The Yearlong Internship
Agenda

○ Introductions
○ Overview of YLI
○ Role of Clinical Educator
○ Expectations of Students
○ edTPA
○ Transitioning to Student Teaching
○ Troubleshooting
○ Questions & Answers
Introductions

1. Your name
2. Your school
3. One thing you are excited about
4. One question you might have
Overview of the Yearlong Internship

The semester prior to student teaching
"The difference between a beginning teacher and an experienced one is that the beginning teacher asks, "How am I doing?" and the experienced teacher asks, How are the children doing?"

~Esme Raji Codell
All our teacher education preparation programs have been redesigned to ensure all undergraduates receive a yearlong internship. The semester prior to student teaching is called the intern semester.

The student teaching semester is the full-time student teaching semester.
Purpose of the Yearlong Internship

○ The yearlong internship is designed to provide candidates more direct contact with the school, classroom, and possibly students in which he/she will teach during the full-time student teaching semester

○ During the yearlong internship, the candidate is still taking a full load of classes
The guide for the intern semester can be found in the Student Teaching Handbook located at:

- [https://osacp.uncc.edu/students/student-handbook](https://osacp.uncc.edu/students/student-handbook)
- Part 2 of the Student Teaching Handbook applies to the Yearlong internship (YLI) semester
- Responsibilities of the Yearlong Intern (YLI), Clinical Educator (CE), and the Site Coordinator (SC) are included in the handbook
Role of the Clinical Educator During the Yearlong Internship
Clinical Educator Responsibilities During YLI

- Orientate the intern with the school & management of the classroom
- Familiarize the intern with the organization, personnel, & school resources
- Provide any necessary instructional resources & materials
- Attend orientation sessions & student teaching training
- Guide the intern through self-assessment and reflection
Clinical Educator Responsibilities Continued..

- Review the Field Experience Checklists & activities with your intern within the first few weeks
- Assist the intern with developing instructional plans
- Allow the intern to complete required instructional activities and provide feedback
- Communicate with university and the Office of School and Community Partnerships regarding intern progress
- Involve the intern in aspects of student learning
Reflection Time!

With an elbow partner, what are three responsibilities of the Clinical Educator?
Role of the Student Intern During the Yearlong Internship
Student Intern Responsibilities During YLI

- Review the Student Teaching Internship Handbook & Field Experiences Checklist with Clinical Educator
- Identify and agree upon the schedule of key activities
- The student intern should exchange his/her contact information with key school personnel (clinical educator, school placement contact, school safety contacts, etc)
- Spend a minimum of the equivalent of one day per week in the classroom
- Complete YLI logs and communicate with assigned OSCP contact
Student Intern Responsibilities During YLI Continued...

- Notify the Clinical Educator immediately of attendance changes or late arrivals
- Complete *Field Experiences Checklists* and secure CEs signatures
- Complete *Attendance Log* and secure signatures
- Secure approval of before completing instructional activities
- Maintain confidentiality
- Dress professionally, seek feedback, grow personally & professionally
○ As a reminder, students are taking a full load of classes for both their major and minor during the YLI semester
○ Students should plan-out when they intend to teach small and whole group class lessons
○ In some cases, they may have additional assignments required for their major or minor classes unrelated to the checklist (in these cases, they should communicate assignments as they arise to you)
Reflection Time!

With an elbow partner spend 1 minute processing the role of the student intern...
BREAK!
10 minute
edTPA (Tom Fisher)
Transitioning to Student Teaching
Transitioning to Student Teaching

- Review the Student Teaching Internship Handbook & Checklist with Clinical Educator
- Identify, agree upon & schedule key activities
- The student intern should exchange his/her contact information with key school personnel (clinical educator, school placement contact, school safety contacts, etc)
- Spend a minimum of the equivalent of one day per week in the classroom
- Complete YLI logs and communicate with assigned OSCP contact
At the end of the YLI Semester

- A survey will be sent by the Office of Assessment and Accreditation
- Review Dispositions Requirements & Notify our office of any concerns
- Notify the Office of School & Community Partnerships if there are any concerns prior to the survey
- We will meet with any candidate with unfavorable survey results
- Our goal is to resolve any issues before they arise
Troubleshooting
Turn and Talk...

Why/when do you think most problems arise between the clinical educator and the student teacher?
Troubleshooting

Issues that arise during the Yearlong Internship

1. Communication
   There is some sort of breakdown of communication between the student teacher and the clinical educator.

2. Difference in management styles/personalities
   There is a difference in how the clinical educator manages the class, completes plans, etc. and how the student teacher does so.

3. Failure to meet expectations
   There is a failure of the student teacher to meet expectations for the YLI, which usually goes back to communication with the CE and the Office of School and Community Partnerships.
Our goal is for a successful YLI & transition to student teaching.

'A good teacher is like a candle – it consumes itself to light the way for others.'

~ Mustafa Kemal Ataturk
Thanks!

Questions?

tisha.greene@uncc.edu
https://osacp.uncc.edu/