

Undergraduate Teacher Education Candidate
Internship/Student Teaching Handbook
2009-2010 Academic Year

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Please direct questions related to this handbook and the student teaching/internship experience to the Director of Field Experiences, Killian 228, (828)227-7314. Also, see the Office of Field Experiences website:

<http://www.wcu.edu/9856.asp>

Western Carolina University College of Education and Allied Professions Conceptual Framework



A Community of Learners guided by Knowledge, Values, and Experiences

The following statements reflect the goals we have for Western Carolina University students during the course of their education programs. In collaboration with our P-12 partners in the region providing quality field experiences, our programs are designed to foster the development of these dispositions, knowledge and skills.

We teach our students to use their knowledge of both human development and their disciplines to effectively teach all pupils to solve problems. Appropriate values and dispositions are central to excellent teaching. We model collaborative, caring, and intellectually stimulating learning communities so our teacher education students will create environments for all their students that encourage curiosity, foster motivation, and promote achievement of rigorous state and professional standards. We require our candidates to use state-of-the-art technology in their courses and in their field experiences.

Our vision is for candidates who are passionate, lifelong learners, who genuinely care about all students, who understand human development, who have a deep knowledge of their disciplines, who have an effective range of instructional skills including a facility with technology, and who expect and support high achievement in their students. This vision is shared, articulated, and supported throughout the curriculum, in clinical experiences, and in the formative and summative assessments.

Knowledge and Skills: Candidates learn to use their knowledge of human development and their subject matter to effectively teach all pupils to solve problems.

Candidates learn to:

- Know the subjects they teach
- Know how to teach their subjects
- Communicate effectively
- Understand and use the knowledge bases for multicultural education
- Integrate current technology into their instructional repertoire
- Understand development in children and adolescents
- Effectively organize and manage groups of students or clients
- Be proficient at solving problems
- Practice critical, independent, reflective thinking
- Use informal and formal assessment strategies appropriately
- Demonstrate professional responsibility
- Become instructional leaders
- Foster connections between schools and home, family, and community

Values and Dispositions: We attempt to foster the following values and dispositions in education candidates to ensure that all students learn.

We encourage candidates to:

- Value individual differences and demonstrate commitment to the achievement of all students
- Know and practice professional standards of integrity
- Be passionate and enthusiastic about teaching and learning
- Take initiative and have a strong sense of efficacy
- Be lifelong learners
- Strive for quality

Experience: We provide multiple, substantial, and varied experiences in schools so that candidates will have a strong base for understanding the theories and the practices to enhance all students' learning.

We require our students to:

- Learn through field-based experiences such as observations and internships
- Systematically reflect on practice
- Draw on their own life experiences, and reflect on the impact of culture on learning in diverse settings
- Help their students connect life experiences to new learning
- Use a variety of available technological resources
- Use their skills to increase the technology skills of their students and other school professionals

A comprehensive history and detailed explanation of the CEAP Conceptual Framework can be found at the following URL: <http://www.wcu.edu/3053.asp>.

Introduction

The year-long internship or traditional student teaching is the capstone of Western Carolina University's teacher education program. The successful completion of this experience leads to a North Carolina Standard Professional I license.

Undergraduate Internship - The internship is a two semester experience in the public schools, usually completed in the senior year. During the first semester, the required hours per week vary by program; however, all interns report the first day of the semester when teachers report and attend full-time until university classes begin. The second semester consists of a full-time assignment in the public school.

During this experience, interns have the opportunity to develop skills over a longer period of time, generally with the same experienced teachers and groups of students. Interns often team teach with their cooperating teachers and move into full-time teaching earlier than traditional student teachers. Witnessing the impact of their own teaching over time often allows interns to see greater growth in their students than traditional student teachers may see. Interns report to their schools when public school teachers report and are required to stay until the end of the semester at WCU. During the first semester (called Internship I), plan and teach lessons in preparation for full-time teaching during the Internship II (second semester).

Undergraduate Student Teaching – Student Teaching is one full, fifteen-week semester of training in a public school classroom. Students are required to carry the full teacher load, including all instructional, planning, duties, and extra-curricular activities, for a minimum of ten full, uninterrupted weeks. Students generally pick up classes gradually during the first two weeks, teach a full load for ten full weeks, drop off classes gradually for the next weeks, and use the fifteenth week of the semester to assist and observe in other classrooms.

Elementary and Middle Grades – Internship is required of all elementary and middle grades majors. During the first semester students spend at least two entire days per week in the schools for a three credit hour Internship I experience and complete the full-time requirement during Internship II with the same teacher the following semester.

Birth to Kindergarten – Internship is required of all BK students. Students complete the first semester in an early childcare program and the second semester in a public school kindergarten classroom.

Special Education – Internship is required of all SPED majors. Intern I is generally 12-15 hours per week. Second semester internships are full-time and **may** be in other sites and/or classrooms, depending on area(s) of licensure sought.

Physical Education – Internship is required of all PE majors and is designed to expose students to various grade levels of students. Intern I is a three credit hour experience in a high school or middle school, and Intern II is a full-time experience in an elementary or middle school.

Secondary and other K-12 majors – The majority of students in secondary and K-12 programs are not required to do the internship; however, individual programs are working on replacing student teaching with the internship. The English education program requires a year-long internship, and both the Mathematics and Social Sciences

programs strongly encourage the year-long internship. Student interns work in the schools 5 – 14 hours per week during Internship I for 1-3 credit hours.

Application and Selection Process

The requirements for admission to student teaching/internship are:

- completion of at least 39 of 42 hours required for Liberal Studies
- enrollment in the professional education sequence for at least two semesters
- completion of at least ninety hours in a teacher education curriculum
- one term in residence
- a GPA of 2.5 or above, both at the beginning of the term immediately preceding the student teaching/internship term and at the time of enrollment in student teaching/internship (2.75 GPA required for elementary/middle grades majors and some secondary programs; check with programs/departments for specific criteria)
- completion of at least two-thirds of the major
- completion of all records designated by the director of field experiences
- completion of the applicable professional education sequence except for student teaching/internship and the student teaching/internship seminar
- completion of student teaching/internship application including recommendation by advisor and department head
- unconditional acceptance into teacher education
- full or partial completion of all department requirements for interning/student teaching (varies by department)

Students who wish to begin internship or student teaching must apply by the last Friday of the second month of the semester prior to beginning (i.e. September or February). Orientation meeting dates and application deadlines are posted on the Office of Field Experiences (OFE) website, advertised on flyers campus-wide, sent to catamount email address of all admitted to teacher education, and announced in professional education classes. The application and selection process is as follows:

- 1) Interns and student teachers must participate in an orientation session. It is the candidate's responsibility to learn about the meeting times and dates.
- 2) Interns and student teachers are required to submit a complete application packet by the posted deadline the semester prior to interning. Application deadlines for candidates are posted each semester on the OFE website and announced at the orientation session. Ample time to complete the application process is provided. The Director of Field Experiences may remove a candidate from consideration for placement if the deadlines are not met.
- 3) Interns who will remain in the same placement for both semesters are **required** to complete an application package and visit at least three schools before selecting three sites in which they are interested for the internship.
- 4) Secondary interns/student teachers may not request placement in the high school from which they graduated, unless it has been a significant number of years since they attended and they are not working under a teacher and/or administrator they knew when enrolled as a student. Interns in the Department

of Health, PE, and Recreation are not allowed to intern at any school they attended under any circumstances.

- 5) The Director of Field Experiences, upon consultation with department heads and/or program coordinators, will review application packets and divide students by schools.
- 6) Application packets are sent electronically to the school liaison, who will share the placement requests with the interview/placement committee. This committee is responsible for obtaining names of teachers at their school who are interested in hosting an intern, interviewing the students, and finally matching the students with a teacher based on compatibility. Students can facilitate this process by ensuring that all communication information is correct on application materials.
- 7) School liaisons send placements to the Director of Field Experiences, and candidates are notified of their placements by phone. A confirmation email will be sent near the end of the semester to students' catamount email addresses.
- 8) Occasionally an intern may be asked to interview at an additional site if the committee at the first partner school does not feel a good match for that intern can be provided.
- 9) Ultimately all assignments are finalized by the Director of Field Experiences.

Distance Placements

Western Carolina University maintains active partnerships with 20 counties in the region. Internship/student teaching placements are generally made in these districts only. Information on partnership schools and systems can be accessed at the following URL: <http://www.wcu.edu/9456.asp>.

Regional partnership school placement is often not feasible for candidates in distance programs. Students in exclusively distance programs are permitted to complete the required internship/student teaching experience outside of Western's service region.

For the majority of students, however, it is rare to complete internship/student teaching in a system that is not in Western's service area. The UNC System has suggested guidelines for all sister universities regarding distance placements. Criteria established by field directors of the UNC system are as follows:

- The request must be due to a true documented hardship (other than financial).
- The candidate must have a minimum 3.0 cumulative GPA.
- The candidate must have completed all other required coursework.
- The request must be accompanied by a letter of support from Department Head, Program Coordinator, or Director of Field Experience.
- The candidate must register at his/her home institution.
- The candidate must, in addition to full home institution tuition, pay an observation fee (generally \$600) to the host institution.
- The candidate should make the request a full semester prior to internship/student teaching since this opportunity is dependent upon host institution availability.

Student Responsibilities

North Carolina State Law requires that all student teachers and interns have a completed, signed health certificate on file in the school system where they are working. Students do not return the health certificate to the Office of Field Experiences. Interns and student teachers are expected to provide to the principal the completed, signed form *before any public school students report*. Any intern/student teacher who does not have a completed form will be held out of their assignment until it is complete and signed. Candidates may visit personal or campus physicians to complete the physical examination. The health form can be accessed at the following URL: http://www.wcu.edu/WebFiles/PDFs/OFE_HealthForm.pdf.

Complete a background check prior to internship or student teaching at www.certifiedbackground.com. Western's CEAP package code is CU98 for students who have lived in North Carolina for the past seven years, and CU98B for those who have resided in another state during the past seven years. Students must provide a copy of this background check to the principal and/or school district upon request.

Follow the directions and suggestions of your cooperating teacher, supervisors and seminar teachers regarding grading papers, giving tests, working with assistants, planning and implementing lessons.

Meet deadlines for turning in lesson plans, videotapes, and portfolios.

Get to know the school and the school community. Learn as much as possible about state testing, school improvement plans, community resources, and students. Your cooperating teacher, academic and/or university supervisor(s), advisor, seminar instructor, and other professional educators can assist you.

Participate in school activities to ensure a positive experience for all.

Professional Liability

School personnel are responsible for ensuring the safety and protection of students at all times. Teacher education candidates completing field experiences and clinical practice are legally viewed as school employees and may be personally charged with negligence if accident or injury occurs to a student in their care. Neither the State of North Carolina nor Western Carolina University will be responsible for providing legal defense for any professional education candidate or for paying for any judgment which may be entered against the accused; therefore, the College of Education and Allied Professions strongly encourages all professional education candidates to purchase professional liability insurance during any semester they are completing an early field experience, block requirement, student teaching experience, or any other professional education practicum/internship experience in schools.

Examples of professional organizations that offer professional liability coverage as a benefit of membership include, but are not limited to, the following: Student North Carolina Association of Educators (SNCAE), Professional Educators of North Carolina (PENC), Council for Exceptional Children (CEC), and Kappa Delta Pi (KDP)

Information on obtaining private liability insurance can be obtained from the North Carolina Association of Insurance Agents.

“Student teaching” may include those duties granted to a teacher by G.S. 115C-307 and G.S. 115C-309 and any other part of the school program for which either the supervising teacher or the principal is responsible.

Applicable CEAP policy and North Carolina General Statutes can be accessed at: http://www.wcu.edu/WebFiles/PDFs/OFE_LiabilityInfo.pdf.

Professionalism, Confidentiality and Tips for Interns

Confidentiality-Interns and Student Teachers will be privy to personal information about their students that must be kept confidential. Early in the semester, interns and student teachers should consult with their cooperating teachers about school policies regarding access to cumulative records of B-12 pupils. These records must not be viewed without the approval of public school personnel. Access to exceptional children’s records is also limited, and permission from school personnel must also be granted for access to these. A breach of confidentiality is a breach of professional ethics and FERPA and can lead to immediate termination of the placement. Information regarding FERPA can be found at the following URL: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Interacting with Students - From the first day of their placement, WCU teacher education candidates should have consistent routine classroom duties. Although the interns/student teachers need opportunities to observe, interacting with students is integral in balancing the internship experience. Interns/student teachers develop greater rapport with students the more they interact with them.

Interacting with Parents - Parents should be informed early in the year that an intern/student teacher will be working in the classroom. Initially the student will be an observer during any parent conferences and will gradually become an integral part of all communications with parents.

Interacting with Substitute Teachers - When a substitute teacher has been assigned to a classroom, candidates should continue with their regular routine and should not be expected to assume full responsibilities.

Interacting with Administrators - Candidates should learn the names of the administrators in the school, ask to be introduced, and are expected to interact professionally.

Interacting with Teacher Assistants – Candidates need to establish a good rapport with teacher assistants and understand the role the assistant plays in the classroom. They need to treat the teacher assistant as part of the team.

Romantic Relationships – Candidates must not become involved in romantic relationships with faculty, staff and/or students in the school in which they are assigned. Failure to comply with this policy may result in the candidate not being recommended for licensure and dismissal from teacher education at Western.

Inclusion Classes – Interns/student teachers assigned to inclusion classrooms should be prepared to support special needs children. Accommodations may involve modifying assignments, allowing for one-on-one instruction, and providing experiences that meet the needs of various learning styles. It is the candidate's responsibility to familiarize himself/herself with student IEP's and make necessary accommodations.

Professional Dress - Interns should be familiar with their school's dress code. Dress should be professional, neat, clean, and modest. Excessive piercings and tattoos, revealing clothing, flip-flops, and jeans are not recommended and are commonly addressed in School Board policies.

Timeliness - Punctuality affects the flow of good planning and classroom management. Classroom activities run more smoothly if materials are prepared ahead of time.

State Accountability Testing - Students should be aware of North Carolina's accountability requirements for their grade level and subject. They may benefit from an opportunity to proctor an exam. Testing information can be accessed at the following URL: <http://www.dpi.state.nc.us/accountability/testing/>.

North Carolina Standard Course of Study - Students should become very familiar with the North Carolina Standard Course of Study (NCSCOS) for the grade level/subject area(s) to which they are assigned *before* reporting to the school. Knowledge of the NCSCOS should guide candidates as they develop lessons and plan activities for their students. It is also important for candidates to understand the relationship between the NCSCOS and the accountability program. The NCSCOS can be accessed at the following URL: <http://www.dpi.state.nc.us/curriculum/>.

North Carolina Professional Teaching Standards – Students should become familiar with the “North Carolina Professional Teaching Standards.” Adopted by the NC State Board of Education in August 2006, these standards are designed to create public school teachers who are equipped to prepare students for success in a globally competitive world of work in the 21st Century. The NC Professional Teaching Standards can be accessed at the following URL: <http://www.ncptsc.org/Final%20Standards%20Document.pdf>.

Professional ethics and confidentiality - Avoid criticism of the school district, school, the cooperating teacher, the university and academic supervisors, the university and the community. Remember that personal student information is highly sensitive and confidential. Be careful not to share specific information with others. The Code of Ethics for NC Educators can be accessed at the following URL: <http://www.ncptsc.org/Code%20of%20Ethics%20for%20NC%20Educators%20-%20PDF.pdf>.

The Code of Professional Practice and Conduct for NC Educators can be accessed at the following URL: <http://www.ncptsc.org/Code%20of%20Prof%20Practice%20and%20Conduct%20-%20PDF.pdf>.

Corporal punishment – Candidates should read NC State Board of Education and local School Board policies and discuss this with their cooperating teachers. Corporal punishment is never an appropriate alternative for an intern/student teacher.

Restraint of Students – Periodically, severe student behaviors require adult intervention to prevent further disruption or injury. In some cases, restraint of student is necessary. Training is offered to educators so that this restraint may be handled in a safe manner for all involved. Interns/student teachers should not attempt to restrain students unless they have been trained to do so appropriately.

Sexual harassment - Candidates should read NC State Board of Education and local School Board policies and discuss this with their cooperating teachers. Be sure to know your rights and limitations.

Checklist - For the most efficient and rewarding experience, follow the appropriate internship/student teaching checklist to stay on track. It is your responsibility to share this with your cooperating teacher.

School committees - Policies are developed and revised in school committees. Candidates should volunteer to observe or become members of school-based committees to broaden their perspective of educational policy.

Extra-curricular school events - Teachers are expected to support all events at their host school, so interns and student teachers should make every effort to attend as well.

Field trips - Field trips are valuable and provide a different approach to learning. Western teacher candidates should consult with their cooperating teachers and plan these experiences together to ensure success.

Professional conferences – Candidates should attend professional conferences whenever possible. Prior approval from your cooperating teacher and university supervisor is required. These experiences can be highly rewarding.

Evaluation of the intern/student teacher – Interns and student teachers should review the evaluation instruments at the beginning of the semester. It is critical that conversations occur throughout the semester. Evaluation instruments may include checklists, grade sheets, observation forms, and exit criteria. These forms may be accessed on the following webpage: <http://www.wcu.edu/9873.asp>

Teacher Work Sample - The Teacher Work Sample (TWS) provides evidence of your competence as a professional educator. Discuss contents with your cooperating teacher so s/he can help you. Keep relevant student work, lessons plans, lesson prompts, assessment instruments, and rubrics. TWS information, including guidelines and rubrics, can be accessed on TaskStream or at the following: http://www.wcu.edu/WebFiles/PDFs/OFE_TWS_Instructions.pdf.

Supervisors

Interns and student teachers have several supervisors. The primary supervisor in the public school classroom is the cooperating teacher to whom the student is assigned. Each student is assigned a university supervisor from the university. Each secondary education and special subject student will also have an academic supervisor in his/her academic major. Other supervisory individuals in the school may include the principal, assistant principal(s), and the liaison.

The role of the cooperating teacher is to supervise the teacher education candidate in the classroom. The cooperating teacher will plan an increased instructional role for the student over the semester and provide constructive feedback to encourage professional growth. The cooperating teacher is responsible for working with the student to schedule classroom duties, plan lessons, and to provide input in the evaluation process.

The university supervisor is responsible for communicating university expectations to the WCU student and cooperating teacher. The university supervisor supports the development of the student by observing, providing feedback, and maintaining open communication with the student, cooperating teacher, academic supervisor, liaison, principal, and Director of Field Experiences as needed. University supervisors generally visit students at least three times during Internship I and approximately five times during the Intern II or student teaching. The university supervisor is expected to consult with the Director of Field Experiences whenever any problems affect the student's experience. At the end of each semester, student folders including Midterm and final evaluations (*Beginning Teacher Performance Appraisals*), are to be turned in to Killian 228. The following describes a typical visitation schedule for university supervisors:

Intern/ST Status	Number of Site Visits	Purpose of Visits
Intern I	*Minimum of 3 (unless problems are evident)	<ol style="list-style-type: none"> 1. Initial visit**/Formal observation 2. Midterm evaluation/Schedule a videotaped observation 3. Formal Observation & Final evaluation
Intern II/ST	5 (unless problems are evident)	<ol style="list-style-type: none"> 1. Initial visit**/Formal observation 2. Formal observation/Schedule first videotaped observation 3. Midterm evaluation 4. Formal observation/Schedule second videotaped observation 5. Final evaluation

*Health, Physical Education, and Recreation (HPER) will do a minimum of four visits until utilizing technology for virtual observation is possible with the addition of the health curriculum. Internship I placements for HPER will be made within 35 miles of WCU.

**This change would necessitate the university supervisor contacting the intern and cooperating teacher by phone or videoconference within the first two weeks of classes to answer questions and schedule the first visit during a class that the intern would be teaching.

The academic supervisor observes secondary and specialty area student teachers and students completing Intern II about three times during the semester. Guidelines for academic supervision are established by each specific department.

Grades are determined jointly by the two or three primary supervisors. The university supervisor coordinates the formal evaluations of the student and is responsible for

assigning the appropriate course grade. Where there is an academic supervisor, the university and academic supervisor will both be responsible for turning in grades.

When anyone experiences a problem with the internship or student teaching, a description of the problem should be communicated to the individuals directly affected. If the problem is serious, the Director of Field Experiences should be notified.

Action Plans

Periodically, candidates experience some difficulty demonstrating proficiency in all areas and need additional support and structure to be successful. Students not meeting expectations will be put on an action plan for improvement. The university supervisor, in coordination with the cooperating teacher and academic supervisor (where applicable), will formulate a plan that outlines deficiencies and identifies strategies for meeting expectations within a prescribed timeline. The following is a link to this template:

http://www.wcu.edu/WebFiles/PDFs/OFE_IST_ActionPlan.doc.

In most cases, these teacher education candidates improve with the additional support provided and complete the internship/student teaching successfully. Candidates who fail to meet all expectations within the allotted time, however, will be removed from internship or student teaching and will not be recommended for licensure by Western Carolina University at any point in the future.

Seminar

Seminar is a separate course that must be taken during the internship and student teaching experience. The structure of seminar is developed by each WCU education program to best meet the needs of candidates in that program (i.e., the elementary and middle schools seminar is different from physical education and both are different from special education, etc.). Any questions about the seminar need to be addressed to the seminar instructor. University supervisors, academic supervisors and cooperating teachers should have copies of the seminar syllabus and due dates so they can coordinate with expectations for the seminar.

Seminars are designed to address timely topics such as school law and safety, classroom management, professional behaviors, NC licensure, job searches, professional development, etc. Please contact the following persons regarding seminars:

Dr. Bob Beaudet	- Physical Education
Dr. Tom Oren	- Special Education
Dr. Cathy Grist	- Birth-Kindergarten Education
Dr. Dan Saurino	- Elementary/Middle Grades Education
Dr. Ellie Hilty	- MA Ed.
Dr. Vicki Faircloth	- MAT (Middle Grades)
Dr. Mary Jean Herzog	- MAT (Secondary)
Dr. Sarah Meltzer	- Secondary Education/Art/Music/Foreign Language

TaskStream Requirements

As of Spring 2007, undergraduate teacher education candidates must subscribe to and submit required assignments to TaskStream. Students, cooperating teachers, and university personnel should go to the following address to set up accounts, submit and/or assess work: www.taskstream.com. Instructions for using TaskStream at Western may be found at the following URL: <http://www.wcu.edu/9871.asp>.

The following are assessments and assignments required to be submitted to TaskStream for/by WCU undergraduates during Internship II or student teaching:

- Résumé (submitted in 2. Pre-internship as part of the application process)
- Teacher Work Sample (submitted in 3. Program Completion during Intern II/Student Teaching)
- Final Exit Criteria (submitted in 3. Internship during Intern II/Student Teaching)
- WCU Individual Growth Plan (submitted in 3. Program Completion during Intern II/Student Teaching)

General information regarding the CEAP use of TaskStream may be found at the following URL: <http://www.wcu.edu/3112.asp>.

If you need technical or software assistance with TaskStream, simply call TaskStream Mentoring toll-free at 1-800-311-5656 between 8 a.m. and 9 p.m. Monday through Thursday and between 8 a.m. and 7 p.m. on Fridays. The TaskStream email helpline is also available. Response is guaranteed within 24 hours on weekdays.

For WCU-specific questions regarding TaskStream contact the Assistant to the Dean for Technology and Curriculum at 227-3299.

Questions regarding the software requirement and implementation should be directed to the Associate Dean at 227-7311.

The candidate Program Evaluation that was formerly submitted on TaskStream will be completed using another online software system near the end of the Intern II or Student Teaching semester. The Director of Assessment will contact candidates by email to provide the survey link. This survey is important for you to complete, because your feedback about your experiences in the college helps the college to improve experiences for future candidates, as well as the overall quality of the instructional program in the CEAP at Western.

Grading

Intern I Candidates

The evaluation of Intern I students varies by department. Most departments use the *Beginning Teacher Appraisal Instrument (BTAI)*, with the exception of Elementary and Middle Grades Education. Links to these documents can be found at the following URL: <http://www.wcu.edu/9873.asp>. All Intern I students must complete the requirements on their program checklist. Dispositions of Intern I students may also be assessed by evidence of professionalism and artifacts from portfolios, logs, journals, and student work as indicated on the grade sheet.

Intern II and Student Teacher Candidates

All Intern II's and student teachers must complete the requirements on the program checklist. The WCU-approved *BTAI* is used, but the issue of grading should be discussed by the university supervisor, academic supervisor (if applicable), cooperating teacher, and the student as outlined on the appropriate program grade sheet. The *BTAI* (aka Exit Criteria) must be completed for every student teacher/intern II twice during the semester. It must be completed in writing at or around the midterm point of the semester and at the end of the semester usually during the final conference. The intern/student teacher, cooperating teacher, university supervisor, and academic supervisor (where applicable) should be involved in the completion of the *BTAI* and should sign and date the instrument. An overall score of 3 (At Standard) or 4 (Above Standard) is required for NC licensure. The completed instruments, midterm and final, must be turned in to the Office of Field Experiences by the university supervisor at the end of the term. University supervisors assign grades based upon performance on the *BTAI* and the criteria listed on the grade sheet. Students receiving lower than a "C" (2.0) in student teaching or internship will not be recommended for licensure by WCU.

Elementary/Middle Grades forms for grading and evaluation may be directly accessed at the following URL: <http://www.wcu.edu/10064.asp>.
Secondary subject area and K-12 Specialty area forms may be directly accessed at the following URL: <http://www.wcu.edu/10076.asp>.

Technology Competency

All pre-service teachers are required to demonstrate proficiency in the Advanced Technology Competencies. This requirement is mandated by the North Carolina State Department of Public Instruction as a condition for initial licensure. Technology standards are addressed at various points throughout teacher candidate preparation at WCU. The following provides a brief overview of how the standards are addressed:

Admission to WCU

- Catwalk Pre-orientation Software
- Jumpstart—Online technology course requirement for all entering students

Liberal Studies

- Course requirements including English composition software (all courses taught in e-classroom and PowerPoint presentation in oral communication course)

Admission to Teacher Education

- Use of TaskStream electronic portfolio software to submit the Professional Beliefs about Diversity Scale and the M5-336 Questionnaire

Pre-Internship

- Multiple course requirements and field experience evaluations submitted via TaskStream
- Technology-related course requirements and instruction (e.g. EDEL 466)

Program Completion

- Teacher Work Sample using technology to plan unit, teach unit, and pre- and post-test P-12 students
- Internship/Student Teaching evaluation assessing use of technology included in the WCU Candidate Performance Appraisal System (aka. Exit Criteria)

- Individual Growth Plan (IGP) for technology to self-assess skills and plans for improvement

Teacher Work Sample

The Teacher Work Sample Portfolio is documentation of successfully planning and teaching a unit to a group of B-12 students successfully. The TWSP is intended to show the impact of the teacher candidate's pedagogy on student learning by measuring the growth in performance from pre- to post-test.

The TWSP should be completed during Internship II or Student Teaching. Check with the individual department or the calendar/checklists for due dates. The TWSP will be evaluated by the university supervisor, academic supervisor (if applicable) and the student's cooperating teacher from his/her host school. Seminar leaders may also evaluate the portfolio and provide feedback before it is due to the supervisors.

A complete description of Teacher Work Sample and scoring rubric is available on the Program Completion portfolio in TaskStream or at the following URL:
http://www.wcu.edu/WebFiles/PDFs/OFE_TWS_Instructions.pdf.

Individual Growth Plan (IGP)

The WCU Individual Growth Plan is an adaptation of the North Carolina Beginning Teacher Individual Growth Plan required of beginning public school teachers in the first few weeks of school. A complete description of the IGP requirement is available in TaskStream. Information regarding the alignment of technology, INTASC, and national standards may be found at the following URL:
<http://21stcenturyschools.northcarolina.edu/special/standards.html>.

Candidates in Internship II or student teaching who are completing a seminar are required to complete the WCU Individual Growth Plan (IGP) in two areas. One of the areas must be technology and the other area is the choice of the candidate. The IGP must be submitted via TaskStream and the seminar instructor will evaluate it using the provided rubric.

The IGP is designed to address the following Technology Standard and Indicators:

Technology Standard 5: Teachers use technology to enhance their productivity and professional practice.

Indicator 1: Teachers use technology resources to engage in ongoing professional development and lifelong learning.

Indicator 2: Teachers continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

To complete the IGP in the technology area, the candidate must self-assess regarding the six technology standards and indicators and develop a plan to improve those areas that are not strengths according to the instructions in TaskStream.

Other sets of standards, in addition to the attached Technology Standards, to be used by candidates can include the following: Core Standards, Diversity Standards, Specialty Area Standards, and INTASC Standards.

Videotaping

All students interning or student teaching must videotape lessons they teach. Some schools will provide video equipment, and the Assistant to the Dean for Technology and Curriculum in the CEAP (227-3299 or lnickles@email.wcu.edu) has recording equipment available as well. The purpose of videotaping is for self-reflection on the part of the student, and to enhance the development of the student by providing feedback from the cooperating teacher, university supervisor and academic supervisor (if applicable). Videotaping guidelines, forms, and reflection templates are available at the following URL:

http://www.wcu.edu/WebFiles/PDFs/OFE_Video_instructions.pdf.

Absences

Interns, student teachers and cooperating teachers should all keep records of the hours and days that each student participates in the classroom. If the student is not meeting the minimum hour expectations, or there are other attendance problems, the Director of Field Experiences should be contacted, and the university/academic supervisor should be contacted immediately so that the problem can be quickly remedied.

Interns and student teachers follow the inclement weather policy of the school system to which they are assigned. If the school is closed, interns do not report. If it is an optional workday for teachers and students do not report, the intern is expected to report to the school unless it is unsafe to do so. In the latter case, the intern/student teacher must notify both the cooperating teacher and the university/academic supervisors of their absence and make up the missed day. At no time should a student put him/herself in danger during adverse weather conditions. Interns/student teachers should discuss any variation from this bad weather policy with their cooperating teacher and supervisors for prior approval.

The following are general practices and guidelines followed by the CEAP:

Intern I

During the first semester, if an intern misses more than two days in the assigned school, the student should notify the university supervisor in writing via letter or email. If the absences are not immediately made up, the university supervisor, cooperating teacher, department head, and Director of Field Experiences will develop an action plan for the student. If the student fails to meet the established terms of the plan, s/he will be removed from the internship. Interns are required to make up time missed according to a schedule approved by the cooperating teacher and university/academic supervisor. A pattern of tardiness or early departure is treated like an absence.

Intern II/Student Teaching

No absences for personal business are allowed. If the intern or student teacher misses more than three days, a written explanation of the absences must be submitted to the university supervisor. If a plan for making up the absences is not immediately implemented, the university supervisor, cooperating teacher, department head, and Director of Field Experiences will develop an action plan for the student. If the student fails to meet the requirements of the contract s/he will be removed from the internship. Students are not to leave their assignment unless the Director of Field Experiences is notified in writing, and the university/academic supervisor(s) and cooperating teacher have specifically approved a professional, temporary assignment elsewhere (i.e. professional conference, employment fair, observation in another setting).

Substitute Teaching and Outside Employment during Internship/Student Teaching

Intern I

Intern I students may not substitute teach on the days they are assigned to a school. They may substitute teach on days they are not in class or required to be at the school for the internship. Students should check with the school to inquire about requirements and pay for substitute teaching.

Intern II & Student Teachers

Students in Internship II or Student Teaching may substitute teach a maximum of five days only after they have been full-time teaching for two weeks. Students are only allowed to substitute for the cooperating teacher in the classroom in which they are placed until the last two weeks of the term. Students should check with the school to inquire about requirements and pay for substitute teaching. An intern or student teacher cannot be considered a substitute (thereby becoming an employee of the system) without being paid as a substitute.

An Intern or Student Teacher may not have any paid assignment such as coaching or marching band that interferes with any internship or student teaching responsibility. For example, no student may leave an assignment for an “away” game or practice at another site. Additionally, Intern II’s and Student Teachers should not accept outside employment during full-time teaching, as the clinical practice itself is a full-time job. Outside employment has been found to adversely impact performance in internship/student teaching.

Early Release from Internship/Student Teaching

The following policy governs requests to leave Internship/Student Teaching before the final day of the semester when a job has been offered to a student:

All parties (i.e. students, cooperating teachers, university/academic supervisors, principals, and contact persons designated by each LEA) are notified prior to the beginning of the student teaching/internship semester when the final day of the term occurs. All parties expect students to work in their assigned school (s) until that day unless all stakeholders agree to release the candidate from internship early.

Students in Internship II and those in Student Teaching are governed by the same policy for early release, which states that early release is limited to the last two weeks of the WCU term. Only under certain special conditions and with the specific approval of the Director of Field Experiences in collaboration with all involved parties can early release be approved.

If a candidate is offered a job as a long-term substitute teacher or a teacher during the student teaching/internship, the principal or LEA must request the release of that student for the remainder of the term. Any release from student teaching/internship does not mean that the student has graduated from WCU early, nor has the student been granted a teaching license by the state of North Carolina. All students officially continue to be students of the university until the final day of the university's term.

Student teachers/interns will be available for employment beginning the final two weeks of student teaching/internship and only under specific circumstances:

- 1) The principal or LEA official must provide a written request to the Director of Field Experiences requesting the early release for employment on a specified date.
- 2) The cooperating teacher and university/academic supervisor(s) must approve of the release and agree that the student is at least "at standard" on all functions of the Exit Criteria.
- 3) The release may not inconvenience the host school.
- 4) The Director of Field Experiences must approve the early release.

WCU is in no way involved in the conditions of employment for the student, the student's eligibility for employment, or the contractual agreements between the student and the LEA. All employment conditions are between the student and the LEA.

WCU will submit a recommendation for licensure to the North Carolina Department of Public Instruction once all requirements are met, official transcripts are provided, and after passing scores are received on applicable teacher tests required by the state. Any student requesting out-of-state licensure will be responsible for meeting similar requirements for another state.

Housing & Transportation

The *WCU Undergraduate Catalog* notifies students that all costs related to travel and housing for any field experience are the student's responsibility. Students are advised to consider housing and transportation issues *prior* to requesting an internship/student teaching assignment. It is possible to arrange residence hall space beyond the WCU calendar. Contact the Office of Field Experiences for details and assistance.

Licensure and Graduation

Interns file for graduation like all other students at WCU. It is the intern's responsibility to file on time. Most programs and departments require students to apply the semester prior to graduation; Elementary/Middle Grades Education requires an application the semester prior to beginning Internship I. The licensure specialist in Killian 219 notifies interns and student teachers about the process of filing for state licensure during

seminar. All required state tests must be taken by the student in a timely manner. It is the student's responsibility to meet all test requirements prior to graduation and to file for licensure on time.

Conclusion

No handbook can answer every question. If there are additional questions about internship or student teaching, contact the Director of Field Experiences (227-7314) in Killian 228. **After placements have been made and the assignment has begun, direct all question/concerns to the university/academic supervisors or cooperating teacher. If the question cannot be answered satisfactorily by the university or academic supervisor, or cooperating teacher contact the Director of Field Experiences.**

The Internship and Student Teaching Process meet the guidelines of the Conceptual Framework of the College of Education and Allied Professions, beginning on page 2 of this handbook. Every member of the College of Education and Allied Professions should internalize the Conceptual Framework and demonstrate internalization through practice.

Individual programs have unique program goals and objectives, which are generally available on departmental websites and in departmental offices.

WESTERN CAROLINA UNIVERSITY
CALENDAR SUMMARY FOR ALL INTERN I STUDENTS
2009-2010

- Begin at assigned school the 1st day teachers are required to be back and work for the two to three days each week agreed upon throughout the semester.
- Once WCU classes begin you will set (and stick to) a schedule with your teacher. You will remain on this schedule throughout the semester.
- You must go by the WCU calendar, not the public school calendar.
- Your last day is the Friday before final exam week.

Elementary/Middle Grades Intern I Forms:

The ELMG checklist for Intern I's can be accessed at the following:

http://www.wcu.edu/WebFiles/PDFs/EMGE_Intl_Checklist.pdf

The ELMG grading rubric for Intern I's can be accessed at the following:

http://www.wcu.edu/WebFiles/PDFs/Intl_GradeSheet.pdf

The ELMG midterm and final evaluation form for Intern I's can be accessed at the following:

http://www.wcu.edu/WebFiles/PDFs/Intl_Mid_Final_Eval.pdf

ELMG Intern I students will have a seminar class that meets on various dates throughout the semester. Specific dates will be provided at the first meeting.

Secondary (9-12) and Specialty Area (K-12) Intern I forms:

The Intern I checklist for secondary and specialty area teacher education candidates can be accessed at the following:

http://www.wcu.edu/WebFiles/WordDocs/ELF_Intern_I_Checklist.doc

The exit criteria used to evaluate secondary/specialty area Intern I's at midterm and final can be accessed at the following:

[http://www.wcu.edu/WebFiles/WordDocs/ELF_Midterm_and_Final_Exit_Criteria_\(2\).doc](http://www.wcu.edu/WebFiles/WordDocs/ELF_Midterm_and_Final_Exit_Criteria_(2).doc)

Secondary/Specialty Area Intern I students do not have a seminar class.

WESTERN CAROLINA UNIVERSITY
CALENDAR SUMMARY FOR INTERN II'S/STUDENT TEACHERS
2009-2010

- Begin at assigned school the 1st teacher workday.
- Go full-time everyday until the end of the semester at WCU.
- You must go by the public school calendar.
- You must observe breaks and holidays of the school system, not WCU.
- Your last day of teaching is the Friday before final exam week, but you should remain at the school until the end of the semester at WCU.
- Observing in other schools is permitted during the last week of the semester if the candidate provides a weekly schedule with times and locations to CT & US.

Elementary/Middle Grades Intern II forms:

The ELMG checklist for Intern II's can be accessed at the following:

http://www.wcu.edu/WebFiles/PDFs/EMGE_IntII_Checklist.pdf

The ELMG grading rubric for Intern II's can be accessed at the following:

http://www.wcu.edu/WebFiles/PDFs/IntII_GradeSheet.pdf

The ELMG midterm and final evaluation form for Intern II's can be accessed at the following:

<http://www.wcu.edu/WebFiles/PDFs/elmexitcriteria.pdf>

ELMG Intern II students will have a seminar class that meets on various dates throughout the semester. Specific dates will be provided at the first meeting.

Secondary (9-12) and Specialty Area (K-12) Intern II/Student Teaching forms:

The Intern II/Student Teacher checklist for secondary and specialty area teacher education candidates can be accessed at the following:

http://www.wcu.edu/WebFiles/WordDocs/ELF_Intern_II_and_Student_Teaching_Checklist.doc

The grading rubric for Intern II's/Student Teachers in secondary/specialty areas can be accessed at the following:

http://www.wcu.edu/WebFiles/WordDocs/ELF_Intern_II_and_Student_Teaching_Grade_Sheet.doc

The exit criteria used to evaluate secondary/specialty area Intern II's/Student Teachers at midterm and final can be accessed at the following:
[http://www.wcu.edu/WebFiles/WordDocs/ELF_Midterm_and_Final_Exit_Criteria_\(2\).doc](http://www.wcu.edu/WebFiles/WordDocs/ELF_Midterm_and_Final_Exit_Criteria_(2).doc)

Intern II's and student teachers in secondary/specialty areas will have a seminar class that meets on various dates throughout the semester. Specific dates will be provided at the first meeting.

Responsibilities of University Supervisors

University supervisors act as the liaison between the classroom teacher and CEAP personnel at Western. They have the important responsibility of ensuring a comprehensive, rewarding classroom experience for interns and student teachers. The following are the primary responsibilities of university supervisors:

Intern I's

1. Call within the first two weeks to introduce yourself, address intern/cooperating teacher concerns, and to schedule the initial visit for the first observation.
2. Assist the intern in the planning and teaching of 5-10 lessons (depending upon departmental requirements) during the semester.
3. Complete a minimum of two formal observations of lessons and provide written feedback to the intern. Forms can be accessed at the following URL's:
PDF: http://www.wcu.edu/WebFiles/PDFs/OFE_ObservationForm.pdf
Word: http://www.wcu.edu/WebFiles/WordDocs/OFE_Observation.doc.
4. Assist the intern in securing videotaping equipment, videotaping a lesson, and reviewing one videotaped lesson and provide written feedback on performance. Videotaping information and forms can be found at the following URL:
http://www.wcu.edu/WebFiles/PDFs/OFE_Video_instructions.pdf.
5. Respond in writing to at least four intern journal entries.
6. Assist students in meeting expectations/deadlines outlined in the program-specific checklists. These may be found at the following URL's:
Elementary/Middle Grades:
http://www.wcu.edu/WebFiles/PDFs/EMGE_Intl_Checklist.pdf
Secondary/Specialty Areas:
http://www.wcu.edu/WebFiles/WordDocs/ELF_Intern_I_Checklist.doc
7. Notify and provide documentation of intervention (i.e. action plan, conference) to the Director of Field Experiences and the appropriate program coordinator/department head regarding any concerns/issues related to the intern's performance. A suggested template for an action plan may be found at the following URL:
http://www.wcu.edu/WebFiles/PDFs/OFE_IST_ActionPlan.doc.
8. Organize midterm and final evaluation conferences with the university supervisor (and academic supervisor, where applicable) and complete the appropriate midterm and final evaluations, which may be found at the following URL's:
Elementary/Middle Grades:
http://www.wcu.edu/WebFiles/PDFs/Intl_Mid_Final_Eval.pdf
Secondary/Specialty Areas:
[http://www.wcu.edu/WebFiles/WordDocs/ELF_Midterm_and_Final_Exit_Criteria_\(2\).doc](http://www.wcu.edu/WebFiles/WordDocs/ELF_Midterm_and_Final_Exit_Criteria_(2).doc)

Submit all final paperwork (i.e. observations, checklists, grade sheets, midterm/final evaluations) to the Office of Field Experience at the end of the semester.

9. Post the final student grade in MyCat.
10. Submit travel forms for mileage reimbursement monthly. Instructions and forms may be found online at the following address:
http://www.wcu.edu/WebFiles/Excel/TravelReimburse_updated_1_08_09.xls

Intern II's/Student Teachers

1. Call within the first two weeks to introduce yourself, address intern/cooperating teacher concerns, and to schedule the initial visit for the first observation.
2. Review lesson plans during each visit to the site and provide feedback. The required format may vary by program.
Complete a minimum of three formal observations of lessons and provide written feedback to the intern/student teacher. The observation form can be accessed at the following URL's:
PDF: http://www.wcu.edu/WebFiles/PDFs/OFE_ObservationForm.pdf
Word: http://www.wcu.edu/WebFiles/WordDocs/OFE_Observation.doc.
3. Assist the intern in securing videotaping equipment, videotaping two lessons, and reviewing both videotaped lessons and provide written feedback on performance. Videotaping information and forms can be found at the following URL:
http://www.wcu.edu/WebFiles/PDFs/OFE_Video_instructions.pdf.
4. Respond in writing to at least six intern journal entries.
5. Assist students in meeting expectations/deadlines outlined in the program-specific checklists. These may be found at the following URL's:
Elementary/Middle Grades:
http://www.wcu.edu/WebFiles/PDFs/EMGE_IntlI_Checklist.pdf
Secondary/Specialty Areas:
http://www.wcu.edu/WebFiles/WordDocs/ELF_Intern_II_and_Student_Teaching_Checklist.doc .
6. Ensure that the intern/student teacher carries the full teaching load and extracurricular activities/duties of a teacher, for a minimum of ten full weeks.
7. Evaluate the intern/student teacher's Teacher Work Sample and reconcile the three scores of reviewers on TaskStream. Information on the Teacher Work Sample can be found on TaskStream and at the following URL:
http://www.wcu.edu/WebFiles/PDFs/OFE_TWS_Instructions.pdf .
8. Notify and provide documentation of intervention (i.e. action plan, conference) to the Director of Field Experiences and the appropriate program coordinator/department head regarding any concerns/issues related to the intern's performance. A suggested template for an action plan may be found at the following URL:
http://www.wcu.edu/WebFiles/PDFs/OFE_IST_ActionPlan.doc.
9. Organize midterm and final evaluation conferences with the university supervisor (and academic supervisor, where applicable), collect signatures, and post the final exit criteria on TaskStream. The Exit Criteria, which is used for all Intern II/Student Teacher midterm and final evaluations, may be found at the following URL: <http://www.wcu.edu/WebFiles/PDFs/elmexitcriteria.pdf> .
10. Remind the student to submit all forms and fees required for licensure to the Licensure Specialist (828)227-2000.

11. Submit all final paperwork (i.e. observations, checklists, grade sheets, midterm/final evaluations) to the Office of Field Experience at the end of the semester.
12. Post the final student grade in MyCat.
13. Submit travel forms for mileage reimbursement monthly. Instructions and forms may be found online at the following address:
<http://ceap.wcu.edu/fieldexperiences/SupervisorForms/Travel%20Guidelines.pdf>

All information and forms may also be accessed online at the following URL:

<http://www.wcu.edu/9873.asp>

Responsibilities of Cooperating Teachers

Cooperating teachers were selected to host students in clinical practice by their supervisors based upon their level of experience and demonstrated professionalism. These mentors play the most important role in creating a positive classroom experience for interns and student teachers. The following are the primary responsibilities of cooperating teachers:

Intern I's

1. Assist the intern in the planning and teaching of 5-10 lessons (depending upon departmental requirements) during the semester.
2. Complete a minimum of two formal observations of lessons and provide written feedback to the intern. Forms can be accessed at the following URL's:
 PDF: http://www.wcu.edu/WebFiles/PDFs/OFE_ObservationForm.pdf
 Word: http://www.wcu.edu/WebFiles/WordDocs/OFE_Observation.doc.
3. Assist the intern in securing permission, videotaping, and reviewing one videotaped lesson and provide written feedback on performance. (More information on videotaping and copies of permission forms may be found at the following URL:
http://www.wcu.edu/WebFiles/PDFs/OFE_Video_instructions.pdf.
4. Respond in writing to at least four intern journal entries.
5. Assist students and university supervisors in meeting expectations/deadlines outlined in the program-specific checklists. These may be found at the following URL's:
 Elementary/Middle Grades:
http://www.wcu.edu/WebFiles/PDFs/EMGE_Intl_Checklist.pdf
 Secondary/Specialty Areas:
http://www.wcu.edu/WebFiles/WordDocs/ELF_Intern_I_Checklist.doc
6. Notify the university supervisor of any concerns/issues related to the intern and work with the supervisor to formulate an action plan, if necessary. A suggested template for an action plan may be found at the following URL:
http://www.wcu.edu/WebFiles/PDFs/OFE_IST_ActionPlan.doc.
 Concerns not addressed by the university supervisor should be immediately referred to the Director of Field Experiences at (828)227-7314.
7. Participate in midterm and final evaluations with the university supervisor (and academic supervisor, where applicable). Appropriate evaluations may be found at the following URL's:
 Elementary/Middle Grades:
http://www.wcu.edu/WebFiles/PDFs/Intl_Mid_Final_Eval.pdf

Secondary/Specialty Areas:

[http://www.wcu.edu/WebFiles/WordDocs/ELF_Midterm_and_Final_Exit_Criteria\(2\).doc](http://www.wcu.edu/WebFiles/WordDocs/ELF_Midterm_and_Final_Exit_Criteria(2).doc)

Intern II's/Student Teachers

1. Review weekly plans on the Wednesday before the week the lessons are to be taught and provide feedback. The required format may vary by program. Complete four formal (2 live/2 video) observations of lessons and provide written feedback to the intern/student teacher. The observation form can be accessed at the following URL's:
PDF: http://www.wcu.edu/WebFiles/PDFs/OFE_ObservationForm.pdf
Word: http://www.wcu.edu/WebFiles/WordDocs/OFE_Observation.doc.
2. Assist the intern/student teacher in securing permission, videotaping, and reviewing two videotaped lessons and provide written feedback on performance. Videotaping information and forms can be found at the following URL:
http://www.wcu.edu/WebFiles/PDFs/OFE_Video_instructions.pdf.
3. Respond in writing to at least six intern journal entries.
4. Assist students and university supervisors in meeting expectations/deadlines outlined in the program-specific checklists. These may be found at the following URL's:
Elementary/Middle Grades:
http://www.wcu.edu/WebFiles/PDFs/EMGE_IntII_Checklist.pdf
Secondary/Specialty Areas:
http://www.wcu.edu/WebFiles/WordDocs/ELF_Intern_II_and_Student_Teaching_Checklist.doc
5. Ensure that the intern/student teacher carries the full teaching load, including all planning, grading, teaching, and extracurricular activities/duties, for a minimum of ten full weeks.
6. Evaluate the intern/student teacher's Teacher Work Sample on TaskStream. Information on the Teacher Work Sample can be found on TaskStream and at the following URL:
http://www.wcu.edu/WebFiles/PDFs/OFE_TWS_Instructions.pdf .
7. Notify the university supervisor of any concerns/issues related to the intern/student teacher and assist in creating an action plan, if necessary. A suggested template for an action plan may be found at the following URL:
http://www.wcu.edu/WebFiles/PDFs/OFE_IST_ActionPlan.doc.
Concerns not addressed by the university supervisor should be immediately referred to the Director of Field Experiences at (828)227-7314.
8. Participate in midterm and final evaluations with the university supervisor (and academic supervisor, where applicable). The Exit Criteria, which is used for all Intern II/Student Teacher midterm and final evaluations, may be found at the following URL: <http://www.wcu.edu/WebFiles/PDFs/elmexitcriteria.pdf>.
A signed hard copy of this evaluation must be submitted for licensure.

All information and forms may also be accessed online at the following address:

<http://www.wcu.edu/9873.asp>

Suggestions for Cooperating Teachers

1. Make you intern/student teacher feel welcome
 - Introduce him/her to students, faculty, and staff
 - Show him/her around the building and grounds
 - Create a unique space for him/her in the classroom
 - Inform him/her of staff meeting dates and times
 - Keep him/her actively involved in all classroom/school activities
2. Inform your intern/student teacher about your classroom
 - Familiarize him/her with students and family situations that impact learning
 - Share IEP/PEP information
 - Share your grading policy
 - Familiarize him/her with your classroom management system
 - Show him/her where to find resources, materials, and supplies
 - Share the NC Standard Course of Study for your discipline(s) and appropriate pacing guides
3. Schedule regular meetings with your intern/student teacher
 - Set aside a time to “touch base” daily
 - Set aside a weekly meeting to discuss performance and reflect on practice
4. Maintain open communication with university personnel.

WCU Undergraduate Academic Calendar 2009-2010

FALL 2009

August 21	Friday	Residence Halls Open
August 24	Monday	All Classes Begin
September 7	Monday	Labor Day Holiday (No classes)
September 28	Monday	Fifth Week Grades Due
October 8-13	Thursday- Tuesday	Fall Break
October 17	Saturday	Homecoming
October 21	Wednesday	Advising Day (No classes or faculty meetings)
October 22	Thursday	Priority Registration Begins
October 23-25	Friday-Sunday	Family Weekend
October 30	Friday	Last day to drop a course with a "W"
November 2	Monday	Regular Registration begins
December 11	Friday	Last Day of Classes
November 25- 27	Wednesday- Friday	Thanksgiving Holiday
December 14- 18	Saturday-Friday	Final Exams
December 19	Saturday	Commencement
December 21	Monday	All Grades Due by 10:00 A.M.

SPRING 2010

January 8	Friday	Residence Halls Open
January 8	Friday	Orientation
January 11	Monday	All Classes Begin
January 18	Monday	Martin Luther King, Jr. Holiday (No classes)
February 15	Monday	Fifth Week Grades Due
February 23	Tuesday	Advising Day (No classes or faculty meetings)
February 24	Wednesday	Priority Registration begins
March 3-5	Wednesday- Friday	Mid-term Break
March 15	Monday	Regular Registration begins
March 18	Thursday	Last Day to drop with a "W"
March 29- April 2	Monday-Friday	Spring Break
April 30	Friday	Last Day of Classes
May 1-7	Saturday-Friday	Final Exams

May 7	Friday	Commencement (graduate)
May 8	Saturday	Commencement (undergraduate)
May 10	Monday	All Grades Due by 10:00 A.M.

SUMMER 2010

NOTE: Pay close attention to start and end dates of various summer courses. Summer Session Term dates can be found on the Registrar's web page.

May 10-25	Monday-Tuesday	Mini-session
May 10- June 30	Monday- Wednesday.	Assisted Registration for Asheville, 120 Karpen Hall, UNCA (8 AM-5 PM)
May 28 and 31	Friday and Monday	Registration in Cullowhee
June 1	Tuesday	Classes begin for 9 and First 4.5 week term (8 AM)
June 1- August 6	Tuesday-Friday	9 Week Summer Term
June 1- July 1	Tuesday-Thursday	First 4.5 Week Summer Term
July 2	Friday	Registration in Cullowhee (No classes)
July 5	Monday	Independence Day Holiday
July 6	Tuesday	Second 4.5 Week Term classes begin (8 AM)
July 6- August 6	Tuesday-Friday	Second 4.5 Week Term
Varied dates	Last day of each course	Final Exam
August 6	Friday	Commencement (7 PM)

This calendar can also be accessed online at the following URL:
<http://catalog.wcu.edu/content.php?catoid=15&navoid=224>