

**University of North Carolina at Chapel Hill**

**School of Education**

# **Music Licensure Program Student Teaching Handbook**

**for  
Student Teaching Interns  
Clinical Educators  
University Supervisors**

**2019 – 2020**

## Introduction and Welcome

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

### Important terms and descriptions:

- **Intern:** The term “Intern” refers to UNC students enrolled in a licensure program; Interns are also referred to in the field as pre-service teachers, teacher candidates or student teachers.
- **Clinical Educator:** The term “Clinical Educator” as used in this handbook refers to the classroom teachers who serve as mentors to the UNC Teacher Preparation Program Interns. In the field, Clinical Educators are also called mentor teachers, cooperating teachers, or clinical teachers.
- **Supervisor:** The term “Supervisor” in this handbook refers to the UNC university-based Supervisor who will oversee the Intern’s progression through the program. Each Intern has a Supervisor who will be the main contact for field observations and general support related to field placements. Note: edTPA support may or may not be provided directly by the Supervisor, depending on program strand.

### Important Dates for Fall Semester 2019 Interns in practicum settings:

Block	Dates	Level(s)	Assignments
1 <sup>st</sup>	8/26 – 8/29; 8/30	Level 1 only Level 3 only	Scavenger Hunt; Reverse lesson plan Orientation, planning, reverse lesson plan
2 <sup>nd</sup>	9/16 – 10/4	Level 1, two days/week Level 2, three days/ week	Introductory lesson plan assignment Intermediate lesson plan assignment and self-assessment
3 <sup>rd</sup>	10/28 – 11/15	Level 1, three days/ week Level 2, two days/week	Assessment lesson plan assignment and commentary
Fridays	8/30 9/6 9/13 10/11 10/25	Level 3, At assigned placements	Participate; teach or co-teach mini-lessons/segments; teach one (1) ten – fifteen minute observed lesson

### Important Dates for Spring Semester 2020 Interns:

Date	Day	Assignments
January 8, 2020	Wednesday	First day in schools (Interns follow calendar of their schools, not UNC.)
January 20, 2020	Monday	MLK Holiday, no school

Interspersed across semester	TBA	Various Education Job Fairs (Interns should choose no more than one)
April 9, 2020 (see note below under edTPA)	Thursday	edTPA portfolio must be uploaded to the Pearson website no later than 11:59P ( <b>NOTE: You should plan to upload and review your files at least 48 hours prior to this submission date to allow for processing time.</b> )
April 30, 2020	Friday	edTPA Profile Scores returned to Interns
May 9, 2020	Saturday	School of Education Commencement Ceremony
May 1, 2020	Friday	Last day in schools

In addition to the above, we will have a shared Observation Calendar and a common online Calendar that will provide specific information about deadlines, due dates for forms, shared special events or planned events that will affect the entire program.

Over the course of their pre-service training, UNC Music Education Licensure Program Interns are required to be in a local school placement in their specialty area for a total of 16-weeks, 14 weeks during the semester of their internship in addition to the equivalent of 2 full weeks of practicum experience during the fall semester. The Fall Semester Practicum placements are divided into three Blocks intended to provide a working laboratory relationship between methods classes and teaching and are primarily focused on Level I and Level II settings. In addition, each Intern will have a short series of Friday periods in their Level III setting. In all cases, scheduling is flexible. Our goal is to provide for as much sequential and particular class continuity as possible taking into consideration Interns' other University courses. The full-time Spring Internship timeframe provides interns with more time to design innovative lessons and think deeply about their practice. When interns are not teaching, they should be planning, grading, observing their clinical educator and/or helping their clinical educator with their lessons.

### **Clinical Educator Observations**

During the Fall Semester Practicums, Level I and II Clinical Educators will be expected to supervise and collaborate in the implementation of a series of sequential lesson planning assignments, to provide methodological and tactical suggestions and to do one structured observation each during the 2<sup>nd</sup> and 3<sup>rd</sup> Blocks. Level III Clinical Educators should supervise and collaborate in the implementation of a series of sequential lesson planning assignments, to provide methodological and tactical suggestions and to do one structured observation by the end of the October sessions. At the end of the Fall Semester, the Clinical Educator in whose school the Intern will work during the spring will participate in a three-way Conference using the Mid-Year Readiness Form that will serve as a midway point evaluation of readiness and progress to date.

In the Spring Semester full-time Internship, Clinical Educators will supervise and observe the vast majority of lessons the intern conducts and providing the ongoing feedback necessary for the intern's development into an effective teacher. The School of Education expects Clinical Educators to perform four formal observations of the intern teaching lessons and document her/his assessment of the lessons using an analysis method consistent with that of the University Supervisor. These formal observations will be submitted to the University Supervisor and included in the intern's academic file. At the midway point of the semester and again at the end of the term, there will be a three-way conference using the NCEES Form. By the end of the Spring Semester, Interns are required to be at or above a "Proficient" level in order to pass the student teaching course and gain recommendation for licensure.

## **Additional Requirements for Interns**

- Attend all Fall Semester Classes and complete all assignments
- Attend the NC Music Educator' Association Fall In-Service Conference in Winston-Salem and identify and utilize some aspect of knowledge gained during the spring semester Internship
- Attend all Spring Semester EDUC 601 workshops, most Tuesdays, 4:00 – 6:00P; time flexible as schedules necessitate
- Pass the Praxis Exam(s) for NC teaching license. Specific testing requirements are located at <http://www.ets.org/praxis/nc>. Information can also be found at: [http://soe.unc.edu/services/student\\_affairs/licensure/praxis\\_tests.php](http://soe.unc.edu/services/student_affairs/licensure/praxis_tests.php).
- Obtain a passing score on the Teacher Performance Assessment portfolio (see edTPA handbook) A separate handbook titled “edTPA Handbook” will be given to students in the EDUC 601 course, and the university supervisor (i.e., the “subject”/”content” area professors) will explain the edTPA process in detail. Handbooks and other support materials are available online at: <https://sakai.unc.edu/welcome/>

## **Passing score for edTPA will be as follows (Effective 6/30/2019)**

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

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

For all edTPA portfolios with 15 assessment rubrics (i.e., all except Elementary Generalist and World Language), a candidate must receive a minimum total score of 38 to pass, a score of 48 plus some GPA conditions to meet standards for “Highly Qualified.” **NB:** Information about additional qualifying factors, procedures, timelines and situations involving portfolio scoring will be made public as soon as possible.

Students must pass the edTPA to be recommended for licensure. Failing the edTPA will not prevent students from graduating.

## **University and School of Education Regulations Governing Practicums and Internships**

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

In general, policies regarding Practicum settings are more flexible in timeframe and in necessary permissions. However, once set during the Fall Semester Clinical Educator/Intern Orientation Meeting, the schedule cannot be altered without the express consent of the Clinical Educator and the University Supervisor. Fall Semester Practicum students will be required to teach in micro and in limited longer term full settings. Interns should be supervised at all times, either by a licensed sub is in present in the room or by an in-house colleague. Once set, beginning and ending hours in

practicum settings are definitive and additional time in schools is only possible as circumstances allow and parties agree.

The University and the School of Education have established certain regulations that will help full-time Spring Semester Interns work more effectively with Clinical Educators. Regulations require Interns to adhere to the following:

- Observe the same hours required for teachers while on assignment in schools.
- Follow the local school calendar during the semester in place of the university's calendar.
- Become a member of the faculty throughout the student teaching internship. Participate in official school functions such as faculty meetings, in-service training programs, teacher workdays, parent meetings, etc.

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

### **Policies Governing Student Teaching Absences**

- Absences for valid reasons are excused **only** by the university supervisor. Excessive absenteeism, even if excused, is not permitted (see below).
  - If a Fall Semester Practicum Student is ill or is unable to attend at her/his scheduled time, (s)he must notify the University Supervisor and the Clinical Educator by email as soon as possible ahead of any time in which (s)he was scheduled to teach.
  - Time missed during the Fall Semester Practicum settings must be made up.
  - If a Spring Semester Intern is sick and unable to attend school, s/he must contact the university supervisor and the clinical educator before the start of the school day or the day before. In order for the clinical educator to cover for the intern, all plans and materials for the period of the absence **must** be available in the classroom.
  - Spring Semester Interns who anticipate being absent for any reason, unanticipated medical appointment, religious holiday, or some other valid reason must receive **prior approval** from their university supervisor and their clinical educators. Interns are encouraged to make **ALL** non-emergency appointments outside of school hours consistent with the practice of a teacher employed in a school.
  - During the full-time Internship, persons who find they must be absent from their placement for any reason, excused or otherwise, must go to: [https://unc.az1.qualtrics.com/jfe/form/SV\\_2njPjcMWGHLlos5](https://unc.az1.qualtrics.com/jfe/form/SV_2njPjcMWGHLlos5) and complete the **Internship Absentee Form**.
  - If absences during the Spring Semester Internship exceed **three** days, regardless of reasons, excused or not, the Clinical Educator and the Supervisor will arrange for the intern to make up the missed days. Grades will be held until these days have been made up.
  - An **unexcused absence**, defined as an absence not reported to both the Supervisor and the Clinical Educator, is cause for **termination** of the internship. The School of Education will **automatically terminate the internship** for any students who miss more than a total of **five days** during the internship, excused or unexcused unless satisfactory arrangements are made to make up the time missed. Students must follow the University appeals process in order to be readmitted to the applicable Licensure Program.

## **Intern Expectations**

### **Professional conduct**

- Act in a professional manner at all times including wearing professional attire. Practicum students and Interns are strongly advised to avoid wearing jeans or t-shirts, even if this is the common attire for the experienced teachers at the school.
- Arrive when expected at the school and expect to stay for the duration of your scheduled time. During the Spring Semester, you must arrive at the same time as the teachers and expect to spend the full school day and any additional planning or meeting time as the clinical educator.
- In the Fall Semester, Practicum Students follow UNC's academic calendar and the schedule developed at the Fall Semester Clinical Educator/Intern Orientation Meeting. In the spring, all full-time Interns will follow the instructional calendar in the district of their placement. Spring Semester Interns will follow the instructional calendar of the school, not UNC.
- Conform to the same professional standards as the regular staff members of the cooperating school and uphold the Code of Ethics for NC Educators (see <http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/code-of-ethics.pdf>). If unforeseen circumstances should cause the intern to be late, the intern must contact the clinical educator and the university supervisor.
- Adhere to attendance policies on page 5
- Comment favorably on the good things happening in the school. Everyone likes praise. This applies to teachers and principals as well as students.
- Respect the confidentiality of all students. Recognize the potential in all students.

### **Teaching**

- Build from the teaching of your Clinical Educator. The intern must both incorporate and develop instructional strategies to make them their own and/or to adapt them to changing circumstances. Adaptation might include aligning lessons with criteria included in the lesson analysis rubric or suggestions from the Clinical Educator or University Supervisor.
- During the Fall Semester Practicum placements, expect to build directly off of the ongoing work or your Clinical Educator as it applies to the assignments in MUSC 228, 308 and EDUC 601. During the Spring Semester, Interns should expect to be involved in every step of the teaching process including choice of curriculum, establishing day to day goals for lessons or rehearsals, making and evaluating assessments, posting grades, lunch duty, IEP meetings, parent contact, parent meetings, open houses, PLC meetings, teacher workdays, professional development, participation in out of school activities including as appropriate, MPA, concerts, trips, etc.
- Make the moment-to-moment teaching and discipline decisions called for during teaching (i.e. the students should not see you consult with the clinical educator about what to do during a lesson).
- Consult with clinical educator on significant curriculum, policy and discipline decisions.
- Be available to help students as needed.
- Observe other teachers in the school when not teaching.
- During the Spring Semester, reach out to future colleagues in areas other than the arts to explore ways to include academic work into your musical instruction, especially in courses in which your students are enrolled.

## **Observations**

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

## **Clinical Educator Suggestions**

### **Orientation**

- During the Fall Semester Practicum placements, recognize that students' time is finite and that they are also taking additional University coursework and often preparing for senior recitals.
- Accept each Practicum Student/Intern as an individual and do not compare him/her with previous interns you have had.
- During the Spring Full-Time Internship, provide a separate work/study area (an extra desk or portion of front table) in the classroom for the intern.
- Introduce interns to other faculty and school administrators.
- Orient the intern to the school/classroom by explaining:
  - General philosophy of the school, the building policies, and procedures.
  - Procedures for parent conferences, discipline procedures, etc.
  - Curriculum and classroom management procedures and practices for which the intern will be responsible including methods of record keeping for attendance, tardies, grades, conduct, cumulative folders, etc.
  - Services available within the school.
- Provide the intern with a set of textbooks, teachers' manuals, curriculum guides, or school handbooks as needed.
- Include interns in faculty and curriculum meetings when appropriate.
- When appropriate, include the intern in parent conferences or telephone conversations. Guide him/her to use diplomacy and appropriate communication skills so that parent communication is effective.

### **Planning**

- In the Fall Semester, be clear about short-range instructional goals and how they will build toward longer term knowledge, skills and understandings.
- Jointly develop a long-range plan for instruction during the internship to support the intern's lesson planning schedule with appropriate pacing.
- We recognize that ultimate responsibility for the performance of your students lies with you. However, we hope that you will encourage your intern to employ a variety of teaching strategies and thereby develop her/his own classroom style. Your intern should take the initiative in lesson planning and design.
- Offer lesson ideas for upcoming units, but encourage the intern to try his/her own ideas. Provide room for risk-taking and possible failure.

- When providing lesson ideas, include suggestions for revising/improving the strategy given previous experiences. It is not acceptable for the intern to simply implement the exact same strategy without careful consideration and some revision.

### **Supervision**

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

### **University Supervisor Observations**

During the Fall Semester Practicums, the UNC university supervisor will conduct a minimum of five, hopefully six teaching observations, two each in Level I and Level II settings and one or two as time allows in Level III settings. In the Spring Full-Time Internship, the University Supervisor will conduct a minimum of four teaching observations over the course of the internship. The university supervisor will analyze the lessons using a method that combines teaching standards from the North Carolina Department of Public Instruction, the Interstate New Teacher Assessment and Support Consortium and Teacher Performance Assessment criteria. Each observation will be followed with a conference or written feedback in which the supervisor and the intern, involving the clinical educator as needed and desired will discuss among other things:

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

**If you have ANY questions or concerns, please do not hesitate to contact me at:**

- Dr. Daniel M. Huff, [dhuff@email.unc.edu](mailto:dhuff@email.unc.edu); 919.880.0351

*or*

- Dr. Diana Lys, Assistant Dean of Educator Preparation and Accreditation at: [lys@unc.edu](mailto:lys@unc.edu)