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# TEACHER EDUCATION PROGRAM

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## STUDENT INTERNHANDBOOK FALL 2017 SPRING 2018

The University of North Carolina at P e m b r o k e

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# UNC Pembroke

## Student Intern Handbook

### Fall 2017 Spring 2018

#### **Forward**

#### **To the Intern**

Congratulations on reaching this important and exciting milestone in your professional career. The internship semester is the culminating experience of your teacher preparation program, providing you an extended period of time to apply the theoretical and practical knowledge gained during your pre-service program. It is your opportunity to demonstrate that you have the professional knowledge, skills, and dispositions to have a positive impact on all learners.

#### **To the Clinical Teacher**

The internship semester, a critical component of the Teacher Education Program, is the most challenging and rewarding period of a prospective teacher's career. We are grateful for your willingness to accept the responsibility for nurturing the continuing professional development of UNCP interns. Please accept the University's sincere appreciation for your commitment to the teaching profession. We look forward to working with you in this collaborative effort.

#### **To the University Supervisor**

Serving as liaison between the public schools and the University is critically important to the overall success of the internship experience. Your knowledge, background, and practical experiences will enhance the quality and growth of the student intern. Your willingness to serve in this capacity is greatly appreciated by everyone.

The University of North Carolina at Pembroke is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race/ethnicity, national origin, religion, sex, age, or disability.

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## SECTION 1

# TEACHER EDUCATION PROGRAM OVERVIEW

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*Preparing professional educators who are committed, collaborative, and competent*



### **Teacher Education Program Vision Statement**

By holding ourselves to high standards of professional excellence and professional integrity in an ever-changing global environment, and by caring for the personal, social, and professional well-being of the teacher candidates in our undergraduate community and the career professionals in our graduate community, we will make sound judgments about the design and delivery of professional development programs in an environment of mutual trust and common commitment to public school children and their families.

### **The Teacher Education Program Mission Statement**

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the UNC Pembroke Teacher Education Program has as its mission to develop and nurture competent, caring, and inclusive communities of public school professionals who dedicate themselves to the education and welfare of all students and whose understanding of the dynamic interrelationship among theory, practice, and reflection compels them actively to influence positive change with sensitivity and integrity. The UNCP Teacher Education Program shares the University's commitment to academic excellence, cultural diversity, and lifelong learning within a balanced program of teaching, research, and service.

### **Teacher Education Program Diversity Position Statement**

As part of the mission of the University of North Carolina at Pembroke in providing the setting and environment for the University experience, and to graduate students prepared for global citizenship and our multi-ethnic regional society, the Teacher Education Program at UNCP is committed to the development of educators who embrace the diversity of ideas, learning styles, racial, ethnic, and gender differences, and who possess the knowledge, skills and dispositions necessary to promote living and learning in a global society. In order to accomplish this, the Teacher Education Program

1. recruits students from among diverse backgrounds, cultures, and races;
2. recruits faculties from among diverse populations who possess a knowledge base for teaching diverse populations;
3. develops, teaches, and assesses a curriculum that embraces learning and teaching for diverse populations; and
4. provides (field) experiences and clinical settings which enable students to test, adapt, and adopt paradigms of learning for diverse populations.

## Basic Tenets of the Conceptual Framework

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare **competent** and **collaborative** professional educators **committed** to the mission of public education.

### Commitment

Public schools exist to make equal access a reality for children of any race, ethnicity, socioeconomic status, language, gender, religion, sexual orientation, or exceptionality. Success in school is critical to the quality of future life for individuals as well as the health and vitality of our democracy. Therefore, professional educators--classroom teachers, specialists, administrators, and school counselors--significantly influence the shape of that future for P-12 learners in our public schools. Such serious responsibility for the well-being of others requires an equally serious commitment from professional educators on several levels.

First, professional educators must be **committed to the mission of public education** in a culturally diverse, democratic society. Professional educators respect the dignity of all children, their families, their cultures, and their communities, and care deeply about each child's academic success, health, and well-being. Second, professional educators must be **committed to rigorous standards for students**. Professional educators believe that all students can learn, and set high expectations for all learners. Professional educators create safe, secure, and supportive learning environments designed to meet the needs of diverse learners. Third, professional educators must be **committed to rigorous standards for themselves**. They are personally invested in their professional work using continuous critical reflection to assess their effectiveness and guide professional development. They are committed to lifelong learning and continuous growth over the span of a career. Fourth, **professional educators are committed to the profession**. They are proud to serve their communities as educational leaders, and advocate for the profession in all interactions. They affiliate with professional organizations at the district, state, and national levels.

### Collaboration

Public education is a complex social institution whose stakeholders include local, state, and national governments, the general public, special interest groups, numerous national professional organizations, accreditation agencies, business partners, civic organizations, and millions of classroom teachers, administrators, service professionals, specialists, support staff, students and their families. Collaboration among all of these stakeholders in public education is essential for success. The UNCP Teacher Education Program nurtures the development of professional educators who understand the importance of collaboration for public schools' success, and who work productively with others in collaborative endeavors for the welfare of P-12 learners.

Professional educators must **collaborate with others in the community of learners**. They create shared knowledge, work as a team on group projects in their classes, and develop a repertoire of cooperative learning strategies. Professional educators must **collaborate with other professionals in the school community**. They plan collaboratively with cooperating teachers, grade-level teams, resource teachers, and curriculum specialists, and embrace opportunities to team teach. Experienced professionals lead collaborative efforts for school improvement. Professional educators **collaborate with students' families** and other caregivers. They understand that the partnership between school and home enables the child's success in school. They communicate regularly with parents about what is going on in the school, and invite them to participate actively in the school community. Professional **educators collaborate with others in the community**. They secure partnerships with businesses, civic organizations, nonprofit groups, and committed individuals in the district, state, and nation to support educational initiatives for the benefit of P-12 learners.

### Competence

The UNCP Teacher Education Program prepares professional educators who are competent. They **possess the knowledge, skills, and dispositions** needed to perform their entry level and advanced roles and responsibilities in the public schools effectively. Competent professional educators promote **positive learning outcomes for all students**. Understanding the critical connections among theory, research, and practice, they ground their work in a defensible, well-developed **conceptual framework** grounded in relevant theory, research, and evidence-based practice. A competent professional educator is a reflective professional educator: such

educators routinely use **critical, evidence-based self-reflection** to learn from direct experience, and continuously to improve their effectiveness. Specifically, professional educators reflect on their practice, thinking systematically and critically about student learning to determine why learning happens and what can be done to improve student achievement. Toward this end, they collect and analyze student performance data to implement practice-related changes both to improve their teaching effectiveness and to enhance student achievement, and adapt their practice based on classroom-based data and relevant research to meet students' needs. They secure and use **21<sup>st</sup>-century technologies and skills** to enhance student learning, service delivery, communication, and administration. Competent professional educators **embrace cultural diversity**. They know the students for whom they are responsible and how to accommodate the needs of diverse learners in a positive, caring environment. They value the **role of the family in the child's education** and work cooperatively with parents and other caregivers for the child's benefit. Competent professional educators provide **leadership** wherever it is needed; they are always alert for opportunities to use their individual strengths to promote public education and those it serves.

Specific guidelines for defining professional competence are prescribed by the NC State Board of Education, as the body authorized to govern licensure credentials for professional educators, and The University of North Carolina Board of Governors, the body authorized to govern the award of academic degrees for the UNC system. NC State licensure requirements are aligned with the professional organization standards of the respective licensure area. Specific guidelines defining professional competence are also prescribed by the Council for the Accreditation of Educator Preparation (CAEP), and the Council for Accreditation of Counseling & Related Educational Programs (CACREP), external accreditation agencies.

In summary, UNC Pembroke prepares *committed, collaborative, and competent* professional educators who are responsive to equity and diversity; who are knowledgeable, effective, and reflective; and who lead in the classroom, school, and profession.

## North Carolina Professional Teaching Standards

*Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> Century.*

*~mission of the NC State Board of Education, August 2006*

In 2006, North Carolina State Board of Education Chairman Howard Lee charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for Teaching Profession (1997) with the newly adopted mission. To that end, commission members and 16 practicing educators from across the state considered what teachers needed to know and be able to do in 21<sup>st</sup> Century schools. The resulting document was the North Carolina Professional Teaching Standards.

The five Standards are: **Teachers Demonstrate Leadership, Teachers Establish a Respectful Environment for a Diverse Population of Students, Teachers Know the Content They Teach, Teachers Facilitate Learning for Their Students, and Teachers Reflect on Their Practice.**

### **Standard 1: Teachers Demonstrate Leadership**

- a. Teachers lead in their classrooms.
- b. Teachers demonstrate leadership in the school.
- c. Teachers lead the teaching profession.
- d. Teachers advocate for schools and students.
- e. Teachers demonstrate high ethical standards.

### **Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students**

- a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- b. Teachers embrace diversity in the school community and in the world.
- c. Teachers treat students as individuals.
- d. Teachers adapt their teaching for the benefit of students with special needs.
- e. Teachers work collaboratively with the families and significant adults in the lives of their students.

### **Standard 3: Teachers Know the Content They Teach**

- a. Teachers align their instruction with the *North Carolina Standard Course of Study*.
- b. Teachers know the content appropriate to their teaching specialty.
- c. Teachers recognize the interconnectedness of content areas/disciplines.
- d. Teachers make instruction relevant to students.

### **Standard 4: Teachers Facilitate Learning for Their Students**

- a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- b. Teachers plan instruction appropriate for their students.
- c. Teachers use a variety of instructional methods.
- d. Teachers integrate and utilize technology in their instruction.
- e. Teachers help students develop critical thinking and problem-solving skills.
- f. Teachers help students work in teams and develop leadership qualities.
- g. Teachers communicate effectively.
- h. Teachers use a variety of methods to assess what each student has learned.

### **Standard 5: Teachers Reflect on Their Practice**

- a. Teachers analyze student learning.
- b. Teachers link professional growth to their professional goals.
- c. Teachers function effectively in a complex, dynamic environment.

## **Assessing Readiness for Transition into Full-Time Teaching**

The system for evaluating teacher candidate performance employs multiple assessment measures generated from multiple points of view through multiple instruments and strategies at multiple points in the teacher candidate's progression through the teacher education program. Program coordinators, advisors, faculty, and clinical teachers monitor teacher candidate progress continuously. Action plans are developed for teacher candidates whose performance at any point in the program is not meeting expectations [*see* Section 4 for full description of candidate assessment].

## **Assessing Teacher Education Program Effectiveness**

The Teacher Education Program is accountable for the quality of the teachers prepared. Areas of weakness in the performance of teachers graduating from our programs may reflect areas of weakness in the program, as well as weaknesses related to deficiencies in an individual's performance. Thus, all aspects of the Teacher Education Program and its operations are subject to systematic, regular review for the purpose of improving the quality of the program and thereby the preparation of teachers. Policies, procedures, assessment instruments, and administration and reporting guidelines are delineated in a written, comprehensive evaluation plan. The results of all assessments are presented to the Teacher Education Committee for action, assuring that the information is used for program improvement. A full description of the plan is presented in the *Teacher Education Program Evaluation Manual*, available for public review upon request (*see* Dean, School of Education).

## **Programs Offered in Teacher Education**

The University of North Carolina at Pembroke offers the following programs leading to Standard Professional 1 (SP1) teaching licensure by the North Carolina State Department of Public Instruction.

Birth-Kindergarten (B-K)

Elementary Education (K-6)

Middle Grades Education (6-9)

*with concentrations in:*

Language Arts  
Mathematics  
Science  
Social Studies

Secondary Education (9-12)

English  
Mathematics  
Science  
Social Studies

Special Subject Areas (K-12)

Art  
Music  
Physical Education  
Spanish Education  
Special Education - General Curriculum

Master of Arts in Teaching

*with specializations in:*

Art Education  
Middle Grades Education  
Music Education  
Physical Education  
Secondary English Education  
Secondary Mathematics Education  
Secondary Science Education  
Secondary Social Studies Education

## **Collaborative Effort**

The University of North Carolina at Pembroke appreciates the cooperation and support of the teachers, principals, central office staff, and superintendents of the public schools participating in the internship program. The development of effective professionals for the public schools can only be successful through the collaborative efforts of the public schools and the University.

The University of North Carolina at Pembroke maintains written field partnership experience agreements with the following Local Education Agencies (LEAs):

1. Anson County Schools
2. Bladen County Schools
3. Columbus County Schools
4. Cumberland County Schools
5. Fort Bragg Schools
6. Harnett County Schools
7. Hoke County Schools
8. Lee County Schools
9. Montgomery County Schools
10. Moore County Schools
11. Public Schools of Robeson County
12. Richmond County Schools
13. Scotland County Schools
14. Whiteville City Schools

These written agreements detail the procedures for the placement of interns and the selection of clinical teachers, the roles and responsibilities of The University of North Carolina at Pembroke and the administrative units, the evaluation processes used, and the procedures to be followed in terminating and/or altering a placement.

## The Professional Year: Enrollment in the Professional Semester

The professional year is a two-semester sequence, which occurs during the senior year. The first semester of the professional year includes advanced methods courses, and related field experience requirements. Whenever possible, students are placed for pre-internship field experiences with the clinical teacher who will supervise their internship during the professional semester. Teacher candidates should attempt to schedule other classes to permit their spending a morning and/or afternoon block of time in the school to which they are assigned.

Enrollment in the professional semester is the culminating experience of the UNCP undergraduate Teacher Education Program. To be eligible for consideration by the Teacher Education Committee and approved for enrollment in the professional semester, each candidate must:

1. Be formally admitted to the Teacher Education Program one full semester prior to the professional semester.
2. Have not more than six (6) hours remaining of degree requirements at the beginning of the professional semester, excluding those required in the professional semester.
3. The remaining hours shall not include professional studies core or content pedagogy courses. If the remaining hours include essential standards courses, the courses must be approved by the Program Coordinator and the Dean of the School of Education.
4. Upon approval by the Program Coordinator and the Dean of the School of Education, the remaining hours taken during the professional semester must be scheduled at the conclusion of the school day, online or during weekends.
5. Have an overall quality point average of 2.5 (on a 4.0 scale) or better as well as a 2.5 or better in the candidate's major field of study.

Two semesters prior to the internship, each candidate must complete the professional semester enrollment packet, including but not limited to the following items:

1. *The Application for the Professional Semester*
2. *Advisor's Recommendation for Professional Semester* form signed by the candidate's advisor, Program Coordinator
3. *North Carolina Public School Health Examination Certificate*
4. *Registrar's Statement and Application for Degree* form
5. A resume
6. Family Educational Rights and Privacy Act (FERPA) form
7. Copy of health insurance card

Candidates with disabilities who may require special accommodations during the professional semester should contact the Director of University-School Partnerships.

Student internship placements are cooperatively arranged by the Director of University-School Partnerships and contact persons in the local school systems with which The University of North Carolina at Pembroke has written agreements. Prior to UNCP's forwarding placement requests to area systems, programs coordinators have the opportunity for input as to the grade level(s), school(s), and teacher(s) requested. Student interns may not be placed in a school that he/she attended, in which he/she has been employed, in which a relative is employed, or in which a relative is enrolled.

Candidates will receive written notification from the Director of University-School Partnerships regarding their internship placement. A candidate is not officially enrolled in the professional semester until such notification is made and all University registration procedures are completed.

## Structure of the Professional Semester

The internship program is designed to parallel as closely as possible the actual teaching situation but with supervision, guidance, and help from the clinical teacher, other school officials, and UNCP faculty. In addition to teaching responsibilities, the intern is expected to assume the non-teaching duties of his/her clinical teacher such as lunch duty, hall duty, and bus duty, as well as activities designed to foster school/community relationships such as PTO/PTA meetings, open houses, and festivals.

To be eligible for licensure, the intern must assume the full teaching load for the minimum number of weeks as prescribed in Format A, B, C, or D in the next section. Teaching loads are determined by policies set by both the Local Education Agency (LEA) and each school. Interns may exceed the 10-week minimum as appropriate.

### Format A

#### Art Education

During the internship, at least four on-site observations must be made by the University Supervisor.

Format A consists of two placements in a public school setting. The first placement is ten weeks at one level and the second placement is five weeks at a higher or lower level.

- Week 1: The intern reports to the assigned school. During this week, the intern should become acquainted with the policies and procedures of the school, observe the Clinical Teacher, become familiar with the textbooks and other teaching materials, learn the names of the students, and assist with teaching.
- Week 2: The intern should begin assuming the teaching load and continue to observe and assist.
- Week 3: The intern assumes more of the teaching load and continues to observe and assist.
- Weeks 4-9: The intern assumes a FULL teaching load.
- Week 10: (*transition week*) During this week, the intern will begin to drop classes and responsibility in an order which will smooth transition back to the Clinical Teacher.
- Weeks 11-15: The intern assumes second placement responsibilities.

### Format B

#### Birth-Kindergarten Education, Elementary Education, Mathematics Education, Middle Grades Education, Music Education, Physical Education, Science Education, Spanish Education and Special Education

During the internship, at least four on-site observations must be made by the University Supervisor. Elementary Education interns must teach all academic disciplines. Mathematics and Science Education interns must teach in at least two different sub-disciplines. Middle Grades Education interns must teach in each area of concentration.

Format B consists of a full-semester, comprehensive placement in a public school setting.

- Week 1: The intern reports to the assigned school. During this week, the intern should become acquainted with the policies and procedures of the school, observe the Clinical Teacher, become familiar with the textbooks and other teaching materials, learn the names of the students, and assist with teaching.
- Week 2: During this week, the intern should begin assuming the teaching load. Observation and assisting should be taking place during the time the intern is not teaching.
- Week 3: The intern continues to assume the teaching load. Observation and assisting should be taking place during the time the intern is not teaching.
- Weeks 4-12: The intern assumes a FULL teaching load.
- Weeks 13-14: (*transition week*) During the next two weeks, the intern will begin to drop classes and responsibility in an order, which will smooth transition back to the Clinical Teacher.
- Week 15: During this week, the intern is encouraged to experience other grade levels and teachers to enhance awareness of diversity among school cultures and methodology.

## Format C

### Social Studies Education and Secondary English Education

During the internship, at least four on-site observations must be made by the University Supervisor.

Format C consists of a full semester placement in a public school setting.

- Weeks 1-2: During the first 2 weeks, interns will spend full days in the school with their Clinical Teacher. Interns will become acclimated to the school, classroom, and students with whom they will be working. During this period, interns are expected to do the following:
1. Observe students intently in the classroom and consult with their Clinical Teacher(s) to understand the demographics of the student population they will be teaching, the community, and school culture as it relates to the classroom, school/classroom policies, and other aspects of the classroom context. The results of this study will be included in the student's candidate work sample.
  2. Make significant progress on their Teacher Candidate Work Sample, including technology competencies demonstrated therein.
  3. Teach three different isolated lessons to a class or classes during the first two weeks, as it is deemed appropriate and helpful by the Clinical Teacher(s). These do not need to involve entire class session: they can be focused times (like mini-lessons) that are part of class sessions that are conducted by the Clinical Teacher(s). The intern will complete a lesson plan for each isolated lesson and write an evaluation of the lesson. The evaluation will include a brief overview of the class personality, a self-evaluation, and two management strategies that the intern may implement when assuming teaching responsibilities for the class.
  4. Review student work by helping in the evaluation of writing assignments, scoring tests and quizzes, circulating to help groups of students during group work in the classroom, etc.
  5. Consult with the Clinical Teacher(s) to decide on and begin development of a Teacher Candidate Work Sample unit to come early in the student teaching portion of the internship.
  6. Design a year plan for each class taught that will be used to help plan classes during the student internship.
- Week 3: During this week, the intern will be assuming teaching responsibilities by beginning to teach one class. Observations and assisting should take place during the time when the intern is not teaching.
- Weeks 4-5: The intern continues to assume the teaching load by acquiring another class. Observation and assisting should be taking place during the time the intern is not teaching.
- Weeks 6-12: The intern assumes FULL teaching load
- Week 10: The Teacher Candidate Work Sample is due to the Program Coordinator.
- Week 13: (*transition week*) During this week the intern begins to decrease the teaching load, with observations and assisting taking place during the time the intern is not teaching. The intern will be responsible for teaching two classes.
- Week 14: (*transition week*) During this week the intern continues to decrease the teaching load, with observations and assisting taking place during the time the intern is not teaching. The intern will be responsible for teaching one class.
- Week 15: (*observation week*) When the intern is not on campus for teaching seminars, he/she is responsible to their Clinical Teacher(s) for various assignments and observations in the school.

## Format D

### Master of Arts in Teaching

During the internship, at least four on-site observations must be made in the 10-week placement by the University Supervisor.

Format D consists of a 10-week placement in a public school setting.

- Week 1: The intern reports to the assigned school. During this week, the intern should become acquainted with the policies and procedures of the school, observe the Clinical Teacher, become familiar with the textbooks and other teaching materials, learn the names of the students, and assist with teaching.
- Week 2: During this week, the intern should begin assuming the teaching load. Observation and assisting should be taking place during the time the intern is not teaching.
- Week 3: The intern continues to assume the teaching load. Observation and assisting should be taking place during the time the intern is not teaching.
- Weeks 4- 9: The intern assumes a FULL teaching load.
- Week 10: (*transition week*) During this week, the intern will begin to drop classes and responsibility in an order that will smooth transition back to the Clinical Teacher.

### The Roles and Responsibilities of the Intern

The internship semester is the culminating experience of the teacher preparation program, providing the intern with an extended period of time to apply the theoretical and practical knowledge gained during the pre-service program. During the internship semester, the intern is expected to:

1. exemplify the attitudes and actions of an effective professional;
2. demonstrate punctuality in all school and related activities;
3. follow the same daily schedule and holidays as the school personnel;
4. report to school on teacher workdays;
5. adhere to all school regulations and policies and to local standards of behavior;
6. plan all work and submit plans to both the Clinical Teacher and the University Supervisor at least one week in advance;
7. prepare materials needed in lessons and have these ready at the start of the lesson;
8. safeguard all personal and confidential information concerning students and use it only for professional purposes;
9. participate in continuous self-reflection and self-improvement by conferencing with the Clinical Teacher and submitting written reflections to the University Supervisor;
10. concentrate energy and effort on the internship experience (employment during the internship is strongly discouraged); and
11. align professional conduct with the NC State Board of Education Code of Ethics (see Appendices).

### The Roles and Responsibilities of the Clinical Teacher

The clinical teacher assumes an important role in the preparation of prospective teachers. S/he is in a strategic position to critically influence the ideals and outlook of an intern who will soon enter the ranks of the teaching profession. As the internship occurs at the end of the professional program, the clinical teacher may exert the last professional influence on the student before entry into the profession. The clinical teacher should:

1. model effective instructional practices and professional ways of thinking about teaching and learning for the intern;
2. commit time and energy to nurturing all aspects of the intern's professional development;
3. make the intern feel welcome by introducing him/her to the school staff and students, and by providing him/her a desk/work space in the classroom and copies of the textbooks;
4. acquaint the intern with the resources available for use in the instructional program;
5. acquaint the intern with class, school, and system policies, procedures, and routines;

6. allow the intern to assume increasing responsibility for class instruction, ensuring that he/she assumes full responsibility for the minimum number of weeks included in the "Structure of the Professional Semester" section of this Handbook;
7. conduct short-term and long-term planning conferences with the intern on a weekly basis;
8. observe the intern regularly and provide focused observation feedback;
9. conduct reflecting conferences with the intern on a weekly basis; help the intern learn from his/her experiences;
10. assist the intern in realistically assessing his/her own performance;
11. collaborate with the University Supervisor to monitor the intern's progress;
12. allow the intern the flexibility (within appropriate limits) to develop his/her own teaching style;
13. involve the intern in school activities and extra classroom duties as appropriate;
14. complete the Certification of Teaching Capacity (Midpoint) with the University Supervisor and conduct a midpoint conference with the intern;
15. complete the Certification of Teaching Capacity (Final); and
16. complete the *Clinical Teacher's Evaluation of University Supervisor* (see Appendices).

### **Honorarium**

In appreciation for services rendered by the public schools, and in accordance with the policies and procedures established by the General Administration of The University of North Carolina for its constituent institutions (effective July 1, 1977), school systems receive an honorarium for the designated clinical teacher of each intern. Honorariums are disbursed according to the policies and procedures established by each administrative unit of the public schools. The honoraria are issued at the conclusion of the internship semester.

### **The Roles and Responsibilities of the School Principal**

As instructional leader of the school, the principal plays an important role in the internship experience. The principal should:

1. assist in the selection of competent, qualified Clinical Teachers;
2. interpret the internship program to the community and school faculty;
3. assist in introducing the intern to the school and the community;
4. assist the Clinical Teacher in securing textbooks and other instructional materials, a work/study area, and supplies for the intern;
5. observe the intern and assist informally in the evaluation of progress;
6. provide adequate time for conferences between the Clinical Teacher and intern;
7. ensure that the intern's teaching assignment satisfies NCDPI mandates;
8. ensure that the intern is never used as a substitute teacher in the absence of the Clinical Teacher; and
9. work closely with the University Supervisor to assure that the intern's experience is beneficial to the students.

### **The Roles and Responsibilities of the University Supervisor**

The University Supervisor plays a vital role in the success of the internship experience by serving as the liaison between the public schools and the University. In this capacity the University Supervisor assists with the preparation, supervision and evaluation of the intern. The University Supervisor is expected to:

1. provide the Clinical Teacher and school principal with information about interns and internship policies, procedures, and expectations;
2. define expectations for the intern prior to the beginning of the internship;
3. collaborate with the Clinical Teacher, program coordinator, and principal to plan the intern's teaching assignment and schedule;
4. submit the required copies of visitation records to the Office of University-School Partnerships by the last day of regular university classes;
5. conduct planning and reflection conferences with the intern and Clinical Teacher during the on-site visits;

6. assist the Clinical Teacher in guiding the intern in interpreting experiences in light of sound educational theory and practice;
7. complete the Certification of Teaching Capacity (*Midpoint*), schedule a conference with the Clinical Teacher and the intern; following the conference submit one evaluation in TaskStream; the submission should be a consensus between Supervisor, Teacher and Intern;
8. complete the Certification of Teaching Capacity (*Final*), schedule a conference with the Clinical Teacher and the intern; following the conference submit one evaluation in TaskStream; the submission should be a consensus between Supervisor, Teacher and Intern; **submit a hardcopy of CTC (final) short form to USP with all required signatures for licensure;**
9. complete the *University Supervisor's Evaluation of Clinical Teacher* (see Appendices);
10. assist the Director of University-School Partnerships in conducting the orientation session for Clinical Teachers; and
11. observe the intern in the classroom as prescribed in the respective program area format.

### **The Roles and Responsibilities of the Director of University-School Partnerships**

The Director of University-School Partnerships is responsible for coordinating internship resources. Specifically, the Director of University-School Partnerships:

1. reviews applications for the internship semester and notifies students of eligibility for the clinical internship;
2. collates program coordinator recommendations for intern placement and forwards requests to the LEA;
3. confirms site placements for interns and University Supervisors;
4. monitors all internship experiences;
5. conducts on-site visits of interns as requested by the school system and/or University Supervisor;
6. conducts orientation sessions for Clinical Teachers and interns;
7. coordinates the internship seminars;
8. establishes the internship calendar;
9. maintains all internship records, including enrollment, continuation, and exit;
10. revises the internship handbook and evaluation forms to reflect changes in policy and procedure as determined by the UNCP Teacher Education Committee;
11. notifies the school system contact person and Clinical Teacher of an intern's withdrawal;
12. works cooperatively with the school system to change or terminate a placement;
13. maintains positive working relationships with UNCP partnership schools; and
14. fosters collaboration with the public schools.

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## SECTION 2

### STATE AND UNIVERSITY POLICIES GOVERNING THE PROFESSIONAL SEMESTER

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#### **Legal Status of the Intern**

The University of North Carolina at Pembroke's student interns, along with the clinical teachers in the clinical schools, performs under the laws of North Carolina. Additional local school board regulations, which may exist, have the power of law as long as they do not conflict with state laws.

It is important to remember that the full and final legal responsibility for the guidance of the students in the school remains with the clinical teacher during the entire time that the student intern is working in the school. The student intern is assigned certain responsibilities and duties temporarily, but at all times the clinical teacher should be informed thoroughly of the progress of the class.

#### **Professional Liability**

Public school personnel are responsible for the protection of students while they are under their supervision. Therefore, appropriate precautions must be taken to insure the safety and well-being of all students. When an accident or injury occurs to a student, the teacher or student intern needs to be aware of her/his responsibility. Student interns should investigate the options available for professional liability insurance. Several professional organizations offer coverage. For additional information, contact the Office of University-School Partnerships.

#### **Laws that Govern the Internship**

The Public School Laws of North Carolina, enacted by the North Carolina General Assembly and subject to related laws and court interpretation, provide for the following:

##### **G. S. 115C-307 Duties of teachers**

###### **G. S. 115C-307(a)**

To Maintain Order and Discipline.

It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to maintain good order and discipline in their respective schools. A teacher, student teacher, substitute teacher, voluntary teacher, or teacher assistant shall report to the principal acts of violence in school and students suspended or expelled from school as required to be reported in accordance with State Board policies.

###### **G. S. 115C-307 (b)**

To Provide for General Well-Being of Students.

It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to encourage temperance, morality, industry, and neatness; to promote the health of all pupils, especially of children in the first three grades, by providing frequent periods of recreation, to supervise the play activities during recess, and to encourage wholesome exercises for all children.

**G. S. 115C-307 (c)**

To Provide Some Medical Care to Students.

It is within the scope of duty of teachers, including substitute teachers, teacher assistants, student teachers or any other public school employee when given such authority by the board of education or its designee to provide medical care to students as provided in G.S. 115C-375.1.

**G. S. 115C-307 (d)**

To Teach the Students.

It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to teach as thoroughly as they are able all branches which they are required to teach; to provide for singing in the school, and so far as possible to give instruction in the public school music.

**G. S. 115C-307 (e)**

To Enter into the Superintendent's Plans for Professional Growth.

It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to enter actively into the plans of the superintendent for the professional growth of the teachers.

**G. S. 115C-307 (f)**

To Discourage Nonattendance.

Teachers shall cooperate with the principal in ascertaining the cause of nonattendance of pupils that he may report all violators of the compulsory attendance law to the school social worker in accordance with rules promulgated by the State Board of Education.

**G. S. 115C-307 (g)**

To Make Required Reports.

A teacher shall make all reports required by the local board of education. The superintendent shall not approve the voucher for a teacher's pay until the required monthly and annual reports are made.

The superintendent may require a teacher to make reports to the principal.

A teacher shall be given access to the information in the student information management system to expedite the process of preparing reports or otherwise providing information. A teacher shall not be required by the local board, the superintendent, or the principal to (i) provide information that is already available on the student information management system; (ii) provide the same written information more than once during a school year unless the information has changed during the ensuing period; or (iii) complete forms, for children with disabilities, that are not necessary to ensure compliance with the federal Individuals with Disabilities Education Act (IDEA). Notwithstanding the foregoing, a local board may require information available on its student information management system or require the same information twice if the local board can demonstrate a compelling need and can demonstrate there is not a more expeditious manner of getting the information.

Any teacher who knowingly and willfully makes or procures another to make any false report or records, requisitions, or payrolls, respecting daily attendance of pupils in the public schools, payroll data sheets, or other reports required to be made to any board or officer in the performance of their duties, shall be guilty of a Class 1 misdemeanor and the certificate of such person to teach in the public schools of North Carolina shall be revoked by the Superintendent of Public Instruction.

**G. S. 115C-307 (h)**

To Take Care of School Buildings.

It shall be the duty of every teacher to instruct children in proper care of property and to exercise due care in the protection of school property, in accordance with the provisions of G.S. 115C-523.

**G.S. 115C-309(a)**

Student teacher and student teaching defined.

A student teacher is any student enrolled in an institution of higher education approved by the State Board of Education for the preparation of teachers who is jointly assigned by that institution and a local board of education to student teach under the direction and supervision of a regularly employed and certified\* teacher. Student teaching may include those duties granted to a teacher by G. S. 115C-307 and any other part of the school program for which either the supervising teacher or the principal is responsible.

**G.S. 115C-309(b)**

Legal Protection.

A student teacher under the supervision of a certified teacher or principal shall have the protection of the laws accorded the certified teacher.

**G.S. 115C-309(c)**

Assignment of duties.

It shall be the responsibility of the supervising teacher, in cooperation with the principal and the representative of the teacher-preparation institution, to assign to the student teacher responsibilities and duties that will provide adequate preparation for teaching.

\* The NC Department of Public Instruction uses the terms “license, licensed, and licensure,” instead of “certificate, certified, and certification.”

## Lesson Plans

One of the most important components of the internship experience is learning how to plan effective instruction for all learners. Interns are responsible in two ways for lesson plan documentation. First, the University Supervisor will specify the format, frequency, and due date for the lessons interns develop. Second, interns are accountable to the school and /or school district for aligning with their procedures and policies. All interns must complete written reflections throughout the internship to be submitted to the University Supervisor. The University Supervisor and/or Program Coordinator will determine the format of the written reflections and the frequency in which they must be completed. At a minimum, these reflections must address the intern’s classroom management strategies and techniques and the impact of the intern’s teaching on the attainment of stated learning outcomes by their students (see Appendices).

## Campus Seminars

Interns are required to attend all events listed on the Internship Calendar. Failure to attend a scheduled event will result in an extension of the internship placement. Interns are expected to make appropriate preparations and to remind their clinical teacher at least one week in advance of upcoming commitments.

## Absences, Substitutions, Workday, and Professional Attire

**Absences:** With the exception of scheduled events on the Internship Calendar, student interns are expected to be in attendance each day of the experience. No more than two days for illness, death in the family or other extreme EMERGENCIES are allowed. Absences in excess of two days must be made up before credit is received for student internship. Interns are required to complete the *UNCP Absentee Form* (see Appendices). This form must be returned to the Office of University-School Partnerships and approved *PRIOR* to leaving the internship site. In the case of sudden illness or emergency, the *UNCP Absentee Form* with the signatures of the clinical teacher(s), principal, and intern must be submitted to the Office of University-School Partnerships within 48 hours of returning to the internship site. The *UNCP Absentee Form* with all signatures (including the University Supervisor) must be submitted no later than two weeks after the absence. Appropriate action will be taken when the intern fails to follow established procedures as outlined, involving either

full-day or partial-day absences. The internship will be extended for excessive absences. Excessive absences may result in failure of the internship.

Steps To Follow When Absent: Contact each of the following as soon as possible and **send any plans to the Clinical Teacher for assigned classes**. Please make contact in the following order:

1. Clinical Teacher at home or at school. (If you cannot contact the Clinical Teacher prior to the start of the school day, you must contact a school administrator and ask that they notify the Clinical Teacher.)
2. University Supervisor

Upon returning to the internship site, interns must get the signatures of the clinical teacher and the principal on the *UNCP Absentee Form*. **A copy of the form signed by the clinical teacher, principal, and intern must be submitted to the Office of University-School Partnerships within 48 hours of the intern's return. The intern has two weeks from the date(s) of absence to secure the University Supervisor's signature and submit a final copy of the UNCP Absentee Form with all required signatures to the Office of University-School Partnerships.** It is the responsibility of the student intern to accurately document all absences and submit all paperwork to the Office of University-School Partnerships.

**Substitute Teacher:** UNCP School of Education does not allow the use of student interns as substitutes.

**Optional Workdays:** The student intern should be in attendance on all teacher workdays, including optional workdays (even if the clinical teacher is on leave). If travel or road conditions are unsafe, the intern should not attempt to drive. In all such cases, the intern is expected to use good professional judgment and to notify the school and the Director of University-School Partnerships.

**Attire:** There are considerable differences between the accepted patterns of professional attire in the public school and the patterns exhibited on the university campus. Interns should be aware that their appearance is critically important during their professional semester. **Interns are expected to dress appropriately in keeping with the professional standards and with the requirements of the school. Interns are expected to wear professional attire to all scheduled internship seminars.**

## Early Release Policy

Approved: February 13, 2008; Effective: Fall 2008 (Teacher Education Committee)

Undergraduate candidates MAY be eligible for early release from the professional internship not more than two weeks prior to the formal end of the semester. Early release requests will only be considered for the purpose of full-time employment as a teacher. Early release will not be granted for employment as a full-time substitute teacher. The hiring LEA should formally request an early release for teacher candidate; request should be forwarded to the Director of University-School Partnerships.

To have a request for early release considered for approval, the following conditions must be met:

1. The intern who has been offered a contract for a full-time, permanent position to teach in a public school must contact the Director of the Office of University-School Partnerships regarding the request.
2. The employing Local Education Agency (LEA) must verify, in writing, that the intern is being offered a full-time, permanent teaching position that requires early release.
3. The Clinical Teacher(s), University Supervisor, and Program Coordinator must confirm that the intern has received an indicator of either *demonstrated* or *outstanding* in each subcategory on the Certification of Teaching Capacity (Final).
4. The Clinical Teacher(s), University Supervisor, and Program Coordinator must agree to the early release.
5. The intern must continue to attend all other seminars and classes as required through the completion of the semester.

An intern must complete and satisfy each instrument listed below *prior* to being considered for early release:

1. e-Portfolio
2. Teacher Candidate Work Sample (TCWS)
3. Certification of Teacher Certification (Midpoint)
4. Certification of Teacher Certification (Final)
5. Certification of Teacher Certification (Short Form)

The procedure for requesting an early release from the professional internship is as follows:

1. The employing LEA submits a written request for early release to the Director of University-School Partnerships.
2. The student intern completes and submits a copy of the *Early Release Form* (see Appendices) from the Office of University-School Partnerships.
3. The University Supervisor, Clinical Teacher(s), Program Coordinator, and Director of University-School Partnerships confer and reach a decision regarding the release.
4. If the decision is made to support the early release of the intern, the intern secures signatures of the University Supervisor, Clinical Teacher(s), Program Coordinator, and Director of University-School Partnerships.
5. The Dean of the School of Education reviews and must approve the decision for the early release of the intern.
6. The Director of University-School Partnerships sends written notice of the decision to the employing LEA. This notice will specify the dates and times of any remaining mandatory on-campus seminars/classes that the intern must attend prior to the conclusion of the semester.

## Removal from an Internship Placement

### Change of Placement/Voluntary Withdrawal/Unprofessional Conduct and/or Extension

When all reasonable attempts to rectify an unsatisfactory situation fail, the following options may be considered:

- Change of placement
- Voluntary withdrawal (grade of “W”)
- Failure of internship (grade of “F”) or involuntary withdrawal (grade of “W”)
- Extension of placement (grade of “P”)

The Dean of the School of Education selects an appropriate resolution in consultation with the vested parties to include, but not limited to: public school representative(s) from the host school district, the intern’s Program Coordinator, the University Supervisor, the Director of University-School Partnerships, and the intern. The vested parties may recommend the assignment of “withdrawal”, “fail”, or “incomplete” for the internship semester to the professor of record for (a) change of placement, (b) failure or involuntary withdrawal or (c) extension of placement. The University is in no way obligated to support or accommodate an intern whose conduct violates professional ethics or codes of conduct as defined by the Code of Ethics for NC Educators and the Teacher Education Program Candidate Standards.

**Change of Placement.** Occasionally a specific placement is found to be unsuitable for the student intern’s success. It is important to allow sufficient time to determine if this is in fact the case. If factors indicate that a student intern requires a change in placement, the University Supervisor will consult with the Director of University-School Partnerships to determine if a move is appropriate. Factors to be considered in a change of placement decision include but are not limited to potential success at another school or with another Clinical Teacher.

- The intern will be officially notified of the change of placement by the University Supervisor and Director of University-School Partnerships.
- If a move is to be made, the University Supervisor will inform the student intern of such.
- The intern will promptly return all borrowed materials to the Clinical Teacher and assigned school.
- The intern will be assigned to another school through the Office of University-School Partnerships for that or the subsequent semester, as appropriate.

**Voluntary Withdrawal.** Student interns have the right to withdraw from student internship during the semester until the last withdrawal date stated in the catalog. In the case of voluntary withdrawal, the intern will:

- notify the Clinical Teacher, University Supervisor, Program Coordinator, and Director of University-School Partnerships of the intent to withdraw,
- make an appointment and participate in an exit interview with the Director of University-School Partnerships,
- withdraw from the professional internship course according to UNCP registrar’s procedures with tuition refund, if any, determined by the Registrar,
- immediately return all borrowed materials to the Clinical Teacher and assigned school and,
- reapply through the standard application process for subsequent student internship placement if appropriate.

**Failure of Internship or Involuntary Withdrawal: Unprofessional Conduct and/or Unsatisfactory Performance.** After consulting with the University Supervisor, the Clinical Teacher, and the Director of University-School Partnerships, a student intern who does not demonstrate professional conduct and/or satisfactory progress and performance may be subject to the following actions:

- ☒ The professor of record may withdraw the student intern from the student internship course with a grade of “Incomplete” (I) and the student intern shall complete the student internship course the following academic semester. This option is subject to approval by the Dean of the School of Education, University Supervisor, Clinical Teacher, Program Coordinator and Director University-School Partnerships.
- ☒ The professor of record may withdraw the student intern with a grade of “Withdrawal” (W). If a student desires to complete the course subsequently, the student intern will be required to submit an application to the Teacher Education Appeals Committee for approval for readmission for the professional semester for the student internship course.
- ☒ The professor of record may issue the grade of “Fail” (F) to the student intern for the internship course. If a student desires to complete the course subsequently, the student intern will be required to submit an application to the Teacher Education Appeals Committee for approval for readmission for the professional semester for the student internship course.
- ☒ The University Supervisor and Director of University-School Partnerships will develop an action plan for the student intern with input from the Clinical Teacher and Program Coordinator. The plan will include specific goals that address all areas of concern. The plan will specify a time frame for correcting these areas. If another placement is required, an action plan will reflect these restrictions. If the goals set in the action plan cannot be completed within that semester as determined by the University Supervisor and Director of University-School Partnerships, an extension of placement may be required.

#### **Extension of Placement**

If it is documented that a student intern needs additional time for a successful teaching experience as determined by the Clinical Teacher, University Supervisor, Program Coordinator, and Director of the University-School Partnerships, the student will receive a grade of “Incomplete” (I) and one additional semester to satisfactorily complete the goals of the action plan developed by the participants. If the goals are not completed in the following semester, the student will receive a grade of “Fail” (F).

**Policy for Readmission to the Internship.** Students removed involuntarily from the internship or those who receive a grade of “F” or “W” will not be allowed to repeat an internship except for unusual circumstances. The intern may appeal a removal decision. For more information, see the “Due Process” section.

### **Due Process Procedures for Undergraduate Students**

The due process procedures for undergraduate students are delineated in the *Teacher Education Policy Manual*. An excerpt from that manual follows.

Any student whose entrance to, continuation in, or exit from the Teacher Education Program is denied based on policies established by the Teacher Education Committee has the right to appeal the denial. The Dean of the School of Education will notify the student of the denial and the policy upon which it is based. Within 10 working days of receipt of the denial, the student wishing to appeal should submit a written request for appeal to the Dean of the School of Education. The request should contain the reason(s) the student believes the denial should be reversed. If a request for appeal is not received within 10 working days, it will not be considered. Once the appeal is received, it will be forwarded to the chair of the Teacher Education Committee Hearing Appeals Board. The chair will schedule a meeting of the Hearing Appeals Board and notify the student of the date, time, and location of the meeting. The student will be provided the opportunity to appear before the Hearing Appeals Board to present his/her appeal. The chair of the Hearing Appeals Board will inform the Dean of the School of Education of the Board's decisions. The Dean of the School of Education will notify the student of the decision.

If the student is not satisfied with the decision of the Hearing Appeals Boards, he/she may present his/her appeal to the Teacher Education Committee at its next regularly scheduled meeting. To appear before the Teacher Education Committee, the student must provide the Dean of the School of Education with a written request to do so within 10 working days of receipt of the decision of the Hearing Appeals Board. The decision of the Teacher Education Committee will be final.

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## SECTION 3 PORTFOLIO REQUIREMENTS

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### Teacher Education Program Requirements

The following paragraphs describe requirements for candidates in undergraduate initial teacher licensure programs. Some of the same requirements apply to candidates in the Master of Arts in Teaching Program (see M.A.T. Handbook).

#### 1. e-Portfolio

The UNCP Teacher Education Program is structured around the five North Carolina Professional Teaching Standards that teacher candidates are expected to meet by the time their program of study is completed. These performance based standards were first introduced in the initial EPC/EDN courses. The standards were used throughout the teacher candidates program of study to guide in the development of assignments and projects that demonstrated the candidates' level of competence. The sequential completion of assignments and projects also required that candidates write a reflection to explain what they learned and the connection between the standards and outcomes (i.e. assignment, project, lesson plans, unit plan, etc.). The summation of this product results in an electronic portfolio called e-Portfolio. The product shows that the candidates understand the standards and are capable of executing them.

#### 2. edTPA

edTPA documents performance evidence for Standards III, IV, V, and VI; the standards addressing your knowledge of content, the ability to apply the knowledge and understandings acquired in formal course work and field experiences to help all students learn, and the ability to effectively reflect on practice. A full description is located in the edTPA Assessment Handbook for each program area.

edTPA is a sample of your pre-professional practice. This sample consists of three Tasks and different forms of evidence:

Task	Evidence	Purpose
Planning	Context for Learning 3-5 Lesson Plans Instructional Materials Assessments Planning Commentary	Demonstrate the ability to gather information about students and use that information to plan for instruction.
Instruction	Video Clips Instruction Commentary	Demonstrate the ability to facilitate learning in a supportive environment.
Assessment	Analysis of Assessment Data Student Work Samples with Feedback Assessment Commentary	Demonstrate the ability to analyze and interpret assessment data to provide feedback and plan for next steps in instruction.

Each commentary will require you to use what you know about your students and what you learned in your coursework to justify instructional decisions.

edTPA is evaluated by teacher education faculty members from the intern's certification area using rubrics on Task Stream. In addition, a number of edTPA portfolios will be chosen for official scoring by Pearson. Please see [www.edtpa.com](http://www.edtpa.com) for more information about the Pearson portfolio submission and scoring procedures guidelines.

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## SECTION 4

### ASSESSMENT POLICIES AND PROCEDURES

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#### Background

UNCP teacher candidates are continuously evaluated as they progress through the Teacher Education Program. To be eligible for enrollment in the internship semester, the teacher candidate must meet specific academic performance standards and program progression benchmarks (see *UNCP 2015-2016 Teacher Candidate Handbook*). The undergraduate internship constitutes a full semester of study with 9-12 hours of credit for which the intern receives a grade of *pass* or *fail*. The MAT internship constitutes a full semester of study with 3 hours of credit for which the intern receives a grade of *pass* or *fail*. The pass or fail grade is a composite indicator based on multiple measures of multiple performances from multiple points of view.

#### A. Formative Assessment

As the culminating, synthesis component in the Teacher Education Program, the senior internship is the most challenging and intense learning experience in the teacher candidate's total preparation program. It is important for the Clinical Teachers and University Supervisors mentoring interns to keep in mind that the internship is focused on learning, not just on making judgments about performance. The feedback the intern receives should be realistic, focused on one or two specific areas for improvement at a time, and grounded in the concept of steady, incremental progress (unless that progress is not being demonstrated). From the beginning of the internship to the point of exit evaluation, the focus is on nurturing the intern's professional development over time. It is also important to remember that not all interns enter the internship semester with the same strengths, abilities, needs, or dispositions. The interns who are confident and experienced will be ready to assume major teaching responsibilities more readily than the intern who is less confident and inexperienced. For some interns, everything seems to come together very quickly; for most, things don't quite come together until the last one-third of the semester. In the end, it doesn't matter how fast or slow the journey progresses, it only matters that the intern arrives at the final destination.

1. **Clinical Teacher.** Continuous, ongoing feedback is provided to the intern in two ways: a) Clinical Teacher feedback, and b) University Supervisor feedback. The Clinical Teacher's feedback takes many forms. It can be in the form of a planning conference, a focused observation on a lesson, or a reflection conference. Planning conferences are frequently informal—conducted in dialogue, or through a collaborative journal, or even email. Periodically, more formal conferences are conducted; some Clinical Teachers prefer to audiotape or videotape these conferences. In all approaches to coaching the intern's ability to plan effective lessons and units of study, the key questions guiding the development of a cognitive map for planning should be addressed. The key questions for a planning conference are presented in the *Appendices*. The Clinical Teacher also provides feedback to the intern on the implementation of a lesson. The feedback is usually focused on a specific area or problem and shared with the intern in a reflection conference. A variety of observation instruments are available for use during focused lesson observations. The reflection conference is another important aspect of the intern's guided professional development. As with the planning conference, the reflection conference is frequently informal and periodically formal. The Clinical Teacher uses the key questions guiding the development of a cognitive map for reflection on teaching and learning during both informal and formal reflection dialogues. The key questions for a reflection conference are presented in the *Appendices*. In order to be an effective mentor for an intern, the Clinical Teacher needs to initiate and maintain a trusting relationship with the intern so that he or she will feel safe to take risks and learn from mistakes without fear of reprisal or disapproval.
2. **University Supervisor.** The University Supervisor also provides formative feedback to the intern during planning conferences, lesson observations, and reflection conferences. The University Supervisor's perspective on the intern's growth is not the same as the Clinical Teacher's day-to-day perspective and, as such, is another valuable lens on the intern's professional development progress. The University Supervisor makes on-site observations at spaced intervals during the semester, observing intern growth through a wide-angle lens. The

University Supervisor and the Clinical Teacher should always arrange time to share their unique perspectives with one another.

3. ***Intern Self-Assessment.*** Interns are adults who, as learners, require a sense of control over their own learning. Adult learners want to actively participate in the assessment of their own progress, appreciate the opportunity to self-correct *before* being corrected by an authority figure to *avoid* being corrected by an authority figure but who also need approval and encouragement like any other learner. Although all interns do not fit the characterization of an adult learner, all interns should make progress toward becoming more self-directed, self-monitoring, and self-correcting. If the intern, as learner, does not possess these characteristics, he or she is not likely to nurture the development of those characteristics in children and youth as learners. Thus, interns are expected to self-assess throughout the internship either because they need to self-assess or they need to learn to self-assess. Another reason self-assessment is stressed in the UNCP Teacher Education Program is that the program is based on the principles of constructivism. Learners make connections between prior experience and knowledge and new experience and knowledge; learners organize new experience and knowledge into meaningful constructs; learners are actively engaged in the learning process or no substantive learning occurs. The intern, as learner, needs to take ownership of his or her own learning by identifying problems, generating solutions to problems, and asking questions about things he or she does not understand. The only way the intern will acquire a cognitive map for planning, implementing, and reflecting on cycles of teaching and learning is by internalizing the ways of thinking and doing that characterize those cognitively, complex processes.
4. ***Certification of Teaching Capacity (Midpoint).*** At midpoint in the internship semester, a formal review of the intern's progress to date is conducted using the ***Certification of Teaching Capacity***. The purposes of the midpoint evaluation are to determine whether or not the intern is making satisfactory progress, to identify areas to focus on for improvement during the second half of the semester, and to plan timely interventions in situations where an intern, for whatever reason, is not making satisfactory progress. Different rating categories— ***Area of concern, Needs improvement, Demonstrated, and Outstanding***—are used on the instrument to reflect the purpose of a midpoint assessment.

The ***Certification of Teaching Capacity (Midpoint)*** is completed by the Clinical Teacher, the University Supervisor, and the intern. The University Supervisor distributes a hardcopy of the instrument to the clinical teacher and schedules a three-way conference. The intern should download a copy of the instrument from TaskStream. A dialogue based on this instrument can be a positive experience as the Clinical Teacher, the University Supervisor, and the intern pause to recognize and acknowledge areas of professional growth. It can also help identify which areas need to be the focus for future improvement. **If no items are rated *Area of Concern* and a collective consensus is reached by the Clinical Teacher and the University Supervisor, the University Supervisor then enters the evaluation into TaskStream.** Clinical Teachers and University Supervisors are asked to use their best professional judgment to rate the intern based on evidence collected on the previously recorded Intern Observation Forms plus other evidence such as written lesson plans and input from observations made on a daily basis by the Clinical Teacher.

In situations where a serious problem exists, the problem must be documented and the intern must be informed of the problem in time to self-correct, remediate, or intensify efforts to improve. The rating ***Area of Concern*** is used to indicate a problem that the supervisors foresee may result in an unsatisfactory rating for the internship semester if not addressed immediately. **If the intern receives the rating *Area of Concern* on one or more categories, the Clinical Teacher and the University Supervisor develop an *action plan* specifying exactly what the intern should do to resolve the problem.** The *action plan* is signed by all three parties, copied to all three parties, and the original is attached to the ***Certification of Teaching Capacity (Midpoint)***. The action plan format is presented in the *Appendices* of the Student Intern Handbook. The University Supervisor forwards the ***Certification of Teaching Capacity (Midpoint)*** and attachments to the Director of University-School Partnerships.

In the event that an intern's midpoint assessment is satisfactory and at some point after midterm becomes unsatisfactory in any regard, the Clinical Teacher and University Supervisor should, as soon as possible, inform the intern that a problem exists. The Clinical Teacher and University Supervisor formulate an action plan, review the plan with the intern, secure the intern's signature, and forward the signed action plan to the Director of University-School Partnerships.

## B. Summative Assessment Procedures and Internship Grading Policy

Near the end of the internship semester or placement, the University Supervisor distributes a copy of the *Certification of Teaching Capacity (Final)* to the Clinical Teacher. The intern should download a copy of the instrument from TaskStream. **These instruments are completed by all three parties.** The University Supervisor arranges a 3-way exit conference to discuss the assessment instruments and the three perspectives on the intern's performance.

1. ***Certification of Teaching Capacity (Final)***. This is the same instrument used at the midpoint to assess the intern's progress. The purpose of the *CTC (Final)* is to determine whether or not the intern has successfully met the North Carolina Professional Teaching Standards. The performance criteria on the *Final* are again categorized as *Area of Concern, Needs Improvement, Demonstrated, and Outstanding*. The intern must receive an indicator of either *Demonstrated* or *Outstanding (Standard Met)* in each subcategory to receive a passing grade for the internship and be recommended for a North Carolina teaching license. Receiving a rating of *Area of Concern* or *Needs Improvement (Standard Not Met)* in one or more subcategories requires an action plan for correcting or remediating the deficiency. Failure to remediate or correct a deficiency will result in the assignment of a grade of "incomplete" or "fail" as determined by internship grading policy. **If no items are rated *Area of Concern* and a collective consensus is reached by the Clinical Teacher and the University Supervisor, the University Supervisor then enters the evaluation into TaskStream.** Clinical Teachers and University Supervisors are asked to use their best professional judgment to rate the intern based on evidence collected on the previously recorded Intern Observation Forms plus other evidence such as written lesson plans and input from observations made on a daily basis by the Clinical Teacher.

The **short form**, which only the University Supervisors must fill out, is more of a summary form that shows that either a score of Demonstrated or Outstanding leads to the Standard Met requirement. Signatures of all involved parties are required for this short form.

### edTPA

Successful completion of the edTPA assessment project is a requirement for all teacher education majors. Since the primary purpose of the edTPA is for the intern to demonstrate best teaching practices and affect positive learning gains for diverse learners, the edTPA is completed during the internship semester. Each project is evaluated by the intern's program coordinator and/or designee. The portfolio score will be incorporated into the intern's student teaching and/or seminar grade, as determined by the program coordinator. Program coordinators may allow their interns to resubmit unsatisfactory sections of the portfolio for re-evaluation, according to their grading policy. Please see your program coordinator for more information about their edTPA grading policy.

Select projects will also be submitted to Pearson for official evaluation to inform program effectiveness discussions and program revision. These official scores will not impact the intern's student teaching/seminar grades.

### Completion of Professional Semester

At the end of the end of the internship, student interns must formally apply to the North Carolina Department of Public Instruction for professional licensure. Two forms are to be completed along with all required documents and fees and turned into the Licensure Office, School of Education. The forms include:

- ☒ **Application for a North Carolina Licensure** (see Appendices)
- ☒ **Certification of Teaching Capacity (Final) Short Form** (see Appendices)

It is important to note that if the Clinical Teacher and/or designated LEA official, or other designated person fails to sign the North Carolina LEA Evaluation forms, the student intern will not be licensed.

Upon receipt of the application, the North Carolina Department of Public Instruction takes approximately six weeks to process and mail the letter with the license.

## Program Evaluation of Professional Semester

In recognition of the importance of feedback in strengthening the internship component of the preparation of prospective teachers, opportunities are provided for the intern, the Clinical Teacher, and the University Supervisor to provide feedback on the internship experience.

**Interns** are asked to complete the *Student Intern's Evaluation of the Clinical Teacher* survey and the *Student Intern's Evaluation of University Supervisor* survey (see Appendices). This evaluation is conducted at the conclusion of each internship assignment. After the semester is over, the ratings are available for review by program coordinators and other University personnel and shared as appropriate with the respective school system.

**Clinical Teachers** are asked to complete the *Clinical Teacher Evaluation of University Supervisor* survey that calls for an assessment of the University Supervisor, the orientation session, and this handbook (see Appendices). The Office of University-School Partnerships distributes this survey to Clinical Teachers. The feedback obtained from the Clinical Teacher is shared as appropriate with University personnel.

**University Supervisors** are asked to complete the *University Supervisor Evaluation of Clinical Teacher* survey (see Appendices). The survey is distributed the Office of University-School Partnerships. The feedback obtained from the University Supervisor is shared as appropriate with University personnel.

## Appendices

**Frequently Asked Questions (p. 24)**

**Student Intern Calendars (p. 26)**

**Observation Form (p. 29)**

**Certification of Teaching Capacity (p. 35)**

**Program Evaluation of Professional Semester (p. 49)**

**Action Plan Format (p. 54)**

**Absentee Form (p. 56)**

**Early Release Form (p. 58)**

**Sample Lesson Plan Formats (p. 60)**

**Family Educational Rights and Privacy Act (FERPA) Release Form (p. 67)**

**Code of Ethics for North Carolina Educators (p. 69)**

**Guidelines for Planning and Reflection Conferences (p. 71)**

**Notes (p. 74)**

## **FREQUENTLY ASKED QUESTIONS**

## FREQUENTLY ASKED QUESTIONS

### **What format should be used for lesson plans?**

The University of North Carolina at Pembroke does not prescribe a single lesson plan format. Rather, the format is left to the professional judgments of the Clinical Teacher and University Supervisor.

While a single format is not prescribed, it is expected that the lesson plan be more than an objective and page reference. At a minimum, the lesson plan should contain the objectives, details of the instructional strategies/ activities to be used, materials and resources to be used, and methods of evaluation.

Interns are expected to submit their lesson plans to the Clinical Teacher and University Supervisor at least one week in advance.

### **What does the intern do on teacher workdays?**

The intern is expected to be present for teacher workdays, **even if the Clinical Teacher is not present. Can the intern be used as a substitute teacher?** No, the intern cannot to be used as a substitute teacher.

### **What about staff development activities, special meetings, and additional duties assumed by the Clinical Teacher?**

The intern should be provided the opportunity to experience the entire range of activities and responsibilities of the Clinical Teacher, to the degree this is possible. These may include bus duty, lunch duty, faculty meetings, and staff development activities. The intern is not expected to participate in extra responsibilities for which the Clinical Teacher may receive additional compensation (e.g., coaching, after school programs).

### **When does the Clinical Teacher receive the honorarium?**

After the end of the semester, The University of North Carolina at Pembroke forwards to each school system one check, which includes the honorarium for all clinical teachers in that system in the just concluded semester. The honorarium is then distributed according to the system's policies and procedures.

### **Do interns follow the UNCP academic/semester calendar or the public school calendar where they are completing the internship?**

The intern follows the public school schedule.

### **How many weeks during the internship will the intern assume a full teaching load?**

See Formats for respective program areas beginning on page 7.

### **Are the internship seminars optional?** No

### **When can I expect to receive my license after completing the professional semester?**

Once all requirements have been met, your paperwork will be mailed to DPI and you will receive your license in 4-6 weeks.

### **How many on-site visits/observations will the University Supervisor make during the internship?**

Four, at a minimum.

### **Who do I call if I need to be out or I am sick and cannot go to school?**

The intern should call their Clinical Teacher and University Supervisor. An absentee form on page 57 must be completed and turned into USP office. See instructions on pages 14-15.

**STUDENT INTERN CALENDARS  
FALL 2017-SPRING 2018**

## Fall 2017 Internship Calendar

Art Education, Birth-Kindergarten Education, Elementary Education, English Education, Master of Arts in Teaching, Mathematics Education, Middle Grades Education, Music Education, Physical Education, Science Education, Social Studies Education, Spanish Education, and Special Education

Program Area	Date	Activity	Presenter	Time & Location
UG, MAT	Wednesday August 16, 2017	Opening Session Evaluation Overview	Dr. Bryan Winters, UNCP Ms. Mary Klinikowski, UNCP	COMtech 9:00 am to 11:30 am
		Seclusion/Restraint EdTPA	Mr. Terrance Curry, PSRC Dr. Kayonna Pitchford, UNCP	COMtech 11:30 am to 12:30 pm SOE Room TBA 1:00pm to 3:00 pm
UG, MAT	Thursday August 17, 2017	Social Media* Educational Law Review	Ms. Beth McCullough, CCS Dr. Larry Mabe, UNCP	COMtech 9:00 am to 10:30 am COMtech 10:45 am to 12:15 pm
UG, MAT	Friday August 18, 2017	Classroom Management EdTPA – Context for Learning	TBA Dr. Kay Pitchford	COMtech 9:00 am to 11:00 am SOE Room TBA 11:00 am to 12:30 pm
UG, MAT	Monday August 21, 2017	LGBT Mental Health Issues EDTPA- Videotaping	Dr. Shenika Jones & Dr. Nicole Stargell, UNCP Dr. Nicole Stargell, UNCP Dr. Kayonna Pitchford, UNCP	COMtech 9:00 am to 10:30 am COMtech 10:45 am to 12:15 pm SOE Room TBA 1:00 pm to 3:00 pm
UG, MAT	TBA	Internship Begins		7:30 am to 3:30 pm (teacher's work schedule)
UG, MAT	Friday September 15, 2017	EdTPA Work Session	Dr. Kayonna Pitchford, UNCP	SOE Room 222 9:00 am to 12:00 pm SOE Room TBA 1:00 pm to 3:00 pm
UG, MAT	Friday October 6, 2017	EdTPA Work Session	Dr. Kayonna Pitchford, UNCP	<b>CTC Midpoint due in TaskStream</b> SOE Room 222 9:00 am to 12:00 pm SOE Room TBA 1:00 pm to 3:00 pm
UG, MAT	Friday October 20, 2017	EdTPA Work Session	Dr. Kayonna Pitchford, UNCP	SOE Room 222 9:00 am to 12:00 pm SOE Room TBA 1:00 pm to 3:00 pm
UG, MAT	Friday October 27, 2017	EdTPA Work Session	Dr. Kayonna Pitchford, UNCP	SOE Room 222 9:00 am to 12:00 pm SOE Room TBA 1:00 pm to 3:00 pm
ART	Monday October 30, 2017	2 <sup>nd</sup> Internship Placement Begins		
UG, MAT	Wednesday November 1, 2017	Regional TOY Presentation ESL Seminar Special Education Topics	TBA Dr. Mabel Rivera, UNCP Dr. Gretchen Robinson, UNCP	SOE Room TBA 9:00 am to 10:00 am SOE Room TBA 1:15 pm to 2:30 pm SOE Room TBA 2:45 pm to 4:00 pm
UG, MAT	Wednesday November 1, 2017	Teacher Education Job Fair	University-School Partnerships Career Center	University Annex 10:00 am to 12:00 pm
UG, MAT	Friday November 3, 2017	EdTPA Due in Taskstream		
UG, MAT	Friday December 1, 2017	Internship Ends		<b>CTC Final due in TaskStream</b> <b>CTC Final (Short Form) due to USP</b>
UG, MAT	Thursday December 7, 2017	Licensure	Ms. Michelle Locklear, UNCP	SOE Room TBA 9:00 am to 10:00 am
UG, MAT	Thursday December 7, 2017	Pinning Ceremony	Dr. Alfred Bryant, Dean Program Coordinators/Directors	University Annex 11:00 am to 12:00 pm

\*Note: Bring a laptop or iPad.

### Spring 2018 Internship Calendar

Art Education, Birth-Kindergarten Education, Elementary Education, English Education, Master of Arts in Teaching, Mathematics Education, Middle Grades Education, Music Education, Physical Education, Science Education, Social Studies Education, Spanish Education, and Special Education

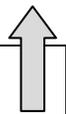
**UG =Undergraduate**  
**MAT=Master of Arts in Teaching**



## **OBSERVATION FORM**



## Comments regarding 2.0 Classroom



## Comments regarding 3.0 Classroom Instruction:

### 3.0 Instruction

*The teacher candidate...*

\_\_\_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.

\_\_\_2b.2 Incorporates different points of view in instruction.

\_\_\_3a Teachers align their instruction with the NC Standard Course of Study.

\_\_\_3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.

\_\_\_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.

\_\_\_3d Teachers make instruction relevant to students.

\_\_\_3d.1 ▲ Integrates **21<sup>st</sup> century skills and content** in instruction. ▲

\_\_\_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.

\_\_\_4d Teachers integrate and utilize technology in their instruction.

\_\_\_4d.1 Integrates technology with instruction to maximize students' learning.

\_\_\_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.

\_\_\_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.

\_\_\_uses discipline concepts and tools of inquiry to conceptualize learning

\_\_\_makes complex ideas accessible to students  
\_\_\_builds lessons on prior student learning and experiences  
\_\_\_lesson plans address the needs of diverse learners

\_\_\_designs lessons that are logically sequenced  
\_\_\_selects appropriate instructional materials and methods  
\_\_\_varies instruction role appropriately

\_\_\_assigns students to groups or pairs for some assignments  
\_\_\_group students based on differentiation of skills and abilities  
\_\_\_effectively implements lesson plan

\_\_\_communicates in clear and precise language  
\_\_\_successfully motivates students

\_\_\_links new ideas with prior learning and experiences  
\_\_\_modifies instruction based on student need  
\_\_\_demonstrates effective questioning of students  
\_\_\_designs lessons with varying activities for different learning styles

\_\_\_▲incorporates literacy strategies  
\_\_\_▲relates learning activities to real life applications  
\_\_\_▲monitors comprehension of written, spoken and read text  
\_\_\_▲when possible, presents material in diagrams, charts, graphic organizers or maps

\_\_\_▲evaluates reading, writing, listening, speaking and other presentation skills  
\_\_\_▲integrates content of subject areas with other disciplines  
\_\_\_uses multiple questioning techniques for student inquiry  
\_\_\_embeds curriculum objectives throughout lessons and activities  
\_\_\_▲includes current events and global issues in lessons when possible  
\_\_\_▲evaluates student work including written, oral, and multi-media presentations

\_\_\_▲utilizes technology in lessons or to enhance instruction

\_\_\_▲utilize technology in lessons when appropriate  
\_\_\_foresees lesson implementation problems

### **Possible indicators for 3.0 Instruction:**

\_\_\_is organized and consistently prepared for instruction

\_\_\_▲addresses multiple learning styles during lesson  
\_\_\_▲models problem solving techniques in class

\_\_\_collects and manages resources needed to support the lesson  
\_\_\_has necessary and appropriate materials ready for class  
\_\_\_begins class promptly  
\_\_\_effectively paces delivery of lesson

\_\_\_▲design activities that require students to use problem solving skills  
\_\_\_▲require students to justify their conclusion

\_\_\_▲design activities that require students to analyze and synthesize knowledge  
\_\_\_▲design activities that require students to think creatively and critically

\_\_\_uses appropriate voice quality and tone for classroom purposes  
\_\_\_monitors individual student progress during lesson

▲organizes assignments that require teamwork to meet goals



## 4.0 Evaluation/Assessment

*The teacher candidate...*

- \_\_\_ 1a Teachers lead in their classrooms.
- \_\_\_ 1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measure goals of the NC Standard Course of Study.
- \_\_\_ 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.
- \_\_\_ 4h.2 ▲ Provides evidence that students attain **21<sup>st</sup> century knowledge, skills and dispositions.** ▲
- \_\_\_ 5a Teachers analyze student learning.
- \_\_\_ 5a.1 Uses data to provide ideas about what can be done to improve students' learning.

### **Possible indicators for 4.0 Evaluation/Assessment:**

- \_\_\_ links learning activities to school completion
- \_\_\_ selects appropriate assessment instruments
- \_\_\_ provides students and parents with multiple and varied formative and summative assessments
- \_\_\_ demonstrates effective questioning of students
- \_\_\_ collects evidence of student learning
- \_\_\_ provides useful feedback to students
- \_\_\_ collects assessment data and summarizes, analyzes, interprets that data
- \_\_\_ communicates effectively and clearly regarding student performance
- \_\_\_ uses assessment as a means to improve instruction
- \_\_\_ distinguishes between intended and actual outcomes
- \_\_\_ uses informal assessment techniques to determine when lesson modifications are necessary
- \_\_\_ ▲ uses graphic organizers to enhance instruction
- \_\_\_ ▲ requires students to demonstrate their learning or understanding by using technology

**Comments regarding 4.0 Evaluation/Assessment:**

## 5.0 Impact on Student Learning

*The teacher candidate...*

- \_\_\_ 1d Teachers advocate for schools and students.
- \_\_\_ 1d.1 Implements and adheres to policies and practices positively affecting students' learning.
- \_\_\_ 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.
- \_\_\_ 2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.

### **Possible Indicators for 5.0 Impact on Student Learning:**

- \_\_\_ supports and participates in school initiatives designed to address specific school wide issues
- \_\_\_ uses a variety of lesson designs for various purposes
- \_\_\_ lesson plans address the needs of diverse learners
- \_\_\_ provides support for successful instructional practices
- \_\_\_ builds on experiences to improve instruction
- \_\_\_ adapts lessons for students with special needs
- \_\_\_ follows IEP modifications for students
- \_\_\_ collaborates with inclusion personnel
- \_\_\_ modifies instruction to comply with IEP
- \_\_\_ utilizes appropriate instructional aids
- \_\_\_ provides extra help for special needs students
- \_\_\_ understands the dynamics of the home and is culturally sensitive

**Comments regarding 5.0 Impact on Student Learning:**

▲ indicates standards and indicators that represent 21<sup>st</sup> Century Knowledge, Skills, and Dispositions

\_\_\_\_\_  
Clinical Teacher

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Intern

\_\_\_\_\_  
Date

*Intern's signature only indicates that this evaluation has been discussed. Signature does not necessarily indicate agreement.*

## **CERTIFICATION OF TEACHING CAPACITY**

## UNCP Certification of Teaching Capacity Midpoint Form

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

School: \_\_\_\_\_

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

Grade: \_\_\_\_\_

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

IHE: UNC-Pembroke

*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 Not Met: 1=Area of concern* (requires Action Plan) 2=Needs Improvement	Standards Met: 3=Demonstrated 4=Outstanding
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Standard/Element	Proficient Descriptor	Rating			
		Standard Not Met		Standard Met	
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the Code of Ethics for North Carolina Educators and the Standards  for Professional Conduct.	1	2	3	4
		Area of Concern*	Needs Improvement	Demonstrated	Outstanding
Comments – Use the indicator lists from the Intern Observation Form to frame your comments for this section:					
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	1	2	3	4
		Area of Concern*	Needs Improvement	Demonstrated	Outstanding
	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.	1	2	3	4
		Area of Concern*	Needs Improvement	Demonstrated	Outstanding
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.	1	2	3	4
		Area of Concern*	Needs Improvement	Demonstrated	Outstanding

Comments – Use the indicator lists from the Intern Observation Form to frame your comments for this section:

Candidate's Initials \_\_\_\_\_

Standard/Element	Proficient Descriptor	Rating			
		Standard Not Met		Standard Met	
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	<input type="checkbox"/> 1 Area of Concern*	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Demonstrated	<input type="checkbox"/> 4 Outstanding
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	<input type="checkbox"/> 1 Area of Concern*	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Demonstrated	<input type="checkbox"/> 4 Outstanding
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> 1 Area of Concern*	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Demonstrated	<input type="checkbox"/> 4 Outstanding
<p>Comments – Use the indicator lists from the Intern Observation Form to frame your comments for this section:</p>					
2b. Teachers embrace diversity in the school community and in the world.	Instruction	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	<input type="checkbox"/> 1 Area of Concern*	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Demonstrated	<input type="checkbox"/> 4 Outstanding
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	2b.2 Incorporates different points of view in instruction.	<input type="checkbox"/> 1 Area of Concern*	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Demonstrated	<input type="checkbox"/> 4 Outstanding
	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	<input type="checkbox"/> 1 Area of Concern*	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Demonstrated	<input type="checkbox"/> 4 Outstanding
<p>Comments – Use the indicator lists from the Intern Observation Form to frame your comments for this section:</p>					



Standard/Element	Proficient Descriptor	Rating			
		Standard Not Met		Standard Met	
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	1 <input type="checkbox"/> Area of Concern*	2 <input type="checkbox"/> Needs Improvement	3 <input type="checkbox"/> Demonstrated	4 <input type="checkbox"/> Outstanding
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21 <sup>st</sup> century skills and content in instruction.	1 <input type="checkbox"/> Area of Concern*	2 <input type="checkbox"/> Needs Improvement	3 <input type="checkbox"/> Demonstrated	4 <input type="checkbox"/> Outstanding
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.	1 <input type="checkbox"/> Area of Concern*	2 <input type="checkbox"/> Needs Improvement	3 <input type="checkbox"/> Demonstrated	4 <input type="checkbox"/> Outstanding
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	1 <input type="checkbox"/> Area of Concern*	2 <input type="checkbox"/> Needs Improvement	3 <input type="checkbox"/> Demonstrated	4 <input type="checkbox"/> Outstanding
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.	1 <input type="checkbox"/> Area of Concern*	2 <input type="checkbox"/> Needs Improvement	3 <input type="checkbox"/> Demonstrated	4 <input type="checkbox"/> Outstanding
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.	1 <input type="checkbox"/> Area of Concern*	2 <input type="checkbox"/> Needs Improvement	3 <input type="checkbox"/> Demonstrated	4 <input type="checkbox"/> Outstanding

Comments – Use the indicator lists from the Intern Observation Form to frame your comments for this section:



Standard/Element	Proficient Descriptor	Rating			
		Standard Not Met		Standard Met	
<b>Evaluation/Assessment</b>					
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.	1 <input type="checkbox"/> Area of Concern*	2 <input type="checkbox"/> Needs Improvement	3 <input type="checkbox"/> Demonstrated	4 <input type="checkbox"/> Outstanding
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.	1 <input type="checkbox"/> Area of Concern*	2 <input type="checkbox"/> Needs Improvement	3 <input type="checkbox"/> Demonstrated	4 <input type="checkbox"/> Outstanding
	4h.2 Provides evidence that students attain 21 <sup>st</sup> century knowledge, skills and dispositions.	1 <input type="checkbox"/> Area of Concern*	2 <input type="checkbox"/> Needs Improvement	3 <input type="checkbox"/> Demonstrated	4 <input type="checkbox"/> Outstanding
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	1 <input type="checkbox"/> Area of Concern*	2 <input type="checkbox"/> Needs Improvement	3 <input type="checkbox"/> Demonstrated	4 <input type="checkbox"/> Outstanding
<p>Comments – Use the indicator lists from the Intern Observation Form to frame your comments for this section:</p>					
<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.	1 <input type="checkbox"/> Area of Concern*	2 <input type="checkbox"/> Needs Improvement	3 <input type="checkbox"/> Demonstrated	4 <input type="checkbox"/> Outstanding
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.	1 <input type="checkbox"/> Area of Concern*	2 <input type="checkbox"/> Needs Improvement	3 <input type="checkbox"/> Demonstrated	4 <input type="checkbox"/> Outstanding
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	1 <input type="checkbox"/> Area of Concern*	2 <input type="checkbox"/> Needs Improvement	3 <input type="checkbox"/> Demonstrated	4 <input type="checkbox"/> Outstanding
<p>Comments – Use the indicator lists from the Intern Observation Form to frame your comments for this section:</p>					



In order for the intern to be recommended for licensure in the state of North Carolina, the intern must score at least a level 3 (demonstrated) in **every** indicator. It is not expected that the intern should score this highly on every indicator at the time of the midpoint conference. **However, each indicator scoring below level 3 (demonstrated) must be increased to a level 3 (demonstrated) or above by the time of the CTC Final Conference.** This process should be a major focus for the intern for the remainder of the internship semester.

Please list the indicators from this form that were evaluated at a level 1 (Area of Concern) or a level 2 (Needs Improvement).

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 (required)			
Clinical Teacher (required)			
University Supervisor (required)			
Principal (optional)			
Comments:			

## UNCP Certification of Teaching Capacity Final Evaluation Form

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

School: \_\_\_\_\_

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

Grade: \_\_\_\_\_

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

IHE: UNC-Pembroke

*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.*

<b>Standards Not Met: 1=Area of concern* (requires Action Plan)</b> <b>2=Needs Improvement</b>	<b>Standards Met: 3=Demonstrated</b> <b>4=Outstanding</b>
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Standard/Element	Proficient Descriptor	Rating			
		Standard Not Met		Standard Met	
<b>Professionalism</b>					
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the Code of Ethics for North Carolina Educators and the Standards	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
for Professional Conduct.		Area of Concern*	Needs Improvement	Demonstrated	Outstanding
Comments – Use the indicator lists from the Intern Observation Form to frame your comments for this section:					
<b>Classroom Climate/Culture</b>					
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		Area of Concern*	Needs Improvement	Demonstrated	Outstanding
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
		Area of Concern*	Needs Improvement	Demonstrated	Outstanding
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.	1	2	3	4
		Area of Concern*	Needs Improvement	Demonstrated	Outstanding

Comments – Use the indicator lists from the Intern Observation Form to frame your comments for this section:

Page 1 of 5

Candidate's Initials \_\_\_\_\_

Standard/Element	Proficient Descriptor	Rating			
		Standard Not Met		Standard Met	
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	<input type="checkbox"/> 1 Area of Concern*	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Demonstrated	<input type="checkbox"/> 4 Outstanding
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	<input type="checkbox"/> 1 Area of Concern*	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Demonstrated	<input type="checkbox"/> 4 Outstanding
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> 1 Area of Concern*	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Demonstrated	<input type="checkbox"/> 4 Outstanding

Comments – Use the indicator lists from the Intern Observation Form to frame your comments for this section:

Instruction

2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	<input type="checkbox"/> 1 Area of Concern*	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Demonstrated	<input type="checkbox"/> 4 Outstanding
	2b.2 Incorporates different points of view in instruction.	<input type="checkbox"/> 1 Area of Concern*	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Demonstrated	<input type="checkbox"/> 4 Outstanding
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"/> 1 Area of Concern*	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Demonstrated	<input type="checkbox"/> 4 Outstanding

Comments – Use the indicator lists from the Intern Observation Form to frame your comments for this section:



Standard/Element	Proficient Descriptor	Rating			
		Standard Not Met		Standard Met	
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	1 <input type="checkbox"/> Area of Concern*	2 <input type="checkbox"/> Needs Improvement	3 <input type="checkbox"/> Demonstrated	4 <input type="checkbox"/> Outstanding
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21 <sup>st</sup> century skills and content in instruction.	1 <input type="checkbox"/> Area of Concern*	2 <input type="checkbox"/> Needs Improvement	3 <input type="checkbox"/> Demonstrated	4 <input type="checkbox"/> Outstanding
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.	1 <input type="checkbox"/> Area of Concern*	2 <input type="checkbox"/> Needs Improvement	3 <input type="checkbox"/> Demonstrated	4 <input type="checkbox"/> Outstanding
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	1 <input type="checkbox"/> Area of Concern*	2 <input type="checkbox"/> Needs Improvement	3 <input type="checkbox"/> Demonstrated	4 <input type="checkbox"/> Outstanding
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.	1 <input type="checkbox"/> Area of Concern*	2 <input type="checkbox"/> Needs Improvement	3 <input type="checkbox"/> Demonstrated	4 <input type="checkbox"/> Outstanding
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.	1 <input type="checkbox"/> Area of Concern*	2 <input type="checkbox"/> Needs Improvement	3 <input type="checkbox"/> Demonstrated	4 <input type="checkbox"/> Outstanding

Comments – Use the indicator lists from the Intern Observation Form to frame your comments for this section:



Standard/Element	Proficient Descriptor	Rating			
		Standard Not Met	Standard Met		
<b>Evaluation/Assessment</b>					
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.	1 <input type="checkbox"/> Area of Concern*	2 <input type="checkbox"/> Needs Improvement	3 <input type="checkbox"/> Demonstrated	4 <input type="checkbox"/> Outstanding
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	<input type="checkbox"/> 1 Area of Concern*	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Demonstrated	<input type="checkbox"/> 4 Outstanding
	4h.2 Provides evidence that students attain 21 <sup>st</sup> century knowledge, skills and dispositions.	<input type="checkbox"/> 1 Area of Concern*	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Demonstrated	<input type="checkbox"/> 4 Outstanding
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	<input type="checkbox"/> 1 Area of Concern*	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Demonstrated	<input type="checkbox"/> 4 Outstanding
Concern*      Improvement					
Comments – Use the indicator lists from the Intern Observation Form to frame your comments for this section:					
<b>Impact on Student Learning</b>					
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students learning.	<input type="checkbox"/> 1 Area of Concern*	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Demonstrated	<input type="checkbox"/> 4 Outstanding
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	<input type="checkbox"/> 1 Area of Concern*	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Demonstrated	<input type="checkbox"/> 4 Outstanding
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	<input type="checkbox"/> 1 Area of Concern*	<input type="checkbox"/> 2 Needs Improvement	<input type="checkbox"/> 3 Demonstrated	<input type="checkbox"/> 4 Outstanding
Comments – Use the indicator lists from the Intern Observation Form to frame your comments for this section:					

Candidate's Initials \_\_\_\_\_

In order for the intern to be recommended for licensure in the state of North Carolina, the intern must score at least a level 3 (demonstrated) in **every** indicator. Receiving a rating of *Area of Concern* or *Needs Improvement (Standard Not Met)* in one or more subcategories requires an action plan for correcting or remediating the deficiency. Failure to remediate or correct a deficiency will result in the assignment of a grade of "incomplete" or "fail" as determined by internship grading policy.

Please list the indicators from this form that were evaluated at a level 1 (Area of Concern) or a level 2 (Needs Improvement).

--

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 (required)			
Clinical Teacher (required)			
University Supervisor (required)			
Principal (optional)			
Comments:			



## LEA/ffIE Certification of Teaching Capacity

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

School: \_\_\_\_\_

Cooperating Teacher Name: -----

Grade: \_\_\_\_\_

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

IHE: UNC Pembroke

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

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

Candidate's Initials \_\_\_\_\_

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

## LEA/mE Certification of Teaching Capacity

*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)			
University Supervisor			
Comments (optional):			

## **Program Evaluation of Professional Semester**

**The University of North Carolina at Pembroke**  
**Student Intern's Evaluation**  
**of Clinical Teacher**  
**(Survey will be completed in Qualtrics)**

Specific Supervisory Task

Please rate each of the following statements on a scale of (1) poor to (5) outstanding

	Poor	Fair	Good	Excellent	Outstanding
1. My clinical teacher treated me fairly and objectively.	1	2	3	4	5
2. My clinical teacher clearly communicated expectations to me.	1	2	3	4	5
3. My clinical teacher planned for initial needs by providing work spaces, textbooks, course outlines, school policies/schedules, and general information and orientation to the total school environment.	1	2	3	4	5
4. My clinical teacher served as an effective role model by demonstrating effective teaching methods and techniques.	1	2	3	4	5
5. My clinical teacher planned for my transition to full time teaching to occur efficiently and effectively for both me and student learners.	1	2	3	4	5
6. My clinical teacher was available for assisting in planning instruction and reviewed lessons before delivery.	1	2	3	4	5
7. My clinical teacher provided continual, on-going feedback of my performance, including suggestions for alternative strategies, modeling appropriate practice, and providing resources to improve my teaching.	1	2	3	4	5
8. My clinical teacher encouraged participation in extracurricular activities and professional meetings.	1	2	3	4	5
9. My clinical teacher provided support and assistance in my management of the classroom.	1	2	3	4	5
10. My clinical teacher accepted and included me as a professional team member in most aspects relating to curriculum and the progress of student learners.	1	2	3	4	5
11. Additional Comments:					

**The University of North Carolina at Pembroke**  
**Student Intern's Evaluation**  
**of University Supervisor**  
**(Survey will be completed in Qualtrics)**

Specific Supervisory Task

Please rate each of the following statements on a scale of (1) poor to (5) outstanding

	Poor	Fair	Good	Excellent	Outstanding
1. My University Supervisor clearly explained his/her expectations of me on his/her first visit.	1	2	3	4	5
2. My University Supervisor treated me fairly and objectively.	1	2	3	4	5
3. My University Supervisor understood the characteristics of my on-site environment and responded appropriately, providing feedback and suggestions.	1	2	3	4	5
4. My University Supervisor visited the classroom a minimum of four times throughout the semester. (MAT students a minimum of four times.)	1	2	3	4	5
5. My University Supervisor spent extended periods of time observing student intern.	1	2	3	4	5
6. My University Supervisor was available for consultation.	1	2	3	4	5
7. My University Supervisor maintained written records of <u>all</u> evaluation observations and provided copies of the records to me in a timely manner.	1	2	3	4	5
8. My University Supervisor served as a positive liaison between the university and the clinical teacher.	1	2	3	4	5
9. Additional Comments:					

**The University of North Carolina at Pembroke  
Clinical Teacher Evaluation  
of University Supervisor  
(Survey will be completed in Qualtrics)**

Specific Supervisory Task

Please rate each of the following statements  
on a scale of (1) poor to (5) outstanding

	Poor	Fair	Good	Excellent	Outstanding
1. My Local Education Agency shared internship correspondence with me in a timely fashion.	1	2	3	4	5
2. The clinical teacher's orientation session was helpful. Did Not Attend _____	1	2	3	4	5
3. The Internship Handbook was helpful.	1	2	3	4	5
4. The university's expectations of me were clearly communicated.	1	2	3	4	5
<b>University Supervisor:</b>					
5. The University Supervisor visited the classroom a minimum of four times throughout the semester. (MAT students a minimum of four times.)	1	2	3	4	5
6. The University Supervisor spent expended periods of time observing the student intern.	1	2	3	4	5
7. The University Supervisor conferred with the clinical teacher and student intern to provide assistance/support to improve teaching practices.	1	2	3	4	5
8. The University Supervisor established rapport with the clinical teacher that focused on shared responsibility for progress and improvement of the student intern.	1	2	3	4	5
9. The University Supervisor's visits were appropriately spaced throughout the internship experience.	1	2	3	4	5
10. The University Supervisor held periodic conferences to discuss progress.	1	2	3	4	5
11. Additional Comments:					

**The University of North  
Carolina at Pembroke  
University Supervisor  
Evaluation  
of Clinical Teacher  
(Survey will be  
completed in Qualtrics)**

Specific Supervisory Task	Please rate each of the following statements on a scale of (1) poor to (5) outstanding					
	Poor	Fair	Good	Excellent	Outstanding	
1. The clinical teacher demonstrated/evidence competence with subject matter.		1	2	3	4	5
2. The clinical teacher had realistic expectations of the intern.		1	2	3	4	5
3. The clinical teacher provided appropriate support to the intern.		1	2	3	4	5
4. The clinical teacher established a rapport with University Supervisor that focused on shared responsibility for progress and improvement of the student intern.		1	2	3	4	5
5. The clinical teacher was knowledgeable about effective instructional methods and evaluated the student intern based on best practices.		1	2	3	4	5
6. The clinical teacher provided appropriate feedback to student intern.		1	2	3	4	5
7. As appropriate, the clinical teacher allowed the student intern flexibility to develop his/her own teaching style.		1	2	3	4	5
8. The clinical teacher was available to conference with me.		1	2	3	4	5
9. The clinical teacher completed evaluations at appropriate time.		1	2	3	4	5
10. I would recommend this clinical teacher for future placements.		1	2	3	4	5
11. Additional Comments:						

## **ACTION PLAN FORMAT**

**The University of North Carolina at Pembroke  
Office of University-School Partnerships**

**ACTION PLAN**

Intern:	Cooperating Teacher:
Assignment:	University Supervisor:

**Areas of Concern**

Standard 1 – Teacher candidate demonstrates leadership.

Standard 2 – Teacher candidate establishes a respectful environment for a diverse population of students.

Standard 3 – Teacher candidate knows the content they teach.

Standard 4 – Teacher candidate facilitates learning for their students.

Standard 5 – Teacher candidate reflects on their practice.

**Plan of Action**

Intern will

_____	_____
Signature of Intern	Date
_____	_____
Signature of Clinical Teacher	Date
_____	_____
Signature of Principal (optional)	Date
_____	_____
Signature of University Supervisor	Date
_____	_____
Signature of Director of University-School Partnerships	Date

# **ABSENTEE FORM**

**The University of North Carolina at Pembroke**  
**Office of University-School Partnerships**

## Absentee Form

**NOTE: This form must be returned to the Office of University-School Partnerships, School of Education and approved *PRIOR* to the absence. In the case of sudden illness or emergency, the form with the signatures of the clinical teacher(s), principal, and intern must be submitted to the Office of University-School Partnerships within 48 hours of returning to the internship site. The form with all signatures (including the University Supervisor) must be submitted no later than two weeks after the absence.**

Student Name	
Banner ID Number	
School/Agency Site	
Date/Time of Absence	
Destination	
Date of Return	
Reason	<input type="checkbox"/> Interview with employing official (prior confirmation required) <input type="checkbox"/> Attendance in court (documentation required) <input type="checkbox"/> Professional Meeting (documentation required) <input type="checkbox"/> Serious immediate family illness/death <input type="checkbox"/> Other (please explain below – intern sickness, etc. - documentation may be required)
Remarks	

**Approved and Recorded By:**

\_\_\_\_\_  
*Clinical Teacher* *Date*

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

\_\_\_\_\_  
*Principal, Internship Site* *Date*

\_\_\_\_\_  
*Director, University-School Partnerships* *Date*

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

**EARLY RELEASE FORM**

The University of North Carolina at Pembroke  
Teacher Education Program

**Request for Early Release from Professional Internship**

Date of Request:	
Intern's Name:	Banner ID:
Licensure Area:	Advisor:
Internship School:	Local Education Agency (LEA):
Clinical Teacher(s): _____	Grade/Subject: _____

I am requesting consideration for early release from the professional internship to begin full-time, permanent employment as a teacher.

LEA: _____	School: _____
Intern's Signature: _____	Date: _____

-----

The information below is to be completed by the Office of University-School Partnerships.

**Early Release Requested by Local Education Agency**

LEA	School	Principal	Date Request Received	Date of Central Office Confirmation

**Internship Assessments**

<u>Assessment</u>	<u>Date Completed</u>
e-Portfolio	_____
Teacher Candidate Work Sample (TCWS)	_____
Certification of Teaching Capacity (Midpoint)	_____
Certification of Teaching Capacity (Final)	_____
Certification of Teaching Capacity (Short Form)	_____

**The decision has been reviewed and is consistent with the policies of the Teacher Education Committee.**

<u>Signature</u>	<u>Decision</u>	<u>Date</u>
_____ University Supervisor	Approved	Denied _____
_____ Clinical Teacher(s)	Approved	Denied _____
_____ Program Coordinator	Approved	Denied _____
_____ Director of University-School Partnerships	Approved	Denied _____
_____ Dean, School of Education	__Approved	__Denied _____

## **SAMPLE LESSON PLAN FORMATS**

## BLUEPRINT FOR WRITING A LESSON PLAN

The intern, the clinical teacher, and the program coordinator will jointly decide upon the lesson plan format to use for the TWCS. The learning objectives/learning outcomes for each lesson are likely to influence the format that is chosen for that particular lesson plan. In general, the lesson plans for the unit of study should include most, if not all, of the components provided in the blueprint for writing a lesson plan below.

### **Lesson Topic:**

### **NC Standard Course of Study:**

- Competency Goals from the Standard Course of Study (i.e. “*The learner will...*”)
- Objective(s) from the Standard Course of Study (include both the numbers and the words)

**Learning Objective(s)/Learning Outcome(s) for this Lesson:** What do *you* intend for the learners to know and be able to do as a result of the learning experience?

**Prior Learning and/or Prerequisite Knowledge/Skills:** How will you determine if the students possess the knowledge and/or skills necessary in order to be ready for today’s lesson?

**Materials:** List all materials/supplies/equipment to be used by teacher and/or learners during the lesson.

**Technology:** Describe how technology will be used in the lesson to deliver instruction and to support student learning. List one or more advanced technology competencies met by the lesson.

**Grouping for the Lesson:** Define grouping arrangements (e.g., whole group, small group, individualized instruction, and physical arrangement of classroom). If the students are working in small groups, define the size of the groups and the roles of group members. Also, clearly define the task and what the students will do with their “product of learning” at the end of the group session.

**Differentiation of Instruction for Diverse Student Needs:** Define the strategies for adapting and modifying the lesson to meet the needs of all students.

**Lesson Implementation:** Clearly describe in sufficient detail the activities the class will engage in during the lesson so that another teacher can take the lesson and teach from it. The lesson should flow smoothly, so transitions between activities should be well planned. Think about these two guiding questions both *before* and *throughout* the lesson:

- When and how will the materials, supplies, and/or equipment be used?
- How will you assess student learning *during* instruction?
- **Beginning:** The opening of the lesson should ready the students for instruction.
  - How will you capture the learners’ attention and motivate them to be actively engaged in learning?
  - How will you activate learners’ existing background knowledge?
  - Do you need to introduce new terminology?
- **Middle:** In this section, describe in sufficient detail the instruction and learning activities that will occur during the lesson.
  - What are some possible questions that you might ask (e.g. discussion starters, checking for understanding)?
  - What content do you plan to share with the students? A detailed outline of the content should be included in the plan. A statement such as “*share with the students information about the oceans*” is not sufficient.
  - What procedures will be followed for moving through the lesson (e.g. sequences of activities, the directions you will provide for students)?
  - How will you monitor and assess student learning during the lesson?

## BLUEPRINT FOR WRITING A LESSON PLAN *(continued)*

- **End:** A lesson should be closed with a summary/review of the major knowledge/skills/concepts addressed in the lesson.
  - How will you tie together the lesson and bring the lesson to a close?
  - What kinds of follow-up activities and/or tasks will be used to reinforce, apply, and extend students' knowledge/skills/concepts?

**Evaluation:** Specify the methods and criteria you will use to determine if the students are learning and achieving the instructional objectives for this lesson.

- What types of student work sample will you use to assess learning (e.g. written assignments, projects, presentations, products of learning)?
- If you use informal assessments, such as observations or oral responses to questions, how will you document what is to be observed or how will you track student responses to questions?
- What criteria will you use for evaluating the quality of student work (e.g. rubrics, checklists, anecdotal records)? How will you provide feedback to students about their learning?

### **Reflection:**

- Did the lesson go as you had planned?
- Did all of the students accomplish the learning objective for the lesson? What did you see students doing or hear them saying to show you that they were learning/successful (or not learning/not successful)?
- What was it about your teaching strategy that produced the outcomes?
- What did you learn from teaching this lesson that will help you as you teach tomorrow's lesson and other lessons in the future?

### Sample Lesson Plan Format

Class: \_\_\_\_\_

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Time: \_\_\_\_\_

Competency Goal(s):

Activity	Description of Activity and Settings	Materials and Supplies	Time
Focus and Review			
Statement of Objectives			
Teacher Input			
Guided Practice			
Independent Practice			
Closure			

## Sample Lesson Plan Format

Class: \_\_\_\_\_

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Time: \_\_\_\_\_

### I. Competency Goals

### II. Materials

### III. Lesson Procedures

Review and Focus

Objectives

Teacher Presentation

Guided Practice

Independent Practice

Closure/Evaluation

## Sample Lesson Plan Format

### **Overview:**

Identify what the activities intend to do, in what time frame, and at what grade level. Identify the science process skills developed and the science concepts addressed by the activity.

### **Purpose: (Objective)**

Write out instructional objectives using terms relating to science process skills and concepts. For example: The student will be able to observe and describe various insect orders.

### **Materials:**

Identify various materials needed for the activity-- either for group participation or individual participation.

### **Getting Ready: (Background Information)**

Provide information necessary for the instructor to carry out the activity. It may be necessary to provide some content information here or to indicate where to find certain materials for the activity.

### **Motivate: (Engage)**

Include something to capture student interest and motivate them for learning. This may be in the form of a question, showing them an insect, or doing a demonstration. Be creative but make sure it connects to the overall lesson objective.

### **Activity: (Explore)**

Provide details for the activity that is planned. Indicate how the activity should be done and what questions may need to be asked. Keep in mind to use cooperative learning, methods of inquiry, and to integrate as much as possible in the activities.

### **Safety Tips:**

Include any words of caution that should be considered while completing the activity.

### **Concept Discovery: (Explanation)**

Provide information here that helps explain aspects of the activity after students have been provided opportunities to explore and inquire. It may be necessary to provide content information or expected results or conclusions.

### **Going Further: (Elaboration)**

Provide information here that helps explain aspects of the activity after students have been provided opportunities to explore and inquire. It may be necessary to provide science content information or expected results or conclusions.

### **Closure:**

Bring the lesson to a close. You may want to summarize activities or ask students to respond to questions to check for student understanding of the basic concepts addressed by the activity.

### **Assessment: (Evaluation)**

Explain how you plan to assess students, and include any materials or handouts that are needed. Students may perform an experiment or complete a performance task. Also, include the scoring rubric you would use for evaluation purposes.

### **Connections: (Integration with Other Content Areas)**

Include how the activity can be connected to other disciplines, such as mathematics, language arts, social studies, or science. Also discuss how to adapt the activity to other age groups so that content and instructional strategies are developmentally appropriate.

## Sample Lesson Plan Format

**Lesson Title:**

**Grade Level: Early Childhood, Elementary, Middle, or High School**

(The lessons are organized into the following categories: Early Childhood (Pre-K - grade 2); Elementary (grade 2-6); Middle (grade 6-8); and High (grade 8-12). Please indicate under your name the grade level *category* rather than the specific grade where the lesson was taught.)

**Goal(s):** What **you** want to do...

**Learning Objective(s):** What the **students** will learn and do...

Content and Process Skills (avoid terms "learn" and "understand")

**Content Standards:** Number, statement, and indicator.

**Materials/Resources:** Include quantities. List websites as hyperlinks

**Procedure for Teaching:** Step-by-step plan that others could follow

**Student Product:** Journal entry, worksheet, artifact (include a copy).

**Assessment:** Written or oral (include a copy).

How will you show that your objectives were met; that learning took place?

**Reflection:**

- How well did your *plan* help meet your goals and objectives?
- In retrospect, what else might you have done?
- Include student comments, questions, interest, and engagement.
- How did this assignment promote and student learning? How could it be modified?
- Write personal thoughts, feelings, observations, and ideas about the lesson that will inform others who may want to use your lesson plan.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT  
(FERPA)  
RELEASE FORM**

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) RELEASE FORM  
FOR THE UNC PEMBROKE TEACHER EDUCATION PROGRAM**

Name of Student: \_\_\_\_\_ Banner ID: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

I, the undersigned hereby authorize The University of North Carolina at Pembroke to release any of my education records and information from my education records to the personnel administrator or designee of any public school and/or Local Education Agency with which UNCP is trying to place me for any field experience, including internship, related to my program of study at UNCP and to the North Carolina State Department of Public Instruction for the purpose of evaluation of my candidacy for teacher licensure:

Such records may include, but are not limited to, the following:

- Name
- Permanent and Current Address
- Phone Number
- Arrest/Conviction Information
- GPA
- Program Status
- Early Field Experience Placements
- Internship Location
- Internship Assessment Results
- Teacher Candidate Work Sample
- Graduate Candidate Portfolio
- Standardized Test Results Required for Licensure
- Licensure Effective Date

I understand further that (1) I have the right not to consent to release of my education records; (2) I have the right to receive a copy of such records upon request; (3) this consent shall remain in effect until my written revocation is delivered to the Office of University-School Partnerships; and (4) that any such revocation shall not affect disclosure made by The University of North Carolina at Pembroke prior to the receipt of any such written revocation.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

This information is released subject to the confidentiality provisions of appropriate state and federal laws and regulations which prohibit any further disclosure of this information without the specific written consent of the person to whom it pertains, or as otherwise permitted by such regulations.

**CODE OF ETHICS  
FOR NORTH CAROLINA EDUCATORS**

Updated by the North Carolina State Board of Education, 02/06

# Code of Ethics for North Carolina Educators

## Preamble

The purpose of this Code of Ethics is to define standards of professional conduct. The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains a professional growth, exercises professional judgment, and personifies integrity. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model. To uphold these commitments, the educator will adhere to the following three commitments:

### I. Commitment to the Student

- A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
- B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
- C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
- D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

### II. Commitment to the School System

- A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
- B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
- C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.
- D. Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.
- E. When acting in an administrative capacity:
  - Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
  - Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
  - Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
  - Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the school district, and according to the law.

### III. Commitment to the Profession

- A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
- B. Takes action to remedy an observed violation of the *Code of Ethics for North Carolina Educators* and promotes understanding of the principles of professional ethics.
- C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the

educational opportunities, experiences, and performance of students and colleagues.

## **GUIDELINES FOR PLANNING AND REFLECTION CONFERENCES**

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### 1. Planning Conference

#### *Guiding Questions*

What will students be learning?

Why is this lesson important? How does it relate to long-range goals for learners? How does it relate to the SCOS?

What do students already know about the lesson topic (prior knowledge and life experience)? How will you make connections between what they know and the new learning?

What instructional strategies are you using?

How will students be actively engaged in the learning process? Will the students be creating or modifying their own schemata?

What aspects of the lesson require students to think critically--analyze, apply, synthesize, evaluate?

Do you anticipate any problems or have any concerns about the lesson?

Does the lesson need to be modified for special needs students? If so, how?

How will you know if the students learned what you intended?

Do you expect students to be interested in the learning experience you have designed for them?

What materials will you need for this lesson? Do you have them organized? Have you thought about how and when the materials will be distributed?

**Notes:**

## **GUIDELINES FOR PLANNING AND REFLECTION CONFERENCES** *(continued)*

### **II. Reflection Conference**

#### *Guiding Questions*

Overall, what were your impressions of the lesson?

What specific evidence do you recall to support your impressions?

Did all students learn what you planned for them to learn? How do you know? Did you analyze the assessment data you collected?

Do some students need additional help before moving on to the next concept/skill? How will you address the needs of these students?

What is the relationship between your decision(s) during the **planning phase** and the results (positive or negative) in the **implementation phase**?

Do you need to adjust your long-range goals and plans for the learners?

What did you learn from this experience that can be applied to future teaching events?

**Notes:**

## NOTES