

Baccalaureate Education in Science and Teaching (BEST) Student Teaching HANDBOOK

2024-2025

**For Teacher Candidates, University Supervisors, and
Clinical Educators**

<https://ed.unc.edu/academics/programs/unc-baccalaureate-education-in-science-and-teaching/about-the-program/>

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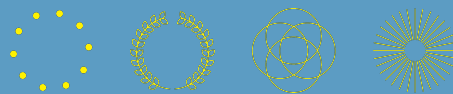


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Introduction and Welcome

The University of North Carolina at Chapel Hill teacher education programs are built on research based best practices, provide early and extensive clinical experience, and engage practicing teachers in collaborative inquiry. The internship provides 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.

The following terminology will be used in this handbook to refer to program stakeholders:

- **Intern:** The term “Intern” refers to the BEST students who are student teachers; Interns are also sometimes referred to in the field as "pre-service teachers" or "teacher candidates".
- **Clinical Educator:** The term “Clinical Educator” will be used in this handbook to refer to the classroom teachers who serve as mentors to the Interns. In the field, Clinical Educators are sometimes referred to as "mentor teachers", "cooperating teachers", or "clinical teachers". An Intern may have one or more Clinical Educators depending on the classroom structure.
- **Supervisor:** The term “Supervisor” in this handbook refers to the university-based Supervisor who will oversee the Intern’s progression through the program. Each Intern will be assigned a Supervisor who will be the main contact for field observations and general support related to field placements. An Intern may have one or more Supervisors depending on the choice of completing an add-on. Note: edTPA support may or may not be provided directly by the Supervisor, depending on program strand.
- **Triad:** A triad is made up of you (the supervisor), the intern, and the CE. A triad meeting, which is often just referred to as “having a triad,” is a meeting between the three members.

Orientations

To familiarize all stakeholders with the program structure and expectations, a variety of Orientation Sessions and semester “Launches” will be held, as follows:

Interns: Interns will engage in at least one launch session during the beginning of the semester they start their student teaching.

1. **Spring Student Teaching Launch:** In January before entering full-time student teaching, there will be a *required* Intern/student teaching launch meeting alongside the MAT cohort. Topics will include Internship overview, goal setting, creating a lead teaching schedule, and the observation/evaluation expectations (including edTPA).

Clinical Educators: At the beginning of the school year, the School will provide several options for Clinical Educator training to facilitate successful ongoing mentorship of Interns throughout the year. During this orientation, Clinical Educators will: learn about the School’s approaches and pedagogies; review the schedule, requirements, and benefits of being a Clinical Educator; and also network with other Clinical Educators across schools and districts. Completion of this training is required each year to serve as a Clinical Educator, even if training has already been completed in a prior year (due to programmatic changes and updates).

Supervisors: University-based Supervisors are required as a part of their contract to attend and assist with both the Intern and Clinical Educator orientations. In addition, a Supervisor training will be offered within the program faculty and/or Supervisor meetings prior to the start of the fall semester. Supervisor

responsibilities, detailed in each contract, include ongoing planning/training, attendance at all orientations and supervisor meetings, and the responsibility for planning and running ongoing Intern seminars throughout the year.

Spring 2025 Calendar

Spring schedule includes 1-hour weekly seminar meeting with supervisors (these are not noted below—supervisors will schedule these individually by group).

Required Special Topic Seminars will be scheduled throughout the Spring semester. Supervisor Seminars will not be held the weeks these are held.

Both are required components for EDUC 746.

Note: Interns follow school district calendar for holidays, teacher workdays & spring break (See Appendix F)

<u>Dates</u>	<u>Responsibilities</u>
Wed., Jan. 8	Spring 2025 BEST Orientation (morning)
Wed. Jan 8	Begin Attending Placement Full Time per school district calendar (after noon)
Mon., Jan. 20	Dr. MLK Jr. Day - No School
Thur., March 20	edTPA portfolio due
Tue., April 29	Last Day of Classes UNC & last day in student teaching placement
Sat., May 10	UNC Commencement
Sun., May 11	School of Education Commencement & family reception

Internship Overview

Student teaching internship assignments, or "placements", are made collaboratively between the School and district partners, guided (though not guaranteed) by placement preferences provided the students at the time of program orientation. Field experiences usually occur within a 40-mile radius of Chapel Hill, and students are expected to provide their own transportation to field sides; carpooling, where possible, is encouraged.

The qualifications and teaching schedules of clinical educators are carefully reviewed to ensure high quality, developmentally appropriate placements for each intern. No change in the student teaching internship assignment (either for partial or whole day) can be made without permission of the MAT Director and the district placement liaison.

Teaching Load and Internship Expectations

UNC licensure program Interns are required to attend their full-time placements for the entire spring semester. Interns will begin in their placements on the first day of UNC classes of the semester they are scheduled to student teach. Interns will follow their school district's calendar through the last day of fieldwork for the semester (see calendar). Interns, in consultation with their Clinical Educator and supervisor, will take responsibility for one content area or instructional block at a time, "ramping up" to full-time lead teaching in their primary program of study content area for a minimum of 6 weeks as approved by the primary Clinical Educator and University Supervisor. The lead teaching schedule for the primary program of study should be designed and approved before the second week of the spring semester begins. See appendix F for an example ramp up/down schedule.

While teaching full-time, Interns are responsible for all the planning, teaching, assessing, and other classroom duties that the Clinical Educator would normally perform. This includes maintaining regular, appropriate communication with students' families to keep them informed of any relevant classroom activities or issues. During this time, Interns and Clinical Educators may continue working in a co-planning and co-teaching manner according to school protocols; at times, it is expected that the Clinical Educator will leave the classroom and work in an accessible nearby space to provide the Intern with the feel and responsibility of teaching fully independently. During the semester, Interns will follow the school system's calendar, including spring break and teacher workdays and are expected to attend all grade level (e.g., PLC) and professional development meetings with their Clinical Educators; IEP, 504 and other meetings should also be attended as needed/appropriate. Interns will be formally observed by both the Clinical Educator(s) and the University Supervisor according to the schedules described below.

Triads

As mentioned previously, triads are meetings between the Intern, CE, and Supervisor. They are extremely important for establishing relationships, goals, expectations, and reviewing the calendar/responsibilities.

Initial Triads:

During the first two weeks of school, the supervisor will schedule and facilitate an initial triad meeting between the Intern, Clinical Educator and University supervisor. The purpose of this meeting is to discuss expectations for the semester among the triad, set initial goals related to NC Teacher Candidate Rubric (NCTCER), and determine a ramp-up to lead teaching schedule. It is also recommended at this time that the dates for observations are established for all members of the triad. The NCTCER is often not completed at this point because the supervisor and CE are still learning the Intern's teaching abilities. It is usually completed after the first observation.

Mid-Point Triads:

This triad is important for checking in on the *NC Teacher Candidate Evaluation Rubric* to ensure adequate progress is being made to fulfill the program requirements. Each triad member should complete the NCTCER for teacher candidate. This is a crucial time during which all targeted areas for improvement must be identified and remediation plans put in place if necessary. In rare cases, Interns may be placed on an action plan at this time, though any concerns about progress should be identified and communicated to the supervisor and intern prior to this meeting. If necessary, these action plans may include extending the internship to allow for sufficient time to reach *proficient* on the "IHE Certificate of Teaching Capacity Form".

Summative Triads:

At this triad, Teacher Candidates must be rated *proficient* or above in every rubric to successfully meet the requirements and pass student teaching, unless other arrangements are made to extend student teaching experiences. Documentation of proficiency will be recorded on the "IHE Certificate of Teaching Capacity Form" distributed via Qualtrics; to be recommended for licensure, interns must be rated as proficient or higher on a preponderance of items.

Seminars & Programming:

Weekly Reflective Seminars are an integral part of the Interns' fieldwork practice and their course work for EDUC 746. These will be scheduled by each individual supervisor and will last for approximately 1 hour/week. The purpose of these seminars is for the Interns to take charge of their learning by participating in reflective discussions about their practice, guided by Supervisors and, at times, program faculty. Interns are expected to participate fully and meaningfully in these seminars through contributing to discussions, offering their own problems of practice, and/or sharing their reflective journal with the seminar group. Interns are expected to have their Reflective Journal completed for the week by the time of the seminar and bring it to the seminar for potential work with its contents.

Interns will participate in professional development seminars throughout the course of the semester on the dates specified. The purpose of these seminars will vary depending on need. Typical seminars will include edTPA instruction, building sustainable teaching practices, translating your methods instruction into classroom practices, and working with your CE in novel ways.

Attendance at all seminars is required, though absences may be excused according to the University attendance policy. Students must notify their supervisor and any other necessary parties as soon as they are aware they will be absent from a seminar and are responsible for obtaining information about the seminar from a colleague or their University Supervisor.

Reflective Journals are expected to be kept during the course of the semester. Interns are expected to engage in reflective practice about their classroom experiences, interactions, and teaching practices. This reflective practice happens throughout the internship experience through conversation with the Intern's Clinical Educator, colleagues, and Supervisor. To document this reflective practice, Interns are required to create at least one formal *Reflective Journal* entry per week (see Appendix D), either about a formally observed lesson (see below) or about their teaching practice more broadly. Supervisors will provide prompts throughout the fall semester. It is the Intern's responsibility to maintain the *Reflective Journal* weekly. Interns are required to scan and upload their *Reflective Journal* to Canvas on a monthly basis.

Interns will participate in special topics seminars throughout the course of their student teaching semester on the dates specified. The topics covered in these seminars will vary depending on need. Typical seminars will include edTPA instruction, building sustainable teaching practices, translating your methods instruction into classroom practices, and working with your CE in novel ways. Interns are encouraged to participate in the seminars in the fall, but it is not required.

Observations:

Supervisor Observations: The University Supervisor serves as the Intern's School of Education liaison and advocate. For the fall internship, the Supervisor and/or internship course instructor will observe the Intern at least THREE times during their student teaching semester, EITHER teaching a

lesson (planned using the *MAT Lesson Plan Template*) OR observe the Intern more broadly engaging with students during instructional time in the classroom. The format and type of observation is up to the discretion of the Supervisor in conversation with the Intern and the Clinical Educator. The Supervisor will document her/his observation and feedback using the *QRC Observation Protocol* (see Appendix C). Formal observations will be shared with the Intern during a post-observation conference and the formal observation document(s) will be uploaded to Taskstream. After Interns plan and teach the lesson, they will write a reflection entry in their *Reflection Journal* and upload it to Taskstream. Completing this reflection right after the lesson is highly recommended.

****After the first observation, it is common to complete the first NCTCER**

Clinical Educator Observations: The role of the Clinical Educator is to be the Intern's professional mentor. We know that our Clinical Educators will be observing the vast majority of lessons the Intern conducts and will be providing ongoing feedback which is vital for the Intern's development. The School of Education asks Clinical Educators to perform THREE or more formal observations of the Intern teaching lessons – planned using the provided Lesson Plan Template – and document her/his observation and feedback using the *Clinical Educator Formal Observation Template*. Formal observations will be shared with the Intern during a post-observation conference and the formal observation document(s) will be uploaded to Taskstream by the Intern. After Interns plan and teach the lesson, they will create an entry in their *Reflective Journal* to reflect on the experience, which they are also required to upload to Taskstream/Watermark. Completing this reflection right after the lesson observation and debriefing conversation is highly recommended.

Courses

In the spring before your student teaching semester, the following three courses are required. They focus on education foundations, child/student development and general pedagogy.

- EDUC 689: Foundations of Special Education (3 hrs)
- EDUC 532: Introduction to Development and Learning or EDUC501: Development in Adolescence/Adulthood (3 hrs)
- EDUC 615: Schools and Community Collaboration (3 hrs)

To establish a foundation for teaching the Intern is required to take EDUC 760: Advanced Methods for Teaching Secondary Subjects (3 hrs) **in the fall before their student teaching semester.**

In the spring of their student teaching semester, the Intern is required to take the following:

- EDUC 746: Student Teaching Internship and Special Topics Seminar (9 hrs)
- EDUC 747: Methods and Materials for Teaching Secondary Subjects (3 hrs)

General Clinical Educator Suggestions

Orientation

- Accept each intern as an individual and do not compare him/her with previous interns you have had.
- 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.

Planning

- 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 and School of Education Expectations and Regulations Governing the Internship

As with any professional educator preparation program, the regulations and policies pertaining to student teaching are continually evolving due to the dynamic nature of professional organizations, legislation, and licensure requirements. General regulations and policies that govern undergraduate internships may come

from local public school district partners and the UNC-Chapel Hill School of Education. Questions regarding the undergraduate and graduate internships may be directed to the Assistant Dean of Educator Preparation and Accreditation, located in the Office of Student Affairs in Peabody 103. UNC-Chapel Hill and the School of Education have established certain regulations that will help. 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, which may include duty stations, extracurricular activities, grade level meetings, and other professional developments (PDs).
- Follow the local school calendar during the semester in place of the University's calendar, including holidays and breaks.
- Become a member of the school faculty throughout the student teaching internship. Participate in official school functions such as faculty meetings, in-service training programs, teacher workdays, parent meetings,
- Interns may not work as paid substitutes for Clinical Educators or any other teacher on days they should be interning. If their CE is out, they may do the actual teaching but cannot be paid if the University is in session and they are meeting their internship course requirements. Note that while it is beneficial for the Intern to be left alone during lessons as the intern gains experience, the Clinical Educator must always be on campus and accessible to the Intern.

Absences

Consistent attendance at the internship site and at required seminars is critical to teacher candidate development and for the continuity of classroom instruction for the Clinical Educator and her/his P-12 students. Absences for valid reasons are excused **only** by the University Supervisor. It is the Intern's responsibility to notify their Clinical Educator of the absence and submit an Internship Absentee Form [<https://go.unc.edu/internabsence>] to her/his University Supervisor in advance of the absence or as soon as the Intern realizes an absence is necessary. Excessive absenteeism, even if excused, is not permitted (see below).

For the Clinical Educator to lead instruction during the Intern's absence, all instructional plans and materials for the period of the absence **must** be available in the classroom.

Excusable Absences:

- Attendance in Court: documentation required.
- Interview with an employing official (principal or HR): prior confirmation by University Supervisor required.
- Job fairs: documentation required if outside of those offered by UNC. If an Intern chooses not to attend a job fair promoted by UNC, students are expected to report to student teaching placement and follow their regular schedule.
- Professional meetings/conferences/workshops: documentation required
- Religious holiday/observance.
- Scheduled medical/health care appointments: documentation required.
- Illness: If an Intern is sick and unable to attend school, they must contact the University Supervisor and the Clinical Educator before the start of the school day or the day before.
- Serious immediate family illness/Death. In this case, wherever possible, the Intern must contact the University Supervisor and the Clinical Educator as soon as possible, preferably before the start of the school day that will be missed.

Interns who anticipate being absent for a 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.

Regardless of reasons for the excused absences, Interns are required to make up any days over **three** days in the semester. 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.

Unexcused absences:

An **unexcused absence** occurs when an Intern is absent for any reason not included in the list excused absences above and/or does not attend school and fails to communicate the absence to the University Supervisor via the Internship Absentee Form (<https://go.unc.edu/internabsence>). An unexcused absence is cause for **termination** of the internship.

The School of Education will **automatically terminate the internship** for any Intern who misses more than a total of **five days** during the internship without a plan for making up missed days, whether or not the absences are excused. Students must follow the University appeals process in order to be readmitted to the applicable Licensure Program.

A Note About Travel:

The School of Education understands that, on very rare and unavoidable occasions (e.g., funerals), unexpected travel may conflict with a student's fieldwork and/or coursework obligations. However, you are expected NOT to schedule vacations, family events, weddings, or other travel which will take you

away from your placement or coursework during the MAT. Interns are expected to consult the MAT program schedule, UNC's Academic calendar, and their placement district's academic calendar prior to making any travel arrangements. If a travel absence occurs, it should be reported using the Internship Absentee Form (<https://go.unc.edu/internabsence>) and will be considered an unexcused absence and must be made up.

Expectations & Professional Conduct

As a professional teacher preparation program, we expect that Interns will:

- Act in a professional manner at all times including wearing professional attire. Interns should not wear shorts, flip-flops, caps/hats, sweatshirts, etc. even if this is the common attire for the experienced teachers at the school. All clothing should be in good condition (e.g., no rips/tears, stains, fraying) and provide adequate coverage not only when one is standing still, but also when sitting, reaching overhead, or bending down/over. The hem of skirts and dresses should come no more than two inches above the knee. Pants/slacks should be worn with a dress shirt or blouse; polo shirts are acceptable, but it is not necessary to wear a tie if wearing a button-down shirt. If you are in doubt about whether an article of clothing is appropriate for wear in a classroom setting, ask your supervisor and/or Clinical Educator prior to wearing the garment or choose something else.
- Adhere to attendance policies. Arrive at the school 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 requests. If unforeseen circumstances should cause the Intern to be tardy for school, the Intern must contact the Clinical Educator and the University Supervisor as soon as possible; excessive tardiness is not permitted and may require the implementation of an action plan (see below).
- Follow the instructional calendar for the district in which you are placed. Interns are expected to follow the vacation calendar of the school for the full-time student teaching semester, not UNC's calendar.
- Conform to the same professional standards as the regular staff members of the placement school and uphold the Code of Ethics for NC Educators (<http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/code-of-ethics.pdf>).
- Recognize the potential in all students and their families. Comment favorably on the good things happening in the school and contribute positively to the school community and culture.
- Proactively seek advice from other professionals, including Clinical Educator and University Supervisor.
- Respect the confidentiality of all students in conversations with colleagues, in written assignments, and on any form of social media. To maintain everyone's privacy and safety, it is expected that an Intern reports any actual or suspected breach of confidentiality to both their Clinical Educator and Supervisor as soon as it is discovered and does not discuss it with peers or school colleagues. If you are unsure about a situation regarding the ethics of data protection/privacy, ask your Clinical Educator and/or Supervisor.

Instructional Practice:

- Collaborate with the Clinical Educator to consult the NC standard course of study and school district pacing guide to plan for instruction that will meet the needs of the learners in your classes. Consider students' background and individual learning needs as you develop instructional plans.
- Maintain a record of lesson plans throughout the fall and spring internships.
- Regularly engage in reflection on your teaching practice and observations in both written and oral formats.
- Create lesson plans and instructional activities that draw upon available resources (from your coursework, from your Clinical Educator and the school, and from your peers) that yield original instructional plans that meet the learning needs of your classes. Modify and extend prepared lesson/unit plans and cite resources, as appropriate.
- Be proactively involved in every step of the educational process including from planning to instruction to assessment. Contribute to the grading of assignments, posting grades, lunch duty, IEP meetings, parent communications, parent meetings, open house, PLC meetings, teacher workdays, professional development, etc.
- Consult with Clinical Educator on significant curriculum, policy, and discipline decisions.
- Be available to help students as needed.
- Consult with Clinical Educator to arrange to observe other teachers in the school during non-instructional time and engage with other members of the school community.
- Attend various extracurricular activities, such as school plays, musicals, or sporting events, to learn more about their students and to develop a better sense of the school community and culture.

Action Plans, Modifications, and Termination of Student Teaching Internship:

Action Plans

Teacher candidate performance will be assessed regularly by the Clinical Educator and University Supervisor. If an Intern is evaluated as not making adequate progress, as assessed on the NCTCER, an Action Plan will be collaboratively developed by the Program Director, Clinical Educator, and University Supervisor. A sample Action Plan is available in the Appendix E. The completed Action Plan will be archived in the Intern's Internship Portfolio in Taskstream making it available to the University Supervisor, Program Director, and the Assistant Dean of Educator Preparation and Accreditation for monitoring. Improvements to the Action Plan will be led by the University Supervisor and Clinical Educator with regular input from the Program Director. Failure to make the performance improvements outlined in the Action Plan may lead to modification or termination of the student teaching internship and jeopardize the teacher candidate's ability to successfully complete the program of study.

Modifications to Internship

Circumstances other than poor performance may require modification of the student teaching internship. It is important for the University Supervisor to inform the Program Director, the Assistant Dean of Student Affairs, the Assistant Dean of Educator Preparation and Accreditation, and the Clinical Placement and Licensure Manager, in writing, when an Intern is unable to follow the regular student teaching schedule and meet the instructional and professional expectations of the internship site. The University Supervisor must include in writing the rationale for any modification of student teaching. The Intern, Supervisor, Clinical Educator and Program Director must sign and date a copy of the letter,

which will be submitted to the Intern's Taskstream portfolio and filed with the Office of Student Affairs. The Intern will receive a copy of the letter for his or her files. Please be aware that modifications may also include additional documentation from a medical provider or other campus resources.

Termination of Internship

If an Intern is terminated from their student teaching internship by either the district partner or the School of Education, they will earn a "F" (Fail) in student teaching, and they will be directed to the College of Arts and Sciences to meet with an advisor for determination of a possible replacement major so the student can graduate. Once an F is earned in student teaching, it is not repeatable for credit.

Leave of Absence/Withdrawal

If a student qualifies for a medical withdrawal from the university during the student teaching internship, it may be possible to return in a future term and finish the remainder of their internship. All requests to do so will be reviewed by the MAT Program Director and both the Assistant Dean of Student Affairs and the Assistant Dean of Educator Preparation and Accreditation. Consult the Graduate School Handbook for more details.

Leave of Absence Process

The student is required to communicate their decision to the MAT Program Director, Program Administrative Support Specialist and Clinical Placements Manager. In addition to the process, the student must fill out the Leave of Absent form <https://gradschool.unc.edu/pdf/loareq.pdf>

Program Completion and Licensure

At program completion, the School evaluates Intern performance on four metrics to make the final determination regarding program completion and the associated recommendation for licensure. These metrics include successful completion of the following, each of which is discussed in the sections below:

1. NC Teacher Candidate Rubric & LEA/IHE Certification of Teaching Capacity
2. edTPA
3. NC Licensure Exams
4. Course Grades

NC Teacher Candidate Rubric & LEA/IHE Certificate of Capacity

The student internship is completed near the close of the spring semester. At that time, a Final Triad Meeting is held with the Intern, the Clinical Educator, and the University Supervisor to discuss the student's performance during student teaching and the "LEA/IHE Certification of Teaching Capacity" form is completed and signed. These forms are aligned with the School of Education Principles and Dispositions, as well as with the North Carolina Professional Teaching Standards and licensure requirements. Upon completion, the NC Teacher Candidate Rubric and the LEA/IHE Certification of Teaching Capacity must be uploaded into Taskstream. The University Supervisor will upload the NC Teacher Candidate Rubric. The Intern is responsible for securing all signatures prior to uploading the LEA/IHE Certification of Teaching Capacity. All documents should be submitted by the final day of the student teaching/internship assignment.

edTPA

All UNC Interns are required to successfully complete an edTPA portfolio in their content/licensure area. An edTPA handbook can be downloaded from the SOE's Student Teacher Canvas site. The supervisor, methods instructor, and/or Assistant Dean of Educator Preparation and Accreditation will

explain the edTPA process in detail beginning in the fall term to ensure Interns are knowledgeable of the edTPA requirements and prepared to develop their portfolios.

You will engage in edTPA preparation through your methods coursework. Pearson provides explicit instructions about types of feedback on edTPA that is allowable from supervisors, mentor teachers, and colleagues here (<https://www.edtpa.com/Content/Docs/GuidelinesForSupportingCandidates.pdf>). Ultimately, edTPA completion is the responsibility of the student intern to be proactive, pace yourself, and you will be successful.

All edTPA portfolios completed by UNC Interns are required to be officially scored by Pearson, the operational partner of SCALE at Stanford University. For the 2024-2025 academic year, the School will provide each Intern with a voucher to cover the cost of official scoring by Pearson (worth approximately \$300). All UNC Interns must submit their portfolios directly to Pearson by the date noted on the Student Teaching Internship Calendar (see above).

If the edTPA is not successfully passed on the candidate's first attempt (this is rare) or if condition codes prevent full scoring by Pearson, the candidate is responsible for paying the necessary fees for rescoring (\$100 per task; maximum \$300). For this reason, it is imperative that the student teacher take advantage of all opportunities provided by the program related to edTPA support and completion.

Passing Score for edTPA is Established by the NC DPI

- All UNC Interns 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 listed on the NC DPI website (see https://www.edtpa.com/PageView.aspx?f=GEN_NorthCarolina.html)
- Note: all assessment rubrics are scored on a 5-point scale where 5 is the high end of the scale.
- Candidates will have one opportunity to revise and resubmit portfolio items and will be on a tight 7–10-day turnaround to remediate and resubmit to edTPA for official scoring. Cost for resubmitting tasks for rescoring are the responsibility of the teacher candidate.
- Failing to earn a passing score on the edTPA will not prevent students from graduating but will prevent students from meeting UNC-BEST requirements and being eligible for a North Carolina Teaching License.

Licensure Exams

UNC requires all Interns to complete all licensure exams required by NCDPI for NC Licensure prior to program completion and prior to recommending the candidate for initial teacher licensure. **The deadline for submitting official passing licensure test scores into your Taskstream account is July 15, 2024.** The students are required to list University of North Carolina-Chapel Hill (school code #5816) as the score recipient.

Licensure exams differ based on the licensure area and are determined by the State Board of Education; information as of the date of the publishing of this Handbook is presented below. For the most current licensure information, visit the UNC SOE Licensure website, <https://ed.unc.edu/academics/licensure/testing-required-for-nc-licensure/>

To be recommended for NC licensure in the Content Areas in grades 6-9 and/or 9-12, the following are required:

Successfully passing the following tests based on the grade level:

- Middle Grades Licensure (6-9)
Must pass appropriate content test offered by Praxis:
 - Mathematics (Test 5164)
 - Science (Test 5442)
- Secondary Licensure (9-12)
Must pass appropriate content test:
 - Mathematics (Test 5165)
 - Comprehensive Science (Test 5435)

Course Grades & Eligibility

Students in the MAT who earn an "L", or low pass" grade may be put onto an MAT action plan. More than two grades of "L", or low pass, will be exited from the program according to the rules set forth in the UNC Graduate School Handbook. See <http://handbook.unc.edu/preface.html>

A student must have a final grade recorded in all courses before beginning the spring internship.

Accessibility Resources & Services

If you have a medical condition/disability that may require reasonable accommodation to ensure equal access to this program, please contact the Department of Disability Services at 919.962.8300, on the internet at <http://disabilityservices.unc.edu/eligibility> or via email at disabilityservices@unc.edu. **We recommend you start engaging accessibility resources as soon as possible immediately after accepting your offer of admission to the program.** This will allow adequate time for services to be established. We also recommend that you alert your instructors about your accommodations prior to the beginning of the summer term, where applicable, to ensure services can begin, even if an official accessibility plan through the Department of Disability Services has not yet been established.

Frequently Asked Questions

What if I need to miss a day of my Student Teaching placement?

- Email your Clinical Educator and University Supervisor prior to the absence. Then, submit the form found at <https://go.unc.edu/internabsence>.

What is the deadline for _____ or when is _____ being held?

- The full MAT calendar can be found at the beginning of the handbook.
- For course specific information, please refer to your syllabus.
- If you cannot find the answer, please ask your direct supervisor or Jia Heiny @ jialiuh@unc.edu.

How many observations with my University Supervisor will I have?

- You will have at least 3 in the spring.
- More information about observations can be found in the Handbook.

What do I need to turn in for my formal University Supervisor and Clinical Educator observations?

- A lesson plan (48 hours in advance) to both your supervisor and CE.
- A reflection (after teaching), which takes place of your Reflective Journal for that week
- Notes: Upload to Canvas

What does the lesson plan for formal observations need to look like?

- A sample lesson plan template can be found in the handbook (see appendix A)
- Alternately, you can use a template that is provided by a faculty member or a mentor; however, it needs to show a deep understanding of the planning needed for a single lesson.
- You must turn this lesson plan in to your supervisor and CE 48 hours prior to your observation.

What are Reflective Journals and when are they due?

- Regular and deep reflection on teaching practice is instrumental to your growth as a novice teacher. You will keep a Reflective Journal throughout your time in the program.
- Weekly reflection entries are required, though often student teachers find it useful to write much more frequently.
- Full details about the Reflective Journaling are provided in your fieldwork syllabi each semester.
- Interns are required to create at least one Reflective Journal entry per week either about a formally observed lesson or about their teaching practice more broadly.
- You may write about a topic of your choice; supervisors and faculty may also give you periodic prompts.
- Interns are required to scan and upload their Reflective Journal to Taskstream on a monthly basis to the *Teacher Candidate Evaluation* portfolio.

What do I do with my video permission forms for edTPA?

- Video permission forms for edTPA should be scanned and uploaded to your Taskstream account (under the *Placement Forms and Licensure Requirements* portfolio, not the edTPA Portfolio).
- It is recommended that you scan and upload them as soon as you receive them all back from your students rather than waiting until after you submit your edTPA.

Are we allowed to see sample/exemplar edTPAs?

- We do not provide sample edTPAs for your review, nor does Pearson.
- The document “Making Good Choices” as well as the “Rubric Level Progressions” are provided for you to guide you as you prepare your edTPA.

Who can provide support for my edTPA?

Pearson provides explicit instructions about types of feedback that is allowable here (<https://www.edtpa.com/Content/Docs/GuidelinesForSupportingCandidates.pdf>). Please review these for details, but in summary:

- Interns may elicit direct feedback from their Clinical Educators.
- Interns may give each other direct feedback.
- Supervisors may ask you questions or provide prompts for reflection, but they may not provide direct edits or specific writing suggestions (page 4).

When do I need to complete licensure tests and how do I know what tests I need to take?

- Licensure tests must be completed by early June of the year you are graduating. Delaying may result in a delay in obtaining your license.
- We recommend you take them after completing fall coursework before beginning student teaching while the information is still fresh from coursework.
- See https://soe.unc.edu/services/student_affairs/testing.php for a list of specific licensure tests you need to take according to your program of study.
- Upload passing test score reports in Taskstream in the *Placement Forms and Licensure Requirements* portfolio.

When will I get my NC teaching license?

If you are set to graduate in May, you are eligible to apply for NC licensure after they received their degree-awarded transcripts, typically in late-May. To assist with the job hunt, the School's Educator Preparation and Accreditation team will prepare Program Verification letters for student teachers that indicate their good standing in the program.

What is TaskStream & How do I enroll in it?

TaskStream is our system for keeping track of important documents, observations, and portfolios. Interns are required to enroll in three portfolios, including: (1) Placement forms and licensure requirements, (2) Teacher Candidate Evaluation and (3) edTPA Program. Students need to manually self-enroll in individual portfolio when the enrollment guide and code are distributed. All related documents are stored on the Canvas Student Teacher site. If you have questions about Taskstream enrollment, contact Jia Heiny at Jialiuh@email.unc.edu.

Am I allowed to work during student teaching?

While we cannot require you not to work during your student teaching, we strongly discourage it. Entry into the teaching profession can be exhausting and challenging. We want you to have a positive experience and ensure that you can care for your physical and mental health.

Can a public-school system hire a teacher candidate to serve as a substitute teacher and can the teacher candidate receive pay for serving in this capacity?

If it is following your student teaching requirements, then you are allowed to serve as a long-term substitute for pay. However, you are not eligible for licensure until after you have been issued a degree, so you cannot be hired as a full-time teacher.

Does the teacher candidate have the same legal standing as a regular teacher?

Our attorney advises us that although teacher candidates do not have the same legal standing as regular teachers, many of their responsibilities and protections are the same. G. S. 115C-307 imposes upon teacher candidates the same responsibilities and grants them the same authorities in regard to discipline as regular teachers. G. S. 115C-309 grants teacher candidates the same legal protection as a regular teacher. It provides

that the teacher candidate under the supervision of a licensed teacher or principal shall have "the protection of the laws accorded the licensed teacher."

What are the health requirements for teacher candidates?

All teacher candidates and graduate Interns are required to file a completed Health Examination Certificate with the Student Teaching Placement Coordinator prior to visiting the schools. Additionally, Criminal Background Checks may be required for each school system.

APPENDICES

LIST OF ITEMS IN THE APPENDIX:

- A. Lesson Plan Template
- B. Clinical Educator Formal Observation Template
- C. QRC Observation Protocol
- D. Reflective Journal
- E. Sample Action Plan (Taskstream version may vary)

APPENDIX A: Lesson Plan Template

Teacher Candidate:

Grade Level:

Lesson Title/Focus:

Date:

Time:

NCDPI/Common Core Learning Standard(s):

Objective/Focus (e.g., “I Can” Statement/Essential Question):

Materials Needed:

Adaptations for Special Needs (EC, ELL, IEP, 504):

Adaptations for Diverse Learners:

Grouping Strategies:

THE LESSON/LEARNING TASKS/SEQUENCE/ORGANIZATION:

Introduction/“Before” (Time – Time):

·
·

Instruction for Learning and Engagement/“During” (Time – Time):

·
·

Engagement and Practice/“During”: (Time – Time):

·
·

Closure/ “After”: (Time – Time):

·
·

ASSESSMENT(S) (include formative and summative assessments where applicable):

· **Formative:**

· **Summative:**

APPENDIX B: Clinical Educator Formal Evaluation Template

Name:

Observation #:

Time:

Date:

Lesson/Subject:

Focus Statement/Question:

NCDPI/Common Core Learning Standard(s):

Time	Running Record	Comments

Overall Successes	Next Steps/Goals
1 2 3	<ul style="list-style-type: none"><li data-bbox="818 1396 1076 1430">● Content Goal: <li data-bbox="818 1703 1146 1736">● Management Goal:

APPENDIX C: QRC (Quality Responsive Classrooms) OBSERVATION PROTOCOL

Student Domains and indicators to look for during observation

1) Students take an active role in creating and maintaining classroom norms and protocols.

- **1.1 Students** know how to **use/access resources (materials & one another)** and **know where** to get materials, whether provided by the teacher or within the larger learning space.
- **1.2 Students** have **internalized and follow classroom/activity norms and expectations**, and prompt and **remind one another** when necessary.
- **1.3 Students** appear to be **self-directed and engage productively in the learning task** without waiting for continual teacher direction.

2) Students generate and/or participate in the process of how to meet learning goals and assignments.

- **2.1 Students** have appropriate **options in how to meet learning goals or fulfill learning tasks**, e.g., multiple ways to represent, solve, and/or respond to a problem or question, and/or appropriate choices within the context of the lesson.
- **2.2 Students** **ask one another questions** regarding learning activities to clarify expectations or assignment procedures.
- **2.3 Students** can **monitor their individual and collective** progress toward learning objective(s).

3) Students participate in learning and support each other in building understanding or knowledge.

- **3.1 Students** **volunteer relevant background knowledge and/or experiences**.
- **3.2 Students** **seek out opportunities to extend** their understanding of the content (e.g., asking questions beyond those posed by teacher, bring in outside materials or references to academic topic).
- **3.3 Students** **use their first language and/or vernacular** ways of speaking to support their peers **academically**, to clarify their thinking, and to build bridges to academic ways of talking.
- **3.4 Students** are **productively, actively, and appropriately engaged** in learning activities most of the time (not just behavior compliance, but active engagement in learning).
- **3.5 In general**, students have **opportunities to collaborate** with peers and are **actively engaged in academic talk**.

Teaching Domains and indicators to look for during observation

1) Focuses on clear and challenging learning goals.

- **1.1 Sets and conveys clear content and skill objectives and clear language objectives.**
- **1.2 Learning** objectives include **higher order thinking** language (e.g., apply knowledge, engage in dialogue, make predictions, synthesize, evaluate, and analyze).
- **1.3 Refers to “big ideas” and key learning and** emphasizes/reminds students of these **throughout the lesson/unit**.
- **1.4 Selects appropriate learning materials and tasks** for learning objectives.
- **1.5 Communicates** and reinforces **procedural directions and lesson structures in clear and concise ways** that move the lesson forward in a timely fashion.

2) Engages students in content and learning activities in a responsive way.

- **2.1** Makes lesson's **content relevant/useful** to the lives of their students. ☒
- **2.2 Shows** regard for student experiences and integrates **multiple perspectives/lenses** to encourage students to think critically (optional ways to solve/think, divergent thinking, look at it from a different viewpoint). ☒
- **2.3 Engages** in **feedback loops** (more than one back-and-forth interaction with substance) that include higher order thinking questions to probe and gain knowledge of students' understanding.
- **2.4 Fosters and pushes students to engage in metacognition** (e.g., thinking aloud, discussing thought processes).
- **2.5 Responsive** to student questions/concerns and takes advantage of "teachable moments" to clarify students' understandings of learning goals of lesson/unit.

3) Supports students in their academic progress.

- **3.1 Paces** instruction based on student learning needs.
- **3.2 Scaffolds** information/tasks to meet students' needs, **so all students can access** information and meet goals (e.g., breaks projects/tasks down, differentiates).
- **3.3** Builds varied and engaging opportunities for **meaningful application** of content (e.g., projects, thematic instruction, connections to community and/or culture outside of school).
- **3.4 Permits/supports meaningful peer interactions and conversations regarding academic content.**
- **3.5 Facilitates development of increased student responsibility** for learning (e.g., goal setting, note taking, peer and self-assessment with rubrics).

4) Strategies are present for supporting culturally and linguistically diverse learners.

- **4.1 Links vernacular to academic** language/discipline-area terms.
- **4.2 Makes strategic use** of students' first language or oral traditions.
- **4.3 Integrates instructional strategies to support language development** (English language learners & transitions from vernacular to academic language)

Classroom Community Domains and indicators to look for during observation

1) Physical characteristics of the classroom support academic learning.

- **1.1 Learning** and language **objectives visibly displayed** in room, including nonlinguistic representations.
- **1.2 Student work** respectfully and thoughtfully displayed.
- **1.3 A resource-rich environment** has been created that supports student learning (e.g., word walls, charts and pictures of key content learning, book centers, paper or other materials needed for learning tasks, etc.).
- **1.4 Teacher strategically uses** the space to be conducive to learning (e.g., desk arrangements for different groupings, organization of materials and resources in classroom).
- **1.5 Teacher** moves around the classroom, **attends to most students** (may include students with unique learning needs).

2) Socio-emotional climate of the classroom supports student engagement and belonging.

- **2.1 Teacher-student and student-student interactions** seem cohesive, supportive, safe, and often characterized by humor and warmth.
- **2.2 Teacher communicates a belief that students can succeed** both academically and personally, and the teacher **will not give up** on students.
- **2.3 Regarding students' culture and use of native language**, teacher is sensitive, responsive, and accepting.
- **2.4 Teacher demonstrates and promotes caring interactions**, e.g., personal knowledge of students (names, families, learning needs), greeting students, fostering a climate where students know one another.
- **2.5 There is an absence or intolerance of bullying and teasing.**

3) Classroom management reflects a commitment to fairness, justice, and promotes a low-conflict environment.

- **3.1 Teacher** has established **positive relationships, effective routines, and norms of conduct** that foster a **positive learning community**.
- **3.2 Teacher** is **respectfully assertive** and **attends to behavior issues promptly** and appropriately.
- **3.3 In** the presence of disruptive behavior, there is evidence of an established **progressive discipline plan** that **consistently and respectfully** reinforces **expectations and/or consequences**.
- **3.4 Conflict** (teacher-student and student-student) is **mediated respectfully** with a resolution maintaining everyone's dignity.
- **3.5 Absence of teacher-student power struggles** or harmful confrontations with or in front of students.
- **3.6 Teacher** shows **no bias, favoritism, or preferential treatment**

APPENDIX D: REFLECTIVE JOURNAL

You will keep a *Reflective Journal* to assist in your reflective practice during your fieldwork. The goal is to move beyond the “best practices” notion of implementation that has become the standard expectation of teacher learning into the realm of reflective, responsive practice. Your Reflective Journal is a place where you will connect what you notice, hear, see, remember, reflect on, and wonder about in relation to the words, images, actions, theories and work in your coursework and fieldwork.

The format of your *Reflective Journal* is up to your discretion in the sense that we want you to make choices about how and where you journal in ways that will best support your own personal growth. Keep in mind that you will be doing this reflective writing (as well as drawing and artifact collection) regularly and so it must be something which you can readily access. You also need to have it with you at all seminars to be ready to share portions of it (if you are comfortable sharing). We highly recommend a spiral or bound notebook that you can easily keep in your teacher bag.

Your Reflection Journal is not a place to take notes in class or your fieldwork placement, nor is it a place where you make to-do lists or lesson plans. It is a reflective space where you engage in thinking about your growth and challenges in relation to your teaching practice. Done right, it will be a wonderful artifact that you create about your student teaching experience, one which you will treasure for many years. In one sense, your Reflection Journal is a serious piece of reflective work, but it is also meant to be lighthearted and playful. Do not overthink it or spend excessive amounts of time perfecting it for anyone except yourself. Be open to including drawings or physical artifacts/photos are you are able—the more you put into this piece of work, the more you will get out of it.

You will occasionally share your journal with your instructor/Supervisor and peers so please bring it to all classes and seminars. If you have ideas or suggestions to make the work more worthwhile or engaging to help you reflect and grow, suggest them to your supervisor. As a growing professional you get out of this what you put into it.

TO START: purchase or repurpose a composition notebook that you like. Write your name on it and gussy it up or keep it plain to start (as you wish). Then do your first entry. You have begun.

APPENDIX E: ACTION PLAN TEMPLATE

Teacher Candidate _____ PID# _____

Clinical Educator _____

University Supervisor _____

Specific Concern(s) _____

Plan for Improvement

Assessment Method & Criteria	Evaluator(s)	Follow-Up	Required Action	Target Date

Source: Adapted from *Maximum Mentoring: An Action Guide for Teacher Trainers and Cooperating Teachers* by Rudney and Guillaume.

Signed and Dated:

University Supervisor _____ Date _____

Clinical Educator _____ Date _____

APPENDIX F: SAMPLE RAMP UP/DOWN SCHEDULE

January						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

○ Submit edTPA

- Teach 1 Class
- Teach 2 Classes
- Teach 3 Classes
- Teach 4+ Classes
- Observation/Assist
- No Students
- First Day
- Last Day

