I.	Intern Intervention Report
J.	Performance Review Process
K.	North Carolina Code of Ethics
L.	UNCW Honor Code
M.	WSE Internship Duration Requirements

Appendix A

**WATSON SCHOOL OF EDUCATION
Work/Course Notification Form**

I realize that internship is considered a full-time commitment.

- A. I will devote full time to the internship semester.
- B. I am choosing to take a course during the internship semester. My class schedule will be as follows:
- C. I am choosing to work during the internship semester. My working hours will be as follows:

I realize that if working or taking a course negatively affects my performance, that is, if students cease to learn or relationships are impaired, I shall be asked to withdraw from the internship.

Intern Signature

Date

Intern Name (Please print)

If Box B or C is checked, please obtain the following signatures as well as signing your own.

University Supervisor

Date

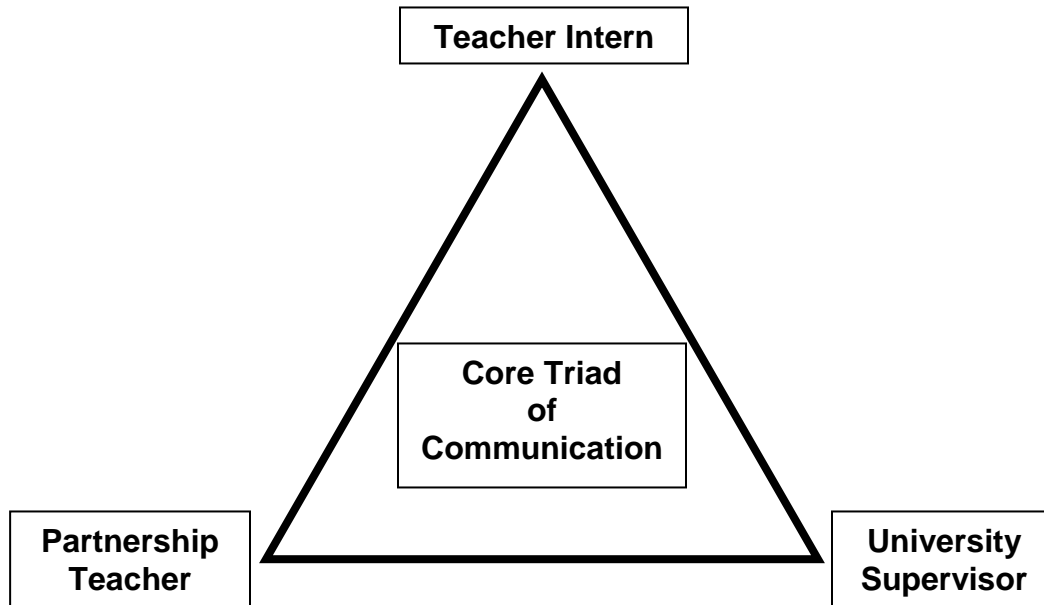
Partnership Teacher

Date

Return to Director of Professional Experiences by _____

Watson School of Education
University of North Carolina Wilmington

Internship Communications Process



1. Communication between the WSE intern, partnership teacher and university supervisor takes top priority. Interns, partnership teachers and university supervisors should communicate and problem-solve collaboratively to resolve issues and concerns arising within the internship placement. When necessary, the site coordinator and/or school administrator may be accessed for consultation and support.
2. If internship situations cannot be successfully resolved by this core triad with the support of school personnel (i.e. site coordinator, administrator, department chair), then the Director of Professional Experiences should be contacted as the key UNCW representative. At this point, the Director will contact all appropriate persons at the university to elicit background information and consultation for collaboratively designing a plan of action that responds to the concern(s) brought forward.
3. When judged appropriate by the core triad (or members thereof), situations that may potentially result in intervention at the university level should be communicated to the site coordinator and school administrator to ensure all necessary parties are informed.

All internship participants should feel free to contact the Director of Professional Experiences for consultation and/or support. The key to success in the internship is communication.

Contact Information:

Ms. Cindy Wiseman	Director of Professional Experiences	(910) 962-3360	wisemanc@uncw.edu
Brenda Parker	WSE Office Manager	(910) 962-7745	parkerb@uncw.edu
Dr. Hank Weddington	Associate Dean for Academic Affairs	(910) 962-3361	weddingtonh@uncw.edu



Appendix C

WATSON SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON

Early Release from Internship Process

Early release may be granted to interns in the event that a school system offers a teaching position to an intern before the completion of the semester. Each semester a date at which interns can be released for employment is announced. Interns must have completed the internship requirements prior to early release. In addition, interns must attend the final seminar for internship completion.

The early release process is as follows:

- The personnel official in the school district intending to hire the intern sends an email or fax request to the Director of Professional Experiences. The request must include: school, position offered, starting date and a statement that the intern will attend the final seminar at UNCW to complete internship requirements.
- Upon receipt of the request, the Director of Professional Experiences will secure early release approval from the university supervisor and the partnership teacher. The intern will be asked to confirm acceptance of the early release request.
- Once the university supervisor, partnership teacher and teacher intern have confirmed approval of the request, the Director of Professional Experiences sends a statement of permission for early release to the requesting personnel official.
- The hiring school district notifies the intern of the approval, start date and salary.

Ms. Cindy Wiseman, Director of Professional Experiences
Watson School of Education
University of North Carolina Wilmington
601 South College Road
Wilmington, NC 28403
Phone: 910-962-3360
Fax: 910-962-4081
wisemanc@uncw.edu



Appendix D

WATSON SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON
Intern Performance Scale
North Carolina Professional Teaching Standards

Intern _____ Date _____

School _____ Grade Level _____

On each category, rate interns N, I, E, or P as defined below. Note areas of special strength through comments.

- N = Not evident - The intern has not performed in this category, or the category is not applicable
I = Inadequate - The intern's performance reflects unsatisfactory understanding, skills and/or attitudes
E = Emerging competence - The intern demonstrates a pattern of improvement
P = Proficient for beginning teacher - Intern demonstrates consistent, competent, initial level performance

STANDARD 1: TEACHERS DEMONSTRATE LEADERSHIP

- 1a. Teachers lead in their classrooms.
1b. Teachers demonstrate leadership in the school.
1c. Teachers lead the teaching profession.
1d. Teachers advocate for schools and students.
1e. Teachers demonstrate high ethical standards.

STANDARD 2: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

- 2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
2b. Teachers embrace diversity in the school community and in the world.
2c. Teachers treat students as individuals.
2d. Teachers adapt their teaching for the benefit of students with special needs.
2e. Teachers work collaboratively with the families and significant adults in the lives of their students.

STANDARD 3: TEACHERS KNOW THE CONTENT THEY TEACH

- 3a. Teachers align their instruction with the North Carolina Standard Course of Study.
3b. Teachers know the content appropriate to their teaching specialty.
3c. Teachers recognize the interconnectedness of content areas/disciplines.
3d. Teachers make instruction relevant to students.

STANDARD 4: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

- 4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
4b. Teachers plan instruction appropriate for their students.
4c. Teachers use a variety of instructional methods.
4d. Teachers integrate and utilize technology in their instruction.
4e. Teachers help students develop critical thinking and problem-solving skills.
4f. Teachers help students work in teams and develop leadership qualities.
4g. Teachers communicate effectively.
4h. Teachers use a variety of methods to assess what each student has learned.

STANDARD 5: TEACHERS REFLECT ON THEIR PRACTICE

- 5a. Teachers analyze student learning.
5b. Teachers link professional growth to their professional goals.
5c. Teachers function effectively in a complex, dynamic environment.

Table with 3 columns: INITIAL, MIDTERM, FINAL. The table is empty for data entry.

Appendix E

Pilot

Rubric for Evaluating Teacher Interns
Using North Carolina Professional Teaching Standards

Ratings of performance will be given based on the following:

Proficient for a beginning teacher (P): Intern knows what the standard means, knows the significance of the standard to the craft of teaching, knows what the standard looks like in the classroom, and can successfully demonstrate the standard most of the time.

Emerging (E): Intern demonstrates a pattern of improvement toward proficiency.

Inadequate (I): Intern does not understand the standard and does not demonstrate consistency with the standard at this point.

Grades will be assigned in a holistic manner, looking at the whole—the intern, progress made, the context in which the internship was completed, the scale below, etc. Plus and minus grades can be given at the discretion of the supervisor.

A= a mark of Proficient for each standard

B= a mark of Proficient in 4 out of 5 standards

C= a mark of Proficient in 3 out of 5 standards

D= a mark of Proficient in 2 out of 5 standards (Will not be recommended for licensure)

F= a mark of Proficient in 1 out of 5 standards or a mark of Inadequate in any standard (Will not be recommended for licensure)

Appendix F

Donald R Watson School of Education

PROFESSIONAL EVALUATION SCALE FOR TEACHER INTERNS IN EDUCATION OF YOUNG CHILDREN PROGRAM

Intern _____ Supervisor _____ Partnership Teacher _____ Date _____

On each category rate students **N**, **I**, **E**, or **P** as defined below. Note special or unusual areas through comments.

N = Not evident - The intern has not performed in this category.

I = Inadequate - The intern performance reflects unsatisfactory understanding, skills and/or attitudes.

E = Emerging competence - The intern demonstrates pattern of improvement or inconsistent performance.

P = Proficient for beginning teacher - Intern demonstrates consistent, competent performance.

	Initial	Midterm	Final
1.0 Academic Knowledge			
1.1 Knowledge of child development			
1.2 Knowledge of curricular expectations			
2.0 Pedagogical Knowledge			
2.1 Knowledge of content-related pedagogy			
2.2 Knowledge of resources and technology			
2.3 Knowledge of varied methodologies to facilitate and scaffold children's learning			
3.0 Knowledge of Children and Programs			
3.1 Knowledge of developmental characteristics of young children			
3.2 Knowledge of children's developmental status and needs			
3.3 Knowledge of children's interests and cultural heritage			
3.4 Understanding of program organization and philosophy			
4.0 Interactions with Children and Classroom Management			
4.1 Establishment of nurturing and supportive environment			
4.2 Appropriate interactions with children			
4.3 Positive relationships with individual children			
4.4 Promotion of positive interactions among child, teacher, and family			
4.5 Sensitivity to children's needs, interests, and capabilities			
4.6 Respect for children of all races, cultures, and special needs			
4.7 Establishment of classroom routines, guidelines, and positive guidance methods			
4.8 Development of independence and self-regulation			
4.9 Response to appropriate and inappropriate behavior			
4.10 Development and implementation of behavior management plans as appropriate for individual children			
4.11 Organization of resources including physical space			
5.0 Observation and Assessment			
5.1 Assessment of current skills, competencies and abilities			
5.2 Observation and analysis of behaviors and interactions			
5.3 Observation of children's interests, needs, and current development to plan activities			
5.4 Evaluation of learning outcomes			
5.5 Analysis of learning differences of individuals and groups			
5.6 Use and interpretation of assessment instruments			
6.0 Planning			
6.1 Development of flexible long-range plans consistent with curriculum expectations and emergent curriculum			
6.2 Development of activity plans for large/small groups and individuals			
6.3 Identification of goals and specific learning objectives			
6.4 Analysis of child capabilities			
6.5 Identification of essential prior skills and learnings			
6.6 Provision for motivational aspects of learning			
6.7 Appropriate sequencing of learning experiences			
6.8 Congruence of evaluation with learning objectives			
6.9 Plans physical setting to accommodate learning			
6.10 Development of scaffolding strategies for varying types and levels of learning			

	Initial	Midterm	Final
7.0 Scaffolding/Learning Interactions			
7.1 Communication of tasks, activities, examples, expectations			
7.2 Presentation of content			
7.3 Learning guidance and assistance			
7.4 Use of models and demonstrations for new learning tasks			
7.5 Reinforcement and corrective feedback			
7.6 Use of questioning and discussion			
7.7 Use of groups to meet learning goals and objectives			
7.8 Allocation and use of time			
7.9 Adjustment of conditions to meet needs of diverse children			
7.10 Use of material, human and technological resources			
7.11 Level of engagement			
7.12 Evidence of learning and development			
8.0 Communication			
8.1 Oral and written communication			
8.2 Communication to families and others about children's progress			
8.3 Involvement of families in program and activities			
8.4 Consultations to support children's learning and well-being			
9.0 Record Keeping			
9.1 Maintenance and transmission of records of learning and development			
9.2 Management of documentation for children with special needs			
10.0 Professional Attitudes			
10.1 Commitment to teaching and to learning			
10.2 Respect for others and other cultures			
10.3 Respect for learning in other disciplines			
10.4 Commitment to growth and development of children			
10.5 Sensitivity to physical and social/emotional needs of children			
10.6 Collaboration and cooperation with others			
10.7 Adherence to professional norms of dress and conduct			
10.8 Contribution to the development of a culture for learning			
10.9 Participation in program and community events and projects			
11.0 Personal/Professional growth			
11.1 Concern for self-improvement			
11.2 Ability to reflect on and critique own performance			
11.3 Openness to the suggestions and ideas of others			
11.4 Participation in professional development opportunities			
11.5 Use of formal and informal means of inquiry to improve practice			

COMMENTS:

Signatures: _____ / ____ / _____ / ____ / _____ / ____ / _____
Intern Date Partnership Teacher Date University Supervisor Date

Appendix G

Donald R. Watson School of Education
RUBRIC FOR ASSIGNING GRADES FOR INTERNSHIP COURSES
to be used with the Performance Evaluation Scale For Teacher Interns

Applicable to Education 465

Use the Performance Evaluation Scale for Teacher Interns and its rating scale to determine intern grades¹, using the decision rules below. Use only the markings at the end of the semester (marks in the “Final” column) to compute grades.

A grade of A is earned if the student has:

- a rating of “Proficient” in 70% (8 or more out of 11) of the categories on the rating scale
- no ratings of “Inadequate”
- two or more categories in which exceptional strength is noted

A grade of B is earned if the student has:

- a rating of “Proficient” in a majority of categories on the rating scale including at least 4 of the following:
 - Knowledge of Children and Programs
 - Interactions with Children and Classroom Management
 - Planning
 - Scaffolding/Learning Interactions
 - Professional Attitudes
- no ratings of “Inadequate”
- clear evidence of growth in performance and understanding of teaching and learning.

A grade of C is earned if the student has

- a rating of “Emerging Competence” in the majority of categories of the rating scale,
- ratings of “Proficient” on some categories
- no more than one rating of “Inadequate”
- some evidence of growth in performance and understanding of teaching and learning.

A grade of D is earned if the student has completed student teaching and has not earned a grade of A, B, or C. **A grade of D is not acceptable for recommendation by UNCW for initial licensure.**

A grade of W is assigned if the student is withdrawn from the internship during the semester because students cease to learn or relationships are impaired.

A grade of I may be assigned if performance is satisfactory during practicum, but the student is unable to complete the semester due to personal circumstances.

¹ Plus and/or minus grades may be used at the discretion of the university supervisor.



Appendix H

WATSON SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON

Internship Intervention: Due Process

During the internship semester, there may be circumstances where an intervention involving termination of an internship may be necessary. In these cases, the intervention must be handled judiciously, and often with immediacy. In addition to strict adherence to due process rights of interns, attention must also be given to the needs of children, partnership teachers and school administrators. General guidelines for terminations of internships are provided in the Practicum Semester Handbook and copied in the following pages.

The following intervention steps must be observed:

1. *Inform the student.* Open communication between the intern, partnership teacher, and university supervisor guides the intern in monitoring his/her growth. Concerns regarding any of the Intern Performance Scale criteria need to be communicated early and in writing with the intern's signature acknowledging awareness of the concern(s).
2. *Support or assistance.* Partnership teacher and university supervisor support professional development in concern areas using available resources.
3. *Written notification.* If an intern is in jeopardy of not successfully completing the internship, the university supervisor notifies him/her in writing specifying which exit criteria are not being met. In addition, the supervisor in collaboration with the partnership teacher identifies an improvement plan using the Intern Intervention Report, a professional development plan or other appropriate written format.
4. *Meeting.* In the event an intern needs to be removed from the placement site (see guidelines), the Director of Professional Experiences (or designee), University Supervisor, and school personnel as appropriate meet with the intern. At the meeting, the intern:
 - a. Receives a written summary of the areas of concern;
 - b. Has an opportunity to further review documentation supporting the removal decision;
 - c. Responds to the concerns.
5. *Appeal.* In the event the student disagrees with the decision, the student may request an appeal to the Dean of the Watson School of Education within forty-eight (48) hours after notification of the decision. A decision of the Dean is final and may not be appealed. The request for appeal must be in writing and must state the reasons for the appeal and the remedy requested.



WATSON SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON

INTERN INTERVENTION REPORT

TEACHER INTERN: _____

PARTNERSHIP TEACHER: _____

UNIVERSITY SUPERVISOR: _____

SCHOOL: _____ DATE: _____

BEHAVIOR LEADING TO CONCERN(S): (indicate standard) _____

AREAS THAT NEED IMPROVEMENT: (indicate standard) _____

IMPROVEMENT STRATEGIES AND TIMELINE: _____

DATE FOR REVIEW _____

University Supervisor

Partnership Teacher

Teacher Intern

The white copy is for the teacher intern; the pink copy is for the partnership teacher; and the yellow copy is for the university supervisor, who will forward a copy to the Director of Professional Experiences.

Appendix J

WATSON SCHOOL OF EDUCATION

Performance Review Process

Consistent with the commitment to admit quality students into the teacher education programs, the Watson School of Education also focuses upon the retention of students in programs designed to prepare them to become effective educators. The Performance Review Process is an ongoing component of that effort, and is formally activated at least once per semester. The purpose of the Performance Review Process is to provide honest and candid feedback to prospective educators as part of the Watson School's obligation to produce quality personnel. Students should be aware that review of performance will occur at least twice during their program of studies in the Watson School of Education: (1) approximately midway through their coursework requirements, and (2) prior to student teaching. Faculty also can express their concerns at any time during a student's program.

The Performance Review Process focuses on student performance in the following areas:

Academic Achievement

This area encompasses performance in courses in Basic Studies, Pre-Education set, and Professional Studies in Education. Advisors monitor the attainment of a 2.7 GPA for admission to the Watson School of Education, as well as grades in courses leading to completion of degree and licensure requirements. Professors monitor student performance within courses based upon quality of work products submitted, grades, class interactions, academic integrity, and mastery of concepts within the various areas of study.

Professional Behavior

Included in this area are behaviors and skills related to becoming a professional educator, such as preparation for field-based assignments (e.g., having lesson plans completed); punctuality and attendance; appropriate attire; development of positive rapport with children, parents, teachers, and administrators; professional demeanor; professional interactions with university students, faculty, staff, and administrators; use of standard English in oral and written communications; and adherence to school rules and ethical standards. Partnership teachers, university supervisors, and professors monitor these behaviors in class sessions, the Ed Lab, and field-based assignments in school settings.

Process

Concerns about performance in Academic Achievement or Professional Behavior must first be discussed with the student by the partnership teacher, university supervisor, professor, or Ed Lab staff. At the time the discussion occurs, the individual also may discuss the situation/concern with the department chair.

At least once per semester (prior to the preregistration advising period), faculty will be surveyed by the Associate Dean for Academic Programs regarding performance of students enrolled in the programs. At that time, professors will share concerns and discuss support provided to date. (Professors also can notify the Associate Dean for Academic Programs and/or department chair any time an incident occurs.)

The Associate Dean for Academic Programs will compile the information received and share it with the department chairs. The Associate Dean will schedule a conference with any student for whom a pattern of concerns has been identified or for whom a serious incident has been observed. The Director of Professional Experiences may also meet with the students. Written records will be maintained for these meetings.

The first priority will be to provide any support or assistance appropriate for the student, such as referral to the Associate Dean for Academic Programs, Counseling Center, or the Learning Assistance Center. Depending upon the nature of the situation, other options may be warranted including establishment of written timelines to correct certain behaviors (e.g., making up work missed) or specification of consequences (e.g., withdrawal from internship if pupils cease to learn or classroom routines are being disrupted).

Confidential records will be maintained on the conferences and any written correspondence by the department chairs and the Associate Dean for Academic Programs. If the pattern of poor performance persists for two semesters, the student will be advised by conference and follow-up letter from the Dean or the department chair to explore other career options. Copies of such correspondence will be sent to the Dean or his/her designee.

Note Regarding Crime Convictions

At the time of application for licensure, students are asked to complete a statement and attach copies of court proceedings regarding convictions for crimes other than minor traffic violations. The state may deny the issuance of a license if an individual has been convicted of or pleaded no contest to a crime if there is a reasonable and adverse relationship between the crime and the continuing ability of the person to perform any of his or her professional functions in an effective manner.

(Adopted 7/96; Revised 12/2000)

Appendix K

CODE OF ETHICS FOR NORTH CAROLINA EDUCATORS

Adopted by the North Carolina State Board of Education
June 5, 1997

PREAMBLE

The purpose of this Code of Ethics is to define standards of professional conduct.

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model.

To uphold these commitments, the educator:

COMMITMENT TO THE STUDENT

- A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
- B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification with intent to harm, or out of anger.
- C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
- D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

COMMITMENT TO THE SCHOOL AND SCHOOL SYSTEM

- A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.

- B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
- C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.
- D. Participates actively in professional decision making processes and supports the expressions of professional opinions and judgments by colleagues in decision making processes or due process proceedings.
- E. When acting in an administrative capacity:
 - a. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
 - b. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
 - c. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
 - d. Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

COMMITMENT TO THE PROFESSION

- A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
- B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.
- C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

Developed by the North Carolina
Professional Practices Commission
in consultation with North Carolina educators.

Appendix L

UNDERGRADUATE ACADEMIC HONOR CODE

The University of North Carolina at Wilmington is committed to the proposition that the pursuit of truth requires the presence of honesty among all involved. It is therefore this institution's policy that no form of dishonesty among its faculty or students will be tolerated. Although all members of the University community are encouraged to report occurrences of dishonesty, each individual is principally responsible for his or her own honesty. The following definitions and procedures are provided to help everyone realize the high value that is placed on academic integrity and the means that will be employed to insure its preservation.

Academic Dishonesty Offenses

Violation of any of the following standards subjects any student to disciplinary action:

- A. Plagiarism. Plagiarism means that appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in one's own work. It is doubly unethical, since it deprives the true author of his/her rightful credit and then gives that credit to someone to whom it is not due. The following three examples of plagiarism are described by Harold C. Martin and Richard M. Ohmann in their book *the Logic and Rhetoric of Exposition* (1963):
1. Word-for-word copying. Whenever someone else is directly quoted, honesty and courtesy require acknowledgment of the source. The quoted material should be placed in quotation marks and its exact location should be indicated, either in the text of the student's paper or in a footnote.
 2. The mosaic. To intersperse a few words of one's own here and there while basically copying the work of another is obviously unethical, unless one clearly acknowledges that is being done. Should there be a valid reason for doing so then quotation marks or a general footnote should be used to show what belongs to the source and what is one's own contribution.
 3. The paraphrase. Once more than the crucial point is acknowledgment. Sometimes one can paraphrase in order to simplify, abbreviate, or improve upon an original, but the reader deserves to know what is being presented to him and whose work it represents. Therefore, acknowledgment of the source is required within the text of the student's paper or by footnote.
- B. Bribery. The offering, giving, receiving, or soliciting of any consideration in order to obtain a grade or other treatment not otherwise earned by the student through his/her own academic performance.

C. Cheating.

1. Any conduct during a program, course, quiz, or examination which involves the unauthorized use of written or oral information obtained by any other means of communication.
2. The unauthorized buying, selling, or trading or theft of any examination, quiz, term paper or project.
3. The unauthorized use of any electronic or mechanical device during any program course, quiz, or examination or in connection with laboratory reports or other materials related to academic performance.
4. The unauthorized use of laboratory reports, term reports, thesis, or written materials in whole or in part.
5. The unauthorized assistance or collaboration on any test, assignment, or project.
5. The unauthorized use by a student or another student's work or the falsification of any other student's work.
7. Participating in, or permitting, any of the above activities as defined in C 1-6.



Appendix M

WATSON SCHOOL OF EDUCATION **UNIVERSITY OF NORTH CAROLINA WILMINGTON**

Watson School of Education Internship Duration Requirements

The Watson School of Education requires a full semester internship for all student teachers, and in order to receive credit for the practicum semester, interns must remain at their practicum sites and fully committed to internship responsibilities for the duration of the semester. The typical UNCW semester is 15 weeks which exceeds the current state-required *minimum* of 10 weeks. (See Program Standard 3A below.) The 15 weeks takes into account spring break and other holidays, so the early release date is typically set 14 “teaching” weeks into the term. **NOTE:** Interns follow the placement school system calendar for holidays and breaks, *not* the UNCW calendar.

North Carolina Program Approval Standard 3A: Field Experiences and Clinical Practice
Sequentially planned field experiences for undergraduate degree-seeking candidates begin early in a candidate’s program and culminate in a continuous and extended minimum ten-week period of student teaching in the area in which the candidate is seeking licensure. All field experiences are supervised and formal evaluations involving university faculty, cooperating teachers, and candidates occur as appropriate. (Note: Service as a teacher assistant does not fulfill the requirements for student teaching.)

Each intern is on an individual plan to develop into the best teacher they can be. Each internship placement is unique, in that the partnership teacher has his or her own style and procedures. In addition, each supervisor has his or her own way of guiding interns toward success based on the program guidelines. Consequently, interns should refrain from comparing themselves to other interns since placement variations will necessarily result in differences in terms of teaching schedules.

All interns not receiving early release to accept a teaching or teacher assistant position as requested by a hiring school system are required to remain in their placements to turn back responsibilities to partnership teachers, do observations in other settings and grade levels as appropriate, etc. Internship ends the last day of UNCW classes and final seminars are typically scheduled on UNCW Reading Day, so interns actually complete the semester before other undergraduate students.

Education of Young Children, Elementary, Middle Grades, Special Education, Music (K-8 placements), Physical Education (K-8 placements)

To ensure that interns have sufficient time to demonstrate competencies in all exit criteria, they are required to assume all instructional and non-instructional duties of the teacher for a

minimum of 30 days. This timeframe may be adjusted in consultation with the partnership teacher and university supervisor based upon instructional needs of students (e.g., teach an extra two days to complete a unit, etc.) or to allow the intern additional time to demonstrate competencies.

Secondary Education, Foreign Language Education, Music (9-12 placements), Physical Education (9-12 placements)

The intern's instructional responsibilities are increased gradually according to a schedule developed collaboratively by the partnership teacher, the university supervisor, and the intern. Interns phase into teaching, and teach one class for a week to two weeks prior to picking up a second class. The two classes constitute the primary teaching responsibility for those on block schedule. In addition, interns may pick up a third class for approximately a week. Such decisions are made on an individual basis by the university supervisor and partnership teacher, who should meet together with the intern to determine the arrangement. The main consideration is the continuous provision of teaching opportunities that further the intern's development. For schools on a traditional schedule, the primary teaching responsibility will be four class periods, with the possibility of a fifth class. Interns maintain their primary teaching responsibility from the initial phase-in date until a week prior to the end of the internship. In addition to teaching responsibilities, interns are expected to participate in the extracurricular duties and responsibilities of their partnership teacher, including evening as well as before, during and after school duties.

The partnership teacher and the university supervisor decide the specific classes that an intern will teach. In some cases interns may have two different preparations while others may only have one preparation. Factors influencing such decisions include the teaching assignment of the partnership teacher; e.g., the number of preparations, courses that have end of grade tests and courses designated as college preparation.