

Internship Resources for Teacher Interns

Professional Experiences Team
Watson School of Education

<http://www.uncw.edu/ed/professionalexperience/>

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**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 practicum semester.
- B. I am choosing to take a course during the practicum semester. My class schedule will be as follows:
- C. I am choosing to work during the practicum 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 practicum semester.

Intern Signature

Date

Intern Name (**Please print**)

If Box B or C is checked, please obtain the following signatures:

University Supervisor

Date

Partnership Teacher

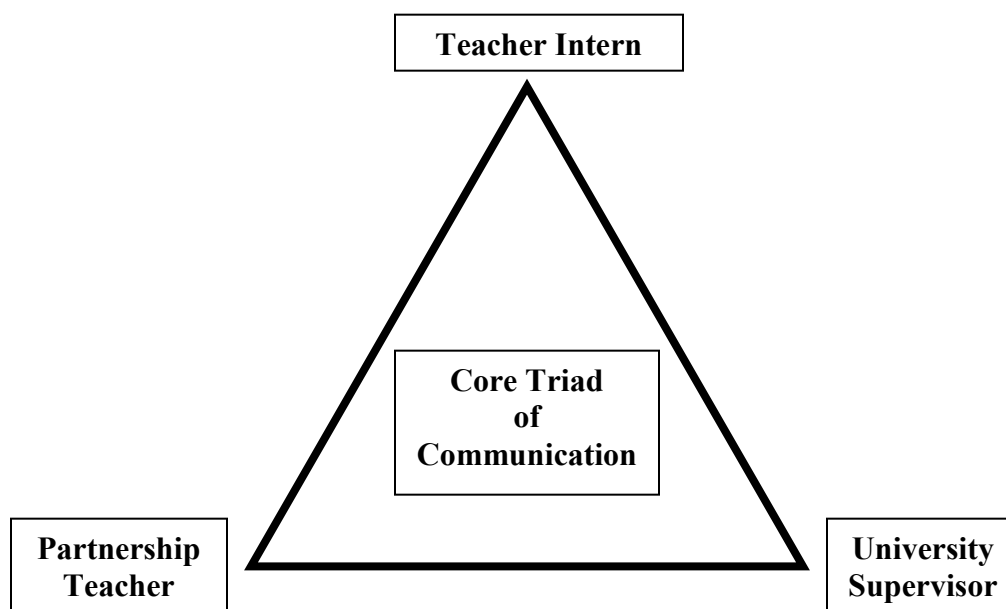
Date

Deliver, email, mail, or fax completed form to Director of Professional Experiences

Watson School of Education
University of North Carolina Wilmington
601 S. College Road Wilmington, NC 28403
Fax: 910.962.4081

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:

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Internship Schedules

Professional Experiences Team
Watson School of Education

<http://www.uncw.edu/ed/professionalexperience/>

Spring 2012 Elementary Education Teacher Intern Schedule

Wednesday, January 11, 2012
All EEL Interns – First Day in Placement Site
Thursday, January 12, 2012
All EEL Interns - Seminars at UNCW 9:00am - 3:00pm EB 162
Friday, January 20, 2012
All EEL Interns - Seminars at UNCW 9:00am - 3:00pm EB 162
Friday, March 9, 2012
All EEL Interns - Seminars at UNCW 9:00am - 3:00pm <i>location tba</i>
Monday, March 12, 2012
UNCW - Career Center Job Fair
Monday, April 23, 2012
Early Release Date
Friday, April 27, 2012
All Interns - Last day in Placement Site
Monday, April 30, 2012
All EEL Interns - Final Seminar at UNCW 10:00am-12:00noon EB 162 <i>*last day to participate in classroom management discussion board*</i>
Friday, May 11 or Saturday, May 12, 2012
UNCW Commencement

Beginning on January 11, 2012, interns are either at UNCW for seminars or in their placement site classrooms.

Interns follow the placement school system calendar for holidays and will be present at the school on teacher workdays.

Spring 2012 Watson School of Education Meetings for Middle Grades and Middle Grades MAT

Wednesday, January 11, 2012
All Interns - Seminars at UNCW Opening Session 9:00-11:00am EB 162 *see note about schedule
Thursday, January 12, 2012
All Interns – First Day in Placement Site
Monday, March 12, 2012
UNCW - Career Center Job Fair
Monday, April 23, 2012
Early Release Date
Friday, April 27, 2012
All Interns - Last day in Placement Site
Monday, April 30, 2012
All Interns - Final Seminar at UNCW 1:00pm – 3:00pm EB 162
Friday, May 11 or Saturday, May 12, 2012
UNCW Commencement

Beginning on January 11, 2012, interns are either at UNCW for seminars or in their placement site classrooms.

****Please note that the interns will receive the EDN 421 seminar schedule or the LIC 520 schedule for days on campus in addition to the dates above.***

Interns follow the placement school system calendar for holidays and will be present at the school on teacher work days.

Spring 2012 Watson School of Education Meetings for Education of Young Children Teacher Interns

Wednesday, January 11, 2012
All Interns - Seminars at UNCW Opening Session 9:00-11:00am EB 162 *see note about schedule
Thursday, January 12, 2012
All Interns – First Day in Placement Site
Monday, March 12, 2012
UNCW - Career Center Job Fair
Monday, April 23, 2012
Early Release Date
Friday, April 27, 2012
All Interns - Last day in Placement Site
Monday, April 30, 2012
All Interns - Final Seminar at UNCW 1:00pm – 3:00pm EB 162
Friday, May 11 or Saturday, May 12, 2012
UNCW Commencement

Beginning on January 11, 2012, interns are either at UNCW for seminars or in their placement site classrooms.

****Please note that the interns will receive the EDN 465 seminar schedule for days on campus in addition to the dates above.***

Interns follow the placement school system calendar for holidays and will be present at the school on teacher work days.

Spring 2012 Watson School of Education Schedule

MAT Secondary Education Teacher Interns

Monday, January 9, 2012
First Day in Placement Site Classroom
Tuesday, January 10, 2012
Seminar at UNCW
Opening Session 5:00-6:00pm EB 162 *see note about schedule
Tuesday, January 17, 2012
Legal Issues Session 5:00-6:00pm EB 162
Monday, January 23, 2012
Career Center 6:30-7:30pm EB 162
Monday, February 6, 2012
Interviewing 6:30-7:30pm EB 162
Monday, March 12, 2012
Initial Licensure 9:30am - 10:30am EB 162
Career Center Job Fair 11:00am – 3:00pm Burney Center
Monday, April 23, 2012
Early Release Date
Friday, April 27, 2012
All Interns - Last day in Placement Site
Tuesday, May 1, 2012
Program Meetings 9am - 11am rooms tba
Inquiry Project Presentations 11:00am - 1:00pm rooms tba
Final Meeting 2:00pm-3:00pm Dobo 134
Friday, May 11 or Saturday, May 12, 2012
UNCW Commencement

Beginning on January 9, 2012, interns are either at UNCW for seminars or in their placement site classrooms.

**Please note that all interns will receive the SEC 521 seminar schedule for days on campus in addition to the dates above, per program required coursework.*

Interns follow the placement school system calendar for holidays and will be present at the school on teacher workdays.

Spring 2012 Watson School of Education Meetings for Special Education Teacher Interns

Wednesday, January 11, 2012
All Interns - Seminars at UNCW Opening Session 9:00-11:00am EB 162 *see note about schedule
Thursday, January 12, 2012
All Interns – First Day in Placement Site
Monday, March 12, 2012
UNCW - Career Center Job Fair
Monday, April 23, 2012
Early Release Date
Friday, April 27, 2012
All Interns - Last day in Placement Site
Monday, April 30, 2012
All Interns - Final Seminar at UNCW 1:00pm – 3:00pm EB 162
Friday, May 11 or Saturday, May 12, 2012
UNCW Commencement

Beginning on January 11, 2012, interns are either at UNCW for seminars or in their placement site classrooms.

****Please note that the interns will receive the SED 410 seminar schedule for days on campus in addition to the dates above.***

Interns follow the placement school system calendar for holidays and will be present at the school on teacher work days.

Spring 2012 Watson School of Education Schedule

Foreign Language, Music and PE & Health Teacher Interns

Monday, January 9, 2012
First Day in Placement Site Classroom
Tuesday, January 10, 2012
All Interns - Seminar at UNCW Opening Session 5:00-6:00pm EB 162 *see note about schedule
Tuesday, January 17, 2012
Legal Issues Session 5:00-6:00pm EB 162
Monday, January 23, 2012
Career Center 6:30-7:30pm EB 162
Monday, February 6, 2012
Interviewing 6:30-7:30pm EB 162
Monday, March 12, 2012
Initial Licensure 9:30am - 10:30am EB 162 Career Center Job Fair 11:00am – 3:00pm Burney Center
Monday, April 23, 2012
Early Release Date
Friday, April 27, 2012
All Interns - Last day in Placement Site
Tuesday, May 1, 2012
Program Meetings 9am - 11am rooms tba Inquiry Project Presentations 11:00am - 1:00pm rooms tba Final Meeting 2:00pm-3:00pm Dobo 134
Friday, May 11 or Saturday, May 12, 2012
UNCW Commencement

Beginning on January 9, 2012, interns are either at UNCW for seminars or in their placement site classrooms.

**Please note that all interns will receive the seminar schedule for days on campus in addition to the dates above, per program required coursework.*

Interns follow the placement school system calendar for holidays and will be present at the school on teacher workdays.

Spring 2012 Secondary Undergraduate Intern Schedule

English, Math, Science, Social Studies

Date	Time	Location	Topic
January 9, 2012	First Day of Internship	Internship School	
January 10, 2012	3:00-5:00pm	<i>see SeaNet for room schedule</i>	SEC 430
	5:00-6:00pm	EB 162	Practicum Opening Session
January 17, 2012	3:00-5:00pm	<i>see SeaNet for room schedule</i>	SEC 430
	5:00-6:00pm	EB 162	Legal Issues
January 23, 2012	5:00-6:30pm	<i>see SeaNet for room schedule</i>	SEC 430
	6:30-7:30pm	EB 162	Career Center
February 6, 2012	5:00-6:30pm	<i>see SeaNet for room schedule</i>	SEC 430
	6:30-7:30pm	EB 162	Interviewing
February 20, 2012	5:00-7:45pm	<i>see SeaNet for room schedule</i>	SEC 430
March 5, 2012	5:00-7:45pm	<i>see SeaNet for room schedule</i>	SEC 430
March 12, 2012	9:30am - 10:30am	EB 162	Initial Licensure
	11:00am - 3:00pm	Burney Center	Education Job Fair
March 26, 2012	5:00-7:45pm	<i>see SeaNet for room schedule</i>	SEC 430
April 9, 2012	5:00-7:45pm	<i>see SeaNet for room schedule</i>	SEC 430
April 23, 2012	5:00-7:45pm	<i>see SeaNet for room schedule</i>	SEC 430
April 25, 2012			Last teaching day
April 27, 2012			Last day in placement site
May 1, 2012	9:00-11:00am	tba	Interns meet by Discipline - arrangements, including room, made by each discipline coordinator
	11:00am-12:30pm	Education Building	Presentation of Inquiry Projects - all interns
	2:00-3:00pm	Dobo 134	Final Meeting - all interns Licensure paperwork Presentation of Certificates - University Supervisors

***Please note this is a tentative schedule - interns are expected to follow all discipline-specific schedules.**

Note that SEC 430 meets on Mondays except for on Tuesday, January 10 and Tuesday, January 17.

Early Release is Monday, April 23, 2012

Commencement is Friday, May 11 or Saturday, May 12, 2012



WSE and Licensure Procedures

Professional Experiences Team
Watson School of Education
<http://www.uncw.edu/ed/professionalexperience/>



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

PREPARATIONS FOR THE INTERNSHIP SEMESTER

The following is a list of business items and “tips” for preparing for the internship semester. Please note that it is ***your responsibility*** to complete all items and also to ensure that appropriate materials are on file at the end of the semester for submission of your licensure application to the State Department of Public Instruction in Raleigh.

1. **Health Form** – A Health Examination Certification is ***required*** for all student teachers. Students who do not submit the Health Examination Certificate will not be eligible to go to public school placements and *will be administratively withdrawn* from internship courses.

The ***original*** of the Health Examination Certificate will be sent to the intern’s assigned school system after it is submitted to the Watson School of Education. **Make a copy** of the health form for your own files before submitting it. Copies are not kept by the Watson School of Education. Students must submit the ***original*** form to EB 326 or mail it to Ms. Blasingame using the address below in item #3.

The form can be completed by your family physician, an urgent care, or in the Student Health Center. Call 962-3280 to schedule an appointment in the Student Health Center and be sure to specify that you need a physical for student teaching. (Limited appointments are available during the final exam period, so schedule the appointment before the last day of classes.)

2. **Praxis I and II Scores** – All of the appropriate Praxis I and Praxis II Specialty Area scores must be on file before your licensure application can be processed. Students take designated specialty area tests depending upon the area of licensure they are seeking. The required tests and scores are listed on: www.uncw.edu/ed/advising/ Topics covered and sample questions are provided on the following website: www.ets.org/praxis/ Please **be sure to code UNCW as a score recipient** or you will have to pay an additional fee to send an official copy.

NOTE: Your licensure application cannot be processed until Dr. McNulty’s office receives official Praxis II Specialty Area passing scores from ETS. Please work with your advisor to ensure that you are taking the test(s) in time for passing scores to be submitted.

3. **Transcripts** – Licensure-only students who have graduated from another university must send an original degree-posted transcript to the address listed below. Transcripts previously sent to UNCW’s Admissions Office **cannot** be used for this purpose.

Dr. Carol McNulty
Interim Associate Dean for Academic Programs
Watson School of Education, UNCW
601 S. College Road
Wilmington, NC 28403-5991

Students who are graduating from UNCW will complete the transcript request form during the final seminar at the conclusion of the practicum semester.

4. **Graduation Application** – All students graduating from UNCW must apply for graduation by the deadline date. The application and deadline date are available in the Registrar’s Office or online at www.uncw.edu/reg. Information on commencement also is available on the UNCW website.
5. **Employment or Courses During the Internship Semester** – Students are encouraged *not* to work or take other courses during the practicum semester. Those who intend to do so must notify the Director of Professional Experiences (EB 326) within the first week of the semester by submitting the Work/Course Notification Form located in the internship course packet. This form must be signed by the university supervisor and partnership teacher prior to submission to the Director of Professional Experiences.

6. **Substituting** – Before an intern can substitute, he or she must have the permission of both the university supervisor and the partnership teacher. Interns are allowed to substitute for their partnership teachers only during the practicum semester. Each school system has its own policies regarding criminal background checks and payment, and interns should familiarize themselves with the appropriate procedures. If the partnership teacher is attending a UNCW sponsored event, the intern is expected to substitute without pay as a professional courtesy.

To substitute for any school system after the practicum semester ends, interns must apply through the regular “Substitute Teacher” process. Information on this process is available from the Central Office of each school system. *Interns are strongly encouraged to complete the application process **early** in the internship semester.*

7. **Calendar** – During the practicum semester, interns will follow the school system calendar (not the UNCW calendar.) Partnership teachers may elect to use annual leave time during designated periods of the year; however, interns are required to be at school sites on all **teacher workdays** and during remediation and enrichment weeks in year-round schools. Interns do not take UNCW Fall Break or Spring Break; instead they follow the school system calendar for vacation days. The internship time schedule may be extended by the university supervisor if the intern has absences due to illness or family emergencies.
8. **Becoming Licensed in Another State** – If you are planning to teach in another state, you should contact that state and request a licensure packet as soon as possible.
9. **Career Center** – The Career Center provides a variety of career and employment services including job listings, special events such as the Education Job Fairs, self-managed credential files, and seminars on preparing resumes and interviewing for jobs. As part of your internship orientation, the Career Center also will provide specific information on writing resumes.

Education interns need to establish a self-managed credential file with the Career Center through their online system, SeaWork. Interns do NOT need to come to the Career Center to establish their credential files. It is automatically started when the Career Center receives any material for the file, such as Praxis scores and the completion letter. Included in the self-managed file on SeaWork are a resume, 3-5 non-confidential reference letters, passing Praxis scores, degree-posted transcript, and letter of completion from the Watson School of Education. (The completion letter will be provided at the end of the semester when all requirements have been finished and transcripts will be available several weeks after commencement.) Please refer to the Career Center website, www.uncw.edu/stuaff/career/printreforms.htm, for complete information on how to establish and work with a self-managed credential file.

SeaWork is a powerful online resume and job posting system that allows students to upload resumes, view jobs, and permits employers/school districts to review resumes online. SeaWork also allows students to view and sign up for on-campus interviews, all online. In addition, SeaWork is used for all resume referrals in which employers/school districts call the Career Center asking for resumes of students with specific degrees or licensures. Resumes are then sent within one working day. Participation in SeaWork is strongly recommended for all Education seniors or licensure program completers who are interested in seeking teaching jobs. There is *no* charge for this service, so all teaching candidates should enroll.

The Career Center hosts an employment event each semester. During this event, students have the opportunity to network with different school systems and collect employment information.

10. **Early Release** – If an intern is offered employment by a school system, he/she can be released before the end of the semester only if: (1) the school system sends an official request to the Director of Professional Experiences, and (2) both the university supervisor and the partnership teacher approve. In order to qualify, interns must have demonstrated adequate performance on all competencies, and must continue full participation in internship activities until the early release date. Generally, fall interns can be released upon school system request and university approval to begin employment in late

November. Similarly, spring interns can be released for employment in mid-April. The dates for early release are established each semester based upon the university and school system calendars.

Interns receiving early release should confirm salary arrangements with school system personnel since most individuals are paid at the substitute non-certified level until the date of graduation and receipt of passing Praxis scores. **NOTE:** Interns must return to campus for all required seminars and submit all required course products. The school system must hire a substitute for days the intern will return to campus.

11. **Professionalism** - Interns are required to demonstrate professionalism in all of their interactions during the practicum semester. Interns are guests in schools, and are expected to conduct themselves as teachers and role models. To fulfill these expectations, interns must:
 - a. Demonstrate positive, productive, and professional attitudes and behaviors when interacting with teachers, students, parents, administrators, and university personnel. Careful attention should be given to discretion and confidentiality in conversations within the school and in the community.
 - b. Be receptive to feedback and committed to continuous improvement as a professional educator.
 - c. Be prompt and consistent in attendance. Interns must be at their school sites for the hours typically maintained by their partnership teachers – often one hour before the beginning of school and arrival of students, and typically at least one hour after school. Interns must arrange childcare and other responsibilities accordingly. (Child care coverage beginning at 7am to 5pm is strongly recommended.) An intern who has 3 or more absences/tardies may have his/her time in the practicum site extended in order to meet performance competencies, may receive an *Incomplete*, or may be withdrawn from the internship.
 - d. Be willing to accept and fulfill all instructional and non-instructional duties of a teacher.
 - e. Dress in a professional manner every day unless special attire is warranted due to an activity (e.g., field day). Interns must wear clothes and accessories appropriate for the role of teacher. Piercings, nose rings, etc. (except limited ear piercings) must be removed during the school day. Failure to comply with these expectations will result in removal from the placement site. The following attire is NOT acceptable:
 - Jeans
 - Shorts
 - T-shirts
 - Tank tops or spaghetti straps not covered by an outer garment
 - Overly short skirts
 - Flip Flops or Tennis Shoes
 - Exposed midriffs
 - Exposed cleavage
 - Any attire that is excessively tight, revealing, obscene or disruptive to the learning environment
 - Any clothing that promotes alcohol, tobacco and controlled substances or displays profanity or sexual words and symbols
 - Nose-rings, lip-rings, face-rings, tongue-rings or excessive earrings
 - Exposed tattoos
 - f. Refrain from online activities inappropriate for education professionals.
 - g. Cell phones should be muted and stored during instructional and non-instructional duty times. Texting during instructional time is not acceptable.
 - h. Be aware of allergies and sensitivities to perfume, colognes and cigarette smoke.

12. **Code of Ethics** – Interns must abide by the North Carolina Code of Ethics for North Carolina Educators (see Practicum Handbook), Professional Standards, UNCW’s Code of Student Life, and the Watson School’s Performance Review Process.



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.

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Supervision Forms

Professional Experiences Team
Watson School of Education

<http://www.uncw.edu/ed/professionalexperience/>

Summary of Forms for Supervision of Teacher Intern:

Intern Performance Scale – Initial/Midterm/Final

- The intern completes a self-assessment at the beginning of the semester and shares with supervisor and partnership teacher.
- At midterm, the supervisor and partnership teacher work together to fill out the form and present the ratings to the intern. The intern should also complete a self-assessment.
- At final, the intern, partnership teacher and university supervisor each complete the Intern Performance Scale. The supervisor then compiles the ratings and enters the final ratings electronically.

Periodic Assessment of Intern Progress – optional per supervisor guidelines

- This form is filled out on dates specified by the supervisor. The partnership teacher fills out this form.

Observation of Intern Performance

- This form is utilized in formal observations of the teacher intern.
- Various formats are utilized and the supervisor will share specific form with teacher.

Coaching Plan

- This form is used to identify areas for coaching focus. The intern must always have a current coaching focus and current coaching plan. The partnership teacher and university supervisor both support and facilitate the coaching process. This form is electronically submitted in TaskStream and should be emailed to the teacher and supervisor.

Intern Intervention Report

- This form is used to document identified areas that need improvement, strategies for improvement and a timeline to review. When this form is used, a copy must be sent to the Director of Professional Experiences.

At the end of the semester, the partnership teacher and the university supervisor will complete the following:

- Final Intern Performance Scale
- Local Education Agency (LEA) Form S and Certification of Capacity Form
 - The partnership teacher signs as the LEA Supervisor. The Associate Dean's office will collect the Superintendent signature.
 - The intern, teacher, supervisor and principal/designee sign the Certification of Teaching Capacity form.
 - The supervisor turns in the original of the LEA form and the Certification of Teaching Capacity to the Associate Dean's office.

Watson School of Education

RUBRIC FOR ASSIGNING GRADES FOR INTERNSHIP COURSES

Use the *Intern Performance Scale* to determine intern grades, using the decision rules below. The *Intern Performance Scale* ratings will be used at midterm and final. Use the final markings at the end of the semester to compute grades.

The teacher intern will be evaluated and recommended for licensure if all areas of the Intern Performance Scale/Certification of Teaching Capacity are MET.

Within the MET range, the grading scale is:

A grade of A is earned if the student has:

- a rating of “Accomplished” in a majority of the indicators on the rating scale
- no ratings of “Inadequate” on any of the indicators
- evidence of exceptional strength in performance and understanding of teaching and learning

A grade of B is earned if the student has:

- a rating of “Developed” in a majority of the indicators on the rating scale
- no ratings of “Inadequate” on any of the indicators
- 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” in a majority of the indicators on the rating scale
- no ratings of “Inadequate” on any of the indicators
- some evidence of growth in performance and understanding of teaching and learning

The teacher intern will be evaluated and will not be recommended for licensure if any of the areas of the Intern Performance Scale/Certification of Teaching Capacity are NOT MET.

Within the NOT MET range, the grading scale is:

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

Interns are expected to participate in coaching cycles. The goal is to always have a current coaching focus area. By the end of the semester, **interns must have at least 8 coaching plans.**

At the beginning of the semester, interns are also expected to create the Coaching Plan Record to store all the coaching plans. As a coaching plan is completed, it is to be attached to the Coaching Plan Record.

To Create a Coaching Plan Using TaskStream Template:

1. Click on **Lessons, Units & Rubrics** in Taskstream.
2. Open **Lesson Builder**.
3. Steps:
 - **New Lesson Title**-use DATE Coaching Plan (i.e. September 5 Coaching Plan)
 - **Select a Format**-select **Coaching Plan** from drop-down menu, click on **Create New**.
 - Complete the coaching plan.
 - **Request feedback, (Select Reviewer)** – choose supervisor name from your internship group and click on **Submit for Review**.
 - **Email coaching plans to both supervisor and partnership teacher.**

To Create Coaching Plan Record and Attach Individual Coaching Plans:

Create Coaching Plan Record to store all coaching plans:

- Open **Folios and Web Pages**.
- **New Folio/Web Page Title**-use this format: Coaching Plan Record of Your Name, click on **Create New**.
- **Select template category** – choose **Custom Template – Coaching Plan Record**
 1. Choose layout and select theme
 2. **Edit Content**
 3. May also personalize using **Edit Text and Image**.
- Attach individual Coaching Plans to the Coaching Plan Record, using attachments tab.
- **Request Comments**. Check the box for **Request Feedback in all Areas**. Click **Continue**. In the list under your internship group, check the box in front of your supervisor's name and "Program Coordinator."



**WATSON SCHOOL OF EDUCATION
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COACHING PLAN

Teacher Intern: _____ Partnership Teacher: _____

School: _____ Grade/Subject: _____ Supervisor: _____

Pre-conference Date:

Areas of Strength:	
Focus for Growth/Development:	
Teaching Strategies to be Used:	Kinds of Data/Ways to Collect:

Post-conference Date:

Results/Implications for Student Learning:
Set Goals/New Focus:
Additional Comments:

Signatures:

Partnership Teacher/University Supervisor

Teacher Intern



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: _____

Failure to meet these terms and conditions may result in termination from the Watson School of Education internship.

DATE FOR REVIEW _____

University Supervisor

Partnership Teacher

Teacher Intern

Please forward a copy to the Director of Professional Experiences.

WATSON SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON
Observation of Intern Performance

Intern _____ Date _____ Grade/Subject _____ Observer _____

Standard/Element

Comments

<p>Professionalism 1e. Teachers demonstrate high ethical standards.</p>	
<p>Classroom Climate/Culture 1a. Teachers lead in their classrooms. 2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. 2c. Teachers treat students as individuals. 4g. Teachers communicate effectively.</p>	
<p>Instruction 2b. Teachers embrace diversity in the school community and in the world. 3a. Teachers align their instruction with the North Carolina Standard Course of Study. 3b. Teachers know the content appropriate to their teaching specialty. 3d. Teachers make instruction relevant to 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 to work in teams and develop leadership qualities.</p>	
<p>Evaluation/Assessment 1a. Teachers lead in their classrooms. 4h. Teachers use a variety of methods to assess what each student has learned. 5a. Teachers analyze student learning.</p>	
<p>Impact on Student Learning 1d. Teachers advocate for schools and students. 2d. Teachers adapt their teaching for the benefit of students with special needs.</p>	

**WATSON SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON
Observation of Intern Performance**

Intern	Date	Period	Observer
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Evaluation Key: N = Not Evident I = Inadequate E = Emerging Competence P = Proficient for beginning teacher N/O = no opportunity to observe

2.0 Teachers Establish a Respectful Environment for a Diverse Population of Students	
	<i>2.1 provide an environment in which each child has a positive, nurturing relationship with caring adults.</i>
	<i>2.2 embrace diversity in the school community & in the world.</i>
	<i>2.3 treat students as individuals</i>
	<i>2.4 adapt their teaching for the benefit of students with special needs.</i>
	<i>2.5 work collaboratively with the families and significant adults in the lives of their students</i>
	<ul style="list-style-type: none"> • <i>Interactions with students are appropriate</i>
	<ul style="list-style-type: none"> • <i>Establish classroom rules and routines</i>
	<ul style="list-style-type: none"> • <i>Respond to appropriate & inappropriate behavior</i>
3.0 Teachers Know the Content They Teach	
	<i>3.1 align instruction with the NC Standard Course of Study.</i>
	<i>3.2 know the content appropriate to their teaching specialty.</i>
	<i>3.3 recognize the interconnectedness of content areas/disciplines.</i>
	<i>3.4 make instruction relevant to students.</i>
4.0 Teachers Facilitate Learning for Their Students	
	<i>4.1 know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.</i>
	<i>4.2 plan instruction appropriate for their students.</i>
	<i>4.3 use a variety of instructional methods.</i>
	<i>4.4 integrate and utilize technology in their instruction.</i>
	<i>4.5 help students develop critical thinking and problem-solving skills.</i>
	<i>4.6 help students work in teams and develop leadership qualities.</i>
	<i>4.7 communicate effectively.</i>
	<i>4.8 use a variety of methods to assess what each student has learned</i>
	<ul style="list-style-type: none"> • <i>Use appropriate content-related pedagogy</i>
	<ul style="list-style-type: none"> • <i>Materials organized before lesson</i>
	<ul style="list-style-type: none"> • <i>Presentation of content</i>
	<ul style="list-style-type: none"> • <i>Identification of goals and specific learning objectives</i>
	<ul style="list-style-type: none"> • <i>Identification of essential prior learnings</i>
	<ul style="list-style-type: none"> • <i>Provision for motivational aspects of learning</i>
	<ul style="list-style-type: none"> • <i>Use of questioning and discussion</i>
	<ul style="list-style-type: none"> • <i>Learning guidance & assistance</i>
	<ul style="list-style-type: none"> • <i>Reinforcement and corrective feedback</i>
	<ul style="list-style-type: none"> • <i>Allocation and use of time</i>
	<ul style="list-style-type: none"> • <i>Evidence of student learning</i>

Numbered items are from the NC Professional Teaching Standards. Bulleted items are additional indicators approved by the WSE Secondary Program. N C Professional Teaching Standards 1.0 and 5.0 are primarily assessed through the overall internship experience.

CONFERENCED: ___ after observation; ___ by phone; ___ with partnership teacher; ___ three-way



**WATSON SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON
Observation of Intern Performance**

Intern _____ Date _____ Grade Level _____ Observer _____

Evaluation Key: N = Not Evident I = Inadequate E = Emerging Competence P = Proficient for beginning teacher N/O = no opportunity to observe

<p>1.0 Teachers Demonstrate Leadership <i>1.1 Teachers lead in their classrooms. 1.2 Teachers demonstrate leadership in the school. 1.3 Teachers lead the teaching profession. 1.4 Teachers advocate for schools and students. 1.5 Teachers demonstrate high ethical standards.</i></p>	<p>_____ Comments:</p>
<p>2.0 Teachers Establish a Respectful Environment for a Diverse Population of Students <i>2.1 Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. 2.2 Teachers embrace diversity in the school community and in the world. 2.3 Teachers treat students as individuals 2.4 Teachers adapt their teaching for the benefit of students with special needs. 2.5 Teachers work collaboratively with the families and significant adults in the lives of their students.</i></p>	<p>_____ Comments:</p>
<p>3.0 Teachers Know the Content They Teach <i>3.1 Teachers align their instruction with the North Carolina Standard Course of Study. 3.2 Teachers know the content appropriate to their teaching specialty. 3.3 Teachers recognize the interconnectedness of content areas/disciplines. 3.4 Teachers make instruction relevant to students.</i></p>	<p>_____ Comments:</p>
<p>4.0 Teachers Facilitate Learning for Their Students <i>4.1 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. 4.2 Teachers plan instruction appropriate for their students. 4.3 Teachers use a variety of instructional methods. 4.4 Teachers integrate and utilize technology in their instruction. 4.5 Teachers help students develop critical thinking and problem-solving skills. 4.6 Teachers help students work in teams and develop leadership qualities. 4.7 Teachers communicate effectively. 4.8 Teachers use a variety of methods to assess what each student has learned</i></p>	<p>_____ Comments:</p>
<p>5.0 Teachers Reflect on Their Practice <i>5.1 Teachers analyze student learning. 5.2 Teachers link professional growth to their professional goals. 5.3 Teachers function effectively in a complex, dynamic environment.</i></p>	<p>_____ Comments:</p>

LEA/IHE Certification of Teaching Capacity

Candidate Name: _____

School: _____

Cooperating Teacher Name: _____

Grade: _____

LEA: _____

IHE: _____

In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.

Standard/Element	Proficient Descriptor	Rating
Professionalism		
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Classroom Climate/Culture		
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Instruction		
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2b.2 Incorporates different points of view in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Candidate initials: _____

Standard/Element	Proficient Descriptor	Rating
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Evaluation/Assessment		
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard</i>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Impact on Student Learning		
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Candidate initials: _____

Watson School of Education
Intern Performance Scale
 Aligned to North Carolina Certification of Teaching Capacity

Teacher Intern Name: _____

School: _____

Partnership Teacher Name: _____

Grade: _____

NOT MET	MET		
<u>Inadequate (I):</u> Does not meet criteria	<u>Emerging (E):</u> Minimally meets criteria Some evidence of growth	<u>Developed (D):</u> Consistently meets criteria Clear evidence of growth	<u>Accomplished (A):</u> Exceeds criteria Significant evidence of growth

Professionalism		Initial	Midterm	Final
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> . Models professionalism expectations and adheres to <i>WSE Expectations for Teacher Interns</i> .			
Comments:				

Classroom Climate/Culture		Initial	Midterm	Final
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.			
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.			
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment.			
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.			
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.			
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.			
Comments:				

Instruction		Initial	Midterm	Final
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges			
	2b.2 Incorporates different points of view in instruction.			
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.			
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.			
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.			
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.			
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.			
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.			
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.			
Comments:				
Evaluation/Assessment		Initial	Midterm	Final
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i> .			
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.			

	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.			
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.			
Comments:				
Impact on Student Learning		Initial	Midterm	Final
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning.			
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.			
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.			
Comments:				
Overall Comments:				

Initial Date: _____

Midterm Date: _____

Final Date: _____

Teacher Intern Signature: _____

Partnership Teacher Signature: _____

University Supervisor Signature: _____