



# **MASTER OF ARTS IN TEACHING HANDBOOK**

**2021-22**

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

<http://soe.unc.edu/academics/mat/>

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**IMPORTANT: MAT Students are required to acknowledge that they have received, reviewed, and will adhere to the MAT Handbook no later than two weeks after receiving the Handbook: [https://unc.az1.qualtrics.com/jfe/form/SV\\_3QnwpLsshI72SrP](https://unc.az1.qualtrics.com/jfe/form/SV_3QnwpLsshI72SrP)**

## **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) and K-12 English as a Second Language (ESL). The program provides the opportunity for candidates to obtain optional add-on licensure in either K-12 Special Education (General Curriculum) or teaching English as a Second Language (ESL)<sup>1</sup>. The MAT Program's signature pedagogy is Experiential Education, where experiences outside of the classroom are linked to the pedagogies and methodological approaches students learn in their coursework and fieldwork. MAT alumni are making 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; add-on licensure (if selected—add-ons are optional) requires 9 additional graduate credit hours of study and fieldwork experiences in schools. The MAT is built on research-based best practices, provides early and extensive clinical experience, and engages practicing teachers in collaborative inquiry. 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 upon their weaknesses. Fieldwork is at the heart of the MAT program and is a requirement for state licensure.

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

- **Intern:** The term "Intern" refers to the 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" 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.

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<sup>1</sup> In 2020-21, the ESL add-on option is not available, but select courses will be offered. Please work with your academic advisor if you are interested in these courses.

- Supervisor: The term “Supervisor” in this handbook refers to the university-based Supervisor who will oversee the Intern’s progression through the program. Each Intern will be assigned a Supervisor who will be the main contact for field observations and general support related to field placements. An Intern may have one or more Supervisors depending on the choice of completing an add-on. Note: edTPA support may or may not be provided directly by the Supervisor, depending on program strand.

### MAT Orientation Sessions

In order 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* Intern/student teaching orientation for the entire MAT cohort. The agenda includes a review of the MAT program, School of Education services, the Handbook including the year-long calendar, and provides an opportunity for students to ask questions about all aspects of the program.
2. Fall Fieldwork Launch: Before entering the assigned school placement in August, there is a *required* Intern/student teaching launch meeting for the entire MAT cohort. The agenda will address preparing for fieldwork (e.g. schedule, observations, expectations for professionalism of student interns in the field) and provide an opportunity for students to set goals and expectations for fieldwork.
3. Spring Student Teaching Launch: Similar to the Fall Fieldwork Launch, in January 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 SOE and MAT Program faculty will provide several options for Clinical Educator training to facilitate successful ongoing mentorship of Interns throughout the year. During this orientation, Clinical Educators will: learn about the MAT Program’s approaches and pedagogies; review the schedule, requirements, and benefits of being a Clinical Educator; and also network with other Clinical Educators across schools and districts. Completion of this training is required each year in order to serve as a Clinical Educator, even if training has already been completed in a prior year (due to programmatic changes and updates).

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



**STUDENT TEACHING INTERNSHIP CALENDAR: 2021-2022**

<b>Summer 2021</b>	
<b><u>Dates</u></b>	<b><u>Responsibilities</u></b>
May 12	<b>MAT Program Orientation—all MAT students must attend</b>
June 7-July 1	<b>MAT Summer Session I:</b> EDUC 614 and EDUC 615 (mixed grade levels)
July 2-July 9	4 <sup>th</sup> of July Break, No classes
July 12-Aug. 6	<b>MAT Summer Session II:</b> EDUC 628 (all students); EDUC 616 (elementary); EDUC 532 (secondary), EDUC 782 (K-12 SPED), EDUC 783 (K-12 ESL)
Aug. 6-17	Summer Break, no classes

<b>Fall 2021</b>	
Note: Fall schedule includes 1 hour weekly seminar meeting with supervisors (these are not noted below—supervisors will schedule these individually by group).	
<b><u>Dates</u></b>	<b><u>Responsibilities</u></b>
Wed., Aug. 18	First Day of UNC Classes
<b>Wed., Aug. 18 - Fri., Aug. 20</b>	<b>Virtual MAT Fall Launch/ Clinical Educator Trainings-(attend one)</b>
Wed., Aug. 18-Fri., Aug. 20	Attend fieldwork with mentor teachers PD days, preparing for instruction, follow mentor teacher's schedule
Mon., Aug. 23-Fri., September 3	Two-Week Immersion in Fieldwork No Monday/Tuesday or Friday (add-on) daytime classes; evening and online asynchronous courses will meet according to instructor's discretion.



Monday, September 6	Labor Day Holiday No classes/fieldwork
Week of Sept. 7-10	Begin regular MAT schedule—classes meet per regular schedule; fieldwork in schools on Wednesday/Thursday schedule
<b>Friday, September 10</b>	<b>Experiential Ed Seminar #1 12:30-2 p.m.</b>
<b>Friday, September 24</b>	<b>Experiential Ed Seminar #2 12:30-2 p.m.</b>
Mon., Sept 28	Monday MAT classes meet as usual
Tuesday. Sept 29- Sun. Oct. 3	<b>EE Week! DPS Hub Farm or NCOBS</b>
Mon., Oct. 4-Fri., Nov. 19	Continue Regular MAT coursework & fieldwork
<b>Friday, October 8</b>	<b>Experiential Ed Seminar #3 12:30- 2 p.m.</b>
Weds. Dec 1	LDOC Coursework
Thur., Dec. 9	Last Day Fieldwork

<b>Spring 2022</b>	
Note: Interns follow school district calendar for holidays, teacher workdays & spring break (See Appendix F)	
<b><u>Dates</u></b>	<b><u>Responsibilities</u></b>
Wed., Jan.5	<b>MAT Spring Student Teaching Launch 9:30-noon—attendance required</b>

Thurs., Jan. 6	Begin Attending Placement Full Time per school district calendar
Mon., Jan 10	First Day of Classes @ UNC (FDOC)
<b>Thurs., Jan. 13</b>	<b><u>Experiential Ed Seminar #1: 5:15-6:45 p.m.</u></b>
Mon., Jan. 17	Dr. MLK Jr. Day - No School
Thurs, Feb. 10	<b><u>Experiential Ed Seminar #2: 5:15-6:45 p.m.</u></b>
March	UNC Job Fair (excused) – date TBA
Spring Breaks:	Spring Break for CHCCS, Chatham, Durham, Orange & Wake – See individual school district calendars for exact dates/workdays, etc.
Thurs., March 24	<b><u>Experiential Ed Seminar #3: 5:15-6:45 p.m.</u></b>
Thurs., April 7	Completed edTPA Portfolio uploaded to Pearson website by 11:59 p.m. <i>You should plan to upload and review your files at least 48 hours prior to this date to allow for processing time.</i>
Thurs., April 21	<b><u>Experiential Ed Seminar #4: 5:15-6:45 p.m.</u></b>
Fri., April 23	Last Day of Classes UNC (if applicable)
Thurs., April 28	<b><u>Experiential Ed Seminar #5: 5:15-6:45 p.m.</u></b>  edTPA Score Profiles returned to students on this day (revisions, if necessary, submitted to supervisor within 7 days)
Fri., April 29	Last day in student teaching placement
Weds., May 4	MAT Program Orientation for incoming 2021-2022 cohort
Sat., May 7	SOE Commencement & family reception
Sun., May 8	UNC Commencement @ Kenan Stadium

<b>Summer 2022</b>	
<b>Dates</b>	<b>Responsibilities</b>
Weds., May 11 to Fri. May 27, 2022	EDMX 708: Teacher research course (MAT Capstone Course). This class is held in-person, on campus; plan to meet daily during this time according to hours listed in ConnectCarolina
May 26 & May 27, 2022	Maymester exam days—UNC Academic Calendar
July 11-August 5, 2022	MAT Summer Session II (add-on courses)

### **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 through the New Admissions Survey distributed to 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 are carefully reviewed to ensure high quality, developmentally appropriate placements for each MAT intern. 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**

#### **Fall Student Teaching Load and Internship Expectations**

UNC licensure program Interns are required to be in their placements on Wednesdays and Thursdays throughout the fall semester (see calendar). Interns will coordinate with their Clinical Educators in order to attend summer teacher workdays during the first week of UNC classes (see calendar). Interns are also required to attend placements for the first two weeks of school (see calendar). For these weeks, Interns are excused from School of Education daytime courses in order to attend their school placements full time (evening and online courses will meet per the instructor's schedule). After this two-week immersion, Interns will resume attending placements on Wednesdays and Thursdays for the remainder of the semester (except for the Experiential Education week in Fall—see calendar).

### Clinical Educator Observations

The role of the Clinical Educator (“cooperating/mentor teacher”) is to be the Intern’s professional mentor. We know that our Clinical Educators will be observing the vast majority of lessons the Intern conducts and will be providing ongoing feedback which is vital for the Intern’s development. For the fall internship, the School of Education requires Clinical Educators to perform at least one formal observation of the Intern teaching a lesson. It is the Intern's responsibility to schedule and plan this observed lesson, which should be planned using the *MAT Lesson Plan Template* (see Appendix A). The Clinical Educator should document her/his observation and feedback using the *Clinical Educator Formal Observation Template* (see Appendix B) or another form of their choosing. Formal observations will be shared with the Intern during a post-observation conference and the formal observation document(s) will be uploaded to Taskstream by the Intern. After Interns plan and teach the lesson, they will create an entry in their *Reflective Journal* (see fieldwork syllabus for details) to reflect on the experience, which they are also required to upload to Taskstream. Completing this reflection right after the lesson observation and debriefing conversation is highly recommended.

Students completing an optional "add-on" are required to complete the Add-on fieldwork portfolio and complete observations and fieldwork with in-service teacher mentors as required by each portfolio item.

### Initial Fall Triad Meeting

During the first two weeks of school, the supervisor will schedule and facilitate an initial triad meeting between the Intern, CE and supervisor. The purpose of this meeting is to discuss expectations for the semester among the triad, set initial goals related to NC Teacher Candidate Rubric (NCTCER) and a program adopted dispositions assessment. It is also recommended at this time that the dates for observations are established for all members of the triad.

### Fall Supervisor Observations

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

Students completing an optional "add-on" are required to complete the Add-on fieldwork portfolio and complete observations and fieldwork with in-service teacher mentors as required by each portfolio item.

### Fall Summative Evaluation/Three-Way Conference

One Three-Way (“Triad”) Conference with the Clinical Educator(s), Add-On Clinical Educator (if applicable) University Supervisor, and Intern will be conducted the last week of the fall semester. At the conference, the *North Carolina Teacher Candidate Evaluation Rubric*<sup>2</sup> will be discussed and rated, and the scores recorded in Taskstream. 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 impact goal setting during the Final Triad Meeting. A dispositions assessment may also be discussed at that time. At times it makes the most sense for the fall summative evaluation/three-way conference can be combined with the spring initial triad conference—and this is acceptable as long as all parties agree.

### 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 Educator. Interns will be tasked to plan and execute lessons connected to the methods block. University Supervisors will observe Interns formally at least once in the fall semester. The lesson taught for this observation may be one of the lessons taught for the methods block. Interns may also choose other lessons for their Supervisor and Clinical Educator to observe for feedback.

### 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. In the fall, these will be scheduled by each individual supervisor and will last for approximately 1 hour/week. In the spring, these seminars will be a part of the EDUC 747 course sequence. 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 Reflective Journal completed for the week by the time of the seminar and bring it to the seminar for potential work with its contents.
2. Interns will participate in approximately four (4) Experiential Education Sessions throughout the course of the Fall semester on the dates specified (see calendar). The purpose of these seminars is to make sense of the theories and practices related to Experiential Education so Interns can make appropriate connections related to EE to their teaching practice in their individual school contexts. At times, these seminars will be in direct preparation for EE Experiences, so attendance is required. Weekly Reflective Seminars will not be held on the weeks that the EE seminars take place, unless otherwise agreed upon by individual supervisory groups.

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<sup>2</sup> The NC Teacher Candidate Evaluation Rubric is available in the Student Teacher Folder in Sakai

**Attendance at all seminars is required**, 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 University Supervisor.

### Reflective Journal

In addition to participation in the Reflective Seminars, Interns are expected to engage in reflective practice about their classroom experiences, interactions, teaching practices. This reflective practice happens throughout the internship experience through conversation with the Intern's Clinical Educator, colleagues, and Supervisor. To document this reflective practice, Interns are required to create at least one formal *Reflective Journal* entry per week (see Appendix D), either about a formally observed lesson (see above) or about their teaching practice more broadly. It is the Intern's responsibility to maintain the *Reflective Journal* weekly and bring it to all Reflective Seminars and EE (see above and calendar) to share with colleagues, Supervisors, and instructors. Interns are required to scan and upload their *Reflective Journal* to Taskstream on a monthly basis.

### 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 for the entire spring semester. Interns will begin in their placements on the first day of UNC classes in January and follow their school district's calendar through the last day of fieldwork in May (see calendar). Interns, in consultation with their Clinical Educator, will take responsibility for one content area or instructional block at a time, "ramping up" to full-time lead teaching in their primary program of study content area for a minimum of 6 weeks as approved by the primary Clinical Educator and University Supervisor. Students completing one of the optional add-on programs of study in either Special Education or ESL<sup>3</sup> will continue working on their add-on fieldwork portfolio. The lead teaching schedule for both the primary program of study and the optional add-on program of study should be designed and approved before the second week of the spring semester begins.

While teaching full-time, Interns are responsible for all of the planning, teaching, assessing, and other classroom duties that the Clinical Educator would normally perform. During this time, Interns and Clinical Educators may continue working in a co-planning and co-teaching manner according to school protocols; at times, it is expected that the Clinical Educator will leave the classroom and work in an accessible nearby space in order 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 work days and are expected to attend all grade level (e.g. PLC) and professional development meetings with their Clinical

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<sup>3</sup> In 2020-21, the ESL add-on option is not available, but select courses will be offered. Please work with your academic advisor if you are interested in these courses.

Educators; IEP, 504 and other meetings should also be attended as needed/appropriate. Interns will be formally observed by both the Clinical Educator(s) and the University Supervisor according to the schedules described below.

#### Initial Spring Triad Meeting

During the first two weeks of the spring semester, the supervisor will schedule and facilitate an initial triad meeting between the Intern, CE and supervisor. This can take the place of the fall summative three-way meeting. The purpose of this meeting is to discuss expectations for the spring semester among the triad, set goals related to NC Teacher Candidate Rubric (NCTCER), determine a ramp-up to lead teaching schedule, and review progress on the program adopted dispositions assessment. It is also highly recommended at this time 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 the vast majority of lessons the Intern conducts and will be providing ongoing feedback which is vital for the Intern's development. The School of Education asks Clinical Educators to perform three or more formal observations of the Intern teaching lessons – planned using the MAT Lesson Plan Template – and document her/his observation and feedback using the *Clinical Educator Formal Observation Template*. Formal observations will be shared with the Intern during a post-observation conference and the formal observation document(s) will be uploaded to Taskstream by the Intern. After Interns plan and teach the lesson, they will create an entry in their *Reflective Journal* to reflect on the experience, which they are also required to upload to Taskstream/Watermark. Completing this reflection right after the lesson observation and debriefing conversation is highly recommended.

Students completing an optional "add-on" are required to complete the Add-on fieldwork portfolio and complete observations and fieldwork with in-service teacher mentors as required by each portfolio item.

#### Spring University Supervisor Role and Observations

The University Supervisor serves as the Intern's School of Education liaison and advocate. The Supervisor will perform three or more formal observations of the Intern teaching lessons – planned using the MAT Lesson Plan Template – and document her/his observation and feedback using the *QRC Observation Protocol* (Appendix C). These formal observations will be shared with the Intern during a post-observation conference and the formal observation document will be uploaded to Taskstream by the Supervisor. After Interns plan and teach the lesson, they will create an entry in their *Reflective Journal* to reflect on the experience, which they are also required to upload to Taskstream/Watermark. Completing this reflection right after the lesson observation and debriefing conversation is highly recommended.

Students completing an optional "add-on" are required to complete the Add-on fieldwork portfolio and complete observations and fieldwork with in-service teacher mentors as required by each portfolio item.

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

Three-way conferences (Clinical Educator, University 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 *NC Teacher Candidate Evaluation Rubric* will be discussed and rated, and the document will be uploaded to Taskstream by the Supervisor. Additionally, a dispositions assessment will be used to determine candidate's progress toward professional dispositional goals. 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 plans put in place if necessary. In rare cases, Interns may be placed on an action plan at this time, though any concerns about progress should be identified and communicated to the supervisor prior to this meeting.
2. At the summative three-way conference, Teacher Candidates must be rated *proficient* or above in every rubric in order 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 "Certificate of Teaching Capacity Form" (see Appendix G) and uploaded to Taskstream in order to be recommended for licensure.

### 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. These will be integrated into the EDUC 747 course and will last for approximately 1 hour/week. The purpose of these seminars is for the Interns to take charge of their learning by participating in reflective discussions about their practice, guided by Supervisors and, at times, program faculty. Interns are expected to have their Reflective Journal completed for the week by the time of the seminar and bring it to the seminar for potential work with its contents.
2. Interns will participate in approximately four (4) Experiential Education Sessions throughout the course of the Fall semester on the dates specified (see calendar). The purpose of these seminars is to make sense of the theories and practices related to Experiential Education so Interns can make appropriate connections related to EE to their teaching practice in their individual school contexts. At times, these seminars will be in direct preparation for EE Experiences, so attendance is required. Weekly Reflective Seminars will not be held on the weeks that the EE seminars take place, unless otherwise agreed upon by individual supervisory groups.
3. Online and/or Self-Led Professional Development Modules will occur throughout the spring semester on topics related to program completion, edTPA, licensure, job search, and panels with various audiences. These will be announced by email and/or through supervisors' communication.

**Attendance at all seminars is required**, 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 from a seminar and are responsible for obtaining information about the seminar from a MAT colleague or their University Supervisor.

### Reflective Journal

As in the Fall semester, Interns are expected to reflect often on their classroom experiences, interactions, and teaching practices during the Spring semester. This reflective practice happens informally 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 *Reflective Journal* entry per week, either about a formally observed lesson (see above) or about their teaching practice more broadly. It is the Intern's responsibility to maintain the *Reflective Journal* weekly and bring it to all Reflective and EE Seminars and meetings with Supervisors to share with colleagues, Supervisors, and instructors. Interns are required to scan and upload their *Reflective Journal* to Taskstream monthly.

### 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 and the UNC-Chapel Hill School of Education. Questions regarding the undergraduate and graduate internships may be directed to the Assistant Dean of Educator Preparation and Accreditation, located in the Office of Student Affairs in Peabody 103.

UNC-Chapel Hill and the School of Education have established certain regulations that will help Interns work more effectively with Clinical Educators. Regulations require Interns to adhere to the following:

- Observe the same hours required for teachers while on assignment in schools, which may include duty stations, extracurricular activities, grade level meetings, and other professional developments (PDs).
- Follow the local school calendar during the semester in place of the University's calendar, including holidays and breaks.
- Become a member of the school faculty throughout the student teaching internship. Participate in official school functions such as faculty meetings, in-service training programs, teacher workdays, parent meetings, etc.
- Interns may NOT work as a paid substitute for Clinical Educators without a licensed employee in the room or readily at hand. They may do the actual teaching, but cannot be paid if the University is in session. Note that while it is beneficial for the Intern to be left alone in a room for short periods, the Clinical Educator must be accessible and on campus for the Intern at all times.

## 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 University Supervisor. It is the Intern's responsibility to notify their Clinical Educator of the absence and submit an Internship Absentee Form [<https://go.unc.edu/internabsence>] to her/his University Supervisor in advance of the absence or as soon as the Intern realizes an absence is necessary. Excessive absenteeism, even if excused, is not permitted (see below).

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

### *Excusable Absences:*

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

Interns who anticipate being absent for a medical appointment, religious holiday, or some other valid reason must receive **prior approval** from their University Supervisor and their Clinical Educators. Interns are encouraged to make **ALL** non-emergency appointments outside of school hours.

Regardless of reasons for the excused absences, Interns are required to make up any days over **three** days in the semester. The Clinical Educator and the Supervisor will arrange for the Intern to make up the missed days. Grades will be held until these days have been made up.

### *Unexcused Absences:*

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

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

#### *A Note About Travel:*

The MAT program understands that, on very rare and unavoidable occasions (e.g., funerals), unexpected travel may conflict with a student's fieldwork and/or coursework obligations. However, you are expected NOT to schedule vacations, family events, weddings, or other travel which will take you away from your placement or coursework during the MAT. Interns are expected to consult the MAT program schedule, UNC's Academic calendar, and their placement district's academic calendar prior to making any travel arrangements. If a travel absence occurs, it should be reported using the Internship Absentee Form (<https://go.unc.edu/internabsence>) and will be considered an unexcused absence and must be made up.

#### **Intern Expectations and Professional Conduct**

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

- Act in a professional manner at all times including wearing professional attire. Interns should not wear jeans, shorts, sneakers, flip-flops, caps/hats, sweatshirts, etc. even if this is the common attire for the experienced teachers at the school. All clothing should be in good condition (e.g. no rips/tears, stains, fraying) and provide adequate coverage not only when one is standing still, but also when sitting, reaching overhead, or bending down/over. The hem of skirts and dresses should come no more than two inches above the knee. Pants/slacks should be worn with a dress shirt or blouse; polo shirts are acceptable but it is not necessary to wear a tie if wearing a button-down shirt. If you are in doubt about whether an article of clothing is appropriate for wear in a classroom setting, ask your supervisor and/or Clinical Educator prior to wearing the garment or choose something else.
- Adhere to attendance policies. Arrive at the school at the same time as the teachers and expect to spend the full school day and any additional planning or meeting time as the Clinical Educator requests. If unforeseen circumstances should cause the Intern to be tardy for school, the Intern must contact the Clinical Educator and the University Supervisor as soon as possible; excessive tardiness is not permitted and may require the implementation of an action plan (see below).
- Follow instructional calendar for the district in which you are placed. Interns are expected to follow the vacation calendar of the school for the full time student teaching semester, not UNC's calendar.
- Conform to the same professional standards as the regular staff members of the placement school and uphold the Code of Ethics for NC Educators (<http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/code-of-ethics.pdf>).

- Recognize the potential in all students and their families. Comment favorably on the good things happening in the school and contribute positively to the school community and culture.
- Proactively seek advice of other professionals, including Clinical Educator and University Supervisor.
- Respect the confidentiality of all students in conversations with colleagues, in written assignments, and on any form of social media. In order 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 you are unsure about a situation regarding the ethics of data protection/privacy, ask your Clinical Educator and/or Supervisor.

### 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's and Supervisor's support:

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

Teacher candidate performance will be assessed regularly by the Clinical Educator and University Supervisor. If an Intern is evaluated as not making adequate progress, as assessed on the NC Teacher Candidate Rubric, an Action Plan will be collaboratively developed by the MAT Program Director, Clinical Educator, and University Supervisor. A sample Action Plan is available in the Appendix E. The completed Action Plan will be archived in the Intern's Internship Portfolio in Taskstream making it available to the University Supervisor, Program Director, and the Assistant Dean of Educator Preparation and Accreditation for monitoring. Improvements on the Action Plan will be led by the University 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.

### **Modification of the Internship**

Circumstances other than poor performance may require modification of the student teaching internship. It is important for the University Supervisor to inform the MAT Program Director and both the Assistant Dean of Student Affairs and the Assistant Dean of Educator Preparation and Accreditation, in writing, when an Intern is unable to follow the regular student teaching schedule and meet the instructional and professional expectations of the internship site. The University Supervisor must include in writing the rationale for any modification of student teaching. The Intern, Supervisor, Clinical Educator and MAT Program Director must sign and date a copy of the letter, which will be submitted to the Intern's Taskstream portfolio and filed with the Office of Student Affairs. The Intern will receive a copy of the letter for his or her files. Please be aware that modifications may also include additional documentation from a medical provider or other campus resources.

### **Termination of the Internship**

#### *For MAT Interns*

If a MAT Intern is terminated from their student teaching internship by either the School of Education (or in some cases, the District Partner) for performance related issues the candidate will earn a "F" (Fail) in the student teaching internship, and will not graduate from the MAT program. Any grade of F will make the candidate academically ineligible to continue their graduate study, and once a F is earned in the student teaching internship, it is not repeatable for credit. See The Graduate School Handbook for more details <http://handbook.unc.edu/eligibility.html>

#### *For UNC BEST and K-12 Music Interns*

If an Intern is terminated from their student teaching internship by either the district partner or the School of Education, they will earn a "F" (Fail) in student teaching, and they will be sent

back to the College of Arts and Sciences to meet with an advisor for determination of a possible replacement major so the student can graduate. Once a F is earned in student teaching, it is not repeatable for credit.

### Leave of Absence/Withdrawal

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

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

### edTPA

All UNC Interns are required to successfully complete an edTPA portfolio in their content/licensure area. An edTPA handbook can be downloaded from the SOE's Student Teacher Sakai 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. There are also many options to engage support for the edTPA, particularly in the spring semester through

advances 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 student intern: be proactive, pace yourself, and you will be successful.

All edTPA portfolios completed by UNC Interns are required to be officially scored by Pearson, the operational partner of SCALE at Stanford University. For the 2021-22 academic year, the UNC SOE will provide each Intern with a voucher to cover the cost of official scoring by Pearson (worth approximately \$300). All UNC Interns must submit their portfolios directly to Pearson by the date noted on the Student Teaching Internship Calendar (see above).

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

Passing score for edTPA is established by the NC Department of Public Instruction

All UNC Interns must pass the edTPA teacher performance assessment to be recommended for licensure. The edTPA must be completed during the student teaching internship and the passing criteria are listed on the NC DPI website (see

[https://www.edtpa.com/PageView.aspx?f=GEN\\_NorthCarolina.html](https://www.edtpa.com/PageView.aspx?f=GEN_NorthCarolina.html))

- **Note:** all assessment rubrics are scored on a 5-point scale where 5 is the high end of the scale.
- Candidates will have one opportunity to revise and resubmit portfolio items and will be on a tight 7-10 day turnaround to remediate and resubmit to edTPA for official scoring. Students must pass the edTPA in order to be recommended for licensure and to complete the program. Cost for resubmitting tasks for rescoring are the responsibility of the teacher candidate.

### 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 Praxis scores into your Taskstream is July 15, 2022.**

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://soe.unc.edu/services/student\\_affairs/testing.php](https://soe.unc.edu/services/student_affairs/testing.php)

### Elementary-Level Interns—Pearson and/or Praxis

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

- Praxis Test 7803 – CKT Math Subtest with a score of 150 or higher (after fall coursework) **AND**
- The Pearson Test 090 – Foundations of Reading with a score of 229 or higher.<sup>4</sup>

### 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 (most candidates take these for MAT program admission):

- Successfully passing the following tests based on the grade level:
  - Middle Grades Licensure (6-9)
    - Must pass appropriate content test offered by Praxis (required for admission to program):
      - Language Arts (Test 5047)
      - Mathematics (Test 5169)
      - Science (Test 5440)
      - Social Studies (Test 5089)
  - Secondary Licensure (9-12)
    - Must pass appropriate content test (required for admission to program):
      - English (Test 5038)
      - Mathematics (Test 5161)
      - Comprehensive Science (Test 5435)
      - Comprehensive Social Studies (Test 5081)

MAT candidates 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) Interns—Pearson and/or Praxis II (Program Strand or Add-on)*

MAT teacher candidates 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 may take one of two tests that fulfill the mathematics subtest requirement; as of April 6, 2019 the Pearson Test 103 – Multisubject Subtest is no longer a requirement for the K-12 SPED education license). Therefore, a candidate seeking K-12 Special Education (General Curriculum) license must take and pass the following tests:

- Praxis Test 5543 – Special Education: Core Knowledge and Mild to Moderate Applications with a score of 158 or higher **AND**

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<sup>4</sup>The program strongly recommends that Elementary MAT candidates take the NC Foundations of Reading exam over the winter break, after completing the literacy course sequence.



- Praxis Test 7803 – CKT Math Subtest with a score of 150 or higher **AND**
- Pearson Test 090 – Foundations of Reading with a score of 229 or higher.

The program strongly recommends that Elementary and K-12 SPED MAT candidates take the NC Foundations of Reading exam over the winter break.

#### K-12 English as a Second Language Interns—Praxis II (Program Strand or Add-on)<sup>5</sup>

MAT teacher candidates pursuing an add-on K-12 English as a Second Language (ESL) license must take and pass the following tests in addition to the tests required above for their primary program of study:

- Praxis Test 5362 – English to Speakers of Other Languages with a score of 155 or higher.

#### Course Grades & Eligibility

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

#### 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 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 hasn't 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 in August after the completion of summer MAT coursework.** For this reason, MAT students should not apply to graduate in spring; if you do so, you will not be able to register for your summer course(s) needed to complete your degree. You will need to wait until your summer courses have begin to apply to graduate in August. The following information is provided for MAT students to plan ahead for walking in the May graduation ceremony, which typically is scheduled for the second weekend of May each year.

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<sup>5</sup> In 2020-21, the ESL add-on option is not available, but select courses will be offered. Please work with your academic advisor if you are interested in these courses.

## 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, who will officially graduate in August because you are finishing summer coursework, are encouraged to attend this ceremony as the school does not host a commencement ceremony in the summer. The MAT Program Director will provide your name to be included in the ceremony program which means you are planning on participating in the ceremony. Again, because you are officially graduating in the summer, you should not apply to graduate in May, as a degree application will prevent you from registering for summer courses. Rather, you will need to ensure that you apply to graduate prior to the summer deadline, which is typically in July. If you apply to graduate in spring in error, you will need to contact the Assistant Dean of Student Affairs in the School of Education to fix this.

## 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 prior to the event. 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 [stoe.unc.edu](http://stoe.unc.edu) (graduation tile on front page) and in the store March through May. Master of Arts in Teaching graduates should ALL select Master of Education in the drop down on the Student Stores website in order to get the light blue hood for Education. For questions about regalia or announcements please 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. Please check your StudentCenter to make sure your name appears in the system exactly as you would like it to on your diploma. If you find an error, please contact the records department in the University Registrar's Office ([records@unc.edu](mailto:records@unc.edu)). Should you fail to correct an error prior to the printing of your 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 you experience a problem with the receipt of your diploma, please contact the records department at [records@unc.edu](mailto:records@unc.edu).

MAT applicants graduating in August: Most professional graduate diplomas are printed ahead of graduation and can be released on Commencement Sunday after degrees have been conferred by the Chancellor, from Office of the University Registrar. They'll continue to be available for pick-up through the end of May, after which any remaining will be mailed from the Office of the

University Registrar to the graduate's home address as it appears in ConnectCarolina. Students should send diploma questions to registrar@unc.edu.

## MAIN UNIVERSITY CEREMONY IN KENAN STADIUM ON SUNDAY MORNING

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

## FREQUENTLY ASKED QUESTIONS

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

- Email your Clinical Educator and University Supervisor prior to the absence. Then, submit the form found at <https://go.unc.edu/internabsence>.
- More information: [Page 18 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 direct supervisor or Jia Heiny @ [jjaliu@email.unc.edu](mailto:jjaliu@email.unc.edu).

### ***How many observations with my University Supervisor will I have each semester?***

- You will have at least 1 in the fall and 3 in the spring.
- More information about observations can be found in the Handbook.

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

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

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

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

### ***What are Reflective Journals and when are they due?***

- Regular and deep reflection on teaching practice is instrumental to your growth as a novice teacher. You will keep a Reflective Journal throughout your time in the MAT.
- Weekly reflection entries are required, though often student teachers find it useful to write much more frequently.
- Full details about the Reflective Journaling are provided in your fieldwork syllabi each semester.
- Interns are required to create at least one Reflective Journal entry per week either about a formally observed lesson or about their teaching practice more broadly.

- You may write about a topic of your choice; supervisors and faculty may also give you periodic prompts.
- Interns are required to scan and upload their Reflective Journal to Taskstream on a monthly basis to the *Teacher Candidate Evaluation* portfolio.

### **What do I do with my video permission forms for EdTPA?**

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

### **Are we allowed to see sample/exemplar EdTPAs?**

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

### **Who can provide support for my EdTPA?**

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

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

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

- You may walk in the May UNC graduation, though technically your degree will be conferred in August because you will still take your Maymester capstone course.
- 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 Services. Please contact April Plumley, [aprilp@email.unc.edu](mailto:aprilp@email.unc.edu), (919) 966-1346
- See graduation information in [the MAT 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 to complete the end of the school year. The MAT program's Early Release Policy and Procedure ([Appendix H](#)) provides options for interns in this situation and requires approval from the university 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 student teacher.

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

MAT students graduate in August, so they are eligible to apply for NC licensure after they received their degree-awarded transcripts, typically in mid-August. To assist with the job hunt, the SOE Educator Preparation and Accreditation team will prepare Program Verification letters for MAT interns that indicate their good standing in the program.

***Why do I need to enroll in Taskstream again in fall and winter since I did it already in summer?***

MAT Students are required to enroll in three portfolios, including: (1) Placement forms and licensure requirements, (2) Teacher Candidate Evaluation and (3) edTPA Program. Students need to manually self-enroll in individual portfolio when the enrollment guide and code are distributed. All related documents are stored on the Sakai Student Teacher site. If you have questions about Taskstream enrollment, contact Jia Heiny at [Jialiu@email.unc.edu](mailto:Jialiu@email.unc.edu).

***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.

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

**No.** According to the state statutes, as contained in G. S. 115C-309, a teacher candidate is defined as working "under the direction and supervision of a regularly employed licensed teacher." Teacher Candidates must always serve under the direction of regular classroom teachers, and therefore **CANNOT serve as substitute teachers during their internship**. If asked to be a substitute and the teacher is not present, report to the principal's office and refer him or her to this statement.

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

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

***What are the health requirements for teacher candidates?***

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

**APPENDICES**

**LIST OF ITEMS IN THE APPENDIX:**

- A. MAT Lesson Plan Template
- B. Clinical Educator Formal Observation Template
- C. QRC Observation Protocol
- D. Reflective Journal
- E. Sample Action Plan (Taskstream version may vary)
- F. District Partner Calendars
- G. LEA/IHE Certificate of Teaching Capacity
- H. Early Release Policy and Procedure

**APPENDIX A: 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/LEARNING TASKS/SEQUENCE/ORGANIZATION:**

**Introduction/“Before” (Time – Time):**

- 
- 

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

- 
- 

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

- 
- 

**Closure/ “After”:** (Time – Time):

- 
- 

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

- **Formative:**
- **Summative:**

**APPENDIX B: CLINICAL EDUCATOR FORMAL EVALUATION TEMPLATE**

**Name:**

**Observation #:**

**Time:**

**Date:**

**Lesson/Subject:**

**Focus Statement/Question:**

**NCDPI/Common Core Learning Standard(s):**

<b>Time</b>	<b>Running Record</b>	<b>Comments</b>

<b>Overall Successes</b>	<b>Next Steps/Goals</b>
1	<ul style="list-style-type: none"><li>• <b>Content Goal:</b></li> <li>• <b>Management Goal:</b></li></ul>
2	
3	



## APPENDIX C: QRC (Quality Responsive Classrooms) OBSERVATION PROTOCOL

**Student Domains and indicators** to look for during observation

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

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

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

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

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

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

**Teaching Domains and indicators** to look for during observation

**1) Focuses on clear and challenging learning goals.**

- 1.1** Sets and **conveys** clear **content and skill objectives** 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 these **throughout the lesson/unit**.
- 1.4** Selects **appropriate learning materials and tasks** for learning objectives.
- 1.5** Communicates and reinforces **procedural directions and lesson structures in clear and concise ways** that move the lesson forward in a timely fashion.

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

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

**3) Supports students in their academic progress.**

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

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

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

**Classroom Community Domains and indicators** to look for during observation

**1) Physical characteristics of the classroom support academic learning.**

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

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

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

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

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

## APPENDIX D: REFLECTIVE JOURNAL

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

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

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

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

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

**APPENDIX E: ACTION PLAN TEMPLATE**

Teacher Candidate \_\_\_\_\_ PID# \_\_\_\_\_

Clinical Educator \_\_\_\_\_

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

Specific Concern(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Plan for Improvement**

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

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

Signed and Dated:

University Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Clinical Educator \_\_\_\_\_ Date \_\_\_\_\_

Student Intern \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX F: DISTRICT PARTNER AND UNC 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 are available on the following district sites:
  - Due to COVID, these have not been fully updated for 2021-22 academic years; we will update this when available.

# Appendix G: 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.*

Standards Met: 4 = Accomplished 3 = Proficient      Standards Not Met: 2 = Developing 1 = Emerging

Standard/Element	Proficient Descriptor	Rating				
		Standard Met		Standard Not Met		
<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> .	4 <input type="checkbox"/> Accomplished	3 <input type="checkbox"/> Proficient	2 <input type="checkbox"/> Developing	1 <input type="checkbox"/> Emerging	
	Comments (optional):					
<b>Classroom Climate/Culture</b>						
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	4 <input type="checkbox"/> Accomplished	3 <input type="checkbox"/> Proficient	2 <input type="checkbox"/> Developing	1 <input type="checkbox"/> Emerging	
	Comments (optional):					
	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.	4 <input type="checkbox"/> Accomplished	3 <input type="checkbox"/> Proficient	2 <input type="checkbox"/> Developing	1 <input type="checkbox"/> Emerging	
Comments (optional):						



Standard/Element	Proficient Descriptor	Rating			
		Standard Met		Standard 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.	4 <input type="checkbox"/> Accomplished	3 <input type="checkbox"/> Proficient	2 <input type="checkbox"/> Developing	1 <input type="checkbox"/> Emerging
	Comments (optional):				
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	4 <input type="checkbox"/> Accomplished	3 <input type="checkbox"/> Proficient	2 <input type="checkbox"/> Developing	1 <input type="checkbox"/> Emerging
	Comments (optional):				
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	4 <input type="checkbox"/> Accomplished	3 <input type="checkbox"/> Proficient	2 <input type="checkbox"/> Developing	1 <input type="checkbox"/> Emerging
	Comments (optional):				
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	4 <input type="checkbox"/> Accomplished	3 <input type="checkbox"/> Proficient	2 <input type="checkbox"/> Developing	1 <input type="checkbox"/> Emerging
	Comments (optional):				
<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.	4 <input type="checkbox"/> Accomplished	3 <input type="checkbox"/> Proficient	2 <input type="checkbox"/> Developing	1 <input type="checkbox"/> Emerging
	Comments (optional):				

Standard/Element	Proficient Descriptor	Rating			
		Standard Met		Standard Not Met	
2b. Teachers embrace diversity in the school community and in the world. (Cont'd)	2b.2 Incorporates different points of view in instruction.	<input type="checkbox"/> 4 Accomplished	<input type="checkbox"/> 3 Proficient	<input type="checkbox"/> 2 Developing	<input type="checkbox"/> 1 Emerging
	Comments (optional):				
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"/> 4 Accomplished	<input type="checkbox"/> 3 Proficient	<input type="checkbox"/> 2 Developing	<input type="checkbox"/> 1 Emerging
	Comments (optional):				
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"/> 4 Accomplished	<input type="checkbox"/> 3 Proficient	<input type="checkbox"/> 2 Developing	<input type="checkbox"/> 1 Emerging
	Comments (optional):				
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.	<input type="checkbox"/> 4 Accomplished	<input type="checkbox"/> 3 Proficient	<input type="checkbox"/> 2 Developing	<input type="checkbox"/> 1 Emerging
	Comments (optional):				
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"/> 4 Accomplished	<input type="checkbox"/> 3 Proficient	<input type="checkbox"/> 2 Developing	<input type="checkbox"/> 1 Emerging
	Comments (optional):				

Standard/Element	Proficient Descriptor	Rating			
		Standard Met		Standard Not Met	
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	4 <input type="checkbox"/> Accomplished	3 <input type="checkbox"/> Proficient	2 <input type="checkbox"/> Developing	1 <input type="checkbox"/> Emerging
	Comments (optional):				
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.	4 <input type="checkbox"/> Accomplished	3 <input type="checkbox"/> Proficient	2 <input type="checkbox"/> Developing	1 <input type="checkbox"/> Emerging
	Comments (optional):				
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.	4 <input type="checkbox"/> Accomplished	3 <input type="checkbox"/> Proficient	2 <input type="checkbox"/> Developing	1 <input type="checkbox"/> Emerging
	Comments (optional):				
<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 Course of Study</i> .	4 <input type="checkbox"/> Accomplished	3 <input type="checkbox"/> Proficient	2 <input type="checkbox"/> Developing	1 <input type="checkbox"/> Emerging
	Comments (optional):				
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.	4 <input type="checkbox"/> Accomplished	3 <input type="checkbox"/> Proficient	2 <input type="checkbox"/> Developing	1 <input type="checkbox"/> Emerging
	Comments (optional):				

Standard/Element	Proficient Descriptor	Rating			
		Standard Met		Standard Not Met	
4h. Teachers use a variety of methods to assess what each student has learned. (Cont'd)	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	4 <input type="checkbox"/> Accomplished	3 <input type="checkbox"/> Proficient	2 <input type="checkbox"/> Developing	1 <input type="checkbox"/> Emerging
	Comments (optional):				
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	4 <input type="checkbox"/> Accomplished	3 <input type="checkbox"/> Proficient	2 <input type="checkbox"/> Developing	1 <input type="checkbox"/> Emerging
	Comments (optional):				
<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	4 <input type="checkbox"/> Accomplished	3 <input type="checkbox"/> Proficient	2 <input type="checkbox"/> Developing	1 <input type="checkbox"/> Emerging
	Comments (optional):				
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.	4 <input type="checkbox"/> Accomplished	3 <input type="checkbox"/> Proficient	2 <input type="checkbox"/> Developing	1 <input type="checkbox"/> Emerging
	Comments (optional):				
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	4 <input type="checkbox"/> Accomplished	3 <input type="checkbox"/> Proficient	2 <input type="checkbox"/> Developing	1 <input type="checkbox"/> Emerging
	Comments (optional):				

**LEA/IHE Certification of Teaching Capacity**

Overall			
Overall performance on all North Carolina Professional Teaching Standards.	Provide a rating of overall performance of the candidate considering all NCPTS standards and sub-standards indicated in the above document. The overall performance rating is related to but does not dictate a particular course grade.	<b>4</b> <input type="checkbox"/> Accomplished	<b>3</b> <input type="checkbox"/> Proficient
		<b>2</b> <input type="checkbox"/> Developing	<b>1</b> <input type="checkbox"/> Emerging

*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.*

**SIGNATURES**

Note: The candidate signature does *not* imply agreement with the ratings. All other signatures verify the accuracy of and agreement with the ratings on each descriptor.

Individual	Printed Name	Signature	Date
Candidate			
Cooperating Teacher			
Principal (or designee)			
Academic Supervisor			
University Supervisor			
<b>Comments (optional):</b>			

## Appendix H: Early Release Policy and Procedure

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

Early Release from Student Teaching occurs only in exceptional circumstances and is seen as a privilege for outstanding students. Requests for early release should originate from the employing principal/school system and must go to the MAT Program Director and SOE Assistant Dean of Educator Preparation and Accreditation and copied to the school system liaison for the employing system. Student teachers may not request their own early release.

Before requests can be approved, the MAT Program Director and SOE Assistant Dean of Educator Preparation and Accreditation will seek input from the University Supervisor. In cases where the University Supervisor is a doctoral student, approval must be given by the MAT Program Director. Student teachers must agree to be released and always retain the right to refuse the release in order to complete Student Teaching and shall do so without repercussion from the University or school system. If approved, no early release will be implemented any sooner than the date approved each semester by the SOE Assessment Dean of Educator Preparation and Accreditation.

Prior to approval the student must:

- (1) earn at least a “meets requirements” rating on all standards by the third observation;
- (2) yield a satisfactory mid-term observation conference between the student teacher, cooperating teacher, and university supervisor AND/OR successful full time lead teaching;
- (3) prepare to complete all required coursework with accommodations for class meeting time with the district if it is necessary and licensure requirements by the end of the MAT program in Summer Session 2;
- (4) prepare and submit the Teacher Performance Assessment (edTPA®); if revisions are necessary once scores are received for the candidate to meet the minimum NC passing score the candidate must successfully complete revisions within two weeks of score report receipt.
- (5) be assigned a mentor in the employing school and the name of the mentor shall be forwarded to the Assistant Dean for Educator Preparation and Accreditation; and
- (6) employment in the licensure area of preparation is preferable.

After the release date:

- (1) a formal observation of the student teacher must be made by the principal of the employing school or his/her designee using the SOE Observation form sent to the principal;
- (2) the formal observation by the principal shall be forwarded to and filed with the SOE Assistant Dean for Educator Preparation and Accreditation by the designated due date.

Released Student teachers are not considered licensed personnel until after the official date of graduation for the semester in which they graduate. Student teachers 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 a 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.

Student teachers are released from the Student Teaching placement **only**. They are still required to complete all other course and edTPA requirements and other licensure requirements from the program or university and attend mandatory seminars.

Student teachers shall be allowed to attend the Graduate Recognition Ceremony for their program. A substitute shall be provided for them to attend on the day of the ceremony in the semester in which they graduate, either May or December.

*(adopted by UNC SOE MAT Faculty, Spring 2018)*

Appendix I: MAT Licensure Exam Cost Chart

## MAT Licensure Exam Cost Chart

*\*as of May 2021*

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

090	Pearson Foundations of Reading	\$139
5543	Praxis II Special Education: Core Knowledge and Mild to Moderate Applications	\$146
7813	Praxis II Content Knowledge for Teaching Mathematics CKT Subtest	\$74
<b>Total Cost</b>		<b>\$359</b>

### ENGLISH AS A SECOND LANGUAGE (K-12) *\*same for add-on*

5362	Praxis II English to Speakers of Other Languages	\$120
<b>Total Cost</b>		<b>\$120</b>

### ELEMENTARY EDUCATION (K-6)

090	Pearson Foundations of Reading	\$139
7813	Praxis II Content Knowledge for Teaching Mathematics CKT Subtest	\$74
<b>Total Cost</b>		<b>\$213</b>

### MIDDLE GRADES EDUCATION (6-9)

#### Social Studies (Middle Grades)

5089	Praxis II Middle School Social Studies	\$146
<b>Total Cost</b>		<b>\$146</b>

#### English Language Arts (Middle Grades)

5047	Praxis II Middle School English Language Arts	\$146
<b>Total Cost</b>		<b>\$146</b>

#### Science (Middle Grades)

5440	Praxis II Middle School Science	\$120
<b>Total Cost</b>		<b>\$120</b>

#### Mathematics (Middle Grades)

5169	Praxis II Middle School Mathematics	\$120
<b>Total Cost</b>		<b>\$120</b>



## SECONDARY EDUCATION (9-12)

*\*Principles of Learning and Teaching (7-12) (5624) costs \$146 and is required for licensure only if edTPA is not completed. Because edTPA is required for MAT, most candidates will not have to take Principles of Learning and Teaching (7-12)*

### Social Studies (Secondary)

5081	Praxis II Social Studies: Content Knowledge	\$120
	<b>Total Cost</b>	<b>\$120</b>

### English Language Arts (Secondary)

5038	Praxis II English Language Arts: Content Knowledge	\$120
	<b>Total Cost</b>	<b>\$120</b>

### Science (Secondary)

5435	Praxis II General Science: Content Knowledge	\$120
	<b>Total Cost</b>	<b>\$120</b>

### Mathematics (Secondary)

5161	Praxis II Mathematics: Content Knowledge	\$120
	<b>Total Cost</b>	<b>\$120</b>