

Student Teaching and Graduate Internship Handbook



CHARLOTTE
OFFICE OF SCHOOL AND COMMUNITY PARTNERSHIPS

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Acknowledgements

Over the past 35 years, the UNC Charlotte *Student Teaching Handbook* has evolved from a brief document with a few tips for student teachers to this current comprehensive guide for undergraduate and graduate teacher education candidates in their culminating field experience. The *Handbook* reflects the thinking and writing of many individuals who have worked with the student teaching program at UNC Charlotte. However, it is primarily the work of the faculty and staff of the Office of School and Community Partnerships in the Cato College of Education.

Delores Wolf and Melba Spooner, former Coordinators of the Office of Field Experiences (now Office of School and Community Partnerships), provided leadership for early editions of the *Handbook*. Faculty members who made major contributions through the years include Nelda Cockman, David Fleischmann, Susan Gibbs, Alice Harrison, Cindy Hopper, Vicki Jaus, Christy Luce, Sue Rebich, Lisa Ross, Millie Snyder, and Joyce Frazier. In addition, faculty members Mary Jo Anderson, Rosslyn Crandell, Myra Dietz, Laura Hart, Libby Holman, and Melinda McCabe provided valuable assistance for more recent editions. Staff support was provided by Ellie Feliciano, Heather Forbis, Anne Napier, Lasonja Norrington, Sherry Rhye, Pam Smith, and Denise White. Chris Smith and Jon Forbis created the original cover design.

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The eighth edition has been revised by Tisha Greene, Assistant Dean for the Office of School and Community Partnerships, and faculty member, Mary Jo Anderson.

Since the third edition in 2014, the *Handbook* has been revised regularly to reflect new policies and internship guidelines. The ninth edition includes information pertaining to the Co-Teaching initiative and the change to the candidate assessment instrument, CPAST.

Sincere appreciation is expressed to all of these individuals for their thoughtful, creative, and diligent efforts over the years.

Dr. Tisha Greene, Assistant Dean
Office of School and Community Partnerships - Cato College of Education
The University of North Carolina at Charlotte

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Part 1

INTRODUCTION TO THE YEARLONG INTERNSHIP AND STUDENT TEACHING EXPERIENCES



Overview

Common Acronyms Used in Education

UNC Charlotte Terms

APD	Assessment of Professional Dispositions
CE	Clinical Educator
CF	Conceptual Framework
COED	Cato College of Education
CPAST	Candidate Preservice Assessment of Student Teaching
GTA	Graduate Teacher Assistant
GTR	Graduate Teacher of Record
GYLI	Graduate Yearlong Intern (needs an OSCP placement for the internship)
OSCP	Office of School and Community Partnerships
RES	Residency Candidate
ST	Student Teacher/Intern
TEAL	Office of Teacher Education Advising and Licensure
US	University Supervisor
YLI	Yearlong Intern

North Carolina Terms

AYP	Adequate Yearly Progress
BT(1,2,3)	Beginning Teacher (years of experience)
CAEP	Council for the Accreditation of Educator Preparation
CCSS	Common Core State Standards
CTC	Certificate of Teaching Capacity
CTE	Career and Technical Education
edTPA	Educational Teacher Performance Assessment
EOC	End-of-Course Test
EOG	End-of-Grade Test
ELL	English Language Learner
ESL	English as a Second Language
IHE	Institute of Higher Education
InTASC	Interstate Teacher Assessment and Support Consortium
LEA	Local Education Agency or Local School System
LEP	Limited English Proficient
NAEP	National Assessment of Educational Progress
NBPTS	National Board for Professional Teaching Standards
NCAE	North Carolina Association of Educators
NCDLC	North Carolina Digital Learning Competencies
NCDPI/SDPI	North Carolina or State Department of Public Instruction
NCES	North Carolina Essential Standards
NCSCOS	North Carolina Standard Course of Study
NC WISE	Powerschool
OCS	Occupational Course of Study
PEP	Personalized Education Plan
SEA	State Education Agency
SIP	School Improvement Plan
SoR	Science of Reading

STEAM	Science, Technology, Engineering, Arts, and Mathematics
STEM	Science, Technology, Engineering, and Mathematics
TESOL	Teachers of English for Speakers of Other Languages
504 Plan	Written plan to accommodate and access services for a person with a disability who is not receiving services under the Individuals with Disabilities Education Act (IDEA)

School Terms

AP	Assistant Principal
ISS	In-School Suspension
OSS	Out-of-School Suspension
MTSS	Multi-Tiered System of Support
PLC	Professional Learning Community
RtI	Response to Intervention
SACS	Southern Association of Colleges and Schools
TD	Talent Development

Exceptional Children Terms

AC	Adapted Curriculum
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit with Hyperactivity Disorder
AIG	Academically/Intellectually Gifted
AT	Assistive Technology
ASD	Autism Spectrum Disorder
AU	Autism
CBA	Curriculum Based Assessment
CBM	Curriculum Based Measurement System
DAP	Developmentally Appropriate Practices
DB	Deaf-Blindness
DD	Developmental Delay or Developmental Disability
Deaf-HI	Deafness & Hearing Impairment
EC	Exceptional Children
ECATS	Every Child Accountability and Tracking System
ECSE	Early Childhood Special Education
EI	Early Intervention
GC	General Curriculum
GT	Gifted and Talented
ID	Intellectual Disability
IDD	Intellectual and Developmental Disability
IDMI	Intellectual Disability Mild
IDMO	Intellectual Disability Moderate
IDSE	Intellectual Disability Severe
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan
IFSP	Individual Family Support Plan
MU	Multiple Disabilities
NCEXTEND1	North Carolina EXTEND 1
OHI	Other Health Impairment
OI	Orthopedic Impairment

OT	Occupational Therapy/Therapist
PDD	Pervasive Development Disorder
PDD-NOS	Pervasive Development Disorder—Not Otherwise Specified
PT	Physical Therapy/Therapist
RE	Regular Education
SBS	School-wide Behavior Supports
SED	Serious Emotional Disability
SLD	Specific Learning Disability
SLP	Speech-Language Pathologist
SI	Speech and/or Language Impairment
TBI	Traumatic Brain Injury 11
VI	Visual Impairment (including blindness)

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Greetings Future Teachers!

The mission of the Cato College of Education at the University of North Carolina at Charlotte is to prepare highly effective and ethical professionals who have a positive impact on children, youth, families, communities, and schools, and who are successful in urban and other diverse settings. At this point of your academic career, you have learned your content, various pedagogical practices, differentiation, culturally responsive teaching, and other important aspects of the teaching profession. You also had opportunities to engage in some clinical experiences that prepared you for the next step in your journey. And now you are entering the culminating experiences of your program, the yearlong internship and student teaching.

During the student teaching/graduate internship semesters, you will be coached by and work closely with your Clinical Educator and University Supervisor to gain more experience and expertise, hone your practice, and prepare for a classroom of your own. And you will teach and learn from some amazing students! When you complete the student teaching semester, you will have the tools you need to positively impact your future students. The UNC Charlotte Cato College of Education celebrates your commitment to the teaching profession. Please use this handbook as a guide through the yearlong internship and student teaching/graduate internship semesters. It contains very important information to aid you in having a positive experience. Go Niners!

Educationally yours,

Malcolm B. Butler, Ph.D.

Dean and Professor, Cato College of Education

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Dear Candidates, Clinical Educators, and University Supervisors,

The *Student Teaching and Graduate Internship Handbook* is meant to be a resource and guide for students, Clinical Educators, and University Supervisors to utilize during student teaching and graduate internship, which serves as the culminating experience for teacher candidates. The *Handbook* provides an overview of the Cato College of Education internship requirements, student teaching and graduate internship programs, and supports that are designed to ensure a quality student teaching or graduate internship experience. Ultimately, our goal is to produce high-quality educators for schools and districts. It is recommended that each candidate, Clinical Educator, and University Supervisor engage in a careful reading of the *Handbook*, and commit to personal excellence both of which will help to ensure a successful internship and student teaching or graduate internship experience.

Undergraduate yearlong interns and their Clinical Educators will use the *Handbook* to guide their first semester classroom experience that will ultimately provide an important foundation for the second semester student teaching experience. Guidelines for the first semester are included along with a description of the roles and responsibilities of the participants.

The *Handbook* will continue to be utilized during the full-time student teaching and graduate internship semesters. Included is information about the responsibilities, requirements, and schedules that make the student teaching and graduate internship semester both a challenging and rewarding experience. University Supervisors will utilize the *Handbook* as a guide to shape the internship and student teaching experience for each candidate.

Many factors contribute to a successful student teaching and graduate internship experience, including open and frequent communication among the student teacher or graduate intern, Clinical Educator, and University Supervisor. When each party commits to open and honest three-way communication, the student teaching or graduate internship experience can be positive for all.

Thank you for your commitment to the growth of the teaching profession and for the work each of you will do in order to provide a rigorous and successful student teaching/graduate internship experience for all.

Sincerely,

Tisha Greene, Assistant Dean
Office of School and Community Partnerships

University Mission Statement

UNC Charlotte is North Carolina's urban research university. It leverages its location in the state's largest city to offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives. UNC Charlotte maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region.

In fulfilling our mission, we envision a University that promises:

- An accessible and affordable quality education that equips students with intellectual and professional skills, ethical principles, and an international perspective.
- A strong foundation in liberal arts and opportunities for experiential education to enhance students' personal and professional growth.
- A robust intellectual environment that values social and cultural diversity, free expression, collegiality, integrity, and mutual respect.
- A safe, diverse, team-oriented, ethically responsible, and respectful workplace environment that develops the professional capacities of our faculty and staff.

To achieve a leadership position in higher education, we will:

- Rigorously assess our progress toward our institutional, academic, and administrative plans using benchmarks appropriate to the goals articulated by our programs and in our plans.
- Serve as faithful stewards of the public and private resources entrusted to us and provide effective and efficient administrative services that exceed the expectations of our diverse constituencies.
- Create meaningful collaborations among university, business, and community leaders to address issues and opportunities of the region.
- Develop an infrastructure that makes learning accessible to those on campus and in our community and supports the scholarly activities of the faculty.
- Pursue opportunities to enhance personal wellness through artistic, athletic, or recreational activities.
- Operate an attractive, environmentally responsible and sustainable campus integrated with the retail and residential neighborhoods that surround us.

Approved by the Board of Governors on April 11, 2014.

An Overview of the Cato College of Education at UNC Charlotte

Our Mission

The mission of the Cato College of Education is to prepare highly effective and ethical professionals whose work positively impacts the people and organizations they serve in urban, rural, and other diverse settings. This mission is accomplished through teaching, research and community engagement that lead to improved practice and by working in partnership with schools, communities, and university colleagues.

Our Vision

The vision of the Cato College of Education is to be a leader in educational equity through excellence and engagement.

Strategic Plan Goals:

1. The Cato College of Education's *undergraduate and pre-service teacher preparation programs* will produce highly effective and engaged professionals for all settings, including urban and high needs areas.
2. To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs of *graduate education* (MEd, EdD, PhD) that span the disciplines.
3. The Cato College of Education will expand the frontiers of knowledge and leverage discovery for the public benefit through innovative *programs of research* that span the disciplines.
4. The Cato College of Education will *engage community partners* in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region.
5. The Cato College of Education will *increase visibility and connectedness* within the Cato College of Education and across communities.

Professional Educators: Advancing Educational Equity through Excellence and Engagement

<u>Professional Responsibilities</u>	<u>Dispositions</u>	<u>Learners and Learning</u>	<u>Effective Pedagogy</u>
<p>Ethics – Candidates consistently demonstrate and practice high ethical standards</p>	<p>Advocacy – Candidates are prepared to advocate on behalf of others for services that support the social, emotional, physical, educational, behavioral, and basic needs of students, families, and colleagues</p>	<p>Positive Impact & Accountability – Candidates demonstrate a belief that all individuals can learn as well as an understanding that they have a positive impact on learning and development</p>	<p>Specialty Area Knowledge – Candidates complete rigorous specialty area training in their related fields and have a thorough knowledge base in their disciplines</p>
<p>Professional Identity & Continuous Growth – Candidates participate in continuous practice opportunities with reflection and in high-quality learning experiences that enable them to attain a professional identity</p>	<p>Self-Awareness – Candidates have deep knowledge of self in order to self-regulate their teaching, leadership, counseling and/or the learning processes. They understand oneself in relation to others</p>	<p>Cultural Competence & Culturally Sustaining Practice: Responsiveness to Diverse Learners – Candidates design and provide inclusive programs and services and establish respectful learning environments that respond to the needs of all learners, clients, and families</p>	<p>Pedagogical Knowledge – Candidates understand and demonstrate methods of effective teaching as well as research, counseling and leadership strategies</p>
<p>Leadership – Candidates embrace the inherent commitment to leadership implicit in their practice. They fulfill their responsibilities and leverage their leadership role in productive ways</p>	<p>Reflective Practice – Candidates critically and thoughtfully examine their practice for the purpose of continuous improvement</p>	<p>21st Century Literacies, Competencies & Character Qualities – Candidates demonstrate skills in 21st Century literacies (literacy, numeracy, citizenship, digital, and media); competencies (critical thinking, creativity, collaboration); and character qualities (curiosity, initiative, persistence, resilience, adaptability, leadership)</p>	<p>Research-Based Practice – Candidates apply research-based strategies and processes while planning, implementing, and evaluating learners</p>
<p>Collaboration - Candidates are committed to consensus building, coalition forming, and agenda framing strategies and collaborate with professionals from other disciplines</p>	<p>Social Justice – Candidates actively engage in the continual process of personal vision-building, inquiry, and collaboration. Candidates use critical inquiry to establish meaningful and relevant changes in pedagogical practices</p>		<p>Research Skills – Candidates understand and effectively use methodologically sound and useful research practices and evaluation skills.</p>
<p>Policies, Laws, Standards & Issues - Candidates are both competent and engaged in the understanding and development of educational policy and law, analyze and incorporate standards into practice and identify and consider societal issues that impact education and practice</p>			

The Cato College of Education Commitment to Diversity

The University of North Carolina at Charlotte's Cato College of Education (CCOED) Committee for Equity, Justice, and Belonging (C4EJB) is an action-oriented group of CCOED faculty, staff, and students. We support the disruption of inequity in and beyond our college through (a) the development of equity and social justice initiatives, (b) the facilitation of critical discourse in research, teaching, and service, (c) persistent attention to equitable recruitment, representation, retention, and advancement of faculty, staff, students, and administrators across multiple lenses of diversity, and (d) actionable insight on policies (e.g., Reappointment-Promotion-Tenure [RPT], Workload, Professional Dispositions), recruitment/hiring, and curriculum. In addition, C4EJB is dedicated to the creation of an environment where faculty, staff, students, administrators, and the broader university community feel not only included, but also a sense of belonging in CCOED and are honored, affirmed, and respected, particularly if they are members of groups who have historically experienced minoritization, marginalization, and/or isolation. This mission statement relies on meanings that are reflections of our best understandings from the scholarly field at this time; however, we recognize that definitions are fluid, ever-expanding, and contested.

InTASC Model Core Teaching Standards for Beginning Teachers

Standard 1: Learner Development: The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation

Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Further information about the InTASC Standards, including the full text of the knowledge, performance, and dispositions sub-standards, is available at https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Overview of the Undergraduate Yearlong Internship and Student Teaching/Graduate Internship Experience

UNC Charlotte
Cato College of Education

The *Student Teaching Handbook* serves as the common syllabus for the yearlong internship and all student teaching/graduate internship courses. Student teaching/graduate internship candidates from the following teacher education programs complete this experience:

- Art Education K–12
- Child and Family Development B–K
- Dance Education K–12
- Elementary Education K–6
- Foreign Language Education K–12: French, German, Spanish
- Middle Grades Education 6–9: Language Arts, Math, Science, Social Studies
- Music Education K–12
- Secondary Education 9–12: English, Math, Science, Social Studies
- Special Education K–12: Adapted Curriculum
- Special Education K–12: General Curriculum
- Special Education & Elementary Education
- Theatre Education K–12

During the senior year, candidates participate in a yearlong internship experience. The yearlong internship (YLI) consists of a semester of part-time involvement in an assigned classroom followed by a full-time semester of student teaching/graduate internship with the same classroom teacher.

In the first semester of their yearlong internship, candidates demonstrate their development as teachers through the requirements described in the yearlong internship section of this Handbook. Undergraduate candidates complete an average of 100 hours in the classroom and document this involvement on the YLI Attendance Log. All graduate candidates complete a minimum of 30 hours as assigned by their specific programs and document their involvement on the YLI Attendance Log. During the first semester, candidates use the Field Experience Checklist found on the OSCP website to structure their activities, which include acclimating themselves to the classroom and school, developing their skills and knowledge, and attending faculty meetings and parent events. The Clinical Educators provide regular feedback and two formal assessments of candidates' development, using the Yearlong Internship Assessment form. This form is based on the Cato College of Education's Professional Dispositions. Lateral entry/residency candidates do not have Clinical Educators, thus, this does not pertain to them.

After the first semester internship, candidates move on to complete a full-time semester-long student teaching/graduate internship experience. Student teaching/graduate internship is the culminating experience in all teacher preparation programs. It provides opportunities for the candidates to demonstrate the skills, knowledge, attitudes, and understandings learned in courses taken before student teaching/graduate internship and to demonstrate readiness for teacher licensure.

In student teaching/internship, candidates demonstrate their competence through requirements described elsewhere in the *Handbook*. The Clinical Educator and University

Supervisor assess and document candidate development by using the assessment instruments. The University Supervisor conducts conferences with the student teacher and the Clinical Educator following formal classroom observations. In addition to the assessment instruments and conferences, candidates receive peer and faculty support during seminars, through email and phone contacts, and during individual consultations with the University Supervisor.

The University Course Catalog describes student teaching as “a planned sequence of experiences in the student’s area of specialization conducted in an approved school setting under the supervision and coordination of a university supervisor and a Clinical Educator. During student teaching, the student must demonstrate the competencies identified for their specific teaching field in an appropriate grade level setting. The student is assigned 16 weeks in a school setting.

In order to enter the undergraduate student teaching semester, candidates must meet the following criteria: (1) senior status; (2) completion of all other coursework in the program of study; (3) an overall GPA of 2.50 or higher; (4) grades of C or higher in all professional education courses, and a GPA of 2.75 or higher in those courses; (5) grades of C or higher in all courses in the area of teaching specialization, and a GPA of 2.75 or higher in those courses; (6) admission to a teacher education program at least one semester prior to student teaching; (7) completion of prerequisite evidences completed in coursework and scored and uploaded to TaskStream; and (8) a recommendation from the faculty advisor(s) certifying readiness to student teach.

The student teaching/graduate internship experience is structured around the Cato College of Education’s Conceptual Framework, *Professional Educators Transforming Lives*. While candidates are involved in the experience, they have the opportunity to (1) build their *knowledge* in areas including knowledge relevant to the 21st Century, specialty area knowledge, pedagogical knowledge, knowledge of learners and their contexts, self-awareness, and knowledge of policies, laws, standards, and issues; (2) increase the *effectiveness* of their practice in areas including effectiveness in use of 21st Century skills, planning, implementation, and evaluation, research-based practice, research skills, culturally competent practice, responsiveness to diverse learners, and reflective practice; and (3) demonstrate their *commitment to the profession* through their actions including positive impact on learners, ethical practices, leadership, ability to collaborate, demonstration of student advocacy and professional identity and desire for continuous professional growth. The student teaching/graduate internship experience is aligned with the standards of the Council for the Accreditation of Educator Preparation (CAEP). It allows the candidate to demonstrate the dispositions and the professional and pedagogical knowledge and skills at levels expected by the profession (Standard 1). The Clinical Educator and the University Supervisor regularly and systematically assess the candidate’s performance. This assessment is used to evaluate and improve the candidate’s performance (Standard 2). In addition, the student teaching experience has been developed and conducted collaboratively with school partners throughout the University service area (Standard 3). Additionally, during the graduate student teaching internship experience, the candidate is able to demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn (Standard 4).

The student teaching/graduate internship experience also is aligned with the standards of the Interstate New Teacher Assessment and Support Consortium (InTASC), “that outline what teachers should know and be able to do to ensure every PK-12 student reaches the goal of

being ready to enter college or the workforce in today's world" (CCSSO, 2013, p.3). Candidates are supported and challenged as they develop knowledge, dispositions, and skills in the areas of (1) *The Learner and Learning* including learner development, learning differences, and learning environments; (2) *Content Knowledge* and application of content; (3) *Instructional Practice* including assessment, planning for instruction, and instructional strategies; and (4) *Professional Responsibility* including professional learning and ethical practice and skills in leadership and collaboration.

The candidate is actively involved in the classroom for the full semester and eventually assumes all instructional and non-instructional duties of the Clinical Educator. The candidate maintains full responsibility of the classroom for a period of at least 20 consecutive instructional days. The candidate remains actively involved through the duration of the semester. The candidate plans lessons, delivers instruction, assesses student performance, manages student behavior, and communicates with colleagues and parents. The classroom teacher and University Supervisor help the candidate refine and develop teaching proficiency through modeling, conferences, observations, and evaluative feedback.

The candidate also participates in a small group seminar, led by the University Supervisor. The student teaching/graduate internship seminar provides reinforcement and professional development opportunities. The University Supervisor provides a separate schedule to guide the group's activities.

There is an assessment process during student teaching. The Clinical Educator observes the candidate on a daily basis and provides both formal and informal feedback to foster growth. The University Supervisor observes the candidate, formally, at least three times to provide formal feedback.

The assessment instruments used during formal assessment observations assess the candidate's development and provide specific written feedback to foster growth. The candidate also uses the assessment tools for self-evaluation and develops other products that are evaluated.

Candidate performance evaluation in the seminar phase of the semester is based on attendance, participation, completion of the common tasks, and subsequent appropriate application of the content in the classroom setting. The final grade for student teaching is impacted by the quality and consistency of the candidate's involvement in and commitment to seminar.

Upon completion of the student teaching experience, the successful candidate will be able to demonstrate a series of competencies and behaviors based on the InTASC standards and the College of Education Conceptual Framework. The quality and consistency of these competencies and behaviors are measured on the assessment instruments and are reported summatively on the [*Certification of Teaching Capacity*](#) (CTC) form. The final student teaching grade is based upon the degree of quality and consistency demonstrated by the candidate throughout the semester. The final grade is assigned by the University Supervisor. In addition, the University Supervisor, Clinical Educator, and school principal jointly recommend the successful candidate for a North Carolina teaching license. Additional information about the evaluation process, final grade criteria, and the recommendation for licensure can be found elsewhere in the *Handbook*.

Overview of the Residency and Graduate Internship Experience

UNC Charlotte
Cato College of Education

The graduate internship and/or Residency Program is the culminating experience in Phase I of the Graduate Certificate in Teaching programs leading to initial licensure in the state of North Carolina. It provides the opportunity for the candidate to demonstrate the skills, knowledge, attitudes, and understandings learned in courses taken before the school internship and to demonstrate readiness for teacher licensure. Candidates from the following teacher education programs complete this experience:

- Arts Education: K–12
- Career and Technical Education 6-12
- Child and Family Development: B–K
- Elementary Education: K–6
- Teaching English as a Second Language: K–12
- Foreign Language Education: K–12: French, German, Spanish, Chinese, Japanese, American Sign Language, Cherokee
- Middle Grades Education 6–9: Language Arts, Mathematics, Science, Social Studies
- Special Education K–12: General Curriculum, Adaptive Curriculum
- Secondary Education 9–12: English, Mathematics, Science, Social Studies

The Graduate Certificate Program—is the pathway for initial licensure. Required coursework and classroom experiences prepare educators as they begin a career in education. Students in the graduate certificate program may complete their licensure in a number of ways.

- *Traditional Route* – Traditional candidates will complete requirements in a school placement with one of our school partners and in the classrooms of selected Clinical Educators.
- *Teacher Assistants* – Teacher assistants whose position matches their program of study may complete requirements in their classrooms under the guidance of the classroom teacher. Some teacher assistants will complete requirements in different classrooms in their schools of employment or in one of our partner schools in the classrooms of selected Clinical Educators. The option is determined by school district policies and the employing school administration.
- *Residency Licensure Program* - This program has replaced the previous North Carolina designation of Lateral Entry and is for candidates who have already secured a teaching position but have not completed all licensure requirements. Candidates will be able to apply for a 1-year license twice during the process of completing the program and clearing their residency license to an initial license. Questions regarding this process should be directed to the Teacher Education Advising and Licensure Office (TEAL) in the Cato College of Education.

The most important difference between the Residency Candidates and the others is that most Residency candidates will already have a school placement (their own classroom) and will not need a placement or a clinical educator.

In the graduate internship, candidates demonstrate their competence through the requirements described elsewhere in the *Handbook*. The Clinical Educators and/or University Supervisors assess and document candidate development by using the assessment instruments. The University Supervisor conducts conferences with the candidate and the Clinical Educator or on-site supervisor/administrator immediately following formal classroom observations or as soon as possible within 48 hours. In addition to the assessment instruments and conferences, candidates receive peer and faculty support during seminars, through email and phone contacts, and during individual consultations with the University Supervisor. All candidates in the graduate certificate program will receive online support in seminar. The requirements will be listed in the section describing seminar elsewhere in the *Handbook*.

The graduate internship is designed to be a planned sequence of experiences in the candidate's area of specialization conducted in an approved school setting under the supervision and coordination of a University Supervisor and a Clinical Educator/on-site supervisor such as the candidate's mentor or school administrator.

During the internship semester (the semester prior to student teaching) candidates must demonstrate the competencies identified for their specific teaching field in an appropriate grade level setting. The candidate spends approximately 30–40 hours over 10 weeks in an assigned school setting. In addition, the candidate participates in online and campus-based seminars scheduled throughout the semester.

In order to enter the internship semester, candidates must meet the following criteria: (1) formal admission to the teacher education program; (2) completion of all professional education coursework with a GPA of 3.0 or higher and no more than two grades of C; (3) completion of all background coursework requirements in the teaching content area with a GPA of 2.5 or better and no grades lower than C (Note: Requirements in some programs are different); (4) completion of prerequisite evidences completed in coursework and uploaded and scored in Taskstream; and (5) documentation of completion of field experiences in two diverse settings (Note: One setting may be the school site for the graduate student teaching internship, one of the settings should also meet the criteria of school of need based on specific North Carolina public school data. This requirement is not applied to Residency candidates as they are already formally employed in a school at the time of program acceptance).

The graduate internship is structured around the Cato College of Education's Conceptual Framework, *Professional Educators Transforming Lives*. While candidates are involved in the experience, they have the opportunity to (1) **build their knowledge** in areas including knowledge relevant to the 21st Century, specialty area knowledge, pedagogical knowledge, knowledge of learners and their contexts, self-awareness, and knowledge of policies, laws, standards, and issues; (2) **increase the effectiveness** of their practice in areas including effectiveness in use of 21st Century skills, planning, implementation, and evaluation, research-based practice, research skills, culturally competent practice, responsiveness to diverse learners, and reflective practice; and (3) **demonstrate their commitment to the profession** through their actions including positive impact on learners, ethical practices, leadership, ability to collaborate, demonstration of student advocacy and professional identity and desire for continuous professional growth.

The graduate internship is aligned with the standards of the Council for the Accreditation of Educator Preparation (CAEP). The internship allows the candidate to demonstrate content

knowledge, pedagogical knowledge and skills, and professional dispositions necessary to help all students (Standard 1). The Clinical Educator and the University Supervisor regularly and systematically assess the candidate's performance. This assessment is used to evaluate and improve the candidate's performance (Standard 2). The graduate internship experience has been developed and conducted collaboratively with school partners throughout the University service area (Standard 3). Additionally, during the graduate internship experience, the candidate is able to demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn (Standard 4).

The graduate internship also is aligned with the standards of the Interstate New Teacher Assessment and Support Consortium (InTASC), "that outline what teachers should know and be able to do to ensure every PK-12 student reaches the goal of being ready to enter college or the workforce in today's world" (CCSSO, 2013, p.3).

Candidates who have a Clinical Educator are actively involved in the classroom for the full semester and eventually assume all instructional and non-instructional duties of the Clinical Educator for a period of 20 consecutive days. The candidate plans lessons, delivers instruction, assesses student performance, manages student behavior, and communicates with colleagues and parents. The classroom teacher and University Supervisor help the candidate refine and develop teaching proficiency through modeling, coaching, conferences, observations, and evaluative feedback.

Graduate candidates teaching in their own classrooms also plan and implement instruction according to the requirements delineated in this *Handbook*. The University Supervisor works closely with school administrators to observe, coach, and evaluate the candidate's performance using the same instruments used for all initial licensure candidates.

There is a formal observation and evaluation process during the graduate internship. Graduate candidates who have a Clinical Educator are provided with formal and informal feedback on a daily basis. Graduate interns are observed by the University Supervisor at least three times during the internship and receive both formal and informal feedback on their classroom performance. Clinical Educators and University Supervisors use the assessment instruments during formal observations to assess the candidate's development and to provide specific written feedback to foster growth. The candidate also uses the assessment instruments for self-evaluation and completes requirements that are evaluated. Candidates who are employed as Residency teachers and are teaching in their own classrooms receive feedback from their mentors and building administrators as well as the University Supervisor assigned to them.

All graduate candidates participate in seminars. The graduate internship provides reinforcement and additional instruction on such topics as planning, lesson design, classroom management, instructional methods and materials, individualized instruction, assessment, research findings, professionalism, and self-reflection. The University Supervisor provides a schedule to guide seminar activities.

Evaluation of candidate performance in the seminar phase of the semester is based on attendance, participation, completion of online module questions, and subsequent appropriate application of the content in the classroom setting. The final grade for the semester is impacted by the quality and consistency of the candidate's involvement in seminar. Additionally, the seminar is designed to support candidate completion of their capstone project

and initial licensure requirement, the edTPA product.

Upon completion of the graduate internship experience, the successful candidate will be able to demonstrate a series of competencies and behaviors based on the InTASC standards and Cato College of Education Conceptual Framework. The quality and consistency of these competencies and behaviors are measured on the assessment instruments and are reported summatively on the *Certification of Teaching Capacity* (CTC). The final course grade is based upon the degree of quality and consistency demonstrated by the candidate throughout the semester. The final grade is assigned by the University Supervisor. In addition, the University Supervisor, Clinical Educator, and school principal jointly recommend the successful candidate for a North Carolina teaching license. Additional information about the evaluation process, final grade criteria, and the recommendation for licensure can be found elsewhere in the *Handbook*.



Policies and Guidelines

Code of Student Academic Integrity

Candidates have the responsibility to know and observe the requirements of the UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrication or falsification of information, multiple submission of work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor and are binding on the candidates. Academic evaluations in this course include a judgment that the candidate's work is free from academic dishonesty of any kind; and grades in this course, therefore, should be and will be adversely affected by academic dishonesty. Candidates who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to F. Standards of academic integrity will be enforced in this course. Candidates are expected to report cases of academic dishonesty to the course instructor.

The following conduct is prohibited in the Code of Student Academic Integrity:

1. **Cheating**—intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.
2. **Fabrication and Falsification**—intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
3. **Multiple Submission**—the submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.
4. **Plagiarism**—intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.
5. **Abuse of Academic Materials**—intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.
6. **Complicity in Academic Dishonesty**—intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

A full explanation of these definitions and a description of procedures may be found at www.legal.uncc.edu/policies/ps-105.html#III.

Code of Ethics for North Carolina Educators

[North Carolina State Board of Education Policy Manual](#)

Policy Identification Priority: Quality Teachers, Administrators, and Staff

Category: Qualifications and Evaluations **Policy ID Number:** QP-C-014

Policy Title: 16 NCAC 6C .0601 and 16 NCAC 6C .0602 Policy regarding the Code of Ethics for North Carolina Educators.

Preamble: The purpose of this Code of Ethics is to define standards of professional conduct.

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains 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 must express:

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 and 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:
 - 1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
 - 2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
 - 3. 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.

4. Recommend persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, 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.

Adopted by the State Board of Education June 5, 1997.

.0601 Purpose and Applicability

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as "educator" or "professional educator," and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3; Eff. April 1, 1998.

.0602 Standards of Professional Conduct

- a) The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.
- b) Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.
 - 1) Generally recognized professional standards: The educator shall practice the professional standards of federal, state, and local governing bodies.
 - 2) Personal conduct: The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.
 - 3) Honesty: The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
 - A) statement of professional qualifications;
 - B) application or recommendation for professional employment, promotion, or licensure;
 - C) application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
 - D) representation of completion of college or staff development credit;
 - E) evaluation or grading of students or personnel;
 - F) submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;

- G) submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
 - H) submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
 - I) Proper remunerative conduct: The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
 - J) Conduct with students: The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
 - any use of language that is considered profane, vulgar, or demeaning;
 - any sexual act;
 - any solicitation of a sexual act, whether written, verbal, or physical;
 - any act of child abuse, as defined by law;
 - any act of sexual harassment, as defined by law; and
 - any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.
 - K) Confidential information: The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
- 4) Rights of others: The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
 - 5) Required reports: The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
 - 6) Alcohol or controlled substance abuse: The educator shall not: A) be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat. § 90-95, the Controlled Substances Act, without a prescription authorizing such use; B) be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or C) furnish alcohol or a controlled

substance to any student except as indicated in the professional duties of administering legally prescribed medications.

- 7) Compliance with criminal laws: The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.
- 8) Public funds and property: The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- 9) Scope of professional practice: The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C of the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
- 10) Conduct related to ethical violations: The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3; Eff. May 1, 1998

Statement on Substitute Teaching

In some situations, candidates may serve as substitute teachers, but it is expected that this will occur infrequently and only in appropriate situations. In all cases, the best interests of the candidate and the students in the classroom should be considered. The following guidelines apply in determining if the candidate is to serve as the substitute.

1. School system guidelines must be followed, including policies related to payment for services. The University neither requires nor prohibits that the candidate be paid.
2. If the Clinical Educator is absent during the first five weeks of the semester, a licensed substitute teacher must be hired to be in the classroom with the candidate.
3. After the fifth week, the candidates may serve as substitute teachers only in the classrooms of their Clinical Educators and only if approved by the school system.
4. The University Supervisor, the Clinical Educator, and the principal each must give prior approval to the decision.

Statement on Corporal Punishment

A candidate may neither participate in administering corporal punishment to pupils nor serve as a witness if staff members employed by the school system administer corporal punishment.

Legal Status of Student Teaching

(From the NC General Statutes - Chapter 115C Article 17D.)

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.

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.

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.

Assignment of Duties. – 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.

Statement of Level of Supervision of Student Teachers/ Graduate Interns

The student teaching experience provides opportunities for the candidate to demonstrate readiness for licensure and autonomous classroom practice. Throughout the semester the Clinical Educator, principal, and University Supervisor provide guidance and feedback to support the candidate's growth toward full professional status. At the end of the semester, they make written recommendations for licensure.

To facilitate this process, the student teaching experience includes situations in which the candidate manages the classroom and teaches under the close direction and supervision of the Clinical Educator. In other situations, the candidate is asked to take substantial independent responsibility for planning and delivering instruction and for managing student behavior inside and outside the classroom, while receiving little or no direct supervision. In consultation and cooperation with the University Supervisor, the principal and the Clinical Educator are asked to make professional judgments regarding the level of direct supervision that is appropriate to the candidate's maturity and level of development toward full professional status. In cases where a candidate is assigned to a classroom where the Clinical Educator has specialized training to support students (tube feeding, administering medication, changing diapers, forced restraints, etc.) student teaching candidates should not provide such care during the student teaching internship unless they are the teacher of record (residency candidates or a teacher assistant student teaching in the same classroom).

Statement on Professional Liability

School personnel are responsible for the protection of students while they are in school. When an accident or injury occurs to a student, the teacher or candidate may be charged with negligence. Candidates should investigate the options available for professional liability insurance and make a personal decision about whether or not to obtain coverage. Many professional organizations provide liability coverage, often with payment of membership fees. For example, the Student North Carolina Association of Educators (SNCAE), which is affiliated with the National Education Association and the North Carolina Association of Educators, offers liability coverage, as does the Professional Educators of North Carolina (PENC) and the Council for Exceptional Children (CEC). Candidates are strongly encouraged to obtain liability coverage through a professional organization or through a personal policy.

Undergraduate Student Teaching Policies and Responsibilities

Candidates are responsible for adhering to all policies, procedures, and responsibilities noted below and within the *Student Teaching/Graduate Internship Handbook*. Signing the *Application for Yearlong Internship or Student Teaching* indicates awareness and acceptance of the policies and procedures listed below. **The candidate may be removed from student teaching for failure to comply.**

1. The goal of the student teaching placement process is to place each candidate in an environment where maximum professional growth can occur. While a candidate's preference is always considered, other critical factors affect the final placement decision, including the negotiations between the University and the school systems, placement in partner schools/districts, and placement in a diverse setting as defined by the state statute. Therefore, no assurance can be given that a placement will be in the desired location. Special circumstances should be discussed with the Assistant Dean of the Office of School and Community Partnerships at the time of application. The candidate is obligated to accept the placement that is arranged. Transportation is the responsibility of the candidate.
2. The candidate may not seek to influence or arrange his/her school placement by contacting administrators, principals, or teachers.
3. The candidate may not complete student teaching in a school where a son/daughter is a student or where a parent, spouse, or other close relative is employed.
4. Candidates are not placed in schools where they were formerly employed as a teacher assistant, long-term substitute teacher, or coach.
5. Undergraduate candidates may not accept employment by or volunteer for a school system during student teaching, in positions such as teacher assistant, long-term substitute teacher, or coach. This restriction avoids the potential conflict of interest between the responsibilities of the paid position and the requirements of the academic experience.

6. *Student Teaching (+MDSK 4150 for middle and secondary candidates)* is a 12–15 semester-hour course and constitutes a full-time academic load. Candidates may not register for additional coursework at any institution of higher education, except through the Academic Petition process.
7. Student teaching places heavy responsibility and time demands on candidates, far beyond what is normally experienced in a 12–15 semester-hour course load. Part-time employment often interferes with successful performance. Student teaching responsibilities at school or on campus are never waived or modified to accommodate the demands of outside employment. Therefore, part-time employment during student teaching is strongly discouraged.
8. Candidates who must work are advised to limit their hours and to keep the Clinical Educator and University Supervisor fully informed of the arrangements. Candidates must comply with the policies, procedures, and expectations for teachers of the school system to which they are assigned, including attendance, work hours, dress, and personal conduct. Candidates follow the holiday calendar of the school system, rather than that of UNC Charlotte.
9. All activities during student teaching are designed to encourage maximum professional growth. Candidates are responsible for implementing all requirements and expectations described in the *Student Teaching/Graduate Internship Handbook*.
10. Attendance and punctuality are mandatory for all daily school activities and for all on-campus events, including Student Teacher Orientation, seminar meetings, UNC Charlotte Career Center Teacher Education Job Fair, and the Education 101 event.
11. Submission of the *Application for Yearlong Internship/Student Teaching* does not constitute registration for the student teaching course. University course registration must be completed in the regular manner during the pre-registration or registration periods.
12. Final approval for student teaching is granted immediately before the beginning of the semester. If this final screening reveals that the applicant has become ineligible, the candidate must cancel his/her registration, and school system personnel will be notified. If the candidate learns that he/she is likely to become ineligible, or if the candidate decides not to enter student teaching as scheduled, the Assistant Dean of OSCP should be notified immediately. Failure to do so is considered discourteous and unprofessional because of its negative impact on both the University and the school.
13. On the application for admission to the teacher education program, students were asked to disclose all misdemeanor and felony convictions they may have received. Since admission to teacher education, students who are convicted of misdemeanor or felony charges will notify the Office of Teacher Education Advising and Licensure (TEAL) immediately. Failure to do so may result in dismissal from the teacher education program.

Graduate YLI (GYLI) Internship Policies and Responsibilities



Office of School and Community Partnerships
9201 University City Blvd., Charlotte, NC 28223-0001
t/ 704.687.8802 f/ 704-687-1487

A list of policies can be found here: <https://osacp.charlotte.edu/resources/policies>

Candidates are responsible for adhering to all policies, procedures, and responsibilities noted below and within the *Student Teaching/Graduate Internship Handbook*.

1. The goal of the graduate internship placement process is to place each graduate candidate in an environment where maximum professional growth can occur. While a candidate's preference is always considered, other critical factors affect the final placement decision, including the negotiations between the University and the school systems. Therefore, no assurance will be given that placement will be in the desired location. Special circumstances should be discussed with the Assistant Dean of the Office of School and Community Partnerships at the time of application. The candidate is obligated to accept the placement that is arranged. Transportation is the responsibility of the candidate.
2. The candidate may not seek to influence or arrange his/her school placement by contacting administrators, principals, or teachers.
3. The candidate may not complete the graduate internship in a school where a son/daughter is a student or where a parent, spouse, or other close relative is employed.
4. Graduate candidates are not placed in schools where they were **formerly** employed as a teacher assistant, long-term substitute teacher, or coach. Once the graduate internship has begun, the candidate is discouraged from accepting employment in a school/ school system in positions such as residency teacher, teacher assistant, long-term substitute teacher, or coach.
5. The graduate internship is typically a three to five semester-hour course; however, the requirements and responsibilities of student teaching constitute a full-time academic load. Therefore, graduate candidates may not register for additional coursework unless it is an approved component of their graduate internship semester.

6. The graduate internship places heavy responsibilities and time demands on candidates, far beyond what is normally experienced in a three to five semester-hour course. Responsibilities at school or on campus are never waived or modified to accommodate the demands of outside commitments.
7. Graduate candidates must comply with the policies, procedures, and expectations for teachers of the school system to which they are assigned, including attendance, work hours, dress, and personal conduct. Graduate candidates follow the holiday calendar of the school system, rather than that of UNC Charlotte.
8. All activities during the graduate internship are designed to encourage maximum professional growth. Graduate candidates are responsible for implementing all requirements and expectations described in the *Student Teaching/Graduate Internship Handbook*.
9. Attendance and punctuality are mandatory for all daily school activities and for all on-campus events, including the Student Teacher Orientation, seminar meetings, UNC Charlotte Career Center Teacher Education Job Fair, and the Education 101 event.
10. Submission of the *Application for the Graduate Internship* does not constitute registration for the graduate student teaching course. University course registration must be completed in the regular manner during the pre-registration or registration periods.
11. Final approval for the graduate internship is granted immediately before the beginning of the semester. If this final screening reveals that the applicant has become ineligible, the candidate must cancel his/her registration, and school system personnel will be notified. If the candidate learns that he/she is likely to become ineligible, or if the candidate decides not to enter the graduate internship as scheduled, the Assistant Dean of OSCP should be notified immediately. Failure to do so is considered discourteous and unprofessional because of its negative impact on both the University and the school.
12. Academic Petitions must be submitted with the application for any special requests that are relevant to eligibility for the graduate internship (such as taking a course while completing the internship).
13. On the application for admission to the teacher education program, students were asked to disclose all misdemeanor and felony convictions they may have received. Since admission to teacher education, students who are convicted of misdemeanor or felony charges will notify the Office of Teacher Education Advising and Licensure (TEAL) immediately. **Failure to do so may result in dismissal from the teacher education program.**

YLI, Student Teaching, and Graduate Internship Policy Details

Below is a list of important policies with links available for easy access. Compliance with all policies is a requirement and beneficial for optimal success. Please refer to these policies frequently, and become familiar with the regulations included.

Practicum Placement Policy ([Link to Policy](#))

Placement for the yearlong internship and student teaching is an important component of the experience. This policy describes many of the procedures and requirements that must be followed.

Policy on Repeating Undergraduate Student Teaching and the Graduate Internship/Student Teaching ([policy link](#))

This policy details the procedures and requirements for repeating student teaching if the need arises.

Criminal Background Check and Drug Screening policy ([policy link](#))

This policy describes requirements for criminal background checks and drug screening for the Cato College of Education as well as agencies and school districts where candidates might be placed for internships and student teaching.

Transient Student Teaching policy ([policy link](#))

On infrequent and appropriate occasions, a candidate may be granted permission to student teach in a school district that is distant from UNC Charlotte. Some reasons for a transient student teaching placement are worthy of consideration; others are not. Details are outlined in the policy.

Policy on Completing Student Teaching in an Alternate Setting ([policy link](#))

Student teachers may have the opportunity to begin teaching jobs before the official end of the student teaching semester. University Supervisors should discuss these guidelines with any students and/or principals considering employment.

Copyright in an Electronic Environment (Guidelines from Consortium of College & University Media Centers)

General Guidelines

1. Students may use portions of lawfully acquired copyrighted works in their academic multi-media projects, with proper credit and citations. They may retain them in personal portfolios as examples of their academic work.
2. Students and teachers must include on the opening screen of their programs and on any printed materials that their presentation has been prepared under fair use exemption of the US Copyright Law and are restricted from further use.
3. Educators may claim fair use for their own productions providing these productions are:
 - a. For face-to-face curriculum-based instruction
 - b. Demonstrations of how to create multimedia productions
 - c. Presented at conferences (but students may not share copies of the actual production)
 - d. For remote instruction as long as the distribution signal is limited
 - e. Kept for only two years
4. Fair use ends when the multimedia creator loses control of the product's use, such as when it is accessed by others over the Internet.

Educators or students need not write for permission if their presentation falls within the specific multimedia fair use guidelines; however, educators and students are advised to note that if there is a possibility that their own educational multimedia project incorporating copyrighted works under fair use could later result in broader dissemination, whether or not as commercial product, it is strongly recommended that they take steps to obtain permissions during the development process for all copyrighted portions rather than waiting until after completion of the project.

Fair Use Guidelines for Multimedia

Text

Up to 10 percent of a copyrighted work or 1,000 words, whichever is less.

Poems

Entire poem if less than 250 words. 250 words or less if longer poem.

No more than five poems (or excerpts) of different poets, from an anthology. Only three poems (or excerpts) per poet.

Motion Media

Up to 10 percent of a copyrighted work or three minutes, whichever is less. Clip cannot be altered in any way.

Illustrations

A photograph or illustration may be used in its entirety.

No more than five images of an artist's or photographer's work.

When using a collection, no more than 10 percent or no more than fifteen images, whichever is less.

Music

Up to 10 percent of a copyrighted musical composition, but no more than thirty seconds. Up to 10 percent of a body of sound recording, but no more than thirty seconds.

Any alterations cannot change the basic melody or the fundamental character of the work.

Internet

Internet resources often combine both copyrighted and public domain sites; therefore care should be used in downloading any sites for use in multimedia presentations. Until further clarification, educators and students are advised to write for permission to use Internet resources and to be mindful of the copyright ramifications of including embedded additional links to that particular site.

Numerical Data Sets

Up to 10 percent or 2,500 fields or cell entries, whichever is less, may be copied from a copyrighted database or data table.

A field entry is defined as a specific item of information (e.g., name, Social Security number) in a record of a database file.

A cell entry is defined as the intersection where a row and a column meet on a spreadsheet.

Copying and Distribution Limitations

Do not post multimedia projects claiming fair use exemption on an unsecured website. No more than two copies of the original production may be made.

Only one copy may be placed on reserve for others to use for instructional purposes.

An additional copy may be made for preservation purposes, but may be used or copied only to replace a copy that has been lost, damaged, or stolen.

If more than one person has created the multimedia presentation, each principal creator may retain only one copy.

Alteration Limitations

Multimedia selections falling within the above guidelines may be altered to illustrate a specific technique or to support a specific instructional objective.

Notation of the alteration should be documented within the presentation itself.

Multimedia Presentations Citations

Educators and students must credit sources, giving full bibliographic information when available. Educators and students must display the copyright notice and copyright ownership information if this is shown in the original source.

Copyright information for images may be shown in a separate bibliographic section unless the presentation is being used for distance learning. In this case, the information must be incorporated within the image itself (i.e., it must appear on the screen when the image is viewed).

Permission Requirements

For multimedia projects used for non-educational or commercial purposes, permission is required. For duplication or distribution of multimedia projects beyond limitations outlined above, permission is required.

Video Candidates must follow the video guidelines delineated by the school system in which they are student teaching.

Information Technology Evaluation Services, Public Schools of North Carolina, 1997

Educator’s Guide to Copyright Law

Fair Use Doctrine

Copyright protects works from unauthorized copying, performance, or display. This protection provides an incentive for creators to continue to produce works since they know that they will have the sole rights to use or market their work.

In certain situations, however, the Copyright Act recognizes that it is in the public’s best interest to allow for the use of a work without compensation to the copyright holder. Quoting a small passage from a novel in the middle of a book report constitutes one such fair use, for example.

Fair Use in Education

There are four factors that courts will consider when determining whether a use is fair. By examining those four factors, students and teachers can get a sense of when it is permissible to use works under copyright in their education.

Character of the Use:	As long as the teacher or student uses the work solely for education, this factor weighs in favor of a finding of fair use.
Nature of the Work:	Use of a factual work in research is likely to be found fair, but even limited use of a creative work can be fair if all of the other factors are met.
The Amount Used:	If students and teachers only use a small portion, they should be all right. If entire works or substantial amounts are copied, then the use is on shakier ground.

The Effect on the Market: If the students and teachers truly need a full version of the work and are only copying to avoid buying a license, then the use probably isn't fair.

Different Types of Media

Students and teachers learn by using a wide variety of media: books, Internet articles, videos, sheet music.

Different types of media may have different rules associated with them. For video in particular, a committee established a set of guidelines to help educators and students determine when, why and how they could make copies of broadcasts for the purposes of education.

Guidelines for Off-Air Taping for Educational Purposes

1. The Guidelines were developed to apply only to off-air recording by non-profit educational institutions.
2. A broadcast program (including cable programs) may be recorded off-air and retained by a non-profit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after the date of recording.
3. Off-air recording may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary in classrooms and similar places devoted to instruction within a single building, cluster, or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) calendar day retention period. "School days" are school session days—not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions—within the forty-five (45) calendar day retention period.
4. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
5. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each additional copy shall be subject to all provisions governing the original recording.
6. After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes (i.e., to determine whether or not to include the broadcast program in the teaching curriculum), and may not be used in the recording institution for student exhibition or any other non- evaluation purpose without authorization.
7. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

8. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
9. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

Generally Unacceptable Uses

The following uses are generally not acceptable:

1. Used for entertainment, recreation, or even cultural value when unrelated to the teaching activity.
2. Transmitted by radio or television (either open or closed circuit) from an outside location.
3. Shown in a place such as an auditorium or stadium to an audience that is not confined to students (e.g., a PTA meeting), and when the public display is not for criticism, comment, news reporting, or teaching.
4. The material was illegally acquired or duplicated.

(Published in the October 14, 1981 Congressional Record, pp. E4750-E4752.)



Part 2

THE YEARLONG INTERNSHIP EXPERIENCE

The Undergraduate and Graduate Yearlong Internship

The yearlong internship, which takes place during the two semesters of the final year of the program, is the culminating field experience for candidates preparing to be teachers. During the first semester, candidates spend the equivalent of one day per week in the classroom of an experienced mentor teacher. Candidates follow the *First Semester Guidelines* to complete a series of activities and experiences designed to acclimate them to the classroom and school environment. During this first semester, candidates complete courses on campus, many of which have required field experience components that may be accomplished in the internship setting. The second semester of the internship is the full-time student teaching experience, during which candidates remain with their assigned teachers.

This continuous, seamless contact with a teacher and students provides candidates with a realistic, valuable, pre-service experience. It is designed to provide candidates with the opportunity to be involved in a classroom and school environment over an extended period of time. The model is grounded in the [Conceptual Framework for Professional Education Programs at UNC Charlotte](#).

Both candidates and classroom teachers benefit from the yearlong internship experience. Candidates benefit by having a continuing placement for two semesters. They are able to participate in teacher workdays and the opening and closing days of school, and they have extended time to experience the total school environment. Clinical Educators are able to provide a gradual, extended induction period for the candidate before beginning full-time student teaching responsibilities. The yearlong internship provides more communication with the University and opens doors for expanded professional development opportunities.

Get Involved

The candidate who plays an active role in the school setting is more likely to be perceived as an energetic, dedicated professional than one who is minimally involved. Look for ways to take a role in the school by joining a committee, participating in after-school events, and showing enthusiasm and diligence for assigned duties.

Responsibilities

Responsibilities of the Yearlong Intern

1. Review the *Student Teaching/Graduate Internship Handbook*
2. Self enroll and complete all modules on the YLI/ST Canvas page.
3. Exchange contact information with the Clinical Educator and the school secretary.
4. Communicate with university professors about coursework clinical requirements.
5. Communicate with the Clinical Educator about requirements and expectations.
6. Spend the equivalent of one day per week in the classroom.
7. Notify the Clinical Educator immediately concerning absences or late arrivals.
8. Secure approval from the Clinical Educator before completing any instructional activities.
9. Complete the appropriate *Field Experience Checklist* and secure signatures from the Clinical Educator.
10. Complete the *Attendance Log* on each visit and secure signatures from the clinical Educator.
11. Submit the completed [Field Experiences Checklist](#) and the [Attendance Log](#) to the Field Experiences Portfolio in TaskStream at the end of the semester.
12. Conform to all school rules and policies.
13. Exhibit professional behavior in interactions with staff, students, and community members.
14. Maintain confidentiality regarding students and school issues.
15. Dress appropriately according to the UNC Charlotte dress code which can be found at <https://ofe.uncc.edu/sites/ofe.uncc.edu/files/media/files/COED Dress Code - 2017 - final.pdf>.
16. Seek to grow personally and professionally.

Responsibilities of the Clinical Educator

1. Review the *Student Teaching/Graduate Internship Handbook*.
2. Complete Clinical Educator online modules.
3. Acquaint the intern with the organization and classroom management.
4. Familiarize the intern with organization, personnel, and school resources.
5. Provide necessary instructional materials and school resources.
6. Assign a work space within the classroom for the intern's professional materials.
7. Assist the intern with completing activities on the [Field Experiences Checklist](#)
8. Verify and sign the [Attendance Log](#) **daily** before the intern leaves your classroom for the day.
9. Complete the *Yearlong Internship Assessment*, sent from OSCP, at mid-term and at the end of the semester. Discuss assessment with the intern.
10. Assist the intern in developing instructional plans.
11. Provide the intern with instructional opportunities.
12. Involve the intern in formal and informal assessment of student learning.
13. Guide the intern in self-assessment and reflective practices.
14. Communicate with the Office of School and Community Partnership's point of contact by program and/or the Assistant Dean of the Office of School and Community Partnerships if questions or concerns arise.
15. Return requested forms and questionnaires to the Office of School and Community Partnerships.

Responsibilities of the University Faculty

1. Allow interns to complete clinical requirements in the internship classroom.
2. Ensure that interns clearly understand clinical requirements and expectations for the courses.
3. Communicate with Clinical Educators when necessary to clarify and verify clinical experiences.
4. Engage interns in discussion and reflection about their clinical experiences.

Responsibilities of the Office of School and Community Partnerships

1. Secure an appropriate placement for the intern.
2. Assign a University Supervisorpoint of contact for each program area.
3. Communicate with the intern regarding the placement and expectations for the semester.
4. Communicate with Clinical Educators regarding the internship.

Requirements

Attendance

Interns are expected to schedule the equivalent of one day per week in their Clinical Educator's classroom over the course of the semester. It is critical to the experience, to arrive at the school when the CE is required to arrive and to stay through the afternoon to include time after dismissal (graduate candidate attendance requirements may differ by program according to program faculty). Before and after school allows participation in activities and duties that are part of a teacher's day (e.g., car lines, meetings, professional development). Time outside of the students' day also gives them and their CEs valuable time to communicate.

Most interns are completing the final semester of course work and often have classes during the day, and many interns hold jobs to save money for the full-time student teaching semester. In addition, some university professors may have arranged required clinical experiences in other schools. Given the constraints, interns are expected to promptly establish a fixed schedule with their Clinical Educator for participation and completion of course/program requirements.

It is to the intern's advantage to become acquainted with the students, the Clinical Educator's teaching and management styles, as well as the total school environment in order to have a smooth entry into the student teaching/graduate internship semester and receive optimum benefit from the internship. Attendance must be documented (including the CE signature). **each visit** on the *Attendance Log*. Interns submit the completed log to Task Stream at the end of the semester. Clinical Educators are encouraged to contact the Office of School and Community Partnerships if concerns arise about attendance.

Field Experience Checklists

The *Field Experience Checklists* provide direction for the types of experiences that will be beneficial to candidates in the induction phase of the internship. These experiences are grounded in the [College's Conceptual Framework](#) and the national [InTASC standards](#). All interns are responsible for obtaining the Clinical Educator's signature to verify activity completion.

Interns submit the completed *Field Experience Checklist* to the Task Stream at the end of the semester where it will be available for review by the University Supervisor before student teaching.

Communication

Clear and frequent communication between the intern and the Clinical Educator is important for a successful internship experience. An Initial Planning Meeting should be scheduled during a non-instructional time between the Student Teacher and Clinical Educator for sharing contact information, setting communication protocols, getting acquainted, establishing a schedule, and planning.



Communication Tip: Keep a *Dialogue Journal*—for recording questions, answers, reminders, and suggestions.

Communication with the Office of School and Community Partnerships will also contribute to a successful internship experience. The YLI/ST Canvas course and monthly live sessions with University Supervisors are designed to support interns with completion of requirements and proactively answer questions that may arise. Clinical Educators are encouraged to call the Office of School and Community Partnerships at 704-687-8802 or email oscp-coed@uncc.edu with questions, concerns, and reports.

Evaluation

Interns are expected to use the internship experience to increase their knowledge and skills as teachers and to learn more about the standards and content knowledge, dispositions, and professional behaviors expected of teachers. To foster this growth, Clinical Educators must provide informal feedback on a regular basis. In addition, Clinical Educators complete a written mid-semester and final evaluation of the intern, using the forms sent by the Office of Assessment in the Cato College of Education. At each assessment point, the Clinical Educator and intern should discuss the results of the assessment and plan for areas where growth is most needed. This is usually completed electronically through a survey. A link to the form will be sent by the Office of Assessment.

Preparing for the Student Teaching Semester

While the internship experience as a whole provides excellent preparation for the student teaching semester, there are specific steps that interns can take to assure their success:

1. Discuss the student teaching sections of this *Handbook* with their Clinical Educator.
2. Advisors submit Step Two of the *Internship Application* by the announced deadline.
3. Complete the YLI/ST Canvas Course.

Policy Statements

Please refer to the policy and guidelines section in Part 1 of the *Handbook* for statements regarding substitute teaching, corporal punishment, and legal status.

Timeline for YLIs

Fall to Spring	Spring to Fall	YLI Expectations/Responsibilities
August	January	<ul style="list-style-type: none"> • YLI Shows CE how to access the <i>Handbook</i> on the OSCP website • CE-YLI Planning Meeting: <ul style="list-style-type: none"> ◦ <i>Handbook</i> information ◦ <i>Field Experience Checklist</i> ◦ Schedule for classroom involvement • <i>Attendance Log</i>—begin recording attendance • Self enroll in <i>YLI/ST Canvas course</i> and begin modules • Attend <i>Live Information Session</i> with University Supervisors
September - November	February-April	<ul style="list-style-type: none"> • Attend placement weekly and be actively engaged in the classroom • Document attendance on <i>Attendance Log</i> - CE signature required before leaving each school visit • Document activities/tasks completed on <i>Checklists</i> • Complete all coursework and clinical requirements • CE and YLI meet to plan and reflect—at least twice/month (during weekly visit) • Complete and discuss the <i>Yearlong Internship Assessment of form</i>—at midterm • Attend <i>YLI Live Information Sessions</i> with University Supervisors • Complete <i>YLI/ST Canvas course</i> modules
December	May	<ul style="list-style-type: none"> • Submit <i>Checklist</i> and <i>Attendance Log</i> to TaskStream • Meet with CE to discuss <i>Yearlong Internship Assessment form</i> -- (final) • Complete final <i>YLI/ST Canvas course</i> module to prepare for full time student teaching
January	August	<ul style="list-style-type: none"> • Attend orientation for Student Teachers • Begin student teaching as directed • Attend <i>Initial Visit</i> with CE and US
February - April	September - November	<ul style="list-style-type: none"> • Full Time Student Teaching • Apply for graduation (required for ALL programs) • Complete and submit edTPA • Attend all <i>Student Teaching Seminars</i>
May	December	<ul style="list-style-type: none"> • Complete student teaching • Complete licensure requirements (see exam requirements for your program area... teal.uncc.edu) • Commencement

YLI = Yearlong Intern

CE = Clinical Educator

US = University Supervisor

OSCP = Office of School and Community Partnerships, UNC Charlotte

YLI Assessment of Progress

The YLI Assessment of Progress comes from the Pre-Candidate Assessment of Student Teaching (Pre-CPAST) evaluation tool. Pre-CPAST is similar to the instrument used during the student teaching semester. Both Clinical Educators and candidates use this instrument to assess/self-assess progress at the midpoint and end of the yearlong internship semester. During the YLI semester, the Clinical Educators will assess the candidates as well. Clinical Educators will also determine any areas of concern before completing an end of YLI semester final version. If areas of concern appear, there will be an opportunity for the candidate, the Clinical Educator, and a representative from the Office of School and Community Partnerships to meet and address the concerns prior to the student teaching semester.

Pedagogy Rows	I. Assessment Techniques
Planning for Instruction and Assessment	Analysis of Teaching
A. Focus for Learning: Standards and Objective/Targets	J. Connections to Research and Theory
B. Assessment of P-12 Learning	Dispositions Rows
Instructional Delivery	Professional Commitment and Behaviors
C. Learning Target and Directions	K. Demonstrates Punctuality
D. Check for Understanding	L. Meets Deadlines and Obligations
E. Digital Tools and Resources	Professional Relationships
F. Safe and Respectful Environment	M. Collaboration
Assessment	Critical Thinking and Reflective Practice
G. Data-Guided Instruction	N. Responds Positively to Feedback and Constructive Criticism
H. Feedback to Learners	



Part 3

THE STUDENT TEACHING AND GRADUATE INTERNSHIP EXPERIENCE



The Participants' Responsibilities

The Student Teacher

Responsibilities to the School

1. Exchange addresses and telephone numbers with the Clinical Educator, and provide the school secretary with contact information during the first week in the school.
2. Request from the Clinical Educator a school handbook, seating charts, schedules, floor plans of the building, and other helpful materials during the first week in the school.
3. Reflect on the impact of instructional practices on the cognitive and affective development of students.
4. Place school duties ahead of personal commitments and accept responsibilities which are a necessary part of the profession.
5. Exemplify the attitudes and actions of a professional educator rather than those of a student.
6. Conform to school rules, policies, and local standards of behavior.
7. Follow the rules of basic courtesy toward teachers, students, school staff, and members of the community.
8. Cooperate at all times with teachers and administrators.
9. Avoid criticizing the school, the Clinical Educator, and the community.
10. Safeguard all personal and confidential information regarding students and school issues; use it for professional purposes only.
11. Dress appropriately and professionally. Refer to the Cato College of Education dress code policy.
12. Take an active part in the extracurricular activities of the school.
13. Seek ways to grow personally and professionally.
14. Ask the Clinical Educator, technology/media specialists, and/ or administrative team about the use of videos and the Internet in the classroom.
15. Maintain a professional relationship with students, faculty, and staff at all times.
16. Return textbooks, resource materials, student records, keys, and other materials before the last day of student teaching.
17. Candidates should exercise caution and common sense when using personal social media sites. Professionalism at all times is expected of all candidates.

Responsibilities to the University

1. Remember that you represent the university in your role as a student teacher.
2. Communicate concerns and needs to the University Supervisor for support and guidance.
3. Attend all university seminars and other functions assigned by the University Supervisor.
4. Take part in conferences with the Clinical Educator and the University Supervisor.
5. Complete all requirements of the student teaching experience.

Personal Responsibilities

1. Every teacher has his/her own style. The way you present material and work with students may be different than that of your Clinical Educator. Your style must be consistent with your own personality and educational experience. A technique that works for your Clinical Educator may be successful because of his/her personality or because she/he has been teaching for many years. You may be able to use the same technique with some modification. Be respectful of your Clinical Educator while implementing your individuality.
2. The student teaching internship is a full-time responsibility. Be mindful of assuming additional responsibilities outside of student teaching during this critical semester.
3. The student teaching internship can be stressful. All teacher candidates are encouraged to stay physically and mentally fit during the semester. Follow a sensible living pattern that includes adequate sleep, diet, recreation, class preparation, and teaching time.

Gossip

Gossip has no place in the student teaching experience. It leads to lack of trust and contributes to closing the lines of communication. School principals deplore gossiping because it is a deterrent to a positive school climate. This is a very important lesson to learn while student teaching. A true professional does not listen or contribute to the gossip cycle.

Wardrobe

First impressions count! It is important to dress as a professional. Your mode of dress should allow students to recognize you as a teacher. Clinical educators and principals often stress this point. Even if your CE and other teachers dress more casually, remember that you are the person who wants to be hired. Dress with future employment in mind.

Dress Code Policy

-<https://ofe.uncc.edu/sites/ofe.uncc.edu/files/media/files/COED%20Dress%20Code%20-%202017%20-%20final.pdf>

The Clinical Educator

The Clinical Educator plays an essential role in assuring a successful student teaching/graduate internship experience. Through his/her preparation, guidance, and knowledge, the candidate learns firsthand the dimensions of the profession.

1. Be a positive member of the school community and for the teaching profession.
2. Provide daily coaching and feedback to the candidate. The role of CE is changing to include more coaching and mentoring of the candidate than a hands-off approach.
3. Attend required training and orientation provided by the Office of School & Community Partnerships and the Cato College of Education.
4. Complete the required Confidentiality Agreement and maintain the confidentiality of the teacher candidate as outlined by the Family Educational Rights and Privacy Act (FERPA) 1974.
5. Communicate regularly with your assigned University Supervisor, student teacher, and the Office of School & Community Partnerships regarding your teacher candidate's progress.
6. Establish a plan of communication with your teacher candidate regarding his/her attendance, lesson planning expectations, parent communication, classroom and school procedures, and school and district rules and policies. This includes exchanging contact information and the method of preferred contact.
7. Provide the teacher candidate with necessary materials for planning, data collection, and his/her role as a full-time teacher candidate (textbooks, schedules, class lists, seating charts, school & district handbooks, curriculum guides, and other important information).
8. Establish expectations regarding implementation of school policies, management, drills (fire, tornado, and lock-down) classroom management, parents, other pertinent community-related events or issues.

9. Provide an area for the candidate to work, and introduce the candidate to the students and staff.
10. Plan to conference with the teacher candidate *at least once per week*. Informal feedback through coaching and mentoring should occur daily.
11. Plan lessons jointly at the beginning of the student teaching semester.
 - a. As the candidate develops confidence with lesson planning and working with students, responsibilities for planning should increase.
 - b. As the semester progresses, the teaching load should be gradually increased until the full load is attained.
 - c. Utilize co-teaching strategies as the candidate assumes full-time responsibility for the class.
 - d. As the semester ends, responsibilities should be decreased gradually. During the last week, candidates are required to assist in the classroom while observing other teachers.
12. Work with the candidate and support staff concerning roles in the classroom (Teacher Assistants, English Learner, Exceptional Children).
13. Evaluate the candidate formally during the semester using the Candidate Preservice Assessment of Student Teaching (CPAST). A formal conference should follow each observation. CPAST documentation and a formal feedback log should be submitted to University Supervisors a minimum of 2 - 3 days prior to their observations.
14. Make time to meet with the University Supervisor during scheduled visits. Review scores and provide honest and constructive feedback to the candidate.
15. Inform the University Supervisor or the Assistant Dean of School & Community Partnerships **immediately when serious or continuous problems occur or there are persistent concerns with a candidate's performance.**
17. Share feedback of the candidate's progress with the University Supervisor throughout the semester and provide input into the final grade of student teaching.
18. Complete all final documentation in a timely manner.

Tips from Experienced Clinical Educators

Experienced Clinical Educators offer the following suggestions that are helpful in establishing a relationship and rapport with their student teachers.

1. Introduce the candidate to staff, students, and parents.
2. Share the staff handbook.
3. Explain rules and policies for teachers.
4. Explain school procedures for items such as supplies, parking, cafeteria, etc.
5. Provide the daily schedule.
6. Provide the school and system calendars.
7. Provide supplies and a desk or personal area.
8. Give a school tour.
9. Invite the candidate to join parent-teacher conferences when appropriate.
10. Begin a dialogue journal.
11. Share beginning/end of year procedures including room arrangement, planning, and paperwork.
12. Allow opportunity to work with individual students or small groups.
13. Encourage the student teacher to observe the Clinical Educator for specific aspects

of teaching as needed:

- Pace of lessons
- Questioning techniques
- Interactions with students
- Dealing with inappropriate behavior
- Use of technology
- Student time on task
- Differentiation of student assignments
- Transition between subjects and within lessons
- Management techniques such as gaining students' attention, movement around classroom, voice, variation of activities, reward for positive behavior
- Reflections on lessons

The University Supervisor

The primary goal of the University Supervisor (US) is to *coordinate* the work of student teachers, faculty, and Clinical Educators, eliminating the silos traditionally established in university-based teacher preparation programs. While some coaching or co-teaching is part of the job, the primary responsibility is to *communicate and coordinate*. The responsibilities of the US are as follows:

1. Work closely with the Principal and Assistant Dean in the Office of School and Community Partnerships to select the Clinical Educators (CEs).
2. Work with 35-40 teacher candidates each semester. These candidates include those in the student teaching semester and those in the first semester of the yearlong internship.
3. Hold an orientation for all CEs in their schools.
4. Hold an orientation for all candidates, sharing how they will coordinate the work and how they will support and assess the candidates.
5. Conduct performance assessments (i.e., CCAST) of all student teachers.
6. Meet with the CEs in their schools or virtually after the first six weeks to gather strengths and needs of the candidates from each of the CE's perspective.
7. Meet with the teacher candidates as a group approximately 10 times per semester through a seminar format.
8. Utilize technology to collect/analyze data and to support teacher candidates.
9. Work collaboratively with the Director of Assessment on collecting and submitting data.
10. Provide edTPA support to all student teachers in their assigned schools. (Intensive workshops for needed re-takes will occur outside this role.)
11. Teach the student teaching seminar each semester at one of their assigned schools, using summarized data to tailor the content of the seminar to address the fluctuating needs of candidates.
12. Work with CEs to provide the final grade for candidates.
13. Coordinate professional development for the CEs (and other teachers in the school, along with candidates) on coaching, focus practices, or other topics (e.g. writing instruction, classroom management) identified as needs by the school. The US will coordinate the PD, and may provide the PD, as appropriate.
14. Attend faculty PD as directed by the Assistant Dean.
15. May be assigned one additional course per year, depending on candidate load.
16. May be assigned other special duties, given case load, needs of the program, and expertise of the US. These duties will be determined by the Assistant Dean for School and Community Partnerships.

17. Meet with and provide necessary orientation to prospective Clinical Educators concerning their responsibilities; exchange addresses, phone numbers, and email addresses.
18. Visit and confer with the candidates and Clinical Educators individually and jointly.
19. Observe each candidate in at least three classes during the student teaching experience; if necessary, the University Supervisor will visit and observe more often. Observations may be virtual, in-person, or a combination of the two.
20. Submit documents relevant to evaluation, course credit/grade, licensure, and program assessment at the end of the term.

The Principal

The school principal shares an important responsibility in ensuring a successful student teaching experience.

1. Welcome the candidate to the school. Consider offering an orientation to the school building, school policies, and community back-ground early in the experience.
2. Introduce the candidates at the first faculty meeting to make them feel a part of the school.
3. Check periodically with the Clinical Educator and/or the University Supervisor to assess the experience.
4. Observe the candidate, using the teacher evaluation instrument if appropriate, to help the candidate learn about the principal's teacher evaluation responsibilities.
5. Provide professional support to the candidate whenever possible.
6. Inform the University Supervisor or the Assistant Dean of OSCP immediately in the event of a professionally troublesome experience or an emergency.
7. Complete the candidate's recommendation for licensure by signing the Certification of Teaching Capacity (CTC).



Schedule and Requirements

Schedule for the Student Teaching/Graduate Internship Semester

The candidate will follow the school calendar instead of the university calendar. Vacations will be observed in accordance with the school system calendar.

The candidate will assume and release teaching responsibilities in a gradual manner. The following chart reflects the schedule recommended by the university; however, details for each candidate’s duties should reflect a sensible progression for the classes involved as determined by the Clinical Educator and University Supervisor.

General Student Teaching Schedule

**Note: Modified schedules will be provided.*

- Weeks 1–2

Attend orientation at the university. Begin orientation and active participation in the school. Plan with the Clinical Educator. Work with individuals and small groups and begin active teaching parts of lesson at Clinical Educator discretion. Actively begin planning the edTPA product for implementation.
- Weeks 3–6

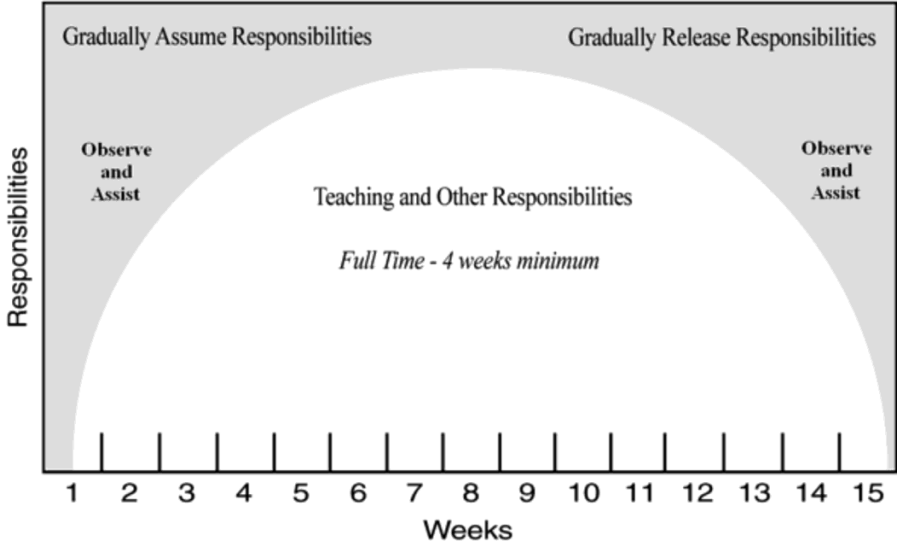
Assume one responsibility at a time until the full teaching load is acquired. Follow the recommended schedule for completing edTPA tasks in preparation for official submission.
- Weeks 7–11

Begin or maintain all planning, teaching, evaluation, and non-instructional responsibilities. During this period edTPA will be officially submitted for scoring.
- Weeks 12–14

Release responsibilities gradually, while maintaining active involvement in planning and teaching for the remainder of the semester.
- Weeks 15–16

Maintain active assistance in the classroom. Observe other teachers, grade levels, and programs as time permits and at University Supervisor’s and/or Clinical Educator's discretion.

Typical Semester Overview



Modified Schedule for Residency Candidates

Week 1	Attend orientation at the University (Remote or Distance Education candidates via online). Actively begin planning the edTPA product for implementation.
Weeks 2–6	Write full lesson plans for one content area/block each week. Follow recommended schedule for completing edTPA tasks in preparation for official submission.
Weeks 7–15	The University Supervisor may allow all plans to be written in accordance with your school system’s policies if lesson planning proficiency is shown; however, continue to write full plans for visits by your on-site supervisor, principal, and University Supervisor. During this period edTPA will be officially submitted for scoring.
Week 16	At the end of the semester, all graduate interns will complete an exit interview, program evaluation, and licensure documentation.

Modified Schedule for Undergraduate Middle Grades Candidates

Weeks 1–2	Attend orientation at the University. Begin orientation and active participation in the school. Plan with the Clinical Educators; work with individuals and small groups. Actively plan edTPA, as it will be completed in the first content placement.
Weeks 3–5	Assume one class period at a time until full teaching load is reached in the first content area. Follow recommended schedule for completing edTPA tasks in preparation for official submission.
Weeks 5–7	Begin or maintain all planning, teaching, evaluation, and non-instructional responsibilities for the first content area. During this period edTPA will be officially submitted for scoring.
Week 8	Transition to the second content area.
Week 9	Assume one class period in the second content area.
Weeks 10–12	Assume remaining class periods; begin or maintain all planning, teaching, evaluation, and non-instructional responsibilities for the second content area.
Weeks 13–14	Release responsibilities gradually, while maintaining active involvement in planning and teaching for the remainder of the semester.
Weeks 15–16	Maintain active assistance in the classroom. Observe other teachers, grade levels as time permits.

Modified Dual Placement Student Teaching Schedule

Weeks 1–2	Attend orientation at the University. Begin orientation to and active participation in the school. Plan with the Clinical Educators; work with individuals and small groups. Actively plan edTPA, as it will be completed in the elementary education classroom.
Weeks 3–4	Assume one class period at a time until full teaching load is reached in your elementary classroom. You should be full time beginning the 5 th week. Follow recommended schedule for completing edTPA tasks in

preparation for official submission.

Weeks 5-7

Maintain all planning, teaching, evaluation, and non-instructional responsibilities for the elementary classroom. During this period, edTPA will be officially submitted for scoring.

Week 8

Gradual release of elementary classroom teaching responsibilities. Transition to the special education setting.

Week 9

Active participation in the special education classroom. Plan with the Clinical Educators; work with individuals and small groups.

Weeks 10-11

Gradually assume teaching and non-teaching duties until you are full time. You should be full time beginning the 10th week.

Weeks 12-14

Maintain all planning, teaching, evaluation, and non-instructional responsibilities in the special education setting.

Week 15

Gradual release of teaching responsibilities in the special education classroom.

Weeks 16 - 17

Maintain active assistance in the classroom. Observe other teachers, grade levels, and programs as time permits.

Teamwork

Learn to be a team player. Teamwork is an important lesson to learn. You, your Clinical Educator, and other professionals in the building are a team because education is a collaborative effort. No matter who you are, you cannot be effective without help in a school setting. Work together with all professionals in the building.

Student Teacher/Graduate Internship Requirements

The following requirements apply to candidates in all program areas, but candidates in specialty areas should consult the *Handbook* for modifications for certain disciplines.

Attendance

The student teaching semester is a full-time experience in the classroom. The candidate is required to follow the school system calendar for the duration of the student teaching semester.

1. Duplicate the Clinical Educator's daily schedule, which includes arriving and leaving at designated times. Promptness is essential.
2. Candidates report to school on teacher workdays; these are **not** optional workdays for candidates.
3. Attend all professional meetings.
4. Attend all orientation sessions, seminars, conferences, and other meetings arranged by the University Supervisor.

5. Notify the Clinical Educator and the University Supervisor promptly in case of absence, late arrival, or early departure.
6. Get approval, in advance, from the University Supervisor and the Clinical Educator for all absences other than those due to personal illness.
7. Make up absences in excess of three days.

Beginning of Semester Observation of/Participation with the Clinical Educator

(Does not apply to Residency Candidates)

The candidate should begin the semester observing the teacher's methods of planning and evaluation, management of instruction and student behavior, and the overall learning environment of the classroom. Additionally, and very importantly the candidate should be actively involved in the classroom from the first day in order to establish credibility and to begin building rapport with the students in the Clinical Educator's classroom(s). The activities the candidates engage in can include small groups, one-to-one help, leading parts of a lesson, or helping identify needs for the Clinical Educator. Students with questions or off-task behavior would be examples of this type of observing/assisting.

End of Semester Observations at Discretion of CE and/or University Supervisor

(Does not apply to Residency Candidates)

Time permitting, end of the semester observations of other classroom teachers in the school who are known as experts in important areas like planning, instruction, assessment, engagement, technology, or behavior management can be arranged. There may only be a week or less to conduct these types of observations, and it may be up to the discretion of the Clinical Educator and/or University Supervisor as the candidate may need additional time with the CE's classes or may want to continue with that additional practice. This is situational and best left up to the three individuals to discuss (CE, ST, and US). Lastly if an opportunity to observe in a school the candidate is not placed in arises, then the following protocol should be followed:

1. The observations are arranged by the Clinical Educator and/or the University Supervisor with the other host teacher to be observed.
2. The host teacher has the approval of his/her principal.
3. The total time in other schools does not exceed two or three half-days.
4. The candidate signs in and out at both schools.

Planning

The candidate plans instruction on a weekly basis and modifies plans daily in response to student needs. Written plans should be submitted to the Clinical Educator for feedback and signed approval at least two days prior (excluding weekends) to teaching each lesson. All plans will be reviewed by the University Supervisor during each visit. Additionally, candidates can share plans and materials in advance of University Supervisor visits via the appropriate university approved technology.

NOTE: Planning requirements for Residency candidates will be provided by the University Supervisors.

Teaching

The candidate is involved in the classroom instructional program for the entire semester. After gradually assuming teaching responsibilities in the first weeks of the semester, the candidate teaches full-time for a *minimum of 20 consecutive instructional days*. Candidates in the middle grades and DUAL programs will teach

for 15–18 consecutive days in each setting. Under the guidance of the Clinical Educator, the candidate assumes primary responsibility for all planning, instruction, and assessment. During this time the candidate maintains all instructional and non-instructional duties.

For the preschool level, the candidate is responsible for all daily components of the classroom.

For the elementary school level, the candidate must teach all subjects.

For a split semester (middle grades and special education/elementary), the student teacher must teach both areas. The student teacher's typical schedule is to gradually assume all classes in the first area for a period of 15–18 days. At the end of this period, the student releases all of the classes at once and begins a five to eight day transition to the second setting. The student would then assume the second set of classes as quickly as possible for another period of 15–18 days. Ideally, both teachers should be on the same team. The student teacher is required to participate in all team planning meetings and required activities.

For the high school level, the candidate should have no more than two different preparations. In the event that a Clinical Educator is released from a class period for non-instructional duties, (i.e., department chairperson or athletic director), or a teaching assignment is inappropriate for the candidate, the supervising team will identify an appropriate alternative teaching assignment for that period. The candidate must have the same planning period as the Clinical Educator(s) and should participate in all departmental meetings.

edTPA Lesson Plans

The edTPA performance-based assessment completed during the early part of the student teaching experience will require very detailed and extensive lesson plans (up to 4 pages are allowed per lesson for submission). This is the expectation for the edTPA product only and is based on the fact that once submitted plans are not subject to change or feedback. These plans must provide sufficient depth and breadth to properly evaluate the candidate's overall ability to plan. In contrast, daily lesson plans throughout the semester will not require this level of detail and are subject to feedback and changes. Lastly, for the purposes of consistency and organization, candidates must use university approved and provided [lesson plan templates for the official edTPA submission](#).

Reflections

Candidates will reflect on lesson strengths and needs daily/weekly and seek advice and feedback from the Clinical Educator. In order to provide updates and to record candidate reflections and growth along with Clinical Educator feedback and advice, candidates will complete reflections according to the University Supervisor's format to keep them up-to-date on the growth and possible candidate needs. Additional information and templates will be available in the seminar sessions with the University Supervisor.

Assessments of the Student Teacher

The candidate is observed by the Clinical Educator and the University Supervisor within each of three specific assessment periods. Residency candidates (RES) and candidates who are teachers of record (GTR) do not have Clinical Educators, so the information pertaining to Clinical Educators does not apply to them. During each of the assessment cycles, the following process takes place:

During **assessment cycle one**, the candidate plans and teaches lessons which are observed and evaluated by the Clinical Educator using CFAST. A Residency candidate or teacher of record may request an observation from his/her mentor/department head for feedback prior to the University Supervisor's observation. The Clinical Educator completes the CE Observation Log at least once every two weeks. During **assessment cycle two**, the Clinical Educator completes the CE Observation Log at least once every two weeks, enters ratings on the CFAST consensus document, and reviews the CTC. During **assessment cycle three**, the Clinical Educator completes the CE Observation Log at least once every two weeks, enters ratings on the CFAST consensus document, and completes the digital CTC.

1. The Clinical Educator and candidate confer about observed lessons through the use of observation forms and additional notes taken by the Clinical Educator and/or the student teacher/graduate intern. Overall performance should also be a part of the post observation conference discussions.
2. Within 2 – 5 days prior to a University Supervisor's formal assessment observation, the Clinical Educator will conduct a formal assessment following protocol outlined above (#1).
3. The University Supervisor visits the classroom for formal observations once in each assessment cycle a minimum of two days, or no more than five days after the Clinical Educator observation. The University Supervisor observes a lesson planned and taught by the candidate and completes the CFAST form.
4. Prior to each of the University Supervisor's formal observations, the candidate completes a self-evaluation using the shared CFAST copy in the Google folder.
5. After formal University Supervisor observations, three conferences take place. One conference is between the candidate and the University Supervisor, another is between the Clinical Educator and the University Supervisor, and the third is a three-way conference between the candidate, Clinical Educator, and University Supervisor. At this three-way conference, the observations are discussed using observation forms and, if any, additional notes taken by the Clinical Educator, the student teacher or graduate intern, or University Supervisor. The CFAST summary form is reviewed and dated, and a date for the next University Supervisor observation is set. At the second observation conference (CE, ST, US), the candidate's mid-term grade is discussed and assigned. Candidates are also given feedback on progress on the mid-term *Certification of Teaching Capacity (CTC)*. This form is found in your Google folder.
6. At the last observation, the candidate's final assessment ratings are discussed. The final *Certification of Teaching Capacity (CTC)* is signed, digitally, by the candidate, CE (with exception to GLE's and Grad Residency candidates) US, and principal or designee. This form is found in your Google folder for your review, but it will be routed by OSCP for official signing.
7. In some cases, additional formal observations are completed by the Clinical Educator and/or the University Supervisor. This decision is made on a case-by-case basis.
8. All observations by the University Supervisor are scheduled prior to the visit. In some cases, the University Supervisor may visit and observe unannounced.

Class Records and/or Individual Student Records

1. Keep grades and assessment records separate from those of the Clinical Educator. Traditional methods and/or computerized systems may be used.
2. Prepare progress reports or other records of student performance for each subject under the guidance of the Clinical Educator.
3. Provide examples of student work, progress reports, and/or anecdotal records.

Technology

Candidates are required to use technology in instructional presentations and as a resource in daily and unit lesson planning. They are also expected to seek assistance from Clinical Educators, technology-media specialists, and others who can offer guidance about facilities and available resources.

Reflection

Reflection is an on-going and embedded expectation in many of the activities and requirements during student teaching. Reflection is a critical professional skill for an effective classroom teacher. Candidates are required to complete a mid-term self-evaluation using the CTC.

Seminar

The student teaching seminar is an integral part of the student teaching experience. Candidates are assigned to program/content area seminars. Seminar content will support but will not be limited to the completion of the edTPA product. Seminar is required and will be conducted in various formats not to distract from the student teaching experience but to enhance it. Candidates should contact appropriate seminar leads in case of conflicts. The edTPA seminars must be made up as this is now a requirement for initial licensure in North Carolina.

Paperwork

In this age of accountability and performance evaluation, student teachers will encounter volumes of paperwork. Paperwork is a necessary and important part of student teaching and teaching. The University requires projects and documentation as do the school and classroom. Your US will explain what paperwork is required for the University. Check with your CE about the paperwork and documentation responsibilities at the school. Completing paperwork on time is an essential skill to develop as a candidate.

Student Teaching Documentation

All written work (e.g., edTPA, observations, lesson plans) produced during the semester serves as documentation of progress, completion of requirements, and skill development. The University Supervisor will provide details on how and where to keep this documentation.

Candidate Information Form

Candidate _____ 800 # _____

Address _____

Phone(s) _____ Email _____

Clinical Educator #1 _____ Room Number _____

CE's Phone # _____ Email _____

Clinical Educator #2 _____ Room Number _____

CE's Phone# _____ Email _____

School Name _____ School Phone # _____

School Address _____

Main Office Receptionist _____ School Hours _____

Principal _____

Schedule

Give the specific time that each subject, period, and/or transition begins and ends; identify specific lunch and planning period times.

Monday	Tuesday	Wednesday	Thursday	Friday
Time:	Time:	Time:	Time:	Time:
Time:	Time:	Time:	Time:	Time:
Time:	Time:	Time:	Time:	Time:
Time:	Time:	Time:	Time:	Time:
Time:	Time:	Time:	Time:	Time:



Modifications for K-12 Licensure Areas

Modifications

Art, Dance, Music, and Theatre

Arts Education candidates complete student teaching in a single elementary, middle, or high school setting; however, on an individual basis and under the supervision and planning of the University Supervisor, arts candidates may complete a complementary intensive clinical experience at another school level.

Candidates in Arts Education fulfill the core requirements outlined in the *Handbook*; however, some changes will be made in the requirements for lesson planning. The University Supervisor will discuss these modifications in orientation and seminar sessions.

Foreign Language Education

Foreign Language Education candidates complete student teaching in a single elementary, middle, or high school setting. Candidates in Foreign Language Education fulfill the core requirements outlined in the *Handbook*. Their experiences most closely match those of middle and secondary candidates. In addition to all other programmatic requirements, Foreign Language Education candidates must complete the *Oral Proficiency Interview* in their intended language of instruction and obtain a minimum score of advanced-low prior to beginning the student teaching semester. The University Supervisor will discuss any foreign language modifications in orientation and seminar sessions.

Special Education

Special Education candidates complete student teaching in a single elementary, middle, or high school setting. Candidates fulfill core requirements outlined in the *Handbook*; however, some changes will be made in the requirements for lesson planning. The University Supervisor will discuss these modifications in orientation and seminar sessions.

Special Education/Elementary Education (Dual)

Special Education/Elementary Education candidates complete student teaching in a single elementary school setting. Within the hosting schools, they have both a regular elementary and a special education Clinical Educator. The semester is divided into approximate halves with the candidates spending a majority of their time in one setting during each segment, switching placements near mid-semester. The student teaching semester also provides experiences with inclusive education for students with disabilities requiring semester-long collaborative planning and lesson implementation between regular education and special education. Candidates fulfill core requirements outlined in the *Handbook*; however, some changes will be made in the requirements for lesson planning. The University Supervisor will discuss these modifications in orientation and seminar sessions.

Distance Education

Some candidates in the distance education programs will be observed remotely. Orientation will be recorded or live streamed when possible. The University Supervisor may visit the school site for the initial visit and/or observations depending on the distance of the school from campus. The student teaching requirements will be the same as the requirements for other student teaching programs. Candidates must have access to a computer with speakers and a microphone or headset.

Evaluations

The expectation of professional education programs at UNC Charlotte is for graduates to possess the qualities of highly effective teachers. They are expected to be knowledgeable in their fields of study, effective educators, and reflective practitioners. They are also expected to be responsive to issues of equity and diversity, collaborative in the professional environment, and leaders in the professional community. Student teaching/graduate internship is the culminating semester of work in which candidates have the opportunity to apply the knowledge gained from course work and all related clinical experiences to an intensive final field experience.

The student teaching/graduate internship experience is a performance-based course with specific requirements designed to enable the candidate to demonstrate the knowledge, skills, and dispositions necessary for success in the teaching profession. Both the University Supervisor and the Clinical Educator provide continuous feedback to the candidate through informal conversations and post observation conferences throughout the semester. Professional observations of the candidate's performance and growth are documented on the assessment instruments after each formal observation. CFAST is an evaluation instrument based on the Interstate New Teacher Assessment and Support Consortium (InTASC) and edTPA expectations. The Clinical Educator and University Supervisor use CFAST to provide documentation and to guide feedback after formal observations, and at other relevant times in the semester. Evidence collected from CFAST forms partially determines the final grade for student teaching, proficiency on the Certification of Teaching Capacity (CTC), and UNC Charlotte's recommendation for licensure.

Grading Standards for Graduate Interns/Student Teachers

Performance evaluation is based on classroom observation, written documents, work products including edTPA, seminar involvement, and dispositions assessment. Both the Clinical Educator and the University Supervisor provide performance documentation on the CFAST forms after each formal observation. The final teaching grade is based on the degree of quality and consistency demonstrated by the student teacher or graduate intern throughout the semester.

Grades Awarded in Student Teaching

A grade of **P (Pass)** means that the student teacher has met performance standards and completed all course requirements at or above the proficient level. The quality of the student teacher's work demonstrates a high level of competence and consistency. The student teacher earns the full recommendation of the University and the Local Education Agency (LEA) for licensure. A student teacher who receives a grade of Pass has achieved the knowledge, skills, and dispositions noted in the Conceptual Framework for Professional Education Programs at UNC Charlotte. This framework guides the preparation of excellent professionals who are capable of meeting the challenges of the educational environment. In this context, the *student teacher who earns a pass*:

- Demonstrates **leadership** by his/her commitment to making the student teaching experience a priority for the semester, exhibiting integrity and high moral standards in words and actions, seeking professional growth and involvement, and by showing optimism and intensity for living and learning as a model for students. The ***student teacher who earns a pass*** is dependable and responsible as evidenced by following through on responsibilities, being punctual in school and seminar attendance, completing lesson plans and other assignments by their due dates, and exhibiting a strong professional work ethic.

- Demonstrates advanced **knowledge** of human development, curriculum, content, and is able to link theory and research to classroom practices, including demonstration of this advanced knowledge in planning and implementation of these plans. The *student teacher who earns a pass* uses this knowledge to creatively individualize his/her classroom style and provide unique learning experiences for students.
- Demonstrates excellence in the ability to be an **effective** teacher through the use of appropriate strategies, planning, goal setting, implementation, and continuous assessment of student learning. The student teacher who earns a pass exhibits genuine interest in his/her students by working/planning for their success. The student teacher who earns a pass is an effective communicator who gives attention to accurate written and oral language skills.
- Demonstrates excellence in the ability to be a **reflective** teacher, as evidenced in educational decision-making, self-evaluation skills, flexibility, and the continuous improvement of professional practice. The student teacher who earns a pass shows initiative by asking questions to clarify, learn, and reflect on how to implement best practices.
- Demonstrates excellence in the ability to be **responsive to equity and diversity** as evidenced in his/her ability to apply knowledge and skills so as to foster an environment respectful of diverse backgrounds, cultures, individual differences, and to provide age and individually appropriate instruction. The student teacher who earns a pass holds high but realistic expectations for all students.
- Demonstrates excellence in the ability to **work collaboratively** with others in efforts to provide quality instruction for the students. The student teacher who earns a pass works in partnership with colleagues, administrators, and parents/families of the students and demonstrates a genuine interest in students and their community.

A grade of **N** (No Credit) means that the undergraduate student teacher's performance severely lacks the knowledge, skills, and/or dispositions for teaching. The candidate has not submitted essential assignments for the successful completion of student teaching (edTPA, reflection documents, lesson plans, attendance in the internship and/or seminar). Often the student teacher performing at this level is removed from the classroom by the University and/or upon the request of the school system.

A grade of **U** (Unsatisfactory) means that the graduate student intern's performance severely lacks the knowledge, skills, and/or dispositions for teaching. The candidate may not have submitted essential assignments for the successful completion of student teaching (edTPA, reflection documents, lesson plans, attendance in the internship and/or seminar). Often the intern performing at this level is removed from the classroom by the University and/or upon the request of the school system.

A grade of **I** (Incomplete) is assigned in accordance with University policy when the University Supervisor and the Assistant Dean for School and Community Partnerships determine that the student teacher is performing competently but cannot complete all the requirements due to circumstances beyond his/her control. The

student teaching experience must be completed during the next semester in residence, but no later than 12 months after the term in which the **I** was assigned, whichever comes first. If the **I** is not removed during the specified time, a grade of **F**, **U**, or **N** is automatically assigned.

A grade of **W** (Withdrawal) may be assigned under two conditions. First, a student teacher may voluntarily withdraw from the student teaching experience for personal reasons, within the timeline and guidelines set by the University. The student teacher is advised to consult with the Assistant Dean for School and Community Partnerships before completing the University request for withdrawal. Alternatively, a student teacher may be advised to withdraw by the University Supervisor and/or the Assistant Dean for School and Community Partnerships for professional reasons, within the timeline and guidelines set by the University.

NOTE: University Policy on Withdrawals (for undergraduate students only)

Students are expected to complete all courses for which they are registered at the close of the add/drop period. If students are concerned about succeeding in the course, it is important to make an appointment to speak with the course instructor as soon as possible. The University policy on withdrawal allows students only a limited number of opportunities available to withdraw from courses. Undergraduate students may receive a grade of W for no more than 16 credit hours over their academic careers. It is important for students to understand the financial and academic consequences that may result from course withdrawals. The UNC Charlotte Academic Policy: Withdrawal and Cancellation of Enrollment for undergraduate students is available from the Office of the Provost or online at:

<https://provost.uncc.edu/policies-procedures/academic-policies-and-procedures/withdrawal-and-cancellation-enrollment-policy>

Recommendation for the North Carolina Teaching License

The grade for the student teaching course and the recommendation for licensure are viewed as separate but related decisions. Candidates who earn a grade of **Pass** are recommended for the teaching license. Candidates who earn a grade of **No Credit** (undergraduates) or **U** (graduates) are not recommended for license, as noted in the description above. Candidates who earn grades of **I** or **W** exhibit deficiencies in performance or completion that are inconsistent with a recommendation for teacher licensure. In all cases, the University Supervisor consults with school personnel regarding grade determination and the licensure recommendations.



Lesson Planning

Daily Lesson Planning

Effective teachers set short and long-term goals for their students. Organizational skills, management (of self, time, materials, students, and the classroom), enthusiasm for teaching and learning, and a positive attitude are all qualities of good teaching. Lesson planning is an important part of organizational and management skills. Effective teaching will occur as a result of these qualities.

Questions to Consider in Planning

Careful attention to the planning of lessons will produce rewards in other areas such as classroom management and student success.

1. How will the learning objectives for the lesson be stated and communicated to students?
2. How will the lesson be organized in order to ensure student mastery of the learning objectives? How will student learning be evaluated?
3. How will the objectives be measured to assess student learning?
4. What processes and procedures do students need as a prerequisite for the lesson? How will prior knowledge be checked? What skills and competencies are students expected to master in this lesson?
5. How will the focus or introductory part of the lesson be used to focus students' learning and to ensure on-task behavior by all students?
6. In what ways can this lesson be enhanced by the use of technology?
7. How will students be encouraged and assisted to extend and refine the knowledge they are acquiring?
8. To what extent does the lesson contribute to students' ability to demonstrate self-regulated, critical, and creative thinking? What implications does the lesson have for real-life application?
9. How does the lesson plan accommodate students' individual needs?
10. How does the lesson plan match the scheduled time for the class period in order to allow for appropriate pacing, student interaction, and maximum learning opportunity?

Lesson Plan Formats

Teachers use various lesson plan formats to meet curriculum objectives and student needs. See the edTPA Canvas page for the current *required* lesson plan formats.

Planning

The well-planned student teacher will experience fewer surprises from the students during the teaching day. Always plan more than you think you will need. Always plan for individual differences. Someone is sure to finish early or to need more help.

Have a Plan.

For Elementary Student Teachers: The Master Plan

In an elementary school, the master plan is written when the content is taught in the same way each day that it is presented. Write one fully developed plan, which illustrates how the content would be taught on any given day. Then, on a daily basis, make note of variations/modifications to the detailed master plan.

Suggestions for Use of the Master Plan

Literacy activities: In the literacy block in many elementary schools, some activities fit well into the master plan format.

Calendar time: On a daily basis, note special circumstances such as the day after a holiday or weekend, birthdays, current events, reminders, changing from a one digit date to two, loss of teeth, first day of a new season, and reminders to call on particular students to check for understanding in some areas of confusion.

Daily News: Daily news can take various forms. Note how the news is solicited and recorded. List activities used to enhance literacy skills.

Story time: Describe how storytime is managed—how stories are selected, how the story is introduced, how and where children are positioned, how the discussion is orchestrated, and possible activities related to the story.

Centers: Explain the content of each center, how it is managed by the teacher, how children are selected to participate, and how much time is devoted to this activity.

Class meetings/share time: Describe how and where children are positioned, how children are selected to participate, and how much time is devoted to this activity.

Computer: Identify who is responsible for program selection, how the activity is introduced and related to other content areas.

Current Events: Describe how the time period is managed, how students are selected to participate, and how much time is allotted for this activity.

The Clinical Educator and the University Supervisor will assist with determining which curricular areas are best suited for this master plan format.



Licensure Procedures

Professional Education Licensure

Upon completion of the student teaching semester, candidates submit the licensure documents online.

Within four to six weeks of submitting the application, students whose application packets are complete with all supporting documents and fees will receive an email communication from the Office of Teacher Education Advising and Licensure (TEAL) in the Cato College of Education indicating that the packet has been sent to NC DPI.

Upon receipt of the application, the North Carolina Department of Public Instruction takes approximately six weeks to process and send the license. During this period, students are discouraged from calling either the North Carolina Department of Public Instruction or the Office of Teacher Education Advising and Licensure (TEAL) to determine the status of the license process since these calls will delay the licensure process.



Seminars

Student Teaching/Graduate Internship Seminar Information

Student Teaching Seminar

Seminar Hours: There will be approximately 10 student teaching seminars. Seminars may be synchronous or asynchronous. The seminar schedule and time is at the discretion of the University Supervisor, and there is a possibility for additional seminars depending on the program or semester. A detailed seminar schedule will be shared with you by your University Supervisor.

Seminar Description: The student teaching/graduate intern seminar is an integral part of the student teaching experience. Candidates are assigned to program/content group seminars based on specific areas of specialization such as birth-kindergarten, elementary, special education, visual arts, or secondary education. Candidates are supported and challenged as they develop knowledge, dispositions, and skills in the areas of content pedagogy, student development, diverse learners, critical thinking, motivation and management, communication and technology, planning, assessment, professional development, and parent and community involvement.

Seminar Rationale: Since student teaching/graduate internship is the culminating experience in all teacher preparation specialization programs, the seminar provides the opportunity for the candidate to demonstrate the competencies, knowledge, attitudes, and understandings learned in courses taken prior to student teaching and to demonstrate readiness for teacher licensure. Additionally, and not separate from these skills is the edTPA product that measures these critical skills of planning, instruction, and assessment that all candidates should develop. The edTPA project is an initial licensure requirement and scored externally by Pearson. Candidates will receive seminar support in organizing and submitting the product during seminar.

Seminar Objectives: The candidate will participate in discussions/ activities that:

- enable reflection on effective instructional strategies, planning, classroom management, varied methods of assessment, differentiation, and meeting the diverse needs of classroom students.
- provide support for common issues, concerns, and professional development.
- Complete and submit edTPA product for official scoring and licensure requirements.

Seminar Content: The student teaching/graduate intern seminar provides reinforcement and additional instruction on such topics as planning, lesson design, classroom management, instructional methods and materials, individualized instruction, assessment, communication, parent and community involvement, research findings, professionalism, self-reflection, use of technology, employment strategies, and edTPA preparation.

Seminar Requirements:

1. **Attendance:** Attendance is mandatory. Candidates demonstrate professionalism by being punctual for all seminar/professional events. They are also respectful of all members of the seminar group and attentive to discussions and activities offered.
2. **Participation:** Candidates attend seminar fully prepared to actively engage in

discussions and activities designed to enhance professional growth and collegiality. They avoid engaging in behaviors which are not pertinent to seminar discussions.

3. **Reflection:** Numerous opportunities are offered in the student teaching seminar for candidates to reflect on the knowledge, skills, and dispositions involved in all aspects of the teaching profession.
4. **Collaboration:** Candidates collaborate with each other through ongoing sharing and support regarding the professional demands of teaching as well as through informal communication.

Methods of Evaluation: Since the student teaching seminar is part of the overall student teaching/graduate internship course, the seminar does not receive a separate course grade. The candidate's performance evaluation in seminar is based on the seminar requirements (attendance, participation, reflection, collaboration). This performance is documented within the CCAST evaluation rubric and by University Supervisors.



Appendix

Semester Teaching Duties “Pick Up” Schedule Planning Sheet

Week of	Instructional Duties	Non-Instructional Duties	edTPA Responsibilities

Last day at Student Teaching placement _____



**Office of School & Community Partnerships
Meeting/Conference Record**

Candidate:		ID #:
Program:	Track:	Date:

Reason For Meeting:

-

Discussion Points:

-

Outcomes/Next Steps/Actions to be Taken/Advice to Candidate:

-

Signatures:

Candidate:	Date:
University Supervisor:	Date:
Assistant Dean/Lead University Supervisor:	Date:
Other:	Date:



Student Teaching Action Plan

Date: _____ ST: _____ 800#: _____ UG/Grad

CE: _____ FSC: _____

Program: _____ School/District: _____ Grade Level: _____

Description of Concern(s):

Agreed Upon Solution(s):

Timeline for Implementation and Improvement: Two weeks is the agreed upon amount of time unless otherwise indicated. List specific due dates in accordance with this plan.

My signature below indicates an acknowledgement of the following:

- I understand the contents of this action plan and the expectations as outlined above.
- I understand I must adhere to the two-week timeline and due dates as specified above.
- I understand that if I do not show substantial growth in each of the areas listed above, within the specified timeframe, I will not continue in this student teaching placement.

Candidate Signature: _____ Date: _____

Clinical Educator Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

_____ Date: _____

_____ Date: _____

Dismissal Form to be completed by the school and OSCP

- **Page 1 is to be completed by the school**
- **Page 2 is to be completed by OSCP**

Record of Dismissal - page 1
Termination of Student Teaching / Graduate Internship Placement

Candidate:	800#:
School:	District:
Clinical Educator:	Principal:
University Supervisor:	Date:

The candidate named above is being released from this placement because of the following behaviors:

-
-
-
-
-
-
-
-

Signatures

Clinical Educator:	Date:
Principal:	Date:

Conference to Review Dismissal Documentation - page 2

Candidate:	800#:
School:	District:
Clinical Educator:	Principal:
University Supervisor:	Date of Conference with Candidate:

Notes:

-

Based on the information provided, one of the following decisions will be made:

_____ The candidate will be placed in an alternate placement during the current semester if a reasonable amount of time is available and a satisfactory placement can be located to complete student teaching/internship requirements successfully, or

_____ The candidate will be guided to the *Policy on Repeating Undergraduate Student Teaching and the Graduate Internship / Student Teaching* at <https://osacp.uncc.edu/resources/policies-and-procedures-0>, will complete the prescribed remediation activities, and may apply to repeat student teaching / internship in a subsequent semester, or

_____ The candidate will receive the grade of I (if catalog requirements are met) and will complete student teaching/internship in an alternate setting during the following semester, or

_____ The candidate will be dismissed from student teaching / graduate internship with a grade of W, if appropriate, or a failing / unsatisfactory grade.

Signatures

Candidate:	Date:
University Supervisor:	Date:
Assistant Dean/Lead University Supervisor:	Date:
Other:	Date:

Additional Resources Links

Canvas

[Canvas.uncc.edu](https://canvas.uncc.edu)

Center for Counseling and Psychological Services (CAPS)

<https://caps.uncc.edu/>

edTPA

<http://www.edtpa.com/>

<http://edtpa.aacte.org/>

ETS

<https://www.ets.org/>

J. Murray Atkins Library

<https://library.uncc.edu/>

North Carolina Foundations of Reading General Curriculum exams

<https://www.nc.nesinc.com/>

Office of School and Community Partnerships

<http://osacp.uncc.edu/>

Office of Assessment and Accreditation

<https://edassessment.uncc.edu/>

Office of Teacher Education, Advising, and Licensure

<http://teal.uncc.edu/>

Student Health Center

<https://studenthealth.uncc.edu/>

TaskStream

<http://taskstream.uncc.edu/>

The Graduate School at UNC Charlotte

<https://mygradschool.uncc.edu/>

University Career Center

<https://career.uncc.edu/>

Writing Resources Center

<https://writing.uncc.edu/writing-resources-center>