



# **Master of Arts in Teaching HANDBOOK**

**2025-2026**

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

[ed.unc.edu/mat](https://ed.unc.edu/mat)

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## INTRODUCTION AND WELCOME

The Master of Arts in Teaching (MAT) Program prepares teachers for Elementary grades K-6, grades 6-12 in English, mathematics, science, and social studies subject areas, and grades K-12 Special Education (General Curriculum). The program also provides the opportunity for candidates to obtain optional add-on licensure in K-12 Special Education (General Curriculum).

MAT alumni make a difference in schools and classrooms and in the lives of young people. Our students are exceptional, having been selected for admission from a highly competitive pool of applicants each year. Our strengths include both the academic and professional quality of our program as well as the community spirit that is part of being a University of North Carolina Tar Heel.

The MAT curriculum includes 13 months of coursework and field experiences that begin in early June and end the following year in mid-June (see calendar). Students must be enrolled full-time and complete the program in sequence. The core program of study consists of 40+ graduate credits derived from a combination of coursework and fieldwork experiences in the schools. Elementary education students are also able to pursue an add-on licensure (add-on is optional), which requires 6 additional graduate credit hours of study and fieldwork experiences in schools. The MAT is built on research-based promising practices, provides early and extensive clinical experience, and engages practicing teachers in collaborative inquiry. Fieldwork is at the heart of the MAT program and is a requirement for state licensure. The student teaching fieldwork provides candidates for licensure with an opportunity to integrate theory and practice, to demonstrate skills in a structured and supportive environment, and to engage in reflective practice to enhance their strengths and improve in areas of growth.

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

- Intern: The term “Intern” refers to the MAT 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” (or CE) will be used in this handbook to refer to the classroom teachers who serve as mentors to the MAT 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 and choice of completing an add-on.
- 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.

## **MAT Orientation Sessions**

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

Interns: Interns will engage in three orientation/launch sessions throughout the year at program transitions, as follows (see calendar for dates):

1. Program Entry Orientation: In early May, there is a required orientation for the entire MAT cohort. The agenda includes an overview of the coursework and internship and provides an opportunity for students to ask questions about all aspects of the program.
2. Fall Fieldwork Launch: Before the start of the Fall semester, there is a required Intern/student teaching launch meeting for the entire MAT cohort. The agenda will include: a review of the MAT program, introduction to various School of Education services, a review of the year-long calendar, and address preparation for fieldwork (e.g., schedule, observations, expectations for professionalism of student interns in the field).
3. Spring Student Teaching Launch: Similar to the Fall Fieldwork Launch and before entering full-time student teaching, there will be a required Intern/student teaching launch meeting for the entire MAT cohort. Topics will include 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 and MAT Program faculty will provide several options for Clinical Educator training to facilitate successful mentorship of Interns throughout the year. During this orientation, Clinical Educators will: learn about the MAT Program’s approaches and pedagogies; review the schedule, requirements, and benefits of being a Clinical Educator; and 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). Clinical Educators will have a second meeting in the Spring to continue building relationships with the university and review requirements and best practices for the coming semester.

Supervisors: University-based Supervisors are required as a part of their contract to attend and assist with both Intern and Clinical Educator orientations. In addition, a Supervisor training will be offered prior to the start of the fall semester. Supervisor responsibilities, detailed in each contract, include ongoing planning/training with the MAT Program Director, attendance at all

orientations and supervisor meetings, and the responsibility for planning and running ongoing Special Topics Seminars throughout the year.

## 2025-2026 MAT CALENDAR

Summer 2025	
<u>Dates</u>	<u>Responsibilities</u>
May 7	<b>MAT Program Orientation—all MAT students must attend</b>
June 2-June 27	<b>MAT Summer Session I:</b> EDUC 614 and EDUC 615 (ELEM and SPED in separate sections)
June 19	Juneteenth Holiday: No classes
June 30-July 4	4 <sup>th</sup> of July Break; No classes
July 7-Aug. 1	<b>MAT Summer Session II:</b> EDUC 628 (all students); EDUC 689 (elementary); EDUC 532 (secondary), EDMX782 (K-12 SPED & SPED add-on)
Aug. 4-14	Summer Break, no classes or meetings

Fall 2025	
<p><i>Fall schedule includes 1-hour weekly seminar meeting with supervisors (these are not noted below—supervisors will schedule these individually by group).</i></p> <p><i>Monthly required Special Topic Seminars (STS) will be scheduled throughout the Fall semester. Supervisor Seminars will not be held during STS weeks.</i></p> <p><i>Both are required components for EDUC 701.</i></p>	
<u>Dates</u>	<u>Responsibilities</u>



Friday, Aug. 15 – 12-2:30 pm	<b>In-person MAT Fall Launch —all MAT students must attend</b>
Mon., Aug. 18	First Day of UNC Classes
Week of Mon., Aug. 18	Begin regular MAT schedule—classes meet per regular schedule; fieldwork in schools on Wednesday/Thursday schedule (PD days, preparing for instruction, follow mentor teacher's schedule)
Mon., Aug. 25-Fri., Aug., 29	One-Week Immersion in Fieldwork <ul style="list-style-type: none"> <li>No Monday, Tuesday, or Friday daytime classes or supervisor meetings; evening and online asynchronous courses will meet according to instructor's discretion.</li> </ul>
Mon., Sept 1	Labor Day Holiday - No classes
Tue., Sept 2	Resume regular MAT schedule—classes meet per regular schedule; fieldwork in schools on Wednesday/Thursday
Mon., Sept 15	University Wellbeing Day - No classes
Thur., Sept. 18	Special Topics Seminar #1 at CCEE from 2-3:30 pm
Tue., Oct 7	University Wellbeing Day - No classes
Thur., Oct. 9	Special Topics Seminar #2 at CCEE from 2-3:30 pm
Thur., Oct 16-Fri. Oct 17	Fall Break – No classes or fieldwork
Thur., Nov. 6	Special Topics Seminar #3 at CCEE from 2-3:30 pm
Wed., Nov 19	Praxis Prep and Study Session from 5-7 pm

Nov. 26-28	Thanksgiving Holiday - No classes or fieldwork
Weds., Dec. 3	Last day of coursework (LDOC) coursework and fieldwork
Weds., Dec. 3	Praxis Prep and Study Session from 5-7 pm
	UNC Winter Break *We recommend that students attempt their Praxis and Pearson exams during winter break.

<p style="text-align: center;"><b>Spring 2026</b></p> <p><i>Spring schedule includes 1-hour weekly seminar meeting with supervisors (these are not noted below—supervisors will schedule these individually by group).</i></p> <p><i>Required Special Topic Seminars will be scheduled throughout the Spring semester. Supervisor Seminars will not be held during STS weeks.</i></p> <p><i>Both are required components for EDUC 746.</i></p> <p><i>Note: Interns follow school district calendar for holidays, teacher workdays &amp; spring break (See Appendix A)</i></p>	
<b><u>Dates</u></b>	<b><u>Responsibilities</u></b>
Wed., Jan 7	<ul style="list-style-type: none"> <li>• First Day of Classes (FDOC) at UNC</li> <li>• MAT Spring Student Teaching Launch 9:30-noon</li> </ul>
Wed., Jan 7 - Fri. Jan. 16	Math Workshop for Elementary MAT cohort
Thur., Jan. 8	First full day back in student teaching placements for Secondary MAT cohort
Thur., Jan. 15	Special Topics Seminar: Focus on edTPA Task #1
Mon., Jan. 19	Dr. MLK Jr. Day - No School

Tues., Jan. 20	First full day back in student teaching placements for Elementary MAT cohort
Thur., Feb. 5	Special Topics Seminar: Focus on edTPA Task #2
Thur., March 12	Special Topics Seminar: Focus on edTPA Task #3
Spring Breaks:	Spring Break for CHCCS, Chatham, Durham, Orange & Wake – See individual school district calendars for exact dates/workdays, etc.
April TBD	Special Topics Seminar
Thur., April 2	Completed edTPA Portfolio uploaded to Pearson website by 11:59 p.m. <u>You should plan to upload and review your files at least 48 hours prior to this date to allow for processing time.</u>
Mon., April 27	<ul style="list-style-type: none"> <li>• Last Day of Classes UNC</li> <li>• Last day in student teaching placement</li> </ul>
Early May	MAT Program Orientation for incoming 2026-2027 cohort
Sat., May 9	<p>School of Education (SOE) Commencement &amp; family reception</p> <p>*The SOE commencement ceremony is held on May 9; however, all MAT students officially graduate and have their degree conferred in August.</p>
Fri., May 15	Final Deadline for Licensure exams—Praxis or Praxis/Pearson (UNC institution code is #5816)

Summer 2026	
Dates	Responsibilities

Weds., May 13 to Thur., May 28	EDMX 708: MAT Maymester and Capstone Course. If students have chosen the local Chapel Hill option, this class is held in-person, on campus. Students should plan to meet daily during this time according to hours listed in ConnectCarolina. Dates for Outward Bound and TTT will be announced during the Fall semester.
May 28 & May 29	Maymester exam days—UNC Academic <a href="#">Calendar</a>

### STUDENT TEACHING INTERNSHIP OVERVIEW

Student teaching internship assignments, or "placements", are made collaboratively between the MAT program and district partners, guided (though not guaranteed) by placement preferences provided by MAT 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 sites; carpooling, where possible, is encouraged.

The qualifications and teaching schedules of Clinical Educators ("cooperating/mentor teacher" or CEs) are aligned with state requirements and carefully reviewed to ensure high quality, developmentally appropriate placements. No change in the student teaching internship assignment (either for partial or whole day) can be made without permission of the MAT Program Director and the district placement liaison.

### FALL STUDENT TEACHING INTERNSHIP

Interns coordinate with their Clinical Educators (CE) to attend summer teacher workdays during the first week of UNC classes and then engage in Immersion Week to join their CEs and students for the first full week of school (see [2025-2026 MAT Calendar](#)). Then, throughout the Fall semester, based on agreements with local districts, interns will attend their placements on Wednesdays and Thursdays throughout the fall semester.

### Initial Fall Triad Meeting & Informal Pop-In

During the first two weeks of school, Supervisors will schedule and facilitate an initial triad meeting between the Intern, Clinical Educator and Supervisor. The purpose of this meeting is to discuss expectations for the semester among the triad and set initial goals related to North Carolina Teacher Candidate Evaluation Rubric (NCTCER) (See Appendix D). It is also recommended that the dates for observations are established for all members of the triad at this meeting.

In addition to the initial triad meetings, Supervisors will also plan an informal pop-in visit to their interns' classrooms, allowing them to get acquainted with the school and classroom community as they prepare to support their interns through more formal observations.

#### Fall Clinical Educator Observations & Expectations

The role of the Clinical Educator (CE) is to be the intern's professional mentor. This includes modeling research-informed practices and helping interns develop within their new environment. While the primary teaching responsibilities remain in the purview of the CE, during the Fall semester CEs will begin including interns in conversations around all parts of the profession. CEs help interns see themselves in the role of teacher, rather than just a classroom assistant, to help them begin their transitions to full-time teaching in the Spring.

Clinical Educators will be observing most of the lessons that their interns facilitate and will be providing ongoing feedback vital for the Intern's development. For the fall internship, the MAT program asks that CEs record at least one formal observation of their Intern teaching a lesson. It is the Intern's responsibility to schedule and plan this observed lesson, which should be planned with the MAT Lesson Plan Template (see Appendix C).

The Clinical Educator will document their observations and feedback using the QRC Observation Protocol (see Appendix D). Formal observations will be shared with the Intern during a post-observation conference, and all required documentation will be uploaded to the student teaching portfolio platform required by the Office of Educator Preparation and Accreditation. After Interns plan and teach the lesson, they will create an entry in their **Reflection Journal** (see Appendix B) to reflect on the experience. Completing this reflection right after the lesson observation and debriefing conversation is highly recommended.

#### Fall Supervisor Observations & Expectations

The Supervisor serves as the Intern's School of Education liaison, advocate, and evaluator. For the fall internship, the Supervisor and/or internship course instructor will observe the Intern at least one time during, EITHER teaching a lesson (planned with 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 their observations and feedback using the QRC Observation Protocol (see Appendix D). Formal observations will be shared with the Intern during a post-observation conference and the formal observation document(s) will be uploaded and shared to the student teaching portfolio platform required by the Office of Educator Preparation and Accreditation. After Interns plan and teach the lesson, they will write an entry in their Reflection Journal (*See Appendix B*). Completing this reflection right after the lesson is highly recommended.

### Fall Summative Evaluation/Three-Way Conference

One Three-Way (“Triad”) Conference with the Clinical Educator(s), and Intern will be conducted in the last week of the fall semester. At the conference, the North Carolina Teacher Candidate Evaluation Rubric (NCTCER) (See Appendix D) will be discussed and rated, and the scores recorded in the student teaching portfolio platform required by the Clinical Partnerships and Licensure Office. Interns may be rated below proficiency, and this score does not impact course grades. This evaluation serves as a pre-assessment for spring student teaching to inform goal setting during the Final Triad Meeting. A dispositions assessment may also be discussed at that time.

### Fall Methods Course Connections

Interns are expected to become an integral part of the classroom. Active participation – including observing and reflecting on pedagogical practices discussed in disciplinary methods classes and teaching small or whole group lessons when appropriate – are ways to connect with the students and Clinical Educators. Interns will also be expected to plan and execute lessons connected to their methods courses.

### Fall Seminars and Programming

There are two types of Seminars in the fall:

1. Weekly Reflective Seminars are an integral part of the MAT Interns' fieldwork practice. During the fall semester, these will be scheduled by each individual supervisor and will last for approximately 1 hour per 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. It is the Intern's responsibility to maintain the Reflection Journal weekly and bring it to all Reflective Seminars to share with colleagues, Supervisors, and instructors. 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.
2. Monthly Special Topics Seminars (see calendar for dates) are held to bring the MAT community together to discuss problems of practice and prepare for programmatic milestones. The topics covered in these seminars will vary depending on the desire and needs of the MAT community. Typical seminar topics include building sustainable teaching practices, edTPA, translating methods course instruction into classroom practice, and working with students and CEs in novel ways. Interns will be excused early from their student teaching placements on the days of the monthly seminars.

**Attendance at all seminars is required as part of the EDUC 701 and 746 course requirements.** Though absences may be excused according to the University attendance

policy; students must fill out the Internship Absentee Form [<https://go.unc.edu/internabsence>] as soon as they are aware they will be absent from a seminar and are responsible for obtaining information about the seminar from a MAT colleague or their Supervisor.

### Reflection Journal

In addition to participation in the Reflective Seminars, 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 Reflection Journal entry per week (see Appendix B), either about a formally observed lesson (see above) or about their teaching practice more broadly. Supervisors will provide prompts throughout the fall semester. It is the Intern's responsibility to maintain the Reflection Journal weekly and bring it to all Supervisor Seminars to share with colleagues, Supervisors, and instructors. Interns are required to scan and upload their Reflection Journal to Canvas on a monthly basis. The Canvas assignments will be titled "[Month] Journal."

### SPRING STUDENT TEACHING INTERNSHIP

#### **Internship & Lead Teaching Expectations (for primary and add-on programs of study)**

UNC licensure program Interns are required to attend their full-time placements Monday through Friday during the same contract hours as their CEs for the entire UNC spring semester. Interns will follow their school district's calendar through the last day of fieldwork in April (see MAT 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" (see Appendix F) 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 Supervisor. The lead teaching schedule for both the primary program of study should be designed and approved before the second week of the spring semester begins. After their successful 6 weeks of full-time lead teaching, Interns will ramp down, slowly handing instruction back over to their CEs. During this ramp down time, Interns may wish to visit other teachers and schools to observe within and outside of their grade level(s) or content area(s).

While teaching full-time, Interns are responsible for all the planning, teaching, assessing, and other classroom duties that the Clinical Educator (CE) 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 CEs may continue working in a co-planning and co-teaching manner according to school protocols; at times, it is expected that the CE may 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 teacher workdays, grade level (e.g., PLC) meetings, and professional development trainings with their CEs; 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 Supervisor according to the schedules described below.

#### Initial Spring Triad Meeting (Optional)

During the first two weeks of the spring semester, the Triad may decide to schedule an initial meeting. The purpose of this meeting is to revisit expectations for the spring semester among the triad, review goals related to North Carolina Teacher Candidate Evaluation Rubric (NCTCER) (See Appendix D), determine a ramp-up to lead teaching schedule, and review intern progress on essential teaching dispositions. It is also highly recommended that the dates for observations are established for all members of the triad.

#### Spring Clinical Educator Role and Observations

The role of the Clinical Educator is to be the Intern's professional mentor. We know that our Clinical Educators will be observing most 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 MAT Lesson Plan Template – and document their observation and feedback using the QRC Observation Protocol (Appendix D). Formal observations will be shared with the Intern during a post-observation conference and the formal observation document(s) will be uploaded to the student teaching portfolio platform required by the Clinical Partnerships and Licensure Office. After Interns plan and teach the lesson, they will create an entry in their Reflection Journal to reflect on the experience. Completing this reflection right after the lesson observation and debriefing conversation is highly recommended.

#### Spring Supervisor Role and Observations

During the spring semester, the Supervisor will perform three or more formal observations of the Intern teaching lessons – planned using the MAT Lesson Plan Template (Appendix C) – and document their observation and feedback using the QRC Observation Protocol (Appendix D). These formal observations will be shared with the Intern during a post-observation conference and the formal observation document will be uploaded to the student teaching portfolio platform required by the Office of Educator Preparation and Accreditation. After Interns plan and teach the lesson, they will create an entry in their Reflection Journal to reflect on the experience. Completing this reflection right after the lesson observation and debriefing conversation is highly recommended.

#### Spring Three-Way Conferences (mid-point and summative)

Triad conferences (Clinical Educator, Supervisor, and Intern) will be conducted twice during the spring internship: midway through the spring (March), and the last week of student teaching. At



each conference, the North Carolina Teacher Candidate Evaluation Rubric (NCTCER) will be discussed and rated, and the document will be uploaded to the Clinical Partnerships and Licensure online repository by the Supervisor. Some notes:

1. The mid-point triad conference is a crucial time during which all targeted areas for improvement must be identified and a remediation plan put in place, if necessary, to ensure Interns make adequate progress toward proficient ratings on the IHE Certificate of Teaching Capacity Form. In rare cases, Interns may be placed on an MAT Action Plan (Appendix E) 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 (see Appendix H).
2. At the summative three-way conference, 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 (see Appendix G) distributed via Qualtrics; to be recommended for licensure, interns must be rated as proficient or higher on a preponderance of items.

### Spring Seminars & Other Programming

There are three types of meetings that will occur in the spring:

1. Weekly Reflective Seminars are an integral part of the MAT Interns' fieldwork practice. 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 have their Reflection Journal completed for the week by the time of the seminar and bring it to the seminar for potential work with its contents.
2. Special Topic Seminars will continue throughout the spring semester on topics related to program completion, edTPA, licensure, job search, and panels with various audiences.

**Attendance at all seminars is required as part of the EDUC 701 and 746 course requirements.** Though absences may be excused according to the University attendance policy; students must fill out the Internship Absentee Form [<https://go.unc.edu/internabsence>] as soon as they are aware they will be absent from a seminar and are responsible for obtaining information about the seminar from a MAT colleague or their Supervisor.

### 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. General regulations and policies that govern undergraduate and graduate internships may come from local public school district partners (Boards of Education) and the UNC-Chapel Hill School of Education. Questions regarding the undergraduate and graduate internships may be directed to the MAT Program Director and 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 UNC semester calendar during the Fall semester. Follow the local school calendar during the Spring semester, including all 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, etc.
- Interns are permitted to work as paid substitute teachers during hours not designated for their internship responsibilities. As Fall placement constitutes coursework, interns may not substitute on Wednesday or Thursday, but may substitute Monday, Tuesday, or Friday given no conflicts with their university classes.
- Note that while it is beneficial for the Intern to be left alone in a room for short periods, the Clinical Educator must always be accessible and on campus for the Intern during the internship.

#### Policies Governing Student Teaching 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 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 Supervisor in advance of the absence or as soon as the Intern realizes an absence is necessary. Excessive tardiness or absenteeism is not permitted (see below).

If for some reason the Clinical Educator needs to lead instruction during an Intern's absence, it is the responsibility of all Interns to provide all instructional plans and materials for the period of the absence before they take a leave.

#### *Excusable Absences:*

- Attendance in Court: documentation required.

- Interview with an employing official (principal or HR): prior confirmation by Supervisor required.
- Job fairs: documentation required if the job fair is outside of those offered by UNC. If an Intern chooses not to attend a job fair promoted by UNC, they are expected to report to student teaching placement and follow their regular schedule.
- Professional meetings/conferences/workshops: documentation required
- Voting in local, state, or national elections: reasonable time off will be granted to allow students to vote. Advance notice to the Supervisor is required.
- Religious holiday/observance.
- Scheduled medical/health care appointments: documentation required.
- Illness: If an Intern is sick and unable to attend school, s/he must contact the 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 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 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 of excused absences above and/or does not attend school and/or fails to communicate the absence to the 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 can 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 to be readmitted to the MAT Program.

#### *A Note About Travel:*

The MAT program understands that, on rare and unavoidable occasions (e.g., funerals), unexpected travel may conflict with a student's fieldwork and/or coursework obligations. However, Interns 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.

### Intern Expectations and Professional Conduct

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

- Always act in a professional manner, including appropriate communication (see Appendix J), dress, conduct, and interpersonal boundaries. In addition, Interns are expected to conform to the same professional standards as the regular staff members of their placement school and uphold the Code of Ethics for NC Educators (<http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/code-of-ethics.pdf>). Interns should consult with their Supervisors and Clinical Educators (CEs) if they have questions about professional standards in their placement schools.
- Adhere to the Standards of Professional Conduct adopted by the NC State Board of Education for all professional educators (<https://www.dpi.nc.gov/professional-conduct>).
- Adhere to attendance policies. Arrive at the school at the same contracted 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 Supervisor as soon as possible; excessive tardiness is not permitted and may require the implementation of an MAT Action Plan (see Appendix E).
- Uphold an asset-based mindset and 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.
- Respect the confidentiality of all students in conversations with colleagues, in written assignments, and on any form of social media per the NC School Boards Association social media guidelines: <https://www.ncsba.org/wp-content/uploads/2024/08/Social-Media-for-School-Employees.pdf>.
- Report concerns in a timely manner. 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 MAT peers or school colleagues. If an Intern is unsure about a situation regarding the ethics of data protection/privacy, they are advised to ask their Clinical Educator and/or Supervisor, or the MAT Program Director. Unprofessional communications regarding district placements, teachers, or students are not permitted and may warrant the implementation of an action plan or dismissal from the MAT program.
- Proactively seek advice from other professionals, including Clinical Educator, Supervisor, and/or MAT Program Director.

### **Instructional Practice Expectations**

The following guidelines are provided to guide the Intern's instructional practice. Interns are expected to, in conjunction with their Clinical Educator (CE)'s and Supervisor's support:

- Collaborate with the CE 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 their classes. Consider students' background and individual learning needs as they develop instructional plans.
- Maintain a record of lesson plans throughout the fall and spring internships that can be easily shared with the CE and Supervisor.
- Regularly engage in reflection on their teaching practice and observations in both written and oral formats.
- Create lesson plans and instructional activities that draw upon available resources (from coursework, CEs and the placement school, and from peers) that yield original instructional plans that meet the learning needs of their students. Modify and extend prepared lesson/unit plans and cite resources, as appropriate.
- Be proactively involved in every step of the educational process 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 their CE on significant curriculum, policy, and discipline decisions.
- Help support students during the course of the typical school day as needed, in a variety of contexts.
- Consult with their CE 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 THE STUDENT TEACHING INTERNSHIP**

#### **Action Plans**

Intern performance will be assessed regularly by their Clinical Educator (CE) and Supervisor. If an Intern is evaluated as not making adequate progress, as assessed on the QRC rubric, the NC Teacher Candidate Rubric, or the Intern Expectations and Professional Conduct outlined above, an Action Plan will be collaboratively developed by the MAT Program Director, Clinical Educator, and Supervisor. In addition to the Supervisor, Clinical Educator, and Program Director, the completed Action Plan will be shared with the Assistant Dean of Educator Preparation and Accreditation and the Assistant Dean of Student Affairs and archived in the Intern's Internship portfolio. Improvements to the Action Plan will be led by the Supervisor and

Clinical Educator with regular input from the MAT 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. A sample Action Plan is available in Appendix E.

#### Modification of the Internship

Circumstances other than poor performance may require modification of the student teaching internship. It is important for the Supervisor to inform the MAT Program Director, the Assistant Dean of Student Affairs, the Assistant Dean of Educator Preparation and Accreditation, and the Clinical Partnerships 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 Supervisor must include in writing the rationale for any modification of student teaching. The Intern, Supervisor, Clinical Educator and MAT Program Director must sign and date a copy of the letter, which will be submitted to the student's Internship 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 the Internship

If a MAT Intern is terminated from their student teaching internship by either the School of Education or the District Partner for performance or professional conduct related issues, the candidate will earn a "F" (Fail) in the student teaching internship.

Any grade of F will make the candidate academically ineligible to continue their graduate study. Students have the right to submit a request for reinstatement to the program in partnership with the Assistant Dean for Student Affairs. See The Graduate School Handbook for more details <http://handbook.unc.edu/eligibility.html>

#### 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 and program. All requests to do so will be reviewed by the MAT Program Director, the Assistant Dean of Student Affairs, and the Assistant Dean of Educator Preparation and Accreditation. Interns should also consult the Graduate School Handbook for more details.

#### *Leave of Absence Process*

The Intern is required to communicate their decision with the MAT Program Director, Program Administrative Support Specialist and the Clinical Partnerships and Licensure Manager. In

addition to the process, the student must fill out the Leave of Absent form  
<https://gradschool.unc.edu/pdf/loareq.pdf>

## **POLICY FOR EARLY RELEASE FROM STUDENT TEACHING/EARLY EMPLOYMENT**

The UNC School of Education (UNC SOE) recognizes that education is ever changing and growing in different ways, thus we are ready to adapt. UNC SOE responded to feedback from district partners, school communities, and students about the need for flexibility to either engage in long-term substituting or be hired early. To accommodate and adapt, UNC SOE developed two paths for students which benefit hiring districts and program completion:

1. Long-Term Substitute Teacher: to be hired as a long-term substitute teacher; and
2. Residency Licensed (RL) Teacher: to be hired as a Residency licensed teacher (Teacher of Record)

### **Employment as a Long-term Substitute Teacher:**

This is a UNC student intern who is the lead in the classroom while the teacher of record is out for an extended period.

Students must meet the following:

1. Earn at least a “meets requirements” ratings on all standards on the NCTCER by the third observation
2. Yield a satisfactory mid-term observation conference between the student teacher, clinical educator, and Supervisor AND/OR successful full-time lead teaching
3. Complete all required coursework, making an agreement with the district to allow for accommodations (e.g. hire a substitute teacher) so that the Intern can attend UNC class and seminar meeting times and meet all licensure requirements by the end of the MAT in summer II
4. Prepare and submit the Teacher Performance Assessment (edTPA), and yield passing scores
5. Attempt or pass the NC Licensure Exams for their licensure area
6. Students must earn a “P” or better in all coursework

Districts and Hiring Liaison must agree to the following:

1. Requests for the Intern to become a long-term substitute should originate from the employing principal/school system and must be sent directly to the MAT Program Director and SOE Assistant Dean of Educator Preparation and Accreditation through this survey: [https://unc.az1.qualtrics.com/jfe/form/SV\\_5iDnIEmPjCZVHJs](https://unc.az1.qualtrics.com/jfe/form/SV_5iDnIEmPjCZVHJs)
2. Assign a mentor to the long-term substitute and forward that information to the SOE Assistant Dean for Educator Preparation and Accreditation, Supervisor, and the MAT Program Director.
3. Ensure that the student is subbing in the licensure area of preparation
4. Accommodate the students' needs/request for time to attend UNC required courses

Important notes for long-term subs:



- Released MAT Interns are not considered licensed personnel until after the official date of graduation for the semester in which they graduate. MAT Interns should be informed by the hiring district that they will only receive substitute pay for the early release period. UNC SOE will not send any letters to confirm a student's status as graduated and/or licensure requirements completed until after all grades have cleared the Registrar's Office and graduation status confirmed. This may take as much as three weeks after the semester ends.
- The hiring school/school district is responsible for remuneration directly to the student teacher. The UNC SOE shall not act as the fiscal agent once the student teacher is released from student teaching.
- MAT Interns are released from the Student Teaching placement only. They are still required to complete degree requirements, such as all other courses and edTPA requirements and other licensure requirements from the program or university and attend mandatory seminars.
- MAT Interns shall be allowed to attend the Graduate Recognition Ceremony for their program, typically in May.

#### Process and Requirements for Employment as a Residency License Teacher:

This is a MAT Intern who is hired by the district prior to program completion, is placed on RL license and is noted as the teacher of record. This individual is hired by the district, mentored by the district, and enrolled in the MAT as their EPP. The individual must meet all UNC-CH MAT requirements to clear the RL license.

To be considered for RL release the following must occur:

1. Request for early release to become an RL teacher should originate from the employing principal/school system and must be sent directly to the MAT Program Director and SOE Assistant Dean of Educator Preparation and Accreditation through this survey: [https://unc.az1.qualtrics.com/jfe/form/SV\\_5iDnIEmPjCZVHJs](https://unc.az1.qualtrics.com/jfe/form/SV_5iDnIEmPjCZVHJs)
2. Request will be reviewed by the MAT Program Director, SOE Assistant Dean of Educator Preparation and Accreditation, and the Supervisor for the following requirements:
  - A. Completion of all fall coursework with no grades of "L" (low pass) or "INC" (incomplete), to include in any add-on coursework
  - B. Successful completion of fall internship, including triad meeting with supervisor and clinical educator
  - C. Enrollment in spring coursework for complete MAT and if appropriate RL work
  - D. Maintain professional conduct and dispositions for moving to become teacher of record
3. MAT Interns must agree to be pre-released, and they always hold the right to refuse the release and should do so without repercussions from the University or School System.
4. The Supervisor and MAT Program Director will develop a support plan.
5. The Supervisor, MAT Program Director and/or Assistant Dean of Educator Preparation and Accreditation will meet with the student to discuss the hiring process.



6. MAT Program Director and/or Assistant Dean of Educator Preparation and Accreditation must meet with the hiring principal to agree upon the support plan.

Hiring Preferences per the program:

1. Employment at the same school as clinical placement site with the clinical educator serving as the mentor
2. Employment within the same school district as clinical placement site
3. To the extent practicable, limit additional duties added to the RL hires

Expectations of the MAT Intern in the RL position:

1. Enroll in and successfully complete the coursework in spring
2. Maintain professional educator dispositions and conduct expectations outlined in the MAT handbook
3. Earn proficient evaluations during the triad meetings and NCTCER
4. Three observations
5. Participate in closing triad meeting at conclusion in spring term
6. Three observations by Clinical educator receiving stipend
7. Submit edTPA by program established deadline, with cohort in coursework; see MAT handbook
8. Pass all licensure exams as appropriate to the content area
9. Successfully complete Maymester course

Expectations of the Supervisor in RL positions:

1. The Supervisor assigned to the MAT Intern for the fall term will continue to serve in this role unless hired in another school, in which Supervisor may change.
2. Support preparation of edTPA portfolio submission in concert with spring MAT coursework
3. See Appendix G for an outline of the spring calendar Early Release from Student Teaching expectations

Expectations of the Clinical Educator in the RL position:

1. The Clinical Educator assumes a mentorship role once the MAT Intern is hired as an RL teacher.
2. Conduct three observations during spring term
3. Participate in triad meetings at completion of RL internship (spring)
4. Support preparation of edTPA portfolio submission

Important note:

MAT Interns in RL positions shall be allowed to attend the Graduate Recognition Ceremony for their program. A substitute shall be approved by the hiring district to allow the candidate to attend.

## **PROGRAM COMPLETION AND LICENSURE**

At program completion, the MAT Program 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. Program of Study & Credit Transfer
5. Course Grades

#### NC Teacher Candidate Rubric & LEA/IHE Certificate of Teaching 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 Supervisor to discuss the student's performance during student teaching and both the NC Teacher Candidate Rubric (NCTCER) (Appendix D) and the LEA/IHE Certification of Teaching Capacity (Appendix H) form are completed. These forms are aligned with the North Carolina Professional Teaching Standards and licensure requirements.

Upon completion, the NCTCER will be uploaded to the student teaching portfolio platform required by the Office of Educator Preparation and Accreditation and the LEA/IHE Certification of Teaching Capacity will be complete via Qualtrics survey that is routed among the Supervisor, EC, and MAT Intern. 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. The edTPA is the Master's thesis substitute in the MAT program, and a passing result is required for program completion. Students in the Elementary Education cohort will choose between math or literacy for their edTPA portfolio.

An edTPA handbook can be downloaded from the SOE's Student Teacher Canvas site. The MAT Program Director 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 fall methods coursework and special topics seminars. There are also many options to engage support for the edTPA, particularly in the spring semester through advanced methods courses (secondary) and through supervisor/faculty support (elementary). It is the expectation that you take advantage of these opportunities early and often. 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 MAT intern: be proactive, pace yourself, and you will be successful.

All edTPA portfolios completed by Interns are required to be officially scored by Pearson, the operational partner of SCALE at Stanford University. The School of Education will provide each Intern with a voucher to cover the cost of official scoring by Pearson for the first submission. All Interns must submit their portfolios directly to Pearson by the date noted on the MAT Calendar (see above).

All passing scores for edTPA are established by the NC Department of Public Instruction. 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](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.
- Students must pass the edTPA in order to be recommended for licensure and to complete the program. If the edTPA is not successfully passed on the Intern's first attempt (this is rare) or if condition codes prevent full scoring by Pearson, they will have one opportunity to revise and resubmit portfolio items to resubmit to edTPA for official scoring. The costs for resubmitting tasks for rescoring are the responsibility of the Intern. For this reason, it is imperative that the Interns take advantage of all opportunities provided by the program related to edTPA support and completion.

### 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 is May 15, 2026. 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/>

### Elementary-Level Interns—Pearson and Praxis Exams

Candidates seeking the elementary education license must take and pass the following tests in order to be recommended for licensure:

- Praxis Test 7813 – CKT Math Subtest with a score of 150 or higher (after fall coursework) **AND**
- Pearson Foundations of Reading 890 - with a score of 233 or higher.

\* The MAT program strongly recommends that Elementary MAT candidates take the Foundations of Reading exam over the winter break, after completing the literacy course sequence.

### Secondary-level (6-12) Interns—Praxis II Exams

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:
      - Language Arts (Test 5047)
      - Mathematics (Test 5164)
      - Science (Test 5442)
      - Social Studies (Test 5089)
  - Secondary Licensure (9-12)
    - Must pass appropriate content test:
      - English (Test 5038)
      - Mathematics (Test 5165)
      - Comprehensive Science (Test 5436)
      - Comprehensive Social Studies (Test 5581)

\* Interns may pursue licensure across grades 6-12 by passing the required exams. A Middle Grade MAT candidate would need to pass the two secondary level Praxis II exams; a Secondary MAT candidate would need to pass the Middle Grades Praxis II exam.

### K-12 Special Education (General Curriculum) or K-12 Special Education (General Curriculum) Add-On Interns—Pearson and Praxis II Exams

Interns in the primary program of study area of K-12 Special Education, **OR** any MAT candidate pursuing an add-on K-12 Special Education (General Curriculum) license must take and pass the following tests:

- Praxis Test 5355 – Special Education: Core Knowledge and Mild to Moderate Applications with a score of 158 or higher **AND**
- Praxis Test 7813 – CKT Math Subtest with a score of 150 or higher **AND**
- Pearson Foundations of Reading 890 - with a score of 233 or higher.

\* The MAT program strongly recommends that K-12 Special Education MAT candidates take the Foundations of Reading exam over the winter break, after completing the literacy course sequence.

### Licensure Application

MAT Interns who successfully complete the program, including passing edTPA, are eligible to apply for an NC Professional Educators License following graduation and degree conferral in August. Information about the process of applying for licensure in NC, and in other states, will be provided during a licensure seminar during the spring semester. Information about the NC Department of Public Instruction's licensure system is available here, <https://ed.unc.edu/academics/licensure/>, see "Applying for a New License in North Carolina" tab.

### Program of Study & Credit Transfer

Prior to program entry, each student will participate in a one-on-one meeting with program staff. The purpose of this meeting is to ensure students have a comprehensive understanding of their program of study. Interns are expected to check their program of study and enrolled courses before the start of each term to ensure they are progressing through the MAT program as required. While program staff will communicate course registration details and timing before each term, students may be asked to self-enroll in required and appropriate courses and course sections.

During the one-on-one meeting, the students are asked to confirm their pre-MAT courses and/or additional credit hours eligible to be transferred to the MAT program. The program's credit transfer policy is structured as follows:

- A maximum of 12 credit hours may be transferred
- Only courses with a grade of B or higher will be considered for transfer
- Detailed transfer guidelines are available on the pre-MAT program [webpage](#)

### Course Grades

Interns who earn an "L", or low pass" grade will be put onto an MAT action plan (see Appendix E). More than nine credits of "L", or low pass, will result in a student to be dismissed 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. For example, all grades in temporary coursework (e.g. Incomplete "I") must be replaced by a final, permanent grade.

## **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](mailto:disabilityservices@unc.edu). We recommend that you initiate engaging with accessibility resources as soon as possible immediately following acceptance of your offer of admission to the MAT and matriculation into the MAT. This will allow adequate time for services to be established, particularly if you are enrolling in summer classes. 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.

## **GRADUATION**

MAT students are eligible to walk in the May graduation ceremony each year, and it is a time-honored tradition that students, their families, and faculty alike look forward to. Please note, however, that the official conferral date of the MAT degrees is August, after the completion of summer MAT coursework. For this reason, MAT students should not apply through ConnectCarolina to graduate in spring; if they do so, they will not be able to register for their summer course(s) needed to complete their degree. Interns will need to wait until their summer courses have begun to apply to graduate in August. The following information is provided for MAT students to plan for walking in the May graduation ceremony, which typically is scheduled for the second weekend of May each year.

### **Commencement Ceremony**

The School of Education Commencement ceremony for all School of Education programs, including the MAT, will take place on Saturday of graduation weekend. MAT students are encouraged to attend this ceremony, as the school does not host a commencement ceremony in the summer. The MAT Program will provide Intern's names to be included in the ceremony program. Again, because Interns are officially graduating in the summer, they should not apply to graduate in May, as a degree application will prevent them from registering for summer courses. Rather, they will need to apply to graduate prior to the summer graduation deadline, typically in July. If an Intern applies to graduate in spring in error, they will need to contact the Assistant Dean of Student Affairs in the School of Education so that their request can be removed.

### **Reception**

Immediately following the School of Education commencement ceremony, MAT students and their families are invited to attend the SOE reception. Information about this event will be sent out in the spring semester from the Assistant Dean of Student Affairs. Details will include location, time, RSVP due date, and ticketing information.

## Regalia

Academic regalia is required for all persons participating in any departmental or university wide commencement event. The UNC Student Stores sells regalia for undergraduates, masters, and doctoral students. Students can order caps, gowns, and announcements online through the Student Stores. Online orders typically open in mid-March and run through early April through [store.unc.edu](http://store.unc.edu) (graduation tile on front page) and in the store March through May. Master of Arts in Teaching graduates should select Master of Education in the drop down on the Student Stores website to get the light blue hood for Education. For questions about regalia or announcements, students can email [graduation@store.unc.edu](mailto:graduation@store.unc.edu).

## Diplomas

Diplomas are printed with each graduate's full legal name as it appears in ConnectCarolina. Students are asked to check their StudentCenter to make sure their name appears in the system exactly as they would like it to on their diplomas. If an error is found, students can contact the records department in the University Registrar's Office ([records@unc.edu](mailto:records@unc.edu)). Should a student fail to correct an error prior to the printing of their diploma, there is a replacement charge. The School of Education does not issue or mail diplomas; they are mailed centrally from the University Registrar's Office. If a student experiences a problem with the receipt of their diploma, they are advised to contact the records department at [records@unc.edu](mailto:records@unc.edu) or [registrar@unc.edu](mailto:registrar@unc.edu).

## Main University Ceremony

Information on the UNC wide ceremony at Kenan Stadium can be found on the Commencement website at <http://commencement.unc.edu>

## FREQUENTLY ASKED QUESTIONS

### ***When will I know my student teaching placement?***

- The Office of Clinical Partnerships and Licensure will make teaching placement matches based on MAT students' requests during their program entry meetings.
- Our district partners work hard to support the process in Intern/Clinical Educator (CE) matching and they must receive all necessary paperwork (NC Health Form & District Background Check) to ensure and confirm placement assignments.
- Please note that all students need to turn in their required paperwork as soon as possible. Only after Interns' paperwork is reviewed and accepted by the district partners can the Office of Clinical Partnerships and Licensure send official Intern/CE match emails.

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

- Email your Clinical Educator and Supervisor prior to the absence. Then, submit the form found at <https://go.unc.edu/internabsence>
- More information: [Page 16 of the Handbook](#).

***What is the deadline for \_\_\_\_\_ or when is \_\_\_\_\_ being held?***

- The full MAT calendar can be found on [Page 7 of the Handbook](#).
- For course specific information, please refer to your syllabus.
- If you cannot find the answer, please ask your supervisor or Jia Heiny: [jialiuh@email.unc.edu](mailto:jialiuh@email.unc.edu).

***How many observations will I have each semester?***

- Supervisors will observe Interns at least 1 time in the fall and 3 times in the spring. CEs will observe Interns at least 1 time in the fall and 3 times in the spring.
- More information about observations can be found in Page 10 of the Handbook.
- ***What do I need to turn in for my formal Supervisor and Clinical Educator (CE) observations?***
- A lesson plan (48 hours in advance) to both your Supervisor and CE.
- A reflection (after teaching), in your Reflection Journal for that week
- Note: Supervisors will instruct Interns on where to upload observation documents.

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

- A sample MAT lesson plan template can be found in [Appendix C](#)
- You must turn this lesson plan into your supervisor and CE 48 hours prior to your observation.

***What are Reflection 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 Reflection Journal throughout your time in the MAT.
- Weekly reflection entries are required, though often student teachers find it useful to write more frequently.
- An overview of the Reflection Journals can be found in the [Reflection Journal section on p.12 of the Handbook](#). Additional details about the Reflection Journaling are provided in your fieldwork syllabi each semester.
- Interns are required to create at least one Reflection 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 Reflection Journal to Canvas on a monthly basis.

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

- Video permission forms for edTPA should be scanned and uploaded to the student teaching portfolio platform required by the Clinical Partnerships and Licensure Office.



- 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 edTPA portfolios?***

- Pearson does not provide sample edTPA portfolios for review, but the MAT program has a wealth of materials that will be shared with students during the year.

***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:
  - The MAT Program will hold multiple Special Topics seminars and edTPA workshops to support students throughout the year.
  - Faculty will also provide edTPA support, during coursework or select phases during the edTPA portfolio completion process.
  - Interns may elicit direct feedback from their Clinical Educators and peers.
  - Supervisors may ask you questions or provide prompts for reflection, but they may not provide direct edits or specific writing suggestions.

***My family is already making plans to attend my graduation! How do I find out more information about graduation weekend?***

- All MAT students are highly encouraged to walk in the May UNC graduation, though technically your degree will be conferred in August.
- Do not register for Spring graduation—the program will provide a list of all students who are eligible to walk.
- All graduation questions should be directed to the SOE Student Affairs. Please contact [SOEStudentAffairs@unc.edu](mailto:SOEStudentAffairs@unc.edu)
- See graduation information [on page 26 of the Handbook](#)

***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 of when you will be able to obtain your license.
- We recommend you take them after completing fall and/or spring MAT coursework while the information is still fresh from coursework.
- See [https://soe.unc.edu/services/student\\_affairs/testing.php](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.

***What if I am offered a job before I complete the MAT? Can I be released early from Student Teaching?***

- In remarkable circumstances, a school district may inquire about offering an intern a position as a full-time substitute teacher or Residency Licensure (RL) teacher to complete the full school year. The MAT program's Early Release Policy and Procedure (see Appendix G) provides options for interns in this situation and requires approval from the Supervisor, Program Director, and the Assistant Dean for Educator Preparation and Accreditation. Requests for early release must come from the principal and cannot be initiated by the Intern.

***When will I get my NC teaching license?***

- MAT students graduate in August, so they are eligible to apply for NC licensure after they receive their degree-awarded transcripts, typically in mid-August. To assist with the job hunt, the School's Office Educator Preparation and Accreditation will prepare Program Verification letters for MAT interns that indicate their good standing in the program, which will be distributed at the MAT Program Director's discretion in Spring.

***Am I allowed to work during the MAT?***

- While we cannot require you not to work during the MAT, we strongly discourage it. The MAT is an intensive, year-long, 40+ credit hour graduate-level program that brings with it significant time commitments toward coursework, fieldwork, and homework. The rigorous demands of the graduate-level coursework, readings, and writing are simultaneously combined with the professional obligations of your fieldwork placement, which leaves little time or energy for work outside of the MAT.

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

- UNC SOE advises 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 regarding discipline as regular teachers. G. S. 115C-309 grants teacher candidates the same legal protection as a full-time contracted 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 Office of Educator Preparation and Accreditation prior to visiting schools. Additionally, Criminal Background Checks may be required for each school system.

## **APPENDICES**

- A. UNC and District Partner Academic Calendars
- B. MAT Student Teacher Reflection Journal
- C. MAT Lesson Plan Template
- D. NCTCER and QRC Observation Protocols
- E. MAT Student Teacher Action Plan
- F. Example Spring Ramp-Up Schedule
- G. Early Release Policy and Procedure
- H. LEA/IHE Certificate of Teaching Capacity
- I. MAT Licensure Exam Cost Chart
- J. Professional Email and Communication Guidelines

## **APPENDIX A: UNC and District Partner Academic Calendars**

As an emerging teaching professional, it is the Intern's responsibility to access and follow their placement district's academic calendar in conjunction with the UNC academic calendar and MAT program schedule, where appropriate. We highly encourage Interns to consult these calendars prior to making travel plans or purchasing airline tickets for holidays and breaks.

UNC's Academic Calendar: <https://registrar.unc.edu/academic-calendar/>

District Partner Academic Calendars:

- Chapel Hill-Carrboro City Schools: <https://www.chccs.org/calendar-63>
- Chatham County Schools: <https://www.chatham.k12.nc.us/o/ccs/page/academic-calendars>
- Durham Public Schools: <https://www.dpsnc.net/page/school-and-district-calendars>
- Orange County Schools: <https://www.orangecountyfirst.com/calendar>
- Person County Schools: <https://www.pcsnc.org/documents/printable-calendars/477075>
- Wake County Public School System: <https://www.wcpss.net/calendars>

## **APPENDIX B: MAT Student Teacher Reflection Journal**

All MAT Interns will keep a Reflection Journal to assist in their reflective practice during their fieldwork and student teaching. 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 Reflection 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 Reflection 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. You may choose a physical notebook or a digital format (such as a private blog, document, or journaling app)—whichever medium you feel most comfortable using consistently. Keep in mind that you will be doing this reflective writing (as well as drawing and artifact collection) regularly, 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—or, if digital, a device or platform that allows for easy access and organization.

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, photos, or physical/digital artifacts—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 instructors, Supervisor, and peers, so please bring it to all classes and seminars. If you are using a digital format, make sure it is easily shareable when needed (e.g., via screen share or link). 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 what you put into it.

**TO START:** purchase or repurpose a composition notebook that you like—or set up a digital space that feels personal and accessible. Write your name on it and decorate it or keep it plain to start (as you wish). Then craft your first entry. You have begun!

## APPENDIX C: MAT Lesson Plan Template



### MAT Program Lesson Plan Template

Teacher Candidate:

Grade Level:

Lesson Title/Focus:

Date:

Time:

NCDPI/Common Core Learning Standard(s):

Objective(s)/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 D: NCTCER and QRC Observation Protocol

### North Carolina Teacher Candidate Evaluation Rubric (NCTCER)

- Click the link below for the NCTCER Rubric:
  - [North Carolina Teacher Candidate Evaluation Rubric \(NCTCER\).pdf](#)

### Quality Responsive Classrooms (QRC) Rubric:

<i>Student Domains and indicators</i> to look for during observation
<p><b>1) Students take an active role in creating and maintaining classroom norms and protocols.</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>1.1</b> Students know how to <b>use/access resources (materials &amp; one another) and know where</b> to get materials, whether provided by the teacher or within the larger learning space.</li><li><input type="checkbox"/> <b>1.2</b> Students have <b>internalized and follow classroom/activity norms and expectations</b>, and prompt and <b>remind one another</b> when necessary.</li><li><input type="checkbox"/> <b>1.3</b> Students appear to be <b>self-directed and engage productively in the learning task</b> without waiting for continual teacher direction.</li></ul>
<p><b>2) Students generate and/or participate in the process of meeting learning goals and assignments.</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>2.1</b> Students have appropriate <b>options in how to meet learning goals or fulfill learning tasks</b>, 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.</li><li><input type="checkbox"/> <b>2.2</b> Students <b>ask one another questions</b> regarding learning activities to clarify expectations or assignment procedures.</li><li><input type="checkbox"/> <b>2.3</b> Students can <b>monitor their individual and collective</b> progress toward learning objective(s).</li></ul>
<p><b>3) Students participate in learning and support each other in building understanding or knowledge.</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>3.1</b> Students <b>volunteer relevant background knowledge and/or experiences</b>.</li><li><input type="checkbox"/> <b>3.2</b> Students <b>seek out opportunities to extend</b> their understanding of the content (e.g., asking questions beyond those posed by teacher, bringing in outside materials or references to academic topics).</li><li><input type="checkbox"/> <b>3.3</b> Students <b>use their first language and/or vernacular</b> ways of speaking to support their peers <b>academically</b>, to clarify their thinking, and to build bridges to academic ways of talking.</li><li><input type="checkbox"/> <b>3.4</b> Students are <b>productively, actively, and appropriately engaged</b> in learning activities most of the time (not just behavior compliance, but active engagement in learning).</li></ul>



- ☐ **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** as well as 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 them **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’ understanding 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 the classroom, 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 their native language**, the 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 E: MAT Intern Action Plan Template**



### MAT Intern Action Plan

MAT Intern:

Clinical Educator or MAT Instructor:

University Supervisor: \_\_\_\_\_

Description of Specific Concern(s) and/or Area(s) of Growth:

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

*\*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/MAT Instructor \_\_\_\_\_ Date \_\_\_\_\_

MAT Intern \_\_\_\_\_ Date \_\_\_\_\_

MAT Program Director \_\_\_\_\_ Date \_\_\_\_\_



## APPENDIX F: Example Spring Ramp-Up Schedule

\*Note: This ramp up schedule is based on the CHCCS calendar. Please consult your district calendar for accurate teacher workdays and student breaks.

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	

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		

### Suggested Timeline

- Submit edTPA
- Teach 1 Class
- Teach 2 Classes
- Teach 3 Classes
- Teach 4+ Classes
- Observation/Assist
- No school
- No Students
- Official First Day/Orientation
- edTPA and Content Workshop
- Last Day of Student Teaching

\*It's good to plan for 7 weeks in case of missed days

## Appendix G: Residency License (RL) Protocol – Spring Semester Only

Title	Attendees	Description	Timing*
<b>Initial Triad Meeting</b>	MAT RL, Coach/Mentor, Supervisor	<ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Establishing edTPA timeline</li> <li>• Identification of school-based mentor</li> <li>• Reviewing expectations of participants in Triad</li> </ul>	January
<b>Spring Observation #1</b>	MAT RL, Supervisor	<ul style="list-style-type: none"> <li>• MAT RL sends lesson plan 24 hours in advance</li> </ul>	Late January/ early February
<b>Spring Observation #2</b>	MAT RL, Supervisor	<ul style="list-style-type: none"> <li>• MAT RL sends lesson plan 24 hours in advance</li> </ul>	February
<b>Mid-semester NCTCER (North Carolina Teacher Candidate Evaluation Rubric)</b>	MAT RL, Coach/Mentor, Supervisor	<ul style="list-style-type: none"> <li>• Completed by Supervisor</li> <li>• MAT RL should self-reflect and come with artifacts and explanations</li> </ul>	Late February/ early March
<b>Spring Observation #3</b>	MAT RL, Supervisor	<ul style="list-style-type: none"> <li>• MAT RL sends lesson plan 24 hours in advance</li> </ul>	March
<b>EdTPA submission</b>	<b>MAT RL</b>		<b>April 2**</b>
<b>Summative NCTCER (North Carolina Teacher Candidate Evaluation Rubric)</b>	MAT RL, Coach/Mentor, Supervisor	<ul style="list-style-type: none"> <li>• Completed by Supervisor</li> <li>• MAT RL should self-reflect and come with artifacts and explanations</li> </ul>	Mid-April
<b>Certificate of Teaching Capacity</b>	MAT RL, Principal or principal designee, Coach/Mentor, Supervisor	<ul style="list-style-type: none"> <li>• Completed by Supervisor with input from Principal or designee, Coach/Mentor, and MAT RL</li> </ul>	Late April

*\*Based on the start-date for the MAT RL, the scheduling of these requirements could be earlier.*

*\*\*edTPA submission is April 2, which results in a score report return of April 23.*

## Appendix H: LEA/IHE Certificate of Teaching Capacity

### LEA/IHE Certification of Teaching Capacity

Candidate Name: \_\_\_\_\_ School: \_\_\_\_\_

Cooperating Teacher Name: \_\_\_\_\_ Grade: \_\_\_\_\_

LEA: \_\_\_\_\_ IHE: \_\_\_\_\_

*In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.*

Standard/Element	Proficient Descriptor	Rating
<b>Professionalism</b>		
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Classroom Climate/Culture</b>		
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Instruction</b>		
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2b.2 Incorporates different points of view in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Standard/Element	Proficient Descriptor	Rating
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Evaluation/Assessment</b>		
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard</i>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Impact on Student Learning</b>		
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met



## Appendix I: MAT Licensure Exam Cost Chart

*\*as of July 2025*

### **SPECIAL EDUCATION (K-12)** *\*same for add-on*

890	Pearson Foundations of Reading	\$139
5355	Praxis II Special Education: Core Knowledge and Mild to Moderate Applications	\$130
7813	Praxis II Content Knowledge for Teaching Mathematics CKT Subtest	\$78
	<b>Total Cost</b>	<b>\$347</b>

### **ELEMENTARY EDUCATION (K-6)**

890	Pearson Foundations of Reading	\$139
7813	Praxis II Content Knowledge for Teaching Mathematics CKT Subtest	\$78
	<b>Total Cost</b>	<b>\$217</b>

### **MIDDLE GRADES EDUCATION (6-9)**

#### **Social Studies** (Middle Grades)

5089	Praxis II Middle School Social Studies	\$156
	<b>Total Cost</b>	<b>\$156</b>

#### **English Language Arts** (Middle Grades)

5047	Praxis II Middle School English Language Arts	\$156
	<b>Total Cost</b>	<b>\$156</b>

#### **Science** (Middle Grades)

5442	Praxis II Middle School Science	\$130
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	<b>Total Cost</b>	<b>\$130</b>
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### **Mathematics** (Middle Grades)

5164	Praxis II Middle School Mathematics	\$130
	<b>Total Cost</b>	<b>\$130</b>

## **SECONDARY EDUCATION (9-12)**

### **Social Studies** (Secondary)

5581	Praxis II Social Studies: Content Knowledge	\$130
	<b>Total Cost</b>	<b>\$130</b>

### **English Language Arts** (Secondary)

5038	Praxis II English Language Arts: Content Knowledge	\$130
	<b>Total Cost</b>	<b>\$130</b>

### **Science** (Secondary)

5436	Praxis II General Science: Content Knowledge	\$130
	<b>Total Cost</b>	<b>\$130</b>

### **Mathematics** (Secondary)

5165	Praxis II Mathematics	\$130
	<b>Total Cost</b>	<b>\$130</b>

## Appendix J: Professional Email and Communication Guidelines

### **Email “Dos”**

- Open with an appropriate greeting such as: “Dear Dr. Damico “Hello Dr. Lys”, or “Hi Mr. Powell”
- Note that you may use first names of professors once they have explicitly invited you to do so

\*If you are unsure about a person’s title, look it up or ask them.

- Tell the person who you are if you are not certain they will know: “I’m X...”
- Tell the person how you know them or what class you are in: “...in Y Class.”
- Continue with question/issue/proposed solution
- Sign off with a polite closing: e.g. “Thanks, your name”
- Emails should be: brief, polite, direct
- If it takes more than 1-2 short paragraphs, it is best to set up a meeting to discuss it
- If there is an issue, suggest a solution, but don’t expect that it will always be accepted.

### **Email “Don’ts”**

- Send an email with only an attachment and no message
- Send an email without proofreading it (people don’t expect pristine spelling or punctuation, but you should make sure that your email says what you intended and is clear).
- Avoid “text talk” (i.e. TTYL)