



School of Education

UNC School of Education

Master of Arts in Teaching (MAT)

Handbook

2026-2027

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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).

Note: The elementary and Special Education licensure options within the Master of Arts in Teaching (MAT) program will be offered during the 2026–27 and 2027–28 academic years. Admissions for elementary education licensure will pause beginning with the 2028–29 academic year. All other MAT licensure options — including secondary education — will continue to be offered.

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-July (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 to 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.

2026-2027 MAT Calendar

Summer 2026	
<u>Dates</u>	<u>Responsibilities</u>
May 7	MAT Program Orientation—all MAT students must attend
June 1- June 26	MAT Summer Session I: EDUC 614 and EDUC 615
June 19	Juneteenth Holiday: No classes
June 29-July 3	4th of July Break: No classes
July 6-July 30	MAT Summer Session II: EDUC 628 (all students); EDUC 689 (elementary); EDUC 532 (secondary), EDMX 782 (K-12 SPED & SPED add-on)
Aug. 3-Aug. 13	Summer Break: No classes or meetings

Fall 2026	
<u>Dates</u>	<u>Responsibilities</u>
Aug. 14	MAT Program Fall Launch • Location: Peabody G010 • Time: 12:30-3:00 pm • Required attendance for all MAT students
Aug. 17	First Day of UNC Classes (FDOC)
Week of Aug. 17	Begin regular MAT schedule • MAT courses meet per regular schedule • Fieldwork in schools on Wednesday/Thursday

Aug. 20	Special Topics Seminar #1 • Location: CCEE • Time: 1-4 pm • MAT students are excused from their placements early to attend STS
Aug. 24-Aug. 28	Immersion Week • MAT students attend fieldwork for full day M-F • No Monday, Tuesday, or Friday daytime classes or supervisor meetings; evening and online asynchronous courses will meet according to instructor's discretion.
Aug. 31	Resume regular MAT schedule • Classes meet per regular schedule • Fieldwork in schools on Wednesday/Thursday
Sept. 7	Labor Day Holiday - No classes
Sept. 21	University Wellbeing Day - No classes
Oct 6	University Wellbeing Day - No classes
TBD in Oct.	Special Topics Seminar #2 • Location: CCEE • Time: 1-4 pm • MAT students are excused from their placements early to attend STS
Oct 16-Oct 17	Fall Break – No classes or fieldwork
TBD in Nov.	Special Topics Seminar #3 • Location: CCEE • Time: 1-4 pm • MAT students are excused from their placements early to attend STS
Nov. 25-Nov. 27	Thanksgiving Holiday - No classes or fieldwork
Dec. 2	Last day of classes (LDOC) & fieldwork

Dec. 3	Special Topics Seminar #4 • Location: CCEE • Time: 1-4 pm
Dec. 13-Jan. 6	UNC Winter Break • We recommend that students attempt their Praxis and Pearson exams during winter break.

Spring 2027	
<i>Note: Interns follow school district calendar for holidays, teacher workdays & spring break. See Appendix A for UNC and district calendars</i>	
<u>Dates</u>	<u>Responsibilities</u>
Jan 6	First Day of Classes (FDOC) at UNC
Jan 6-Jan 8	MAT Program Spring Launch & edTPA Bootcamp • Location: CCEE • Time: 9 am - 3 pm
Jan 11 - Jan. 15	Elementary and SPED Math Workshop • Location: CCEE • Time: 9-4 pm
Jan. 11	First full day back in student teaching placements for Secondary MAT cohort
Jan. 18	Dr. MLK Jr. Day - No School
Jan. 20	First full day back in student teaching placements for Elementary and SPED MAT cohorts
Jan TBA	Special Topics Seminar #5 at the CCEE
Feb TBA	Special Topics Seminar #6 at the CCEE
Spring Break:	See individual school district calendars for exact dates for spring breaks, holidays, and teacher workdays, etc.
March TBA	Special Topics Seminar #7 at the CCEE

April 1	EdTPA Deadline Completed edTPA Portfolio uploaded to Pearson website by 11:59 p.m.
April 26	Last Day of Classes (LDOC) and in student teaching placement
Early May	MAT Program Orientation for incoming 2027-2028 cohort
May 8	School of Education (SOE) Commencement *The SOE commencement ceremony is held on May 8; however, all MAT students officially graduate and have their degree conferred in August.
May 14	Praxis/Pearson Licensure Exam Deadline UNC institution code is #5816

Summer 2027	
Dates	Responsibilities
May 12 to May 27	EDMX 708: MAT Maymester 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 INTER will be announced during the Fall semester.
May 27 & May 28	Maymester exam days—UNC Academic Calendar

MAT Coursework

Designed with initial North Carolina teaching licensure in mind, the MAT program consists of 40+ credit hours of coursework paired with a two-semester student-teaching internship. Students choose from multiple tracks based on their professional goals and intended licensure area. Coursework is intentionally designed to connect educational theory, research, and evidence-based instructional practices with authentic classroom experiences. Through rigorous academic study and sustained clinical practice, candidates develop the knowledge, skills, and professional dispositions necessary to support diverse learners and thrive as beginning educators.

Below is an example of the Plan of Study for each MAT Program Strand. Full course descriptions can also be found on our [Curriculum and Courses](#) page.

MAT Program Strand	Summer 1 & 2	Fall	Spring	Maymester
Elementary	• EDUC 614 • EDUC 615 • EDUC 628 • EDUC 689	• EDUC 685 • EDUC 686 • EDUC 687 • EDUC 688 • EDUC 699 • EDUC 701	• EDUC 747 • EDUC 746	• EDMX 708
Secondary	• EDUC 614 • EDUC 615 • EDUC 628 • EDUC 532	• EDUC 760 • EDUC 689 • EDUC 790 • EDUC 617 • EDUC 701	• EDUC 747 • EDUC 746	• EDMX 708
K-12 Special Education	• EDUC 614 • EDUC 615 • EDUC 628 • EDMX 782	• EDUC 744 • EDUC 685 • EDUC 699 • EDUC 689 • EDUC 791 • EDUC 701	• EDUC 747 • EDUC 746	• EDMX 708
K-12 Special Education Add-On	• *EDMX 782	• *EDUC 791		

MAT Orientations, Seminars, & Reflection Expectations

Attendance and participation at all orientations, seminars, and meetings is a required part of the MAT program. Though absences may be excused according to the University attendance policy; students must fill out the Internship Absentee Form [\[https://go.unc.edu/internabsence\]](https://go.unc.edu/internabsence) as soon as they are aware they will be absent and are responsible for obtaining information from a MAT colleague or their supervisor. To familiarize all stakeholders with the program structure and expectations, a variety of MAT Orientation Sessions, semester “Launches” and seminars will be held, as follows:

1. Program Entry One-On-Ones: Directly after students accept admission into the MAT program, they are invited to a one-on-one meeting with the MAT Program Director, Program Support Specialist, and Clinical Placement and Licensure Managers. This meeting allows students to share internship placement preferences and needs and also provides a foundation for paperwork and documentation requirements. During this meeting, the students’ Plan of Study is also discussed.

2. 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.
3. MAT Program Fall Launch: Before the start of the Fall semester, there is an Intern/student teaching launch meeting for the entire MAT cohort on August 14, 2026. The agenda will include: a review of the MAT program and [year-long calendar](#), introduction to various School of Education services, and preparation for fieldwork (e.g., schedule, observations, expectations for professionalism of student interns in the field, and university supervisor meet and greet).
4. MAT Program Spring Launch: Similar to the Fall Fieldwork Launch and before entering full-time student teaching, there is an Intern/student teaching launch meeting for the entire MAT cohort on January 6, 2027. Topics will include goal setting, creating a lead teaching schedule, and the observation/evaluation expectations (including edTPA).
5. Weekly Supervisory Seminars: Fall and Spring semesters include a 1-hour weekly seminar with supervisors (supervisors will schedule these individually by group). These meetings are an integral part of the MAT interns' fieldwork practice. During the fall semester, these will be scheduled by each individual supervisor 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 a Reflection Journal weekly and bring it to all seminars to share with peers, 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.
6. Special Topics Seminars (STS): Monthly Special Topic Seminars (STS) will be scheduled throughout the Fall and Spring semesters and are meant 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, navigating edTPA, translating methods course instruction into classroom practice, and working with students and CEs in novel ways. MAT students are excused from their placements early in order to attend STS each month. Supervisor Seminars will not be held during STS weeks. Both weekly supervisor meetings and special topics seminars are required components of EDUC 701 and EDUC 746.
7. In addition to participation in the orientations and seminars, interns are expected to engage in regular, reflective practice about their classroom experiences, interactions, and teaching practices. This 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, either about a formally observed lesson or about their teaching practice

more broadly. Supervisors will provide prompts throughout the fall and spring semesters. It is the intern's responsibility to maintain the reflection journal weekly and bring it to all supervisory seminars to share with colleagues, supervisors, and instructors.

At the beginning of the school year, the School and MAT Program faculty will also provide several options for both University Supervisor and Clinical Educator training to facilitate successful mentorship of interns throughout the year. During these experiences, supervisors and clinical educators will: learn about the MAT Program's approaches and pedagogies; review the schedule, requirements, and benefits of being a supervisor or clinical educator; and network with other supervisors and/or clinical educators across schools and districts. Completion of this training is required each year to serve as a supervisor or clinical educator, even if training has already been completed in a prior year (due to programmatic changes and updates).

Student Teaching Internships

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 teachers 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, Assistant Dean for Educator Preparation and Accreditation, and the district placement liaison.

All formal observations are planned using the MAT Lesson Plan Template ([Appendix B](#)), documented using the QRC Observation Protocol ([Appendix C](#)), shared with the Intern during a post-observation conference, and uploaded to the student teaching portfolio platform.

Semester	Observer	Minimum Formal Observations
Fall	Clinical Educator	At least 1
Fall	Supervisor	At least 1
Spring	Clinical Educator	3 or more
Spring	Supervisor	3 or more

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 [2026-2027 MAT Calendar](#)). Then, throughout the Fall semester, based on agreements with local districts, interns will attend their placements for the full day on Wednesdays and Thursdays.

Fall Triad Meetings & Informal Pop-In

Triad conferences (Clinical Educator, Supervisor, and Intern) will be conducted twice during the fall internship: at the beginning of the semester (Aug/Sept) and the end of the semester (Dec.). 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.

- 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 C](#)). 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.
- One additional triad conference will be conducted in the last week of the fall semester. At the conference, the North Carolina Teacher Candidate Evaluation Rubric ([NCTCER](#)) will be discussed and rated, and the scores recorded in the student teaching portfolio platform required by the Clinical Partnerships and Licensure Office. At this point in their development, 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. A dispositions assessment may also be discussed at that time.

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 and opportunities to engage in 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 ([Appendix B](#)).

The clinical educator will document their observations and feedback using the [QRC Observation Protocol](#). Formal observation feedback 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.

Fall Supervisor Observations & Expectations

The supervisor serves as the intern's School of Education liaison, advocate, and evaluator. For the fall internship, the supervisor 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](#). 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.

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.

Spring Student Teaching Internship

Internship & Lead Teaching Expectations

During the spring semester, interns are required to attend their student teaching placements full-time 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 [Appendix A for District Calendar links](#)). Interns, in consultation with their clinical educators and supervisors, will take responsibility for one content area or instructional block at a time, “ramping up” to full-time lead teaching in their primary program of study content area for a minimum of 6 weeks as approved by the primary clinical educator and supervisor. 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 educators would normally perform. This includes, but is not limited to 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 educators and supervisors according to the schedules described below.

Spring Clinical Educator Role & Observations

We know that our clinical educators will be observing most lessons the interns conduct and will be providing ongoing feedback which is vital for intern 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](#). 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 & 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](#) – and document their observation and feedback using the [QRC Observation Protocol](#). 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 Triad Conferences

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 [LEA/IHE Certificate of Teaching Capacity Form](#). In rare cases, Interns may be placed on an MAT Action Plan at this time, though any concerns about progress should be identified and communicated to the Supervisor and Intern prior to this meeting. If necessary, these action plans may include extending the internship to allow for sufficient time to reach *proficient* on the [LEA/IHE Certificate of Teaching Capacity Form](#).
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 [LEA/IHE Certificate of Teaching Capacity Form](#) distributed via Qualtrics; to be recommended for licensure, interns must be rated as proficient or higher on a preponderance of items.

University & School of Education Expectations & Regulations

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.

Intern Expectations & Professional Conduct

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

- Always act in a professional manner, including appropriate communication, 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](#). 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.
- 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 D](#)).
- 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](#).
- 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.

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.

Action Plans, Modifications & Termination of the Internship

Action Plans ([Appendix D](#))

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 D](#).

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 Managers, 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 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 an 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 and/or 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>

Program Completion & Licensure

At program completion, the MAT Program evaluates intern performance on five 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. Program of Study & Credit Transfer
2. Course Grades
3. NC Licensure Exams
 - a. EdTPA
 - b. Praxis and Pearson Tests
4. NC Teacher Candidate Rubric & LEA/IHE Certification of Teaching Capacity

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

Grading Scale for Graduate Courses

All master's and doctoral programs administered through The Graduate School operate under the same grading system. The graduate grading scale in use at UNC-Chapel Hill is unique in that it cannot be converted to the more traditional ABC grading scale. Graduate students do not carry a numerical GPA.

Grading at the graduate level is intended to offer feedback to students on their performance in a given course, including once students reach the thesis and dissertation stage. Faculty are encouraged to specify course requirements and grading expectations for students. Students enrolled in courses numbered 400 and above must receive one of the following grades.

Graduate Permanent Grades

- H** High Pass - Clear Excellence
- P** Pass - Entirely Satisfactory Graduate Work
- L** Low Pass - Inadequate Graduate Work
- F** Fail

Special Permanent Grades

- F*** Fail-Administratively Assigned; equivalent to F
- NG** No grade assigned; administratively assigned only
- XF** Fail-Honor Court hearing outcome; equivalent to F

Temporary Grades

- AB** Absent from final examination
- IN** Work incomplete
- CV** Incomplete (COVID-19)
- NR** Not recorded

A full description of the Graduate School's grading policies can be found in the Graduate School Handbook under Grading: <https://handbook.unc.edu/grading.html>

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

Incomplete Policy

A grade of IN is given when the course instructor determines that exceptional circumstances warrant extending the time for the student to complete the course. Students requesting an IN (Incomplete) need to complete the following template and present it to their course instructor. Please know that the course instructor has the discretion to accept, deny, or modify the template. In no way is an instructor obligated to accept this template.

- Name of Student:
- Short explanation that expresses why an IN is being requested (e.g., what happened that resulted in a need to request an IN?):
- Description of assignment(s) to be completed:
- Process for submitting the work to the instructor:
- Date when IN work will be submitted:
- Student Signature & Date:
- Faculty Signature & Date:

North Carolina Licensure Exams

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.

Interns will engage in edTPA preparation through fall 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). 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>).

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 [2026-2027 MAT calendar](#). The edTPA must be completed during the student teaching internship and the passing criteria are listed on the NC DPI website (see https://www.edtpa.com/PageView.aspx?f=GEN_NorthCarolina.html)

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

Praxis and Pearson 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 14, 2027. The students are required to list University of North Carolina-Chapel Hill (school code #5816) as the score recipient. Up to date licensure exam costs can be found in [Appendix G](#).

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.

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 C](#)) and the LEA/IHE Certification of Teaching Capacity ([Appendix F](#)) 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, Clinical Educator, and MAT Intern. All documents should be submitted by the final day of the student teaching/internship assignment.

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 May; 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 (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.

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). 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 or 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>

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.

Accessibility Resources & Services

If you have a medical condition/disability that may require reasonable accommodation to ensure equal access to this program, please contact the Department of Disability Services at 919.962.8300, on the internet at <http://disabilityservices.unc.edu/eligibility> or via email at disabilityservices@unc.edu. We recommend 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.

Frequently Asked Questions

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

- The full MAT calendar can be found [HERE](#) and will be updated as necessary during the course of the year
- For course specific information, please refer to your syllabi and course instructors for support.

When will I know my student teaching placement?

- The Office of Clinical Partnerships and Licensure will make teaching placement requests to the districts based on MAT students' feedback 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) in a timely manner to ensure and confirm placement assignments. 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.

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.

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>

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

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

- We recommend you take your Praxis and Pearson exams after completing your fall MAT coursework while the information is still fresh.

- See our Handbook [HERE](#) for a list of specific licensure tests you need to take according to your program of study.
- Go [HERE](#) for additional information about scheduling your exams

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 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. Please contact the program director for additional questions.

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.

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 Lesson Plan Template
- C. NCTCER and QRC Observation Protocols
- D. MAT Student Teacher Action Plan
- E. Example Spring Ramp-Up Schedule
- F. LEA/IHE Certificate of Teaching Capacity

G. MAT Licensure Exam Cost Chart

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](#)

- [Chatham County Schools](#)
- [Durham Public Schools](#)
- [Orange County Schools](#)
- [Person County Schools](#)
- [Wake County Public School System](#)

Appendix B: MAT Lesson Plan Template

MAT Lesson Plan Template	
Teacher Candidate:	Grade Level:
Lesson Title/Focus:	
Date:	Time:
NCDPI/Common Core Learning Standard(s):	

Objective/Focus (e.g., “I Can” Statement/Essential Question):
Materials Needed:
Adaptations for Special Needs (EC, ELL, IEP, 504):
Adaptations for Diverse Learners:
Grouping Strategies:
THE LESSON (what teacher and students will do)
Introduction (“Before”):
Instruction for Learning and Engagement (“During”):
Engagement and Practice (“During”):
Closure (“After”):
ASSESSMENTS
Formative:
Summative:

Appendix C: NCTCER and QRC Observation Protocol

North Carolina Teacher Candidate Evaluation Rubric (NCTCER)

- [North Carolina Teacher Candidate Evaluation Rubric \(NCTCER\)](#)

Quality Responsive Classrooms (QRC) Rubric:

<i>Student Domains and indicators</i> to look for during observation
<i>1) Students take an active role in creating and maintaining classroom norms and protocols.</i> ☐ 1.1 Students know how to use/access resources (materials & one another) and know where to get materials, whether provided by the teacher or within the larger learning space. ☐ 1.2 Students have internalized and follow classroom/activity norms and expectations, and prompt and remind one another when necessary. ☐ 1.3 Students appear to be self-directed and engage productively in the learning task without waiting for continual teacher direction.
<i>2) Students generate and/or participate in the process of meeting learning goals and assignments.</i> ☐ 2.1 Students have appropriate options in how to meet learning goals or fulfill learning tasks, e.g., multiple ways to represent, solve, and/or respond to a problem or question, and/or appropriate choices within the context of the lesson. ☐ 2.2 Students ask one another questions regarding learning activities to clarify expectations or assignment procedures. ☐ 2.3 Students can monitor their individual and collective progress toward learning objective(s).
<i>3) Students participate in learning and support each other in building understanding or knowledge.</i> ☐ 3.1 Students volunteer relevant background knowledge and/or experiences. ☐ 3.2 Students seek out opportunities to extend their understanding of the content (e.g., asking questions beyond those posed by teacher, bringing in outside materials or references to academic topics). ☐ 3.3 Students use their first language and/or vernacular ways of speaking to support their peers academically, to clarify their thinking, and to build bridges to academic ways of talking. ☐ 3.4 Students are productively, actively, and appropriately engaged in learning activities most of the time (not just behavior compliance, but active engagement in learning). ☐ 3.5 In general, students have opportunities to collaborate with peers and are actively engaged in academic talk.
<i>Teaching Domains and indicators</i> 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 D: MAT Intern Action Plan Template

MAT Intern:

University Supervisor:

Clinical Educator:

Description of Specific Area(s) for Improvement and/or Action:

Action Plan

Required Action	Target Date	Assessment Method & Criteria	Observed by:	Follow-Up & Notes
Is there anything else you'd like to add?				

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

Signed and Dated:

MAT Intern _____ Date _____

University Supervisor _____ Date _____

Clinical Educator _____ Date _____

MAT Program Director _____ Date _____

Action Plan Reflection:

Individually reflect in writing on why each item might help improve your teaching practice. Please consider the following questions and respond below:

- How might this action plan be valuable for my practice as a teacher?
- How might it be valuable for my efforts to support my students' learning?
- Is there any specific support that I need from my supervisor or CE as I work to meet these goals?
- Are there any action items you feel are missing? Add any other items in a new row.

After reflecting in writing and discussing the document with your CE and Supervisor, please sign and return via email.

- Your CE and Supervisor will sign *after you do*, and we will work together to implement the action plan!

Appendix E: Example Spring Ramp-Up Schedule

*Note: This is a sample ramp up 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 F: 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
Professionalism		
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> .	☐ Met ☐ Not Met
Classroom Climate/Culture		
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	☐ Met ☐ 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.	☐ Met ☐ 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.	☐ Met ☐ Not Met
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	☐ Met ☐ Not Met
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	☐ Met ☐ Not Met
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	☐ Met ☐ Not Met
Instruction		
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.	☐ Met ☐ Not Met
	2b.2 Incorporates different points of view in instruction.	☐ Met ☐ 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.	☐ Met ☐ 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.	☐ Met ☐ Not Met
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.	☐ Met ☐ 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.	☐ Met ☐ Not Met
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	☐ Met ☐ 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.	☐ Met ☐ 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.	☐ Met ☐ Not Met
Evaluation/Assessment		
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>	☐ Met ☐ 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.	☐ Met ☐ Not Met
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	☐ Met ☐ Not Met
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	☐ Met ☐ Not Met
Impact on Student Learning		
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning	☐ Met ☐ 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.	☐ Met ☐ Not Met
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	☐ Met ☐ Not Met

Appendix G: MAT Licensure Exam Cost Chart

*as of July 2026

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
	Total Cost	\$347

ELEMENTARY EDUCATION (K-6)

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

MIDDLE GRADES EDUCATION (6-9)**Social Studies** (Middle Grades)

5089	Praxis II Middle School Social Studies	\$156
	Total Cost	\$156

English Language Arts (Middle Grades)

5047	Praxis II Middle School English Language Arts	\$156
	Total Cost	\$156

Science (Middle Grades)

5442	Praxis II Middle School Science	\$130
	Total Cost	\$130

Mathematics (Middle Grades)

5164	Praxis II Middle School Mathematics	\$130
	Total Cost	\$130

SECONDARY EDUCATION (9-12)

Social Studies (Secondary)

5581	Praxis II Social Studies: Content Knowledge	\$130
	Total Cost	\$130

English Language Arts (Secondary)

5038	Praxis II English Language Arts: Content Knowledge	\$130
	Total Cost	\$130

Science (Secondary)

5436	Praxis II General Science: Content Knowledge	\$130
	Total Cost	\$130

Mathematics (Secondary)

5165	Praxis II Mathematics	\$130
	Total Cost	\$130