

University of North Carolina at Pembroke

**EDUCATOR
PREPARATION PROGRAM**

**CLINICAL PRACTICE
HANDBOOK**

Fall 2024 – Spring 2025

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To the Intern

Congratulations on reaching this important and exciting milestone in your professional career. The Clinical Practice II (internship) semester is the culminating experience of your Educator Preparation Program (EPP), 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 Educator

The internship semester, or Clinical Practice II, is a critical component of the Educator Preparation Program (EPP). It is the most challenging and rewarding period of a pre-service 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 school partners 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 teacher 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.

This publication is available in alternative formats upon request. Please contact the **Accessibility Resource Center, Oxendine Administrative Building, Room 110**, or call 910.521.6695.

IMPORTANT NOTE

All information, rules, and expectations contained herein are governed by the Council of Educator Preparation Programs (CEPP) and the CEPP policy manual. Where any discrepancies may exist between this handbook and CEPP policy, CEPP policy shall supersede the contents of this handbook.

The contents of this handbook may be subject to change due to changes in district, school, CEPP or university policy.

SECTION 1:

EDUCATOR PREPARATION PROGRAM OVERVIEW

Preparing professional educators who are committed, collaborative, and competent

EDUCATOR PREPARATION 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 and career professionals in our undergraduate and graduate communities, 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 students and their stakeholders.

EDUCATOR PREPARATION 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 Educator Preparation 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 Educator Preparation Program shares the University's commitment to academic excellence, cultural diversity, and lifelong learning within a balanced program of teaching, research, and service.

EDUCATOR PREPARATION 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 Educator Preparation 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 Educator Preparation 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 Educator Preparation 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 Educator Preparation 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 student'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 Educator Preparation 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 **21st-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

North Carolina State Board of Education Mission:

The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

North Carolina State Board of Education Vision:

Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

<https://www.dpi.nc.gov/about-dpi/state-board-education>

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 21st Century schools. The resulting document was the North Carolina Professional Teaching Standards.

The FIVE Standards are: (1) **Teachers Demonstrate Leadership**, (2) **Teachers Establish a Respectful Environment for a Diverse Population of Students**, (3) **Teachers Know the Content They Teach**, (4) **Teachers Facilitate Learning for Their Students**, and (5) **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 Educator Preparation Program. Program coordinators, advisors, faculty, and Clinical Educators 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 EDUCATOR PREPARATION PROGRAM EFFECTIVENESS

The Educator Preparation 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 Educator Preparation 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 Council of Educator Preparation Programs for action, assuring that the information is used for program improvement. A full description of the plan is presented in the *Educator Preparation Program Evaluation Manual*, available for public review upon request (*see Dean, School of Education*).

PROGRAMS OFFERED IN THE EDUCATOR PREPARATION PROGRAM

The University of North Carolina at Pembroke offers the following programs leading to Initial Professional License (IPL) 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) *with concentrations in:*

- 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
- Elementary Education
- Middle Grades English Education
- Middle Grades Mathematics Education
- Middle Grades Science Education
- Middle Grades Social Studies Education
- Physical Education
- Secondary English Education

- Secondary Mathematics Education
- Secondary Science Education
- Secondary Social Studies Education
- Special 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.

SECTION 2:

CLINICAL PRACTICE GUIDELINES AND PROCEDURES

Preparing professional educators who are committed, collaborative, and competent

THE PROFESSIONAL YEAR: ENROLLMENT IN THE CLINICAL PRACTICES

The professional year is a two-semester sequence, which occurs during the final two semesters of a candidates' enrollment in the degree program. The first semester of the professional year includes advanced methods courses, Praxis testing requirements appropriate to the area of licensure, and Clinical Practice I. The second semester of the professional year includes the internship experience, edTPA, completion of licensing requirements, and preparation for the job market.

Clinical Practice I

Clinical Practice I is a 40-hour pre-internship experience designed to provide teacher candidates with a more complete immersion in the classroom prior to their internship semester. Whenever possible, students are placed for pre-internship field experiences with the Clinical Educator who will supervise their Clinical Practice II: Internship.

Program area coordinators and directors work with the Educator Engagement and Student Success office to ensure placement and experiences help meet the legislated 16-week internship requirement (*see* Laws that Govern the Internship).

Requirements for Clinical Practice include, but are not limited to: micro-teaching, observation hours, and co-planning with the Clinical Educator. Candidate dispositions will also be evaluated by the course instructor and clinical teacher/clinical mentor.

Candidates are strongly encouraged to complete their Praxis II/Pearson licensure examination requirements; at minimum, candidates must register for the exam prior to as a part of the application process for Clinical Practice II.

Program area coordinators and directors will determine for each program which course shall house Clinical Practice I. Teacher candidates, or interns, should consult with their advisor to schedule other classes to permit adequate time to complete clinical hours in the school to which they are assigned.

Clinical Practice II

Enrollment in Clinical Practice II: Internship is the culminating experience of all UNCP Educator Preparation Programs. To be approved by Educator Engagement and Student Success Office for enrollment in Clinical Practice II: Internship, each candidate must:

1. Be formally admitted to the Educator Preparation Program (EPP) at least one full semester prior to applying to the professional semester (e.g. Spring interns should be admitted to the EPP by the first day of the Fall semester).
2. Have no more than six (6) hours of degree requirements remaining at the beginning of the Clinical Practice II: Internship semester, excluding those required during the professional semester.
3. The remaining hours shall not include professional studies core or content pedagogy courses. If the remaining hours include any of these, the candidate must follow the appeal process set forth in the CEPP Policy Manual.
 - If approved, the remaining hours taken during the Clinical Practice II: Internship semester must be scheduled, and work completed outside the hours of the school day and cannot interfere with the internship duties and requirements.
 - Candidates are entitled to the due process outlined in the CEPP Policy Manual.
4. Have an overall quality point average of 2.70 (on a 4.0 scale) or better as well as a 2.70 or better in the candidate's major field of study at the start of the Clinical Practice II: Internship semester

Prior to admission to Clinical Practice II: Internship semester, each candidate must complete the professional semester application and enrollment according to the deadlines set by the EDUCATOR ENGAGEMENT AND STUDENT SUCCESS office. Candidates are required to attend all scheduled meetings for internship, complete an interview for admission, and complete the requirements set forth by the pre-intern checklist. These items include, but are not limited to:

1. Proof of Registration for Praxis II/Pearson licensure exam as required by program
2. Required background check documentation
3. North Carolina Public School Health Examination Certificate

Each candidate bears sole responsibility for meeting the deadlines set forth by the EDUCATOR ENGAGEMENT AND STUDENT SUCCESS office. Failure to meet set deadlines may result in a rejection of the candidate's application.

Candidates with disabilities who may require special accommodations during the professional semester should contact the Director of Educator Engagement and Student Success.

PSUs Structure of the Clinical Practice II: Internship 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 Educator, 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 Educator 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 outlined in Format A, B, or C in the next section. Teaching loads are determined by policies set by both EPP and the Public School Unit (PSU).

All interns must complete a full 16-week internship experience pursuant to NC State Law. At UNCP, one week/40 hours will be completed in Clinical Practice I and 15 weeks/600 hours will be completed in Clinical Practice II: Internship. If an intern experiences excessive absences, their internship may be considered incomplete until the time requirements have been met.

During the internship, four to six observations must be made by the University Supervisor.

Format A – Clinical Internships

Art Education, Birth-Kindergarten Education, Elementary Education¹, Mathematics Education (middle and secondary), Music Education, Physical Education, Science Education (middle and secondary), Social Studies Education (middle and secondary), Spanish Education, Special Education

¹*Elementary Education interns must teach all academic disciplines.*

**Candidates must assume a full teaching load by the end of week 4 but are encouraged to assume a full teaching load as early and as long as possible.*

- 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 Educator, 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*-13:** The intern assumes a FULL teaching load.
- Weeks 14-15: (transition)** During these two weeks, the intern will begin to drop classes and responsibility in order to smoothly transition back to the Clinical Educator.
- Week 16** 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 B**Secondary English Education**

- Weeks 1-2:** During the first 2 weeks, interns will spend full days in the school with their Clinical Educator. 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 Educator(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. 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 Educator(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 Educator(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.
 3. 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.
 4. Consult with the Clinical Educator(s) to decide on and begin development of the edTPA Learning Segment.
 5. Design a year plan for each class taught that will be used to help plan classes during the teacher 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 6-13:** The intern assumes FULL teaching load
- Week 14:** (*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 15:** (*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 16:** (*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 C**MAT Residency interns.**

Residency interns complete their internships in their own classrooms.

Placements of Clinical and Residency Interns

Clinical Practice II: Internship placements are cooperatively arranged by the Director of Educator Engagement and Student Success and the contact persons in the local PSUs/charter schools with which The University of North Carolina at Pembroke has written agreements. Prior to UNCP's forwarding placement requests to area systems, programs coordinators and directors have the opportunity for input as to the grade level(s), school(s), and teacher(s) requested. Requests are not guaranteed.

Clinical intern candidates may **not** be placed in a school that they attended, in which they have been employed, in which a relative is employed, or in which a relative is enrolled. This requirement may be waived for interns enrolled in Grow Your Own programs with written agreements between the EPP and PSU for placement considerations.

Residency Interns: In most cases, Residency candidates may complete their internship experience in their own classrooms provided the position of employment aligns with the degree program licensure area, a licensed mentor is available to supervise the intern, the PSU/child care agency follows the North Carolina Standard Course of Study, and the placement is with one of UNCP's partner schools. Expectations for edTPA, university supervisor observation, and intern evaluation remain unchanged, however. If the conditions for placement in the current classroom are not met, the residency candidate may request a change of placement with the PSU.

Candidates will receive written notification from the Director of Educator Engagement and Student Success 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.**

Procedure for Requesting Out-of-Area Placement

The Director of Educator and Engagement must be notified of Out-Of-Area Placements by February 15th for the fall internships and by October 1st for spring internships. The Director of Educator Engagement and Student Success and Program Coordinator will review the request and an initial decision will be made as to whether sufficient criteria are met to warrant an out-of-area placement. If a positive initial decision is made regarding a candidate's Out-of-Area request, the Director of EDUCATOR ENGAGEMENT AND STUDENT SUCCESS will confirm availability of a host school. If a host school is not available, then the Out-of-Area placement will not be approved. The Director of EDUCATOR ENGAGEMENT AND STUDENT SUCCESS will also ensure that a diverse placement, relative to the candidate's prior field experiences, is available through the host school.

The Director of EDUCATOR ENGAGEMENT AND STUDENT SUCCESS will notify the candidate in writing of the decision. If the request is not approved, the candidate will be provided with a description of the EPP Due Process Policy.

Absences, Substitutions, Workday, and Professional Attire

Absences

With the exception of scheduled events on the Internship Calendar, teacher 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 teacher internship. The intern is expected to be in attendance on all teacher workdays, including optional workdays (even if the Clinical Educator is on leave). If travel or road conditions are unsafe, the intern is expected to not attempt to drive. In all such cases, the intern is expected to use good professional judgment and to notify the school, Clinical Educator, University Supervisor, and Director of Educator Engagement and Student Success.

The intern is expected to develop a written communication plan with the Clinical Educator during the first week of the internship. This plan should include, at a minimum: contact information for the intern and Clinical Educator, preferred contact method (email, text, phone call) for both, and agreed-upon procedures for contact.

The UNCP Absentee Form with all signatures (including the University Supervisor) must be submitted no later than two weeks after each absence. **Appropriate action will be taken when the intern fails to follow established procedures as outlined, involving either full-day or partial-day absences. Excessive absences may result in an extension or failure of the internship.**

Steps for Interns to Follow When Absent for Emergencies:

1. Use the preferred method to contact the Clinical Educator prior to 7:00 a.m.
2. Send all lesson plans and materials to the teacher with directions.
3. Contact the internship school's front office.
4. Text or email the University Supervisor.
5. Email the Director of Educator Engagement and Student Success.

The intern must secure all signatures within 3 working days of returning to the internship placement and submit the final copy of the UNCP Absentee Form to the Office of Educator Engagement and Student Success. It is the responsibility of the teacher intern to accurately document all absences and submit all paperwork to the Office of Educator Engagement and Student Success.

Substitutes

UNCP School of Education does not allow the use of teacher interns as substitutes.

Should a clinical intern need to be absent during the period when the intern has assumed teaching and planning responsibilities for any or all parts of a lesson, the intern is expected to leave "substitute plans" for the Clinical Educator, mirroring standard practices for in-service teachers.

Workdays

Optional Workdays: The teacher intern should be in attendance on all teacher workdays, including optional workdays (even if the Clinical Educator 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, the University Supervisor, and the Director of Educator Engagement and Student Success.

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 and maintain professional standards for the entirety of their student teaching semester. Interns are expected to wear professional attire to all scheduled internship seminars.**

All interns must dress appropriately. The UNCP Educator Preparation Program dress code represents the minimum standards and expectations for professional dress and appearance for all school visits; all candidates must adhere to these standards plus any additional school restrictions.

Appropriate attire includes dress slacks (not tight), skirts (not short or tight), dresses, dress shirts, polo shirts, blouses, sweaters, jackets, and ties (especially at the secondary level). Teachers are on their feet all day, so interns should wear sensible shoes appropriate to the activities in the classroom. For physical education classes, they may wear nice warm-up suits. Students assigned to high schools should realize their dress distinguishes them as professionals rather than pupils in the school.

Examples of appropriate attire:

- The midriff (middle of the body) is fully covered.
- Pants/skirts fit so that underwear lines are not visible.
- Shoulders are covered: muscle shirts, tank tops, or spaghetti straps are covered by another garment at all times.
- Cleavage/chest is covered at all times.
- Undergarments are worn and fully covered at all times.
- Distracting piercings are removed.
- Inappropriate tattoos are fully covered with bandages or makeup.
- Clothing does not promote alcohol, tobacco, and controlled substances nor display profanity or sexual words or symbols.

Interns should test **outfits in front of a mirror**. Can you bend over without revealing that which should remain private?

Modifications: Interns are encouraged to participate in a school's theme days; i. e., Sock it to Drugs, Team Day, School Spirit Day, Favorite Book Character Day, etc., as long as all other rules are followed. Appropriate casual dress may be worn for workdays and field trips. Interns can request reasonable accommodations from the appropriate Clinical Educator/school administrator for a waiver of a particular part of the policy for a sincerely held religious belief, cultural heritage, or medical reason.

Assessment of Clinical Interns

During the Clinical Practices, teacher candidates will be assessed in a number of ways, including but not limited to: reflections, observation of teaching, and dispositions. Candidates are also expected to register for and successfully pass state licensing exams for their subject area (as applicable) and successfully complete edTPA in order for Clinical Practice II: Internship to be considered complete. For a complete outline of Assessment Policies and Procedures, see Section 5.

Lesson Plans

One of the most important components of the Clinical Practice II: Internship experience is learning how to plan effective instruction for all learners. All Interns (clinical and residency) 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*, all interns are accountable to the school and /or school district for aligning with their procedures and policies.

Reflections

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

Clinical 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.** Clinical Interns are expected to make appropriate preparations and to remind their Clinical Educator at least one week in advance of upcoming commitments.

Internship Calendar

All Interns (residency and clinical) are expected to adhere to the deadlines and due dates set forth by the EDUCATOR ENGAGEMENT AND STUDENT SUCCESS Internship Calendar

Roles and Responsibilities

Clinical Intern

The Clinical Practice II: Internship semester is the culminating experience of the UNCP Educator Preparation Program, providing the intern with an extended period of time to apply the theoretical and practical knowledge gained during the pre-service and pre-internship experiences. During the Clinical Practice II: 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 Educator 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 Educator 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.

Residency Intern

The Clinical Practice II: Internship semester is the culminating experience of the UNCP Educator Preparation Program, providing the intern with time to apply the theoretical and practical knowledge gained during the pre-service and pre-internship experiences. During the Clinical Practice II: Internship semester, the residency 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 all procedures and adhere to all deadlines for Clinical practice II: Internship;
4. follow EPP absentee procedures;
5. adhere to all school regulations and policies and to local standards of behavior;
6. Submit lesson plans to 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 and submitting written reflections to the University Supervisor;
10. concentrate energy and effort on the internship; and
11. align professional conduct with the NC State Board of Education Code of Ethics.

Clinical Educator

The Clinical Educator assumes an important role in the preparation of teacher candidates. 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 Educator may exert the last professional influence on the student before entry into the profession. The Clinical Educator should:

1. attend and participate in training offered by UNCP;
2. model effective instructional practices and professional ways of thinking about teaching and learning for the intern;
3. commit time and energy to nurturing all aspects of the intern's professional development;
4. make the intern feel welcome by introducing them to the school staff and students, and by providing him/her a desk/work space in the classroom and copies of the textbooks;
5. acquaint the intern with the resources available for use in the instructional program, including facilitating access to digital resources and learning management systems;
6. acquaint the intern with class, school, and system policies, procedures, and routines;
7. allow the intern to assume increasing responsibility for class instruction, including independent lesson planning, **ensuring that they assumes full responsibility for the minimum number of weeks included in the "Structure of the Professional Semester" section of this Handbook;**
8. conduct short-term and long-term planning conferences with the intern on a weekly basis;
9. observe the intern regularly and provide focused observation feedback;
10. conduct reflecting conferences with the intern on a weekly basis; help the intern learn from his/her experiences;
11. assist the intern in realistically assessing his/her own performance;
12. collaborate with the University Supervisor to monitor the intern's progress;
13. allow the intern the flexibility (within appropriate limits) to develop his/her own teaching style;
14. involve the intern in school activities and extra classroom duties as appropriate;
15. complete the CANDIDATE PRESERVICE ASSESSMENT OF STUDENT TEACHING (CPAST) (Midpoint) with the University Supervisor and conduct a midpoint conference with the intern;
16. complete the CANDIDATE PRESERVICE ASSESSMENT OF STUDENT TEACHING (CPAST) (Final); and
17. complete the *Clinical Educator Benchworks Student Teacher Supervisor Assessment* (see Appendices).

The UNCP School of Education participates in continuous improvement. As such, specific programs may pilot new forms/assessments that are not listed here. The EDUCATOR ENGAGEMENT AND STUDENT SUCCESS office and the university supervisor will communicate any changes made to the forms/assessments and evaluation expectations for specific programs.

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), PSUs may receive an honorarium for the designated Clinical Educator of each intern. Honoraria are disbursed according to the policies and procedures established by each administrative unit of the public schools and not all PSUs allow payment for internship supervision. **The honoraria are issued to PSUs at the conclusion of the internship semester.**

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 Educators/Clinical Mentors;
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 Educator in securing textbooks, other instructional materials, access to digital resources (including learning management systems), 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 Educator/Clinical Mentor and intern;
7. ensure that the intern's teaching assignment satisfies NCDPI mandates and NC State Law requirements;
8. ensure that the intern is never used as a substitute teacher in the absence of the Clinical Educator; and
9. work closely with the University Supervisor to assure that the intern's experience is beneficial to the students.

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. attend and participate in training sessions offered by Director of Educator Engagement and Student Success;
2. assist the Director of Educator Engagement and Student Success in conducting the orientation session for Clinical Educators;
3. provide the Clinical Educator and school principal with information about interns and internship policies, procedures, and expectations;
4. define expectations for the intern prior to the beginning of the internship;
5. collaborate with the Clinical Educator, program coordinator, and principal to plan the intern's teaching assignment and schedule;
6. observe the intern in the classroom and submit the observations through by the dates outlined on the internship and edTPA calendar;
7. provide feedback on lesson plans, weekly reflections, and edTPA;
8. conduct planning and reflection conferences with the intern and Clinical Educator during the on-site visits;
9. assist the Clinical Educator in guiding the intern in interpreting experiences in light of sound educational theory and practice;

10. complete the midpoint evaluation, schedule a conference with the Clinical Educator and the intern; following the conference submit one evaluation; the submission is expected to be a consensus between Supervisor, Teacher, and Intern;
11. complete the CANDIDATE PRESERVICE ASSESSMENT OF STUDENT TEACHING (CPAST) (Final), schedule a conference with the Clinical Educator and the intern; following the conference submit one evaluation in; the submission is expected to be a consensus between Supervisor, Teacher, and Intern;
12. complete the University Supervisor's Evaluation of Clinical Educator (see Appendix);
13. Complete additional duties as assigned by School of Education leadership

Director of Educator Engagement and Student Success

The Director of Educator Engagement and Student Success is responsible for coordinating internship resources. Specifically, the office of Educator Engagement and Student Success:

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 PSU;
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 Educators and interns;
7. conducts training sessions for Clinical Educators and University Supervisors beyond the orientation;
8. coordinates the internship seminars;
9. establishes the internship calendar;
10. maintains all internship records, including enrollment, continuation, and exit;
11. revises the internship handbook and evaluation forms to reflect changes in policy and procedure as determined by the UNCP Teacher Education Committee;
12. notifies the school system contact person and Clinical Educator of an intern's withdrawal;
13. works cooperatively with the school system to change or terminate a placement;
14. maintains positive working relationships with UNCP partnership schools; *and*
15. fosters collaboration with the public schools.

SECTION 3

STATE AND UNIVERSITY POLICIES GOVERNING THE PROFESSIONAL SEMESTER

LEGAL STATUS OF THE INTERN

The University of North Carolina at Pembroke's clinical interns, along with the Clinical Educators in the clinical schools, performs under the laws of North Carolina. Additional local school board regulations, which may exist, have the power of law insofar 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 Educator during the entire time that the clinical intern is working in the school. The clinical intern is assigned certain responsibilities and duties temporarily, but at all times the Clinical Educator should be informed thoroughly of the progress of the class.

Residency Licensure candidates perform their internship in their own classroom, and thus their legal status remains unaffected by the internship.

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 ensure the safety and well-being of all students. When an accident or injury occurs to a student, the Clinical Educator and clinical intern need to be aware of her/ his responsibility.

All teacher candidates/clinical interns should secure and maintain professional liability insurance for each semester they are enrolled in a field experience course. Proof of insurance must be uploaded to Taskstream prior to the start of Clinical Practice II: Internship (student teaching). Many professional organizations offer coverage. Additional information is available from the Office of Educator Engagement and Student Success.

STATE 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:

§ 115C-269.1. Definitions.

As used in this Article, the following definitions shall apply:

- (1) Approved EPP. - An EPP that has been approved by the State Board as meeting the requirements established by rule, as provided in G.S. 115C-269.10.
- (2) Authorized EPP. - An EPP that (i) has met the accountability performance standards described in G.S. 115C-269.35 and (ii) has been approved by the State Board or accredited by CAEP to prepare, train, and recommend students for licensure.
- (3) CAEP. - Council for the Accreditation of Educator Preparation.
- (4) Clinical educator. - An individual employed by a partner school, including a classroom teacher, who assesses, supports, and develops a clinical intern's knowledge, skills, and professional disposition during an internship.
- (5) Clinical intern or intern. - Any student enrolled in a recognized EPP who is jointly assigned by that EPP and a local board of education to teach under the direction and supervision of a clinical educator, as provided in G.S. 115C-269.25.
- (6) Clinical internship or internship. - Type of field experience in which a clinical intern works under the supervision of a clinical educator and may be delegated those duties granted to an educator by G.S. 115C-307 and any other part of the school program for which the clinical educator is responsible.
- (7) Clinical mentor or mentor. - An individual employed by an elementary or secondary school, including a classroom teacher, who assesses, supports, and develops a clinical resident's knowledge, skills, and professional disposition during the residency.
- (8) Clinical residency or residency. - Type of field experience in which a clinical resident who already holds a bachelor's degree is enrolled in a recognized EPP and also employed by a local school administrative unit as an educator and supervised by the recognized EPP in partial fulfillment of the recognized EPP's training requirements.
- (9) Clinical resident. - Any student who meets the following criteria:
 - a. Holds a bachelor's degree.
 - b. Is enrolled in a recognized EPP.
 - c. Is employed by a local school administrative unit as an educator and supervised by the recognized EPP in partial fulfillment of the recognized EPP's training requirements.
- (10) Educator preparation program or EPP. - Any entity that prepares, trains, and recommends students for teacher licensure.
- (11) Field experience. - Placement of students enrolled in a recognized EPP in settings to provide opportunities to observe, practice, and demonstrate knowledge and skills. A field experience may include preclinical classroom experiences.
- (12) Field supervisor. - An individual who is employed by a recognized EPP to observe students, monitor their performance, and provide constructive feedback to improve their effectiveness as educators during their clinical internship or residency.
- (13) Initially authorized EPP. - An EPP that has been either approved by the State Board or accredited by CAEP to prepare, train, and recommend students for licensure, but lacks data required by the performance standards described in G.S. 115C-269.35.
- (14) Partner school. - An elementary or secondary school located in North Carolina that includes (i) a public school governed by a local board of education, a charter school board of directors, a regional school board of directors, or a UNC laboratory school board of trustees; (ii) a Department of Defense Elementary and Secondary School

established pursuant to 10 U.S.C. § 2164; and (iii) a nonpublic school that meets the requirements of Part 1 or 2 of Article 39 of this Chapter.

- (15) Recognized educator preparation program or recognized EPP. - An entity that is initially authorized or authorized by the State Board to recommend students for educator licensure.
- (16) Student. - An individual enrolled in a recognized educator preparation program. (2017-189, s. 2(i).)

§ 115C-269.25. Clinical partnerships and practice in educator preparation programs.

- (a) Collaborative Partnerships With Elementary and Secondary Schools. - EPPs shall establish and maintain collaborative, formalized partnerships with elementary and secondary partner schools that are focused on student achievement, continuous school improvement, and the professional development of elementary and secondary educators, as well as those preparing educators.
- (b) Memorandum of Understanding With Local School Administrative Units. - EPPs shall enter into a memorandum of understanding with the local school administrative unit or the partner school where students are placed or employed. In the memorandum, the EPP and the local school administrative unit or partner school, as applicable, shall:
 - (1) Define the collaborative relationship between the EPP and the local school administrative unit or partner school and how this partnership will be focused on continuous school improvement and student achievement.
 - (2) Adopt a plan for collaborative clinical educator or mentor selection, orientation, and student placement.
 - (3) Determine how information will be shared and verified between the EPP and the local school administrative unit or partner school.
- (c) Field Experience Requirements. - To the extent practicable, EPPs shall require, in all programs leading to initial professional licensure, the following:
 - (1) Field experiences in every semester that include organized and sequenced engagement of students in settings that provide them with opportunities to observe, practice, and demonstrate knowledge and skills. The experiences shall be systematically designed and sequenced to increase the complexity and levels of engagement with which students apply, reflect upon, and expand their knowledge and skills, and to increase in each semester prior to the student's internship the number of hours spent in field experiences.
 - (2) A minimum of two hours of field experience in the first semester of the program and a cumulative total of at least 12 hours of field experiences prior to the student's internship.
 - (3) At least one field experience in a low-performing school.
- (d) Clinical Practice Requirements. - EPPs shall require clinical practice in the form of one of the following:
 - (1) Internship that lasts for a minimum of 16 weeks. Internships may be over the course of two semesters and shall, to the extent practicable, provide field experiences at both the beginning and ending of the school year. It shall be the responsibility of a clinical educator, in cooperation with the principal and the representative of the EPP, to assign to the intern responsibilities and duties that will provide adequate preparation for teaching.
 - (2) Residency that meets the following criteria:
 - a. The residency lasts for a minimum of one year.
 - b. The EPP provides ongoing support to a student for the full term of the residency.
 - c. The EPP assigns a clinical mentor to the resident.

- d. The resident completes field experiences and training required by the State Board prior to the residency.
- (e) Clinical Educator Requirements. - The EPP shall ensure clinical educators who supervise students in internships meet the following requirements:
 - (1) Be professionally licensed in the field of licensure sought by the student.
 - (2) Have a minimum of three years of experience in a teaching role.
 - (3) Have been rated, through the educator's most recent formal evaluations, at least at the "proficient" level as part of the North Carolina Teacher Evaluation System, or the equivalent on an evaluation system utilized by another state or partner school, as applicable, in the field of licensure sought by the student. The principal shall determine which clinical educator best meets the needs of each intern and shall assign the most appropriate clinical educator to that intern, with priority consideration for those clinical educators rated as "distinguished" and "accomplished." If a principal determines that a teacher rated as "proficient" is the most appropriate clinical educator for an intern, the principal shall maintain records of the reasons for that determination.
- (f) Legal Protection of Interns. - An intern under the supervision of a clinical educator or principal shall have the protection of the laws accorded to a licensed educator.
- (g) Pedagogy Assessment. - EPPs shall require, in addition to a content assessment, a nationally normed and valid pedagogy assessment to determine clinical practice performance. Passing scores and mastery criteria shall be determined by the State Board. (2017-189, ss. 2(i), 6(p).)

§ 115C-269.30. *Teacher assistants engaged in internships.*

- (a) Program for Teacher Assistants. - The State Board shall adopt a program to facilitate the process by which teacher assistants may become teachers. Teacher assistants who participate in this program shall meet the following requirements:
 - (1) Be enrolled in a recognized EPP.
 - (2) Be employed in a North Carolina public school.
- (b) Internship Assignments. - Local school administrative units are encouraged to assign teacher assistants to a different classroom during an internship than the classroom they are assigned to as a teacher assistant. To the extent possible, they may be assigned to another school within the same local school administrative unit.
- (c) Salary and Benefits. - Teacher assistants shall continue to receive their salary and benefits while interning in the same local school administrative unit where they are employed as a teacher assistant.
- (d) Consultation With Institutions of Higher Education. - The State Board shall consult with the Board of Governors of The University of North Carolina and the North Carolina Independent Colleges and Universities in the development of the program. (2017-189, ss. 2(i), 6(n).)

§ 115C-307. *Duties of teachers.*

- (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.
- (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.
- (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.
 - (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.
 - (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.
 - (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) 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 superintendent determines that there is (i) a compelling need and (ii) no more expeditious manner of providing the information to the local board. A school improvement team may request that the superintendent consider the elimination of a redundant reporting requirement for the teachers at its school if it identifies in its school improvement plan a more expeditious manner of providing the information to the local board. The superintendent shall recommend to the local board whether the reporting requirement should be eliminated for that school. If the superintendent does not recommend elimination of the reporting requirement, the school improvement team may request a hearing by the local board as provided in G.S. 115C-45(c).

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.

- (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. (1955, c. 1372, art. 17, ss. 4, 6; 1959, cc.

1016, 1294; 1969, c. 638, ss. 2, 3; 1971, c. 434; 1981, c. 423, s. 1; 1985, c. 642; c. 686, s. 2; 1989, c. 585, s. 4; 1993, c. 539, s. 884; 1994, Ex. Sess., c. 24, s. 14(c); 1997-443, s. 8.29(k); 2000-67, s. 8.18(a); 2005-22, s. 2(a); 2013-226, s. 11(b).)

§ 115C-308. Rules for teacher's conduct.

The conduct of teachers, the kind of reports they shall make, and their duties in the care of school property are subject to the rules and regulations of the local board, as provided in G.S. 115C- 47(18). (1981, c. 423, s. 1.)

COUNCIL OF EDUCATOR PREPARATION PROGRAMS (CEPP) POLICIES GOVERNING THE INTERNSHIP

The CEPP Policy Manual is a reflection of the policies and procedures approved by CEPP. These policies are in compliance with the state laws governing EPPs and the preparation of teacher candidates in the state of North Carolina. The guidelines in this handbook are aligned to CEPP Policy which inform the guidelines for Clinical Practice I, Clinical Practice II, internship placements, assessment of clinical interns (including testing requirements), and all rules and procedures surrounding internship placements, attendance, dismissal, and successful completion of internship. Where discrepancies may exist between the Clinical Practice Handbook and the CEPP Policy Manual, the CEPP 2021-2022 Policy Manual shall take precedence.

Intern Supervision Assignments Policy

University supervisors are assigned to interns by the Director of University School Partnerships/Clinical Practice based on recommendations from the respective program coordinator or area director. A copy of the supervisor's current NC teaching license must be on file in the UNCP Licensure Office. Five interns are the equivalent of three semester hours in calculating faculty course load. Requests for travel reimbursement for visiting interns are processed through the Office of Educator Engagement and Student Success.

Supervision of Teacher Candidate Interns Policy

Candidates complete Clinical Practice II: Internship in a variety of formats (see Clinical Practice Handbook for respective format specifications). Under the supervision of experienced professionals with appropriate licensure, clinical interns are given increasing responsibility for a classroom and assume full teaching loads for a minimum number of weeks, as specified in each format.

University supervisors are required to make a minimum of six observations to each intern (clinical and residency) assigned to them and to complete a record of the visit that is kept on file in the Educator Engagement and Student Success Office. Any exceptions to the minimum number of visits must be approved by the program coordinator/director and the Director of Educator Engagement and Student Success. University supervisors are also expected to support the student's edTPA portfolio development and monitor completion of final documents and activities.

Orientation to the Internship Policy

Prior to the beginning of the internship experience, the Director of Educator Engagement and Student Success coordinates and conducts an orientation for clinical interns, clinical teachers, and university supervisors. During this orientation, expectations and requirements are discussed, questions are answered, formative and summative assessments used to evaluate intern progress and performance are reviewed; implementation policies and procedures are explained; and an opportunity is provided for university supervisors to meet with clinical teachers. The Clinical Practice Handbook should be viewed online by the clinical intern prior to the meeting.

Assessment of ITP (clinical and residency) Interns' Progress and Performance Policy

Educator Preparation faculty and UNCP public school partners developed the current teacher candidate assessment system. All candidate assessments and assessment policies are reviewed regularly by the Council of Educator Preparation Programs. Candidates are continuously evaluated as they progress through the Educator Preparation Program. All internships constitute Clinical Practice I (a 40-hour pre-internship experience) and Clinical Practice II (a full semester of study with 9 hours of credits awarded for completion of the undergraduate internship and 3 hours of graduate level credit awarded for completion of the MAT internship).

Undergraduate interns receive a grade of Pass or Fail, while graduate interns (who do not have an accompanying graded seminar) are assigned letter grades. The final determinant is a composite of indicators based on multiple measures of multiple performances from multiple points of view, including edTPA (which will comprise 40% of the undergraduate seminar and 40% of the MAT internship grade). Additional information about the formative and summative assessment of candidates during the internship is provided in the Educator Preparation Program Student Handbook, and the Clinical Practice Handbook.

Intern Written Reflections Policy

All interns must complete written reflections throughout the internship to be submitted regularly 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.

Out-of-Area Internship Placement Procedures Policy

Out-of-Area placements only occur in the event of exceptional extenuating circumstances or in the event the delivery mode of the program of study warrants the request. Requests for Out-of-Area placement are received and evaluated by the Director of Educator Engagement and Student Success. The Program Coordinator and Dean of the School of Education and Director of Educator Preparation will be consulted, as appropriate, in the evaluation process. In the evaluation of requests, the following will be considered:

- Exceptional extenuating circumstances exist that make a placement within UNCP regional LEA
- area schools impossible (e.g., military relocation of spouse) or the delivery mode of the program of study warrants an out-of-area placement.
- The candidate possesses a 3.0 grade point average or better on a 4.0 scale, unless the candidate is enrolled in an online program of study that warrants an out-of-area placement.
- The candidate's potential to be successful in an Out-of-Area placement as affirmed by the faculty references submitted with the application packet.
- There is an NCATE or CAEP accredited institution willing and able to provide supervision in the requested Out-of-Area location.
- The candidate agrees to pay all costs and complete all requirements stipulated by the home and host institutions.
- The candidate agrees to ensure that all necessary forms are promptly submitted to facilitate clearance for graduation and recommendation for licensure.
- Note: This does not apply to licensure-only BK candidates.

Licensure Policy

In order to be recommended for licensure by the UNCP EPP, ITP candidates must successfully pass all required licensure exams before or during their internship semesters. Evidence of registration for licensure exams required by NC in the program area for which the candidate is enrolled is required as part of the application to Clinical Practice II: Internship. Candidates are encouraged to consult the NCDPI website for current guidelines on the timeline by which such exams must be passed in order to earn a license.

All candidates seeking initial licensure are expected to successfully complete and submit the edTPA portfolio assessment during the Clinical Practice II: Internship. All interns (clinical and residency) will be expected to meet the minimum score, as established by NCDPI.

Should an intern need to retake either Praxis II or resubmit edTPA in order to achieve minimum state-mandated scores, that intern/teacher candidate is encouraged to request a licensure recommendation from UNCP upon receipt of passing scores. Teacher candidates are cautioned that state licensure requirements change over time, so that those requirements valid as of the time of recommendation will need to be met.

edTPA Policy

Teacher candidates complete and submit edTPA portfolios during the Clinical Practice II: Internship semester. edTPA is a performance-based, subject-specific assessment and support system used by more than 600 teacher preparation programs in at least 40 states. It emphasizes, measures, and supports the skills and knowledge that all teachers need from Day 1 in the classroom.

Teacher candidates receive detailed information and support during the process. edTPA consists of three tasks completed during the Clinical Practice II: Internship semester:

- Task 1 – Planning – Plan a learning segment consisting of 3-5 lessons around a central topic. Teacher candidates analyze the lessons and reflect upon the planning process.

- Task 2 – Instruction – Teach and video record two clips from the lessons from the learning segment. Teacher candidates analyze the lesson and reflect upon the teaching process.
- Task 3 – Assessment – Analyze student performance related to the learning segment. Teacher candidates design and implement a plan for students, including those with special needs.

Should a candidate need to retake either Praxis II or resubmit edTPA in order to achieve minimum state-mandated scores, that candidate is encouraged to request a licensure recommendation from UNCP upon receipt of passing scores. Candidates are cautioned that state licensure requirements change over time, so that those requirements valid as of the time of recommendation will need to be met.

Due Process Policy

Any student whose entrance to, continuation in, or exit from the Educator Preparation Program is denied based on policies established by the Council of Educator Preparation Programs (CEPP) has the right to appeal that denial. The Dean of the School of Education and Director of the Educator Preparation Program, or designee, will notify the student of the denial and the policy upon which it is based. Within ten (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 and Director of the Educator Preparation Program using the online [Request for Appeal](#) form. The request should contain the reason(s) the student believes the denial should be reversed. If a request for appeal is not received within ten (10) working days, it will not be considered. Once the appeal is received via the online form, it will be forwarded to the chair of the Council of Educator Preparation Programs Hearing Appeals Board. The Hearing Appeals Board schedules several appeals dates each semester, which are disseminated in CEPP minutes; upon receipt of the electronic appeals form, the chair of the Hearing Appeals Board will notify the student of the date, time, and location of the next scheduled meeting. The student will be provided the opportunity to appear before the Hearing Appeals Board to present their appeal. The chair of the Hearing Appeals Board will inform the Dean of the School of Education and Director of the Educator Preparation Program of the Board's decisions. The Dean of the School of Education and Director of the Educator Preparation Program, or designee, will notify the student of the decision. Any student unsatisfied with the decision of the Hearing Appeals Boards, may present their appeal to the CEPP at its next regularly scheduled meeting. To appear before the CEPP, the student must provide the Dean of the School of Education with a written request to do so within ten (10) working days of receipt of the decision of the Hearing Appeals Board. The decision of CEPP will be final.

Graduate students may choose to file an appeal with The Graduate Appeals Committee (GAC), the “due process” body for all graduate students as designated by The Graduate Council, except for Academic Honor Code Violation Appeals, which are handled by the Office of Student Conduct. Graduate Appeals may be made for Extension of time to Degree, Credit reinstatement and/or transfer credit after the deadline, Grade Appeal (see Grade Appeal regulations section), and to Apply for Readmission after Dismissal.

The Graduate Appeals Committee meets in February, June, and October. In general, completed Appeals materials are due to The Graduate School by the 15th of the month prior to the scheduled meeting month. The student wishing to appeal a denial of continuation in a program

should submit a written request for appeal to the Dean of The Graduate School so that the appeal is postmarked or hand delivered to The Graduate School no later than 5:00 p.m. on the date that is thirty (30) calendar days after the date on which grades are due (as specified on the Registrar's academic calendar) for the relevant semester or summer session. If this date falls on a weekend or a UNCP holiday, then the deadline will be the next business day.

Any appeal submitted by the deadline will be considered at the next meeting of the GAC. The student will be advised of the date, time, and location of the meeting, and provided the opportunity to appear before the GAC if s/he desires. The appeal should contain the reason(s) the student believes the appeal should be granted and/or the denial should be reversed. If a request for appeal is not postmarked or hand-delivered by the deadline specified in the denial letter, it will not be considered.

A former student who was dismissed for academic reasons and has not been enrolled in a graduate program at UNCP for a period of four (4) semesters (excluding summers) may appeal for permission to reapply to UNCP graduate school under the Special Readmission Regulation for Students Dismissed for Academic Reasons. Please read the information on this regulation.

The Graduate Appeals Committee is not bound by precedent; rather, it is required to consider every appeal on the basis of the individual merit of that particular case. The decision of the GAC will be final.

EDUCATOR ENGAGEMENT AND STUDENT SUCCESS PROCEDURES

Removal from an Internship Placement

At times, a clinical practice placement cannot continue under its original arrangement. Both changes in placements and removals from placements may be voluntary or involuntary. Any and all changes initiated by the intern or EPP personnel must adhere to the procedures outlined herein and are subject to CEPP Policy.

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 "I")

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 Educator Engagement and Student Success, 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. A Change/Extension of Placement Request or a Termination of Internship Request form is required for each instance (see Appendix).

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 Educator Preparation Program Candidate Standards.

Change of Placement.

Occasionally a specific placement is found to be unsuitable for the teacher intern's success. It is important to allow sufficient time to determine if this is in fact the case. If factors indicate that a teacher intern requires a change in placement, the University Supervisor will consult with the Director of Educator Engagement and Student Success 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 Educator.

Change of Placement Procedures:

- The intern will be officially notified of the change of placement by the University Supervisor and Director of Educator Engagement and Student Success.
- The intern will promptly return all borrowed materials to the Clinical Educator and assigned school.
- The intern will be assigned to another school through the Office of University-School Partnerships and Clinical Practice for that or the subsequent semester, as appropriate.

Extension of Placement.

If it is documented that a teacher intern needs additional time for a successful teaching experience as determined by the Clinical Educator, University Supervisor, Program Coordinator, and Director of the Educator Engagement and Student Success, the Director of the Educator Engagement and Student Success will develop an action plan for the teacher intern with input from the Clinical Educator, University Supervisor, and Program Coordinator. The plan will include specific goals that address all areas of concern and a time frame for correcting these areas. If another placement is required, an action plan will reflect these restrictions. The student will receive a grade of "Incomplete" (I) and must delay graduation for one additional semester to satisfactorily complete the goals of the action plan. If the goals are not completed in the following semester, the student will receive a grade of "Fail" (F).

Voluntary Withdrawal.

Student interns have the right to withdraw from teacher 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 Educator, University Supervisor, Program Coordinator, and Director of University-School Partnerships and Clinical Practice of the intent to withdraw,
- make an appointment and participate in an exit interview with the Director of Educator Engagement and Student Success,
- withdraw from the professional internship course (undergraduates only) according to UNCP registrar's procedures with tuition refund, if any, determined by the Registrar,

- immediately return all borrowed materials to the Clinical Educator and assigned school and,
- reapply through the standard application process for subsequent teacher internship placement if appropriate.

Failure of Internship or Involuntary Withdrawal:

Unprofessional Conduct and/or Unsatisfactory Performance.

After consulting with the University Supervisor, the Clinical Educator and the Director of Educator Engagement and Student Success, a teacher intern who does not demonstrate professional conduct and/or satisfactory progress and performance may be subject to the following actions:

- The University Supervisor and Director of Educator Engagement and Student Success will develop an action plan for the teacher intern with input from the Clinical Educator 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 Educator Engagement and Student Success, an extension of placement may be required.
- The professor of record may choose to withdraw the intern from the teacher internship course with a grade of “Incomplete” (I) and the teacher intern shall complete the teacher internship course the following academic semester. This option is to be used in consultation with the Dean of the School of Education, Clinical Educator, Program Coordinator/Director, and Director Educator Engagement and Student Success.
- The professor of record may withdraw the intern with a grade of “Withdrawal” (W). If a student desires to complete the course subsequently, the teacher intern will be required to submit an application to the Teacher Education Appeals Committee for approval for readmission for the professional semester for the teacher internship course.
- The professor of record may issue the grade of “Fail” (F) to the intern for the internship course. Failure of the course will result in dismissal from the EPP per CEPP policy on failing grades in core courses.

Policy for Readmission to the Internship.

Interns removed involuntarily from Clinical Practice II: Internship and/or those who receive a grade of “F” or “W” shall not be allowed to receive a change of placement or repeat internship except for unusual circumstances. The intern may appeal a removal decision. If a teacher candidate desires to repeat the internship in a subsequent semester, they will be required to submit an application to the EPP Hearing Appeals Committee and follow the Due Process Procedures set forth by CEPP Policy for readmission to the EPP and eligibility to complete the Clinical Practice II: Internship course.

For more information, see the “Due Process Policy”

SECTION 4:

EPP REQUIREMENTS

The contents of this section outline the EPP (Educator Preparation Program) requirements for all teacher candidates in initial teacher licensure programs.

UNDERGRADUATE ITP EPP REQUIREMENTS

edTPA

edTPA documents performance evidence for NCPTS Standards III, IV, V, and VI and InTASC Standards 1-9: 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 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.

Every intern complete and submit an edTPA to Pearson as part of their summative EPP requirements. Candidates are expected to earn a minimum score on edTPA (as set by NCDPI) or resubmit one or more tasks in order to be recommended for licensure by UNCP. Please see www.edtpa.com for more information about the Pearson portfolio submission, scoring procedures, and retake guidelines.

EDA

Throughout the program, teacher candidates are evaluated for their dispositions. By the conclusion of their Clinical Practice II: Internship, interns are expected to demonstrate competency on a dispositional criteria.

This instrument assesses InTASC Standards 1, 2, 3, 9, and 10.

GRADUATE (MAT) ITP EPP REQUIREMENTS

edTPA

edTPA documents performance evidence for Standards III, IV, V, and VI and InTASC Standards 1-9: 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 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.

Every intern must complete and submit an edTPA to Pearson as part of their summative EPP requirements. Candidates are expected to earn a minimum score on edTPA (as set by NCDPI) or resubmit one or more tasks in order to be recommended for licensure by UNCP. Please see www.edtpa.com for more information about the Pearson portfolio submission, scoring procedures, and retake guidelines.

EDA

Throughout the program, candidates are evaluated for their dispositions. By the conclusion of their Clinical Practice II: Internship, interns are expected to demonstrate competency on a dispositional criteria. This instrument assesses InTASC Standards 1, 2, 3, 9, and 10.

SECTION 5:

ASSESSMENT POLICIES AND PROCEDURES

UNCP teacher candidates are continuously evaluated as they progress through the Educator Preparation 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 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.

Undergraduate teacher candidates also attend a seminar for 3 hours of credits. For most programs, letter grades are assigned for the work completed in the seminar. Seminars meet face-to-face and address many topics related to the internship semester, including current challenges the interns are facing in the classroom, completing program requirements, and edTPA support. Canvas courses are generally used to track intern progress and performance in the seminar. The instructor of record for the seminar assigns the seminar grades.

FORMATIVE ASSESSMENT

As the culminating, synthesis component in the Educator Preparation Program, the Clinical Practice II: Internship is the most challenging and intense learning experience in the teacher candidate's total preparation program. It is important for the Clinical Educators/Clinical Mentors 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 Educator/Clinical Mentor.** Continuous, ongoing feedback is provided to clinical interns and clinical residents in two ways: a) Clinical Educator/Clinical Mentor feedback, and b) University Supervisor feedback. The feedback from Clinical Educators/Clinical Mentors 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 Educators /Clinical Mentors prefer to audiotape or videotape these conferences with permission from all parties. 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 Educator/Clinical Mentor also provides feedback to the intern/resident 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 Educator/Clinical Mentor 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 Educator/Clinical Mentor 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/resident during planning conferences, lesson observations, and reflection conferences. The University Supervisor's perspective on the intern's/resident's growth is not the same as the Clinical Educator's/Clinical Mentor's day-to-day perspective and, as such, is another valuable lens on the intern's/resident'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 Educator/Clinical Mentor should always arrange time to share their unique perspectives with one another.
- 3. Intern Self-Assessment.** Interns/residents 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 not all interns/residents fit the characterization of an adult learner, all interns/residents should make progress toward becoming more self-directed, self-monitoring, and self-correcting. If the intern/resident does not possess these learner 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 Educator Preparation 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/resident, 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/resident 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.

Unsatisfactory Midpoint Evaluation

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 emerging 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 emerging on one or more categories, the Clinical Educator and the University Supervisor develop an action plan specifying exactly what the intern is expected to do to resolve the problem.** The action plan is signed by all three parties, copied to all three parties, and the original is submitted to the Office of Educator Engagement and Student Success. The University Supervisor then forwards the Teacher Candidate Evaluation Rubric and attachments to the Director of University-School Programs and Clinical Practice.

In the event that an intern's midpoint assessment is satisfactory and at some point after midterm becomes unsatisfactory in any regard, the Clinical Educator and University Supervisor is expected to, as soon as possible, inform the intern that a problem exists. The Clinical Educator 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 Programs and Clinical Practice.

Midpoint Conference Procedures

Steps to Follow for the Midpoint and Final Clinical Educator Conferences:

1. The University Supervisor must collaborate with the Clinical Educator and the intern to arrange a date and time for the conference.
2. The University Supervisor sends a reminder as the date nears that the midpoint evaluation needs to be completed independently by both the Clinical Educator and the intern.
3. The University Supervisor meets with Clinical Educator and intern to come to a consensus on the ratings and to discuss strengths and areas for improvement. The form with agreed upon ratings is signed by all parties.
4. The University Supervisor and Clinical Educator work with the intern to develop an Action Plan, if necessary (Midpoint Only).
5. The University Supervisor enters the final ratings and comments into the submission form.
6. The signed paper evaluation and Action Plan (if applicable) are submitted to the EDUCATOR ENGAGEMENT AND STUDENT SUCCESS office.

SUMMATIVE ASSESSMENT PROCEDURES AND INTERNSHIP GRADING POLICY

Near the end of the internship semester or placement, the University Supervisor distributes a copy of the Candidate Preservice Assessment of Student Teaching (CPAST *(Final)*) to the Clinical Educator. The intern should download a copy of the instrument or other UNCP Teacher Education sites. **These instruments are completed by all 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. **Candidate Preservice Assessment of Student Teaching (CPAST (Final)).** This is the same instrument used at the midpoint to assess the intern's progress. Clinical Educators/Clinical Mentors and University Supervisors are asked to use their best professional judgment to rate the intern/resident 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 Educator/Clinical Mentor. All parties, in addition to the building principal/administrator must sign the evaluation rubric and any additional final forms as requested by the EDUCATOR ENGAGEMENT AND STUDENT SUCCESS office.
2. **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/resident to demonstrate best teaching practices and affect positive learning gains for diverse learners, the edTPA is completed during the Clinical Practice II: Internship semester. The completion of edTPA will be incorporated into the internship and/or seminar grade, as determined by the program coordinator/director. Please see your program coordinator/director for more information about their edTPA grading policy.
3. **EDA.** Dispositions are characteristics and behaviors that shape the ways teacher candidates interact with students, colleagues, and faculty and the ways they present themselves as educators. They shape the ways decisions are related to teaching and learning. The survey instrument used for this assessment, EDA, is designed to provide an opportunity for teacher candidates to reflect on dispositions and attitudes considered important to successful teaching. The instrument is intended to help

teacher candidates identify areas for continuing professional growth and define steps they might take to promote that growth. Data from this self-assessment are also used by program coordinators/directors as they consider ways in which their programs can assist teacher candidates to develop and/or strengthen positive professional dispositions. The EDA is completed at least once during the internship semester by the Clinical Educator/Clinical Mentor and the University Supervisor. Any indicators receiving a rating of 0 (Needs Improvement) is expected to be included in the intern's action plan.

Grading Policy

All interns must rate proficient on all criteria in the Final Teacher Candidate Evaluation Rubric. edTPA must be successfully completed and submitted. edTPA accounts for 40% of the internship seminar grade (undergraduates only) and 40% of the MAT internship course.

Completion of Professional Semester

At the end of the internship, teacher interns must formally apply online to the North Carolina Department of Public Instruction for professional licensure. All requirements must be met to be recommended for licensure, including, but not limited to, the *Teacher Candidate Evaluation Rubric (Final)*, complete with all signatures.

It is important to note that if the Clinical Educator/Clinical Mentor, designated PSU official, or other designated person fails to sign the North Carolina PSU Evaluation forms, the teacher 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 Educator/Clinical Mentor, and the University Supervisor to provide feedback on the internship experience.

Interns are asked to complete the *Benchworks Teacher Education Exit Assessment* and the *Benchworks Student Teacher Assessment* near the end of the internship semester. . The Office of Educator Engagement and Student Success distributes this survey to interns/residents via email. Interns/clinical residents should continue to monitor their Bravemail accounts for communication about all program completion information, including invitations to complete these surveys. The data collected will be available for review by program coordinators and other University personnel and will be shared as appropriate with

the respective PSU.

Clinical Educators/Clinical Mentors are asked to complete the *Benchworks Student Teacher Supervisor Assessment* that calls for an assessment of the University Supervisor, the intern/resident, and the EPP.t. The Office of Educator Engagement and Student Success distributes this survey to Clinical Educators/Clinical Mentors via email. The feedback obtained from the Clinical Educator/Clinical Mentor is shared as appropriate with University and PSU personnel.

Clinical Educators/Clinical Mentors will also be asked to provide information about their qualifications. The Office of Educator Engagement and Student Success will distribute a separate survey via email to collect this information.

University Supervisors are asked to complete the *University Supervisor Evaluation of Clinical Educator* survey (see Appendices). The survey is distributed the Office of Educator Engagement and Student Success. The feedback obtained from the University Supervisor is shared as appropriate with University and PSU personnel.

APPENDIX A

FREQUENTLY ASKED QUESTIONS

1. 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 judgment of the Clinical Educator/Clinical Mentor 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 standards, lesson objectives with measurable criteria, details of the instructional strategies/ activities to be used (including before, during, and after strategies), materials and resources to be used, IEP and 504 accommodations/modifications, academic language demands and supports, and methods of evaluation.

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

2. What does the intern do on teacher workdays?

The intern is expected to be present for teacher workdays, even if the Clinical Educator is not present. The intern should discuss tasks to be completed with the teacher in advance of the workday.

3. Can the intern be used as a substitute teacher?

No, under no circumstances can the intern be used as a substitute teacher. Although the intern may assume the majority of teaching and other duties, the Clinical Educator must secure a substitute for all absences to ensure adequate supervision.

4. What about staff development activities, special meetings, and additional duties assumed by the Clinical Educator?

The intern should be provided the opportunity to experience the entire range of activities and responsibilities of the Clinical Educator, 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 Educator may receive additional compensation (e.g., coaching, after school programs).

5. When does the Clinical Educator/Clinical Mentor receive the honorarium?

After the end of the semester, The University of North Carolina at Pembroke forwards to each PSU, which allows such payments, one check that includes the honorarium for all Clinical Educators/Clinical Mentors in that PSU for the just concluded semester. The honorarium is then distributed according to the PSU's policies and procedures. Clinical Educators should direct questions about the honorarium to the Office of Educator Engagement and Student Success.

6. Do interns/residents follow the UNCP academic/semester calendar or the public school calendar where they are completing the internship?

The intern/resident follows the public school schedule, except for dates included on the internship calendar provided by the Office of Educator Engagement and Student Success. It is the intern's responsibility to locate and follow the schedules.

7. How many weeks during the internship will the intern assume a full teaching load?

See formats for respective program areas beginning on page 7.

8. Are the internship seminars optional? No. All undergraduate interns are required to attend each seminar on the internship calendar. Currently, residency interns are not required to attend seminars conducted during the

school day. Residency interns should contact their program directors for additional information.

9. How will I know when I need to return to campus for professional development activities?

The EDUCATOR ENGAGEMENT AND STUDENT SUCCESS office will provide you with a calendar outlining the important dates in the semester, including professional development activities and due dates for edTPA and observations.

10. When can I expect to receive my license after completing the professional semester?

Once all requirements have been met, you will use the NCDPI online licensure system to apply for licensure. You will be able to access your license in 4-6 weeks once all documents, including a degree-dated transcript, have been submitted to the online system.

11. How many on-site observations will the University Supervisor make during the internship?

One, at a minimum. Your particular circumstances may dictate a need for additional observations.

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

You should use their contact plan to contact the Clinical Educator and University Supervisor. You are responsible for providing your Clinical Educator with all sub plans and materials for all areas that you are teaching for each absence. An absentee form must be completed and turned into EDUCATOR ENGAGEMENT AND STUDENT SUCCESS office according to the directions in this handbook in the [Absences, Substitutions, Workday, and Professional Attire](#) section.

13. How should I dress for my internship?

You should dress professionally for each day of the internship, including orientation sessions and Friday seminars. See the [Absences, Substitutions, Workday, and Professional Attire](#) section for more information.

14. What can I do if I'm unhappy with my placement?

First, try to determine why you are unhappy. Did you want a different school or grade level? Are you having difficulty getting along with your Clinical Educator? Are the students more challenging than you had anticipated? Then, refer to your resources; review your training and education on professionalism, classroom management, teaching strategies, and dispositions. You should also discuss the situation with your University Supervisor. If you feel as though your situation will not contribute to your growth and development as a teacher, you may request a change in placement or a termination of your internship. See the [Removal from an Internship Placement](#) section for more information.

15. What happens if I do not complete edTPA during my internship semester?

The completion of edTPA counts as 40% of your seminar grade and Tasks 1 and 3 serves as evidence for EE2 and EE5, respectively, so not only will you likely not pass your seminar, you will also not be recommended for licensure. Currently, the cost is \$300 to score a full portfolio and \$100 to score any 1 Task for a retake.

16. What about inclement weather?

If the schools are closed, you are not required to report. However, although you are expected to report for optional workdays, whether scheduled in the calendar or due to weather or other unforeseen reasons, you must use your professional judgment to determine whether it is safe for you to report. If it is determined that your life or property may be placed in danger by attempting to report to the school for an optional workday, you must use your contact plan and complete an Absentee Form. You will be required to make up any days missed unless the NC State Board of Education provides leniency in the 16-week internship requirement for long-term effects of natural disasters or other uncontrollable impacts to the ability of a large number of interns to report to schools.

NC DIGITAL LEARNING COMPETENCIES

About the NC Digital Learning Competencies for Classroom Teachers

The teaching and learning process is a complex balance of content knowledge, pedagogical strategies, and technological resources. The following Digital Competencies, informed by International Society for Technology in Education (ISTE), International Association for K-12 Online Learning (iNACOL), and the NC Professional Teaching Standards, are to be viewed within the context of the current North Carolina Professional Teaching Standards as extensions in relationship with the ways that digital technologies impact and affect schools.

Teachers and administrators should use these competencies to improve their practice and drive student learning within their classrooms. The following four Focus Areas have been loosely aligned to the Professional Teaching Standards with a subset of competencies that help to explain and ‘unpack’ the Focus Area.

Leadership in Digital Learning
Teachers will demonstrate leadership in accelerating their integration of digital teaching and learning pedagogies.
Engage in virtual and face-to-face learning communities to expand mastery of technological applications for professional growth and student learning.
Take initiative with own professional growth to inform practice.
Demonstrate leadership for technology innovation beyond my own classroom.
Engage in peer collaborative problem solving through continuous planning, designing, testing, evaluation, and recalibration of teaching methods using appropriate digital technology.
Promote open, lifelong learning as an iterative process of success, failure, grit, and perseverance.

Digital Citizenship
Teachers will model and teach digital citizenship by the ethical, respectful, and safe use of digital tools and resources that support the creation of a positive digital school culture.
Demonstrate understanding of intellectual property rights by abiding by copyright law, intellectual property, and fair use guidelines.
Teach and require the use of copyright law and fair use in student work and creation.
Engage in responsible and professional digital social interaction.
Integrate digital citizenship curriculum into student learning.
Demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools.
Ensure full, equitable access and participation of all learners through high-quality technology tools and resources.

Digital Content and Instruction

Teachers will know and use appropriate digital tools and resources for instruction.

Design technology-enriched learning experiences that encourage all students to pursue their individual interests, preferences, and differences.

Lead all students in becoming active participants in setting educational goals, managing learning, and assessing their progress through digital tools.

Identify, evaluate, and utilize appropriate digital tools and resources to challenge students to create, think critically, solve problems, establish reliability, communicate their ideas, collaborate effectively.

Immerse students in exploring relevant issues and analyze authentic problems through digital tools and resources.

Evaluate and appropriately modify the form and function of the physical learning environment to create a conducive digital learning environment.

Data and Assessment

Teachers will use technology to make data more accessible, adjust instruction to better meet the needs of a diverse learner population, and reflect upon their practice through the consistent, effective use of assessment.

Integrate digitally enhanced formative and summative assessments as a part of the teaching and learning process.

Use performance data and digital tools to empower student metacognition for self-assessment & self-monitoring their own learning progress.

Utilize multiple and varied forms of assessment including examples of student work products.

Utilize technology and digital tools to synthesize and apply qualitative and quantitative data to:

- Create individual learner profiles of strengths, weaknesses, interests, skills, gaps, preferences.
- Inform, personalize, and calibrate individual learning experiences.
- Identify specific plans of action related to weaknesses, gaps, and needed skills as identified in the learner profile.
- Reflect and improve upon instructional practice.

CODE OF ETHICS FOR NORTH CAROLINA EDUCATORS

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

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.

GUIDING QUESTIONS FOR PLANNING AND REFLECTION CONFERENCES

Planning Conference (Pre-Observation 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? What data will you collect?
- Why 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:

Reflection Conference (Post-Observation 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? Discuss how you analyzed 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?
- Who may have been privileged during this teaching event?
- Who may have been disadvantaged during this teaching event?
- How did instruction reflect the cultures and values of learners' families and community?
- What steps did you take toward ensuring that all learners had access to the learning opportunities provided?
- How was instruction explicit about issues of equity and inclusion?
- Were there any threats to diversity, equity, and inclusion in the instruction, content, materials, or activities?
- How did instruction provide opportunities for learners to leverage their assets and engage in inquiry and discovery?
- How did instruction incorporate materials that equitably portray people from diverse cultural backgrounds and identities?
- What did your instruction reveal about your values around diversity, equity, and inclusion?
- In what ways did your instruction reflect your identity or worldview as a teacher educator?
- Whose perspectives are missing from the lesson?
- How were you centered during the teaching event?
- How were your students centered during the teaching event?
- What biases may be present in instructional rubrics or other evaluation/assessment tools you employed?
- What assumptions, values, and beliefs guided your lesson design and instructional moves?

APPENDIX B

LESSON PLAN TEMPLATES AND RESOURCES

BLUEPRINT FOR WRITING A LESSON PLAN

The intern, the Clinical Educator, and the program coordinator will jointly decide upon the lesson plan format to use for edTPA. 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 learning segment is expected to 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 the 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 the 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 teach from the plan. The lesson is expected to flow smoothly, so transitions between activities is expected to 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 is expected to ready the students for instruction.
 - How will you capture the learners' attention and motivate them to be actively engaged in learning?

BLUEPRINT FOR WRITING A LESSON PLAN *(continued)*

- 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 is expected to 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?
 - What opportunities will you provide for students to develop and use academic language?
 - What supports have you provide for students to develop and use academic language?
- **End:** A lesson is expected to 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 samples 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 objectives 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 1

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 is expected to 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 is expected to 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.

Lesson Title:

Sample Lesson Plan Format 2

Grade Level:**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.

APPENDIX C: EDTPA

EDTPA LESSON PLAN TEMPLATE 1 (4 PAGE LIMIT)

(This template may be modified as needed to fit district or school lesson plan formats.)

Grade Level:

Subject / Content area:

Unit of Study:

Lesson Title:

Central Focus for the Learning Segment:
Content Standard(s): Content Standards (List the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant part[s].)
Learning Objectives associated with the content standards:
Instructional Resources and Materials to engage students in learning:
Instructional Strategies and Learning Tasks that support diverse student needs. (Include what you and your students will be doing.):
Differentiation and planned universal supports:
Language Function students will develop. Additional language demands and language supports:
Type of Student Assessments and what is being assessed: <ul style="list-style-type: none"> • Informal Assessment: • Formal Assessment: • Modifications to the Assessments:
Evaluation Criteria:
Relevant theories and/or research best practices:

Lesson Timeline:

EDTPA DIRECT LESSON PLAN TEMPLATE (UNCC)

<p>Subject: Grade Level:</p>	<p>Central Focus: is expected to be broad enough to cover the 3-5 days of lessons MDSK, ARTS – Tip: include Topic, Action Verb Function, and Instructional Focus ELED – Tip: include Essential Literacy Strategy and Related Skills</p>	
<p>Essential Standard/Common Core Standard:</p>		<p>Date Submitted: Date Taught:</p>
<p>Daily Lesson Objective: Tip: this is not the same as CF above; this is what you are teaching TODAY. This will drive this lesson; be sure it is addressed throughout the plan, is assessed, and is included in the Closure.</p>		
<p>21st Century Skills:</p>	<p>Academic Language Demand(s) Tip: Only include language demands for THIS lesson.</p> <ul style="list-style-type: none"> • Language Function: (Tip: choose one action verb, multiple action verbs are allowed in plan BUT only one here) • Tip: for the three bullets below consider your strategies for teaching these concepts also. • Content/Academic Vocab: 	

	<ul style="list-style-type: none"> • Discourse possibilities: • Syntax possibilities: 	
<p>Prior Knowledge: MDSK, ARTS –Tip: You can use content knowledge and skills here; examples: annotating, graphing, interpreting data, comparing/contrasting</p> <p>ELED –Tip: Use your Essential Literacy Strategies and Related Skills</p>		

Activity	Description of Activities and Setting	Time	
1. Focus and Review			
2. Statement of Objective for Student Tip: “The student will be able to ...” Rephrase the daily objective in “student language” if needed. This may just be repeated from above.			
3. Teacher Input			
4. Guided Practice			
5. Independent Practice			

Reflection on lesson

EDTPA INDIRECT INSTRUCTION / DISCOVERY LEARNING LESSON PLAN TEMPLATE (UNCC)

<p>Subject:</p> <p>Grade Level:</p>	<p>Central Focus: <i>is expected to be broad enough to cover the 3-5 days of lessons</i></p> <p>MDSK, ARTS – <i>Tip: include Topic, Action Verb Function, and Instructional Focus</i></p> <p>ELED – <i>Tip: include Essential Literacy Strategy and Related Skills</i></p>	
<p>Essential Standards/Common Core Standards (2):</p>		<p>Date submitted:</p> <p>Date taught:</p>
<p>Daily Lesson Objective (1):</p> <p><i>Tip: this is not the same as CF above; this is what you are teaching TODAY. This will drive this lesson; be sure it is addressed throughout the plan, is assessed, and is included in the Closure.</i></p>		
<p>21st Century Skills (1):</p>	<p>Academic Language Demand (if Handbook applicable)</p> <p><i>Tip: Only include language demands for THIS lesson.</i></p> <ul style="list-style-type: none"> • <i>Language Function: (Tip: choose one action verb, multiple action verbs are allowed in plan BUT</i> 	

	<p>only one here)</p> <ul style="list-style-type: none"> • Tip: for the three bullets below consider your strategies for teaching these concepts also. • Content/Academic Vocab: • Discourse possibilities: • Syntax possibilities: 	
<p>Prerequisite knowledge and skills needed (1): MDSK, ARTS –Tip: You can use content knowledge and skills here; examples: annotating, graphing, interpreting data, comparing/contrasting ELED –Tip: Use your Essential Literacy Strategies and Related Skills</p>	<p>Global Awareness (1):</p>	

Activity	Description of Activities and Setting		Time
1. Engage (3)			
2. Explore (3)			
<p>3. Explain (3)</p> <p>Tip: “The student will be able to ...” Rephrase the daily objective in “student language” if needed. This may be repeated from above.</p>			
4. Elaborate/Extend (3)			
<p>5. Evaluate (Assessment methods) (3)</p> <p>Tip: Identify methods as formal and/or informal</p> <p>Tip: Try to have at least one formal assessment per LP to collect data on student understanding</p> <p>Tip: Always connect your assessments to either the Daily Objective, Central Focus; and/or Language Function(s). Remember you must assess the Language Function(s)</p>			

<p>somewhere in your 3-5 lessons.</p>			
<p>Student(s) & Modifications/ Accommodations (2):</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>Student/Small Group:</p>	<p>Student/Small Group:</p>	
	<p>Differentiation:</p>	<p>Differentiation:</p>	
<p>Materials/Technology (1):</p>			
<p>Reflection on lesson:</p>			

Clinical Educator signature: _____

Date: _____

University Supervisor signature: _____

Date: _____

EDTPA RUBRIC TITLES

	Early Childhood	Physical Education	Special Education	All Others (General Topics)
Rubric 1	Planning for the Whole Child	Planning for Developing Competencies in Physical Education	Planning for Alignment and Development of Knowledge and Skills	Planning for Understanding
Rubric 2	Planning to Support Varied Learning Needs	Planning to Support Varied Student Learning Needs	Planning Challenge and Support for the Focus Learner	Planning to Support Varied Student Learning Needs
Rubric 3	Using Knowledge of Children to Inform Teaching and Learning	Using Knowledge of Students to Inform Teaching and Learning	Justification of Instruction and Support	Using Knowledge of Students to Inform Teaching and Learning
Rubric 4	Identifying and Supporting Language Development	Identifying and Supporting Language Demands	Supporting the Focus Learner's Use of Expressive/Receptive Communication	Identifying and Supporting Language Demands
Rubric 5	Planning Assessments to Monitor and Support Children's Learning	Planning Assessments to Monitor and Support Student Learning	Planning Assessments to Monitor and Support Student Learning	Planning Assessments to Monitor and Support Student Learning
Rubric 6	Learning Environment	Learning Environment	Learning Environment	Learning Environment
Rubric 7	Engaging Children in Learning	Engaging Students in Learning	Engaging the Focus Learner	Engaging Students in Learning
Rubric 8	Deepening Children's Learning	Strengthening Student Competencies	Deepening Student Learning	Deepening Student Learning
Rubric 9	Subject-Specific Pedagogy	Subject-Specific Pedagogy	Supporting Teaching and Learning	Subject-Specific Pedagogy
Rubric 10	Analyzing Teaching Effectiveness	Analyzing Teaching Effectiveness	Analyzing Teaching Effectiveness	Analyzing Teaching Effectiveness
Rubric 11	Analysis of Children's Learning	Analysis of Student Learning	Analyzing the Focus Learner's Performance	Analysis of Student Learning
Rubric 12	Providing Feedback to Guide Learning	Providing Feedback to Guide Learning	Using Feedback to Guide Further Learning	Providing Feedback to Guide Further Learning
Rubric 13	Children's Understanding and Use of Feedback	Student Understanding and Use of Feedback	Learner Understanding and Use of Feedback	Student Understanding and Use of Feedback
Rubric 14	Analyzing Children's Language Development	Analyzing Students' Language Use and Physical Education Learning	Explaining the Focus Learner's Use of Communication	Analyzing Students' Language Use (and Content)
Rubric 15	Using Assessment to Inform Instruction	Using Assessment to Inform Instruction	Using Assessment to Inform Instruction	Using Assessment to Inform Instruction

EDTPA RUBRIC CONSTRUCTS

Rubric	Emerging-Level 1	Emerging Level 2	Developing Level 3	Proficient Level 4	Advanced Level 5
1. Plan for conceptual understanding	Focused solely on facts; no connections to concepts; significant inaccuracies; standards not aligned	Vague connections to concepts	Plans build on each other; clear connections to concepts	Plans support clear and consistent connections to concepts	Plans lead students to make clear and consistent connections
2. Plan to support varied learning needs	No evidence of planned supports	Loosely tied to learning objectives	Tied to learning objectives to meet whole class needs	Supports address specific individuals or groups	Supports include specific strategies
3. Use knowledge of students to inform teaching and learning	Missing or deficit view of students and backgrounds	Limited attention to students' personal/cultural assets	Appropriate connection to prior knowledge or personal/cultural assets	Appropriate connection to prior knowledge and personal/cultural assets	Actions supported by principles from research
4. Identify/support language demands	Inconsistent vocabulary/no connection to objectives	One language demand used (discourse, vocabulary, etc.)	General language supports (two or more (vocab, discourse))	Language supports vocab, language function, and discourse	Meets students' different levels of language learning
5. Plan assessments to monitor and support students learning	Only provide evidence of factual learning	Limited evidence to monitor student understanding	Evidence to monitor student understanding	Multiple evidences to monitor student understanding/progress	Strategic assessments to address individuals or groups
6. Demonstrate respectful learning environment	Disrespectful interactions between teacher and students or between students (or allows for)	Demonstrates respect for students; environment controls student behavior	Demonstrates rapport with and respect for students; positive, low-risk; mutual respect	Challenging environment promotes mutual respect	Varied perspectives expressed and promotes mutual respect
7. Actively engage students in learning	Student tasks vague or superficial to central focus	Students participate but little attention to understanding	Students engaged in tasks that address understanding	Students engaged in learning that develop understanding	Students engaged in learning that deepen/extend understanding
8. Elicit responses to promote thinking	Teacher does most of talking; content inaccuracies	Surface-level questions; evaluate correct/incorrect	Elicits students responses related to understanding	Elicits and builds upon student responses	Facilitates interactions among students
9. Subject-specific pedagogy to develop students understanding	Focused on facts or leads to misunderstandings	Vague or superficial examples	Demonstrates to help students understand	Provides for students to deepen understanding	Facilitates interactions among students
10. Use evidence to evaluate and change teaching practice	Suggests changes unrelated to student learning	Suggests changes superficial to student learning	Addresses students' collective learning needs	Addresses individual and collective learning needs	Justifies changes based on research
11. Analyze evidence of student learning	Learning objectives not aligned with evaluation	Focuses on right or wrong	Analyzes some differences in whole class	Patterns of learning demonstrated in examples	Connects quantitative and qualitative patterns of learning
12. Provide student feedback to guide learning	Feedback unrelated to learning objective; inaccurate/missing	General feedback	Specific feedback related to learning objectives (needs or strengths)	Specific feedback related to learning objectives (needs and strengths)	Strategies to address individual learning need or connect to prior learning
13. Support students' understanding of feedback to guide further learning	Limited or no feedback to inform student learning	Vague use of feedback	Students use feedback related to learning objectives	Students understand and use feedback on strengths and weaknesses	Students use feedback on strengths and weaknesses
14. Analyze students language to develop content understanding	Superficial or unrelated use of language	Students use only one language demand	Students use one or more language demands	Students use multiple language demands	Students' varied learning needs addressed
15. Use assessment to inform next steps for instruction	Not relevant or do not follow analysts of assessment data	Superficial focus on change in teaching practices	General support to improve student learning	Targeted support to improve individual/groups	Targeted support and grounded in research

edTPA General Rubric Constructs

APPENDIX D: FORMS

INTERNSHIP FORMS

**The University of North Carolina at Pembroke
Educator Preparation Program
*Internship Action Plan***

Intern:	Clinical Educator:
LEA, School, and Licensure Area:	University Supervisor:

Attach any relevant documentation (observation records, disposition assessments, communication, etc.). **Failure of the intern to meet the stated goals of this plan may result in the extension or termination of the internship.**

Areas of Concern (Must include the standards/indicators from the Teacher Candidate Evaluation Rubric and/or EDA)	Description of Concern	Plan for Remediation	Person(s) responsible	Timeline

The intern’s progress towards the goals in this plan will be reviewed by: _____
(date)

The signatures below indicate that the plan has been developed and reviewed according to TEP procedures and processes. The intern’s signature on this form represents neither the acceptance nor approval of the plan.

Intern:	Date:
Clinical Educator:	Date:
Principal:	Date:
University Supervisor:	Date:
Program Coordinator:	Date:
EDUCATOR ENGAGEMENT AND STUDENT SUCCESS Director:	Date:

Educator Disposition Assessment

Name: _____ Date: _____

Evaluator: _____

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

- 0-Needs Improvement: minimal evidence of understanding and commitment to the disposition*
- 1-Developing: some evidence of understanding and commitment to the disposition*
- 2-Meets Expectations: considerable evidence of understanding and commitment to the disposition*

Disposition	Associated Indicators		
1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major</i> errors in language, grammar, and word choice <input type="checkbox"/> Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors <input type="checkbox"/> Strives to vary oral communication as evidenced of some students demonstrating a lack of participation <input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment <input type="checkbox"/> Varies oral communication as evidenced by encouraging participatory behaviors <input type="checkbox"/> Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Disposition	Associated Indicators		
2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses <input type="checkbox"/> Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses <input type="checkbox"/> Demonstrates <i>common</i> errors in spelling and grammar 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses <input type="checkbox"/> Demonstrates precise spelling and grammar

Disposition	Associated Indicators		
3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Does not respond to <i>communications</i> and does not submit all assignments <input type="checkbox"/> Fails to exhibit punctuality and/or attendance <input type="checkbox"/> Crosses <i>major</i> boundaries of ethical standards of practice <input type="checkbox"/> Divulges inappropriate <i>personal</i> life issues at the classroom/workplace as evidenced by uncomfortable responses from others <input type="checkbox"/> Functions as a group member with no participation 	<ul style="list-style-type: none"> <input type="checkbox"/> Delayed response to <i>communications</i> and late submission of assignments <input type="checkbox"/> Not consistently punctual and/or has absences <input type="checkbox"/> Crosses <i>minor</i> boundaries of ethical standards of practice <input type="checkbox"/> Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum <input type="checkbox"/> Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation 	<ul style="list-style-type: none"> <input type="checkbox"/> Responds promptly to <i>communications</i> and submits all assignments <input type="checkbox"/> Consistently exhibits punctuality and attendance <input type="checkbox"/> Maintains professional boundaries of ethical standards of practice <input type="checkbox"/> Keeps <i>inappropriate</i> personal life issues out of classroom/workplace <input type="checkbox"/> Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Disposition	Associated Indicators		
4. Demonstrates a positive and enthusiastic attitude Marzano: 29	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Often complains when encountering problems and rarely offers solutions <input type="checkbox"/> Resists change and appears offended when suggestions are made to try new ideas/activities <input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeks solutions to problems with prompting <input type="checkbox"/> May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed <input type="checkbox"/> Overlooks opportunities to demonstrate positive affect 	<ul style="list-style-type: none"> <input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining <input type="checkbox"/> Tries new ideas/activities that are suggested <input type="checkbox"/> Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

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Disposition	Associated Indicators		
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback <input type="checkbox"/> Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve <input type="checkbox"/> Comes to class unplanned and without needed materials <input type="checkbox"/> Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed 	<ul style="list-style-type: none"> <input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions <input type="checkbox"/> Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement <input type="checkbox"/> Comes to class with some plans and most needed materials <input type="checkbox"/> Aware that lesson is not working but does not know how to alter plans to adjust 	<ul style="list-style-type: none"> <input type="checkbox"/> Accepts constructive feedback as evidenced by implementation of feedback as needed <input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance <input type="checkbox"/> Comes to class planned and with all needed materials <input type="checkbox"/> Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

Disposition	Associated Indicators		
6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	Needs Improvement 0	Developing 1	Meets Expectations 2

	<input type="checkbox"/> Demonstrates inequitable embracement of all <i>diversities</i> <input type="checkbox"/> Is challenged to create a <i>safe classroom</i> as evidenced by ignoring <i>negative</i> behaviors by students	<input type="checkbox"/> Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i> <input type="checkbox"/> Strives to build a <i>safe classroom</i> with zero tolerance of <i>negative</i> behaviors towards others but needs further development in accomplishing this task	<input type="checkbox"/> Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i> <input type="checkbox"/> Creates a <i>safe classroom</i> with zero tolerance of negativity to others as evidenced by correcting <i>negative</i> student behaviors
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Disposition	Associated Indicators		
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus <input type="checkbox"/> Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others <input type="checkbox"/> Rarely collaborates or shares strategies and ideas even when prompted	<input type="checkbox"/> Demonstrates some flexibility <input type="checkbox"/> Maintains a respectful tone in most circumstances but is not consistent <input type="checkbox"/> Shares teaching strategies as evidenced by some effort towards collaboration	<input type="checkbox"/> Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus <input type="checkbox"/> Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others <input type="checkbox"/> Proactively shares teaching strategies as evidenced by productive collaboration

Disposition	Associated Indicators		
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support <input type="checkbox"/> Does not conduct appropriate research to guide the	<input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth	<input type="checkbox"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support

	implementation of effective teaching as evidenced by a lack of citations in work	<input type="checkbox"/> Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	<input type="checkbox"/> Researches and implements most effective teaching styles as evidenced by citing works submitted
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Disposition **Associated Indicators**

9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues <input type="checkbox"/> Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily <input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	<input type="checkbox"/> Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues <input type="checkbox"/> Demonstrates perseverance and resilience (grit) most of the time <input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time	<input type="checkbox"/> Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues <input type="checkbox"/> Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations <input type="checkbox"/> Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

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AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:

The University of North Carolina at Pembroke
Educator Preparation Program
Change/Extension of Internship Placement Request

Intern:	Clinical Educator:
LEA, School, and Licensure Area:	University Supervisor:

Request	<input type="checkbox"/> Change of Placement <input type="checkbox"/> Extension of Internship
Requested by	<input type="checkbox"/> Intern <input type="checkbox"/> University Supervisor <input type="checkbox"/> Program Coordinator
Reason	<input type="checkbox"/> Irreconcilable Differences <input type="checkbox"/> Personal Reasons <input type="checkbox"/> Meet Action Plan Goals <input type="checkbox"/> Other:
Remarks (Required)	

- Change/Extension Approved
 - Change/Extension Denied
- Reason(s):

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

Signature	Date
Intern:	
University Supervisor:	
Program Coordinator:	
Director of EDUCATOR ENGAGEMENT AND STUDENT SUCCESS:	
Dean, School of Education:	

The University of North Carolina at Pembroke
 Educator Preparation Program
Termination of Internship Request

Semester:

Intern:	Clinical Educator:
LEA, School, and Licensure Area::	University Supervisor:

Request	<input type="checkbox"/> Voluntary Withdrawal <input type="checkbox"/> Failure of Internship <input type="checkbox"/> Involuntary Withdrawal <input type="checkbox"/> Extension of Placement
Requested by	<input type="checkbox"/> Intern <input type="checkbox"/> University Supervisor <input type="checkbox"/> Professor of Record <input type="checkbox"/> Program Coordinator
Reason	<input type="checkbox"/> Irreconcilable Differences <input type="checkbox"/> Personal Reasons <input type="checkbox"/> Unprofessional Conduct <input type="checkbox"/> Unsatisfactory Performance <input type="checkbox"/> Excessive Absences <input type="checkbox"/> Other
Remarks	

- Request Approved
 Request Denied
 Reason(s):

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

Signature	Date
Intern:	
University Supervisor:	
Professor of Record:	
Program Coordinator:	
Director of EDUCATOR ENGAGEMENT AND STUDENT SUCCESS:	
Dean, School of Education:	

FERPA (FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT)
RELEASE FORM
FOR THE UNC PEMBROKE EDUCATOR PREPARATION 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
- edTPA
- ePortfolio
- 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.

The University of North Carolina at Pembroke
Educator Preparation Program
University Supervisor Evaluation of the Clinical Educator

(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 Educator demonstrated/evidence competence with subject matter.	1	2	3	4	5
2. The Clinical Educator had realistic expectations of the intern.	1	2	3	4	5
3. The Clinical Educator provided appropriate support to the intern.	1	2	3	4	5
4. The Clinical Educator established a rapport with University Supervisor that focused on shared responsibility for progress and improvement of the teacher intern.	1	2	3	4	5
5. The Clinical Educator was knowledgeable about effective instructional methods and evaluated the teacher intern based on best practices.	1	2	3	4	5
6. The Clinical Educator provided appropriate feedback to teacher intern.	1	2	3	4	5
7. As appropriate, the Clinical Educator allowed the teacher intern flexibility to develop his/her own teaching style.	1	2	3	4	5
8. The Clinical Educator was available to conference with me.	1	2	3	4	5
9. The Clinical Educator completed evaluations at appropriate time.	1	2	3	4	5
10. I would recommend this Clinical Educator for future placements.	1	2	3	4	5
11. Additional Comments:					