Responsibilities of the Clinical Teacher during Senior I

Information that will assist with a successful internship

1. Prepare for the arrival of the intern
   a. **Tell your class** about the intern and **plan some type of activity to welcome** him/her, even if it is only asking the intern to tell about himself/herself.
   b. Arrange a **working area** for the intern (a desk or table).
   c. Notify the **parents**, in advance, that there will be an intern in the classroom.

2. **Orient** the **intern** to the **school** and **community**. (See Intern Orientation Checklist)
   a. **Introduce** the intern to the principal, assistant principal, and the office and support staff.
   b. **Introduce** the intern to the entire staff at a faculty meeting.
   c. **Provide** the intern with **information** about school policies/regulations, signing in and out procedures, location of pupil records, emergency procedures for the school, school policies on discipline, location of teaching materials and school supplies, receipt books, report cards/interim reports, and Home Base/PowerSchool and any local/state/federal data systems.
   d. **Tour** the school with the intern and familiarize the intern with the physical facilities.
   e. Familiarize the intern with **special duties**: bus duty, cafeteria duty, transition times and hall monitoring.
   f. Provide the intern with access to the Common Core State and NC Essential Standards and district **pacing guides** so that they can become familiar with the expectations for the appropriate grade level or subject matter. If a paper copy is not available, direct the intern on how to obtain the information electronically.

3. Schedule a “**getting-to-know-you**” conference with the intern so you can both learn more about each other’s background, interests, and concerns. Establishing a good rapport with the intern is very important and helps put the intern at ease.

4. Become familiar with the **University’s expectations** for the intern during Senior I. A **clinical teacher packet** will be distributed to you at the beginning of the semester via the intern. If you have any questions or concerns during the Senior I internship, please contact the program area coordinator for your area. A current listing of these individuals will be included in the packet. Ask the intern to provide you with a **syllabus** from each Methods class (to determine the assignments that need to be completed at the school site).

5. **Review** the contents of the **Senior I Agreement Form** during the intern’s first visit to the school. Complete each time the intern is at your site, date and times. At the end of the Senior I semester, complete the form accurately and honestly, as this is a growth tool. The intern will distribute the copies to the parties listed at the bottom of the page.
   a. **Orient** the intern to your **classroom**. (See Shared Expectations for Internship).
   b. Let the intern know **your expectations** regarding their role in your classroom. Do not assume they will automatically know what you want.
   c. Assist the intern in **gathering essential data** concerning the student groups with whom he/she will be working (i.e. review historical data such as report cards, assessments, grade book, cumulative records, and/or any information that will assist the intern as they learn about your students).
   d. Discuss your **classroom management** philosophy. Give specific examples of its application in your classroom.
e. Ways to develop and maintain a functional and safe physical environment
f. Efficient daily routines and procedures
g. A repertoire of effective discipline techniques
h. Transitions in and out of the classroom procedures and expectations
i. Explain your methods of assessing students formally and informally. Show the intern copies of tests, rubrics, assessment data and/or quizzes.
j. Acquaint the intern with what has been taught in the curriculum. Provide a semester overview of what will be taught. Identify a possible unit/lesson for the intern to teach during Senior II to allow early planning time.

6. **Make time to conference with the intern regularly and as needed** to address any questions or concerns. A successful intern teaching experience is based on open, honest communication. Planned regularly scheduled conferences are the essential basis for good crucial conversations and communication (See Internship Conference Form).

7. **Avoid comparing one intern with another.** They may approach teaching differently and some may need more guidance in specific areas. Remember that they are pre-service teachers, just beginning.

8. Guide the intern in preparing any required lesson plans and **approve and critique all plans before they are taught.** Encourage self-evaluation and reflection.

9. **Provide the intern with concrete, specific feedback;** both positive comments and suggestions for improvement. Interns need positive encouragement and gain confidence when their efforts are recognized. Concrete, specific feedback is a significant aspect of the student’s development as a teacher.

10. Review with the intern the **Teacher Education Candidate Disposition Form B** to further the intern’s understanding of the three major parts: professional demeanor, professional commitment and professional interactions (see sample). This form is entered electronically in the intern’s TaskStream account by the intern and the intern will upload the signed copy as well.

11. **Involve the intern in a variety of classroom activities** (Suggested Activities & Responsibilities during Senior I).

12. **Share materials and ideas.** Start your intern on a resource collection if he/she doesn’t already have one.

13. **Contact the program area coordinator, the Senior I support person, or the Office of Clinical Experiences at any time** to express concerns or to share reservations (see Contact Information page).

14. **Meet with the university supervisor during the end of the Senior I semester if assigned, or the first ten days of the Senior II semester.** During this meeting, general information, potential observation dates, long range planning, and the intern’s teaching schedule should be discussed.