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Acknowledgments

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 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 me. 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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As we transition into this third edition of the Handbook, support has been provided by many of the aforementioned faculty members in the Office of School and Community Partnerships and new colleagues in the office, Karen Cross, Thomas Fisher, Misty Hathcock, and Jennifer Parker. Pam Erickson, office manager, provided staff support, and Katie Wendler, Author Account Manager, and Kristin Anderson, Project Coordinator, provided professional assistance from Kendall Hunt Publishing Company.

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

Joyce W. Frazier, Director
Office of School and Community Partnerships
Cato College of Education
The University of North Carolina at Charlotte

Second Edition – August 2012
Third Edition – June 2014
Fifth Edition – July 2017
Part 1

Introduction to the Yearlong Internship and Student Teaching Experiences
Overview
# Common Acronyms Used in Education

## UNC Charlotte Terms
- **CE**: Clinical Educator
- **CF**: Conceptual Framework
- **CCOED**: Cato College of Education
- **OFE**: Office of School and Community Partnerships
- **OFF**: Observation Feedback Form
- **OSCP**: Office of School and Community Partnerships
- **ST**: Student Teacher
- **STAR**: Student Teaching/Graduate Internship Assessment Resources
- **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
- **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
- **NCIS**: Niner Clinical Immersion School
- **NCDPI/SDPI**: North Carolina or State Department of Public Instruction
- **NCSCOS**: North Carolina Standard Course of Study
- **CCSS**: Common Core State Standards
- **NCES**: North Carolina Essential Standards
- **NC WISE**: Powerschool
- **PEP**: Personalized Education Plan
- **SEA**: State Education Agency
- **SIP**: School Improvement Plan
- **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 Act (IDEA)
### School Terms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AP</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>ISS</td>
<td>In-School Suspension</td>
</tr>
<tr>
<td>OSS</td>
<td>Out-of-School Suspension</td>
</tr>
<tr>
<td>PLC</td>
<td>Professional Learning Community</td>
</tr>
<tr>
<td>SACS</td>
<td>Southern Association of Colleges and Schools</td>
</tr>
<tr>
<td>TD</td>
<td>Talent Development</td>
</tr>
</tbody>
</table>

### Exceptional Children Terms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AC</td>
<td>Adapted Curriculum</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
</tr>
<tr>
<td>ADD</td>
<td>Attention Deficit Disorder</td>
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<tr>
<td>ADHD</td>
<td>Attention Deficit with Hyperactivity Disorder</td>
</tr>
<tr>
<td>AIG</td>
<td>Academically/Intellectually Gifted</td>
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<tr>
<td>AT</td>
<td>Assistive Technology</td>
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<tr>
<td>ASD</td>
<td>Autism Spectrum Disorder</td>
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<tr>
<td>AU</td>
<td>Autism</td>
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<tr>
<td>CBA</td>
<td>Curriculum Based Assessment</td>
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<td>CBM</td>
<td>Curriculum Based Measurement</td>
</tr>
<tr>
<td>CECAS</td>
<td>Comprehensive Exceptional Children Accountability System</td>
</tr>
<tr>
<td>DAP</td>
<td>Developmentally Appropriate Practices</td>
</tr>
<tr>
<td>DB</td>
<td>Deaf-Blindness</td>
</tr>
<tr>
<td>DD</td>
<td>Developmental Delay or Developmental Disability Deaf-HI - Deafness &amp; Hearing Impairment</td>
</tr>
<tr>
<td>EC</td>
<td>Exceptional Children</td>
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<tr>
<td>ECSE</td>
<td>Early Childhood Special Education</td>
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<tr>
<td>EI</td>
<td>Early Intervention</td>
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<tr>
<td>GC</td>
<td>General Curriculum</td>
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<tr>
<td>GT</td>
<td>Gifted and Talented</td>
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<tr>
<td>ID</td>
<td>Intellectual Disability</td>
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<tr>
<td>IDD</td>
<td>Intellectual and Developmental Disability</td>
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<tr>
<td>IDMI</td>
<td>Intellectual Disability Mild</td>
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<tr>
<td>IDMO</td>
<td>Intellectual Disability Moderate</td>
</tr>
<tr>
<td>IDSE</td>
<td>Intellectual Disability Severe</td>
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<tr>
<td>IDEA</td>
<td>Individuals with Disabilities Education Act</td>
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<td>IEP</td>
<td>Individual Education Plan</td>
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<tr>
<td>IFSP</td>
<td>Individual Family Support Plan</td>
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<tr>
<td>MDA</td>
<td>Multiple Disabilities</td>
</tr>
<tr>
<td>NCEXTEND1</td>
<td>North Carolina EXTEND1</td>
</tr>
<tr>
<td>OHI</td>
<td>Other Health Impairment</td>
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<tr>
<td>OI</td>
<td>Orthopedic Impairment</td>
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<tr>
<td>OT</td>
<td>Occupational Therapy/Therapist</td>
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<tr>
<td>PDD</td>
<td>Pervasive Development Disorder</td>
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<tr>
<td>PDD-NOS</td>
<td>Pervasive Development Disorder – Not Otherwise Specified</td>
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<tr>
<td>PT</td>
<td>Physical Therapy/Therapist</td>
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<tr>
<td>RE</td>
<td>Regular Education</td>
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<tr>
<td>RIt</td>
<td>Response to Instruction</td>
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<tr>
<td>SBS</td>
<td>Schoolwide Behavior Supports</td>
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<td>SED</td>
<td>Serious Emotional Disability</td>
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<tr>
<td>SLD</td>
<td>Specific Learning Disability</td>
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<tr>
<td>SLP</td>
<td>Speech-Language Pathologist</td>
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<tr>
<td>SI</td>
<td>Speech and/or Language Impairment</td>
</tr>
<tr>
<td>TBI</td>
<td>Traumatic Brain Injury</td>
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<tr>
<td>VI</td>
<td>Visual Impairment (including blindness)</td>
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Greetings:

At UNC Charlotte, our work is informed by the understanding that professional educators transform lives and that every young person deserves a knowledgeable, effective, and caring teacher in every classroom every day.

If you are a reader of this Handbook, you are committed to the essential goal of assuring each young person access to an effective and caring teacher. As clinical educator or university supervisor, you are providing the coaching and support that will prepare the next generation of transformational education professionals. If you are a UNC Charlotte candidate entering the yearlong internship or student teaching semester, you have made the commitment to a rigorous professional preparation program in order to make a substantial difference in the lives of children and youth.

The UNC Charlotte Cato College of Education celebrates your involvement in this most important endeavor. This Handbook will guide you on a wonderful journey.

Best wishes,

Ellen McIntyre

Ellen McIntyre
Dean
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, which serves as the culminating experience for teacher candidates. The *Handbook* provides an overview of the Cato College of Education internship requirements, student teaching programs, and supports that are designed to ensure a quality student teaching experience. Ultimately, our goal is to produce high-quality educators for schools and districts. It is recommended that each candidate, clinical educator, and 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 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 teaching and graduate internship semester. Included is information about the responsibilities, requirements, and schedules that make the student teaching 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 experience, including open and frequent communication among the student teacher, clinical educator, and university supervisor. When each party commits to open and honest three-way communication, the student teaching 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 experience for all.

Sincerely,

[Signature]

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 College of Education at UNC Charlotte is to prepare highly effective and ethical 21st century professionals who have a positive impact on children, youth, families, community, and schools and who are successful in urban 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 professional preparation programs within the College of Education are recognized regionally, nationally, and internationally, for preparing excellent professionals. The College recognizes the central importance of excellent professionals for student achievement and for the well-being of children, youth, families, schools, and communities. Graduates of the College’s undergraduate programs are recognized as being knowledgeable, effective, reflective, collaborative, and responsive practitioners who are leaders in their field. Master’s graduates are recognized as master professionals in their respective fields. Doctoral graduates are recognized as superb leaders who are adding to the knowledge base of their respective professions. The recognition of the College’s graduates is based upon documented effective performance and full and successful accountability to state and national mandates and accreditation reviews.

The College faculty achieve this vision by:

• Providing instruction at the undergraduate, masters, and doctoral levels that models empirically validated best practice, and challenges learners to aspire to excellence. Students and other faculty in the University and College of Education recognize the teaching of the faculty for demonstrating knowledgeable, relevant, and motivating course instruction at all levels.

• Generating and synthesizing knowledge through research that informs the preparation programs of the College and professional preparation programs in education elsewhere. The research conducted within the College is recognized for enhancing educational services, improving learner outcomes, and impacting positively on the development of persons.

• Providing genuine and meaningful service to the public schools and other service providers that informs the professional preparation programs of the College. The service of the faculty to the profession models for students the professional responsibilities of ethical practice, collaboration, commitment to high professional standards, and life long learning.

The faculty within the College of Education are recognized nationally and internationally as excellent teachers and scholars. The faculty within the College of Education are recognized for establishing a collegial workplace that stimulates scholarly responsibilities for teaching, research, and service. The collegial workplace entails acceptance and celebration of the diversity of the people of North Carolina and the nation and includes, but is not limited to, race, culture, ethnicity, religion, gender, disability status, and sexual orientation. The College is therefore recognized as a highly desired workplace for faculty and staff and a highly desired place of study for students.

Our Values

*We are a community of scholars* who are committed individually and collectively to creating learning opportunities and environments where we enhance the capacity of our students to have a positive impact on children, youth, communities, families, and schools. We are committed to meeting the developmental and educational needs of our students and to maximize the growth, development, and learning of each individual.
In our programs of study, we are committed to high quality programs that are standards-based, to the on-going assessment of candidates and programs for the purpose of continuous improvement, to collaboration and outreach, and to the highest standards of professional practice and scholarship. We are committed to international understanding and involvement.

In fulfilling our professional roles, we are committed to the generation, dissemination, and application of knowledge. We, therefore, expect that faculty will be teacher-scholars and that they will maintain a balanced commitment to teaching, research, and service. We have a strong commitment to academic excellence and exceptional quality in all that we do.

In our dealings with each other, our students, and our professional colleagues in schools and communities, we are committed to valuing diversity and to speaking out against oppression. We are committed to thoughtfulness, reflection, flexibility, and the exploration of new ideas. We are committed to openness, honesty, forthrightness, and the highest standards of integrity and ethical behavior. We strive to be collegial, collaborative, humane, and respectful of others, even when we are not in total agreement with their views or with their work, and we are committed to being sensitive to and supportive of others, including students, staff, faculty, and our professional colleagues in the community.
<table>
<thead>
<tr>
<th>Professional Responsibilities</th>
<th>Dispositions</th>
<th>Learners and Learning</th>
<th>Effective Pedagogy</th>
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<tbody>
<tr>
<td><strong>Ethics</strong> – Candidates consistently demonstrate and practice high ethical standards</td>
<td><strong>Advocacy</strong> – 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</td>
<td><strong>Positive Impact &amp; Accountability</strong> – Candidates demonstrate a belief that all individuals can learn as well as an understanding that they have a positive impact on learning and development</td>
<td><strong>Specialty Area Knowledge</strong> – Candidates complete rigorous specialty area training in their related fields and have a thorough knowledge base in their disciplines</td>
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<td><strong>Professional Identity &amp; Continuous Growth</strong> – Candidates participate in continuous practice opportunities with reflection and in high-quality learning experiences that enable them to attain a professional identity</td>
<td><strong>Self-Awareness</strong> – 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</td>
<td><strong>Cultural Competence &amp; Culturally Sustaining Practice: Responsiveness to Diverse Learners</strong> – Candidates design and provide inclusive programs and services and establish respectful learning environments that respond to the needs of all learners, clients, and families</td>
<td><strong>Pedagogical Knowledge</strong> – Candidates understand and demonstrate methods of effective teaching as well as research, counseling and leadership strategies</td>
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<td><strong>Leadership</strong> – Candidates embrace the inherent commitment to leadership implicit in their practice. They fulfill their responsibilities and leverage their leadership role in productive ways</td>
<td><strong>Reflective Practice</strong> – Candidates critically and thoughtfully examine their practice for the purpose of continuous improvement</td>
<td><strong>21st Century Literacies, Competencies &amp; Character Qualities</strong> – 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)</td>
<td><strong>Research-Based Practice</strong> – Candidates apply research-based strategies and processes while planning, implementing, and evaluating learners</td>
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<td><strong>Collaboration</strong> – Candidates are committed to consensus-building, coalition-forming, and agenda framing strategies and collaborate with professionals from other disciplines</td>
<td><strong>Social Justice</strong> – 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</td>
<td><strong>Research Skills</strong> – Candidates understand and effectively use methodologically sound and useful research practices and evaluation skills</td>
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<td><strong>Policies, Laws, Standards &amp; Issues</strong> – 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</td>
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The Cato College of Education Commitment to Diversity

The Cato College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College’s learning environments, thereby enriching the community and improving opportunities for human understanding. While the term “diversity” is often used to refer to differences, the College’s intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

Approved by the College of Education Faculty 1/11/05.
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 allow each learner to reach his/her full potential.

**Standard 3: Learning Environments:** The teacher works with learners to create environments that support individual and collaborative learning, encouraging 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 these aspects of the discipline accessible and meaningful for learners.

**Standard 5: Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking 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 document learner progress, and to guide the teacher’s ongoing planning and instruction.

**Standard 7: Planning for Instruction:** The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

**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 access and appropriately apply information.

**Standard 9: Professional Learning and Ethical Practice:** The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

**Standard 10: Leadership and Collaboration:** The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

Further information about the InTASC Standards, including the full text of the knowledge, performance, and dispositions substandards, is available at [http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_and_Learning_Progressions_for_Teachers_10.html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_and_Learning_Progressions_for_Teachers_10.html), Updated April 2013

Overview of the Undergraduate Yearlong Internship and Student Teaching Experience

UNC Charlotte
Cato College of Education

The Student Teaching Handbook serves as the common syllabus for the undergraduate yearlong internship and all student teaching courses. 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, undergraduate teacher candidates participate in the yearlong internship experience. The yearlong internship (YLI) consists of a semester of part-time involvement in an assigned classroom (at least one day per week), followed by a 15–16-week full-time semester of student teaching with the same classroom teacher.

Candidates in the first semester of their yearlong internship demonstrate their development as teachers through the requirement described in the yearlong internship section of this Handbook. They complete an average of 70 hours in the classroom and document this involvement on the YLI Attendance Log. During the first semester, candidates use the YLI First Semester Guidelines 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.

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

In student teaching, 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 immediately 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 candidate must demonstrate the competencies identified for his/her specific teaching field in an appropriate grade level setting. The student spends approximately 35–40 hours per week 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 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 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 experience is aligned with the standards of the Council for the Accreditation of Educator Preparation (CAEP). Student teaching 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 experience, the candidate is able to demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn (Standard 4).

The student teaching experience also is aligned with the standards of the Interstate New Teacher Assessment and Support Consortium (InTASC), which specify what competent beginning teachers should know, be like, and be able to do. 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 seminar provides reinforcement and professional development opportunities. A copy of the common seminar syllabus can be found elsewhere in the Handbook. The university supervisor provides a separate schedule to guide the group’s activities.

There is a formal observation and evaluation 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 at least three times and also
provides formal and informal feedback. Both the clinical educator and university supervisor 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 tools for self-evaluation and develops other products that are evaluated.

Evaluation of candidate performance in the seminar phase of the semester is based on attendance, participation, completion of the common modules, 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 Exit Evaluation of Teacher Education Candidates and 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 Graduate Student Teaching
Internship Experience

UNC Charlotte
Cato College of Education

The graduate student teaching internship 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 student teaching and to demonstrate readiness for teacher licensure. Candidates from the following teacher education programs complete this experience:

- Arts Education K-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
- 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

In the graduate student teaching internship, candidates demonstrate their competence through the 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 candidate and the clinical educator or on-site supervisor immediately 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 graduate student teaching 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. During the experience the candidate must demonstrate the competencies identified for his/her specific teaching field in an appropriate grade level setting. The candidate spends approximately 35–40 hours per week 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 student teaching 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 higher.); (4) completion of prerequisite evidences completed in coursework and uploaded and scored in Taskstream; and (5) documentation of completion of field experiences in three diverse settings (Note: One setting may be the school site for the graduate student teaching internship).
Graduate student teaching is structured around the Cato College of Education’s Conceptual Frame work, *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 student teaching internship is aligned with the standards of the Council for the Accreditation of Educator Preparation (CAEP). Graduate student teaching 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 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 experience, the candidate is able to demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn (Standard 4).

The graduate student teaching internship also is aligned with the standards of the Interstate New Teacher Assessment and Support Consortium (InTASC), which specify what competent beginning teachers should know, be like, and be able to do. Candidates are supported and challenged as they develop knowledge 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.

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. 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.

Lateral entry candidates also plan and implement instruction according to the requirements delineated in this Handbook. The university supervisor works closely with school administrators to observe and evaluate the candidate’s performance using the same instruments used for all initial licensure candidates.

All graduate candidates participate in online or small-group sessions. 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. A copy of the common syllabus can be found elsewhere in the Handbook. The university supervisor provides a separate schedule to guide the group’s activities.
There is a formal observation and evaluation process during graduate student teaching. Graduate candidates who have a clinical educator are provided with formal and informal feedback on a daily basis. Candidates who are employed as lateral entry teachers receive feedback from their mentors, on-site supervisors, and building administrators. Graduate student teachers are observed by the university supervisor at least three times during the internship and receive both formal and informal feedback on his/her classroom performance. Both the clinical educator and university supervisor 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 develops other products that are evaluated.

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.

Upon completion of the graduate student teaching experience, the successful candidate will be able to demonstrate a series of competencies and behaviors based on the InTASC standards and 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 Exit Evaluation of Teacher Education Candidates and the Certification of Teaching Capacity (CTC) form. 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

Current Policy Date: 02/05/1998

Other Historical Information: Previous board dates: 06/05/1997

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:
16 NCAC 6C .0601 and .0602

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.

4) 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.

5) 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:
   A) any use of language that is considered profane, vulgar, or demeaning;
   B) any sexual act;
   C) any solicitation of a sexual act, whether written, verbal, or physical;
   D) any act of child abuse, as defined by law;
   E) any act of sexual harassment, as defined by law; and
   F) 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.

6) 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.

7) Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.

8) Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.

9) 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.

10) 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.

11) 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.

12) 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 or the North Carolina General Statutes during any period in which the educator’s license has been suspended or revoked.

13) 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 candidate may serve as the substitute teacher only in the classroom of his/her clinical educator 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 General Statutes of North Carolina, 115C-309, Student Teaching.)

Student Teacher and Student Teaching Defined: A student teacher is any student enrolled in an institution of higher education approved by the State Board of Education for the preparation of teachers who is jointly assigned by the institution and a local board of education to student teach under the direction and supervision of a regularly employed certified teacher.

Student teaching may include those duties granted to a teacher by G.S. 1215C-307 and 115C-390 and by any other part of the school program for which either the supervising teacher or the principal is responsible.

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

Assignment of Duties: It shall be the responsibility of a supervising teacher, in cooperation with the principal and the representative of the teacher preparation institution, to assign to the student teacher responsibilities and duties that will provide adequate preparation for teaching. (1969, c. 638, s.l; 1981, c. 423, s.l.)

Statement of Level of Supervision of Candidates/Graduate Interns

The student teaching experience provides the opportunity 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.
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).
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 Applications 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. Therefore, no assurance can be given that a placement will be in the desired location. Special circumstances should be discussed with the Director of Field Experiences 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. The candidate 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 dates 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 and seminar meetings.

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 Director of Field Experiences 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 Internship Policies and Responsibilities

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 student teaching 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 Director of Field Experiences 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 graduate student teaching 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 graduate student teaching has begun, the candidate may not accept employment or volunteer in a school system in positions such as lateral entry teacher, teacher assistant, long-term substitute teacher, or coach.

5. Graduate student teaching is typically a three 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 student teaching semester.

6. Graduate student teaching places heavy responsibilities and time demands on candidates, far beyond what is normally experienced in a three 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 graduate student teaching 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 Graduate Student Teaching Orientation and seminar meetings.

10. Submission of the Application for Graduate Student Teaching 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 graduate 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 graduate student teaching as scheduled, the Director of Field Experiences 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 graduate student teaching (such as taking a course with student teaching).

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, Licensure (TEAL) immediately. Failure to do so may result in dismissal from the teacher education program.
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 multimedia 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 (for example, 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.
Part 2

The Undergraduate Yearlong Internship Experience
Yearlong Internship
The Undergraduate Yearlong Internship

The yearlong internship, which takes place during the two semesters of the senior year, is the culminating field experience for candidates preparing to be teachers. During the first semester, candidates spend at least 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. Attend all orientation and seminar sessions.
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. Communicate with the Office of School and Community Partnerships contact person.
7. Spend at least one day per week in the classroom.
8. Notify the clinical educator immediately concerning absences or late arrivals.
9. Secure approval from the clinical educator before completing any instructional activities.
10. Complete the First Semester Guidelines and secure signatures from the clinical educator.
11. Complete the Attendance Log on each visit and secure signatures from the clinical educator.
12. Submit the completed First Semester Guidelines and the Attendance Log to the Office of School and Community Partnerships at the end of the semester.
13. Conform to all school rules and policies.
14. Exhibit professional behavior in interactions with staff, students, and community members.
15. Maintain confidentiality regarding students and school issues.
16. Dress appropriately and in keeping with the highest faculty standards.
17. Seek to grow personally and professionally.

Responsibilities of the Clinical Educator

1. Review the Student Teaching/Graduate Internship Handbook.
2. Attend clinical educator orientation sessions or seminars.
3. Acquaint the intern with the organization and management of the classroom.
4. Familiarize the intern with organization, personnel, and resources of the school.
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 First Semester Guidelines.
8. Verify and sign the Attendance Log on a regular basis.
9. Complete the Yearlong Internship Assessment 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.
14. Communicate with university professors and/or the Director 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. Conduct orientation sessions and seminars for interns and clinical educators.
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. The intern should duplicate the teacher’s full-day schedule when possible, but two half-day visits are acceptable. 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 establish a fixed schedule for participation and to spend a significant amount of time in the classroom. 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 semester and receive optimum benefit from the internship. Attendance is documented on the Attendance Log. Interns submit the completed log to the Office of School and Community Partnerships at the end of the semester. Clinical educators are encouraged to contact the Office of School and Community Partnerships if concerns arise about attendance.

First Semester Guidelines

The First Semester Guidelines 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 activities of Sections A and B are to be completed, and at least half of the activities are to be completed in the remaining sections. Interns are responsible for obtaining the signature of the clinical educator to verify completion of the activities. In addition, clinical educators are encouraged to go beyond the First Semester Guidelines to structure other useful and instructive activities for their interns. The final item in each section is designed for these additions.

Interns submit the completed First Semester Guidelines to the Office of School and Community Partnerships at the end of the semester. It will be placed in the intern’s file for review by the university supervisor for student teaching.

Communication

Clear and frequent communication between the intern and the clinical educator is important for a successful internship experience. Several procedures are in place to facilitate this communication:
• *Initial Planning Meeting* — for getting acquainted, establishing a schedule, and planning
• *Data Form* — for exchanging contact information and schedules
• *Dialogue Journal* — for recording questions, answers, reminders, and suggestions
• *Bi-monthly Meetings* — for planning, guidance, feedback, and reflection
Communication with the Office of School and Community Partnerships will also contribute to a successful internship experience. Interns will visit, call, or email their contact in the Office of School and Community Partnerships at least once each month to provide an update on activities, questions, or concerns. Interns may also contact the Director of Field Experiences if they wish. Clinical educators are encouraged to call or email the Director of Field Experiences with their 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 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 *Yearlong Internship Assessment* form. At each assessment point, the clinical educator and intern should discuss the results of the assessment and plan for areas of growth. This is usually conducted electronically through TaskStream, the college assessment management system.

**Preparing for the Student Teaching Semester**

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

1. Discuss the student teaching sections of this *Handbook* with their clinical educator; and
2. Submit Step Two of the *Internship Application* by the announced deadline.

**Policy Statements**

Please refer to the policy and guidelines section of the *Handbook* for statements regarding substitute teaching, corporal punishment, and legal status.
## Timeline for the Academic Year

### Events and Expectations

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
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</table>
| **August**  | Orientation for Yearlong Interns (YLI) and their Clinical Educators (CE) YLI provides Handbook for CE  
              | Involvement in teacher workdays and opening day of school  
              | CE-YLI Planning Meeting:  
              | Handbook information  
              | First Semester Guidelines—at least half in each section  
              | Schedule for classroom involvement  
              | Attendance Log—begin record keeping |
| **August**  | Weekly attendance and meaningful involvement  
              | Document attendance on Attendance Log |
| **September** | Document activities on Guidelines—at least half in each section |
| **October**  | Complete coursework clinical requirements  
              | CE and YLI meet to plan and reflect—at least twice/month  
              | Complete and discuss the Yearlong Internship Assessment form—at midterm  
              | YLI contact with Office of School and Community Partnerships (OFE)—at least once/month STEP 2 of application process completed in OFE |
| **December** | Remain involved in the classroom  
              | Submit Guidelines and Attendance Log to OFE (YLI)  
              | Complete and submit final Yearlong Internship Assessment (CE) |
| **January**  | Orientation for Candidates  
              | Begin student teaching as directed  
              | Orientation for Clinical Educators (CE) |
| **February** | Student Teaching |
| **March**    | Student Teaching |
| **April**    | Student Teaching |
| **May**      | Complete student teaching  
              | Apply for licensure  
              | Commencement |

**CE** = Clinical Educator  
**YLI** = Yearlong Intern  
**OFE** = Office of School and Community Partnerships, UNC Charlotte
# Timeline for the Calendar Year

## Events and Expectations

<table>
<thead>
<tr>
<th>Month</th>
<th>Events and Expectations</th>
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<tbody>
<tr>
<td>January</td>
<td>Orientation for Yearlong Interns (YLI) and their Clinical Educators (CE) YLI provides <em>Handbook</em> for CE First visit to the classroom CE — YLI Planning Meeting: <em>Handbook</em> information <em>First Semester Guidelines</em> — at least half in each section Schedule for classroom involvement <em>Attendance Log</em> — begin record keeping</td>
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<tr>
<td>January</td>
<td>Weekly attendance and meaningful involvement Document attendance on <em>Attendance Log</em> Document activities on <em>Guidelines</em> — at least half in each section Complete coursework clinical requirements CE and YLI meet to plan and reflect — at least twice/month Complete and discuss the <em>Yearlong Internship Assessment</em> form — at midterm YLI contact with Office of School and Community Partnerships (OFE) — at least once/month STEP 2 of application process completed in OFE</td>
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<tr>
<td>May</td>
<td>Remain involved in the classroom Submit <em>Guidelines</em> and <em>Attendance Log</em> to OFE (YLI) Complete and submit final Yearlong Internship Assessment (CE)</td>
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<tr>
<td>June</td>
<td>Participate in closing days of school (optional)</td>
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<td>July</td>
<td>Summer Time</td>
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<tr>
<td>August</td>
<td>Orientation for Candidates Begin student teaching as directed, including teacher workdays Orientation for Clinical Educators (CE)</td>
</tr>
<tr>
<td>September</td>
<td>Student Teaching</td>
</tr>
<tr>
<td>October</td>
<td>Student Teaching</td>
</tr>
<tr>
<td>November</td>
<td>Student Teaching</td>
</tr>
<tr>
<td>December</td>
<td>Complete student teaching Apply for licensure Commencement</td>
</tr>
</tbody>
</table>
**Yearlong Intern Data Form**

Candidate_________________________________________ 800 # ________________________
Address__________________________________________________________
Phone(s)____________________________________ Email ____________________________
Clinical Educator #1__________________________Room Number ________________
CT’s Phone #______________________ Email ____________________________
Clinical Educator #2__________________________Room Number ________________
CT’s Phone#______________________ Email ____________________________
School Name________________________________________School Phone # __________________
School Address________________________________________
Main Office Receptionist_________________________ School Hours ____________
Principal ________________________________________________

**Schedule**

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

**Candidates:** Give the specific time for class schedule and work schedule, if applicable.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
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Specify lunch time and planning period.
Please provide details regarding the best way to communicate with you: ______________________

______________________________
Clinical Checklist for Teacher Candidates
Semester 3* Checklist

*This list should be completed in the last semester prior to student teaching.

Name ____________________________  Licensure Area ________________
School ____________________________ District ________________ Semester/Year ________________

Directions: Read the ENTIRE checklist of activities. Note that some activities require time and planning with a mentor-teacher to complete. As the candidate completes these activities, mentor teachers verify completion with a signature/date. Candidates should PLAN accordingly with their teachers to complete the list by December 5/May 5/end of summer session. Candidates submit a copy of the signed, completed checklist 1) to the Taskstream Field Experiences portfolio for the appropriate semester; and 2) to the course instructor as directed.

Attendance Log: All candidates should keep a separate attendance log to track specific dates/times in the building. The checklist does not substitute for an attendance log.

Note: Blue items* on the checklist should be considered “first priority” for candidates. Complete as many items as you can on the entire list, but focus on the blue items first. Remember: the checklists are not a race. The more items you complete, the better prepared you will be for your next clinical experiences. Some course instructors may use the checklist as a grade; this is completely up to the individual instructor. Ask your instructor for details.

List the information below for all mentor teachers who sign this checklist to verify completion of candidate activities (add rows as needed).

<table>
<thead>
<tr>
<th>Clinical Educator Name</th>
<th>Years of Experience</th>
<th>Primary Content / Grade Level</th>
<th>Clinical Educator Email</th>
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<tbody>
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<tr>
<th>Activity to complete – CHECKLIST 3</th>
<th>Clinical Educator</th>
<th>Date of completion</th>
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<tr>
<td>1. Observe at least two (2) clinical educators facilitating a lesson and specifically note methods of assessment that they use, the formal (e.g., tests, projects, quizzes) and the informal (e.g., “ticket out the door,” thumbs up/down, Q and A, etc.) ways they assess if students are learning during a lesson. Which methods of assessment are most effective? Why? Which methods provide the most information about student achievement/academic performance? Discuss your observations with the clinical educators. What strategies can they offer regarding student assessment? (May be one teacher in the summer).</td>
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</table>
| 2. After completing #1 above, ask one (1) of your teachers to score a set of student work samples (work collected for assessment purposes but not yet graded). With guidance from your teacher, score the student work AND provide each student written feedback on:
  a. Strengths: what does the student do well? AND
  b. Areas for improvement: what can the student improve on in the future? Feedback should be related to the lesson objective (i.e., what skills and knowledge was this work sample supposed to assess? Feedback should relate to those identified skills and knowledge). |                    |                    |
| 3. Once you have completed scoring the student work samples and giving feedback to students, discuss the results with your teacher. Overall as a group, what do students do well? Overall as a group, what do they still struggle with? Select three students to discuss individual results with the teacher (note: if you have a special needs learner, specifically discuss these results/feedback from you). Ask your teacher to review the feedback you gave the students and give YOU feedback on what you wrote. Discuss with your teacher how could you use all this information to design lesson plans moving forward for this group of students. |                    |                    |
| 4. Complete one of the following:
  a. If possible, arrange to attend an IEP conference and observe the process, discussing what you observe with your clinical educator OR |                    |                    |

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<th>Activity to complete – CHECKLIST 3</th>
<th>Clinical Educa tor</th>
<th>Date of completion</th>
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</table>
| 4, 5, 7 | b. Discuss with one of your clinical educators the process of working with a special needs learner in education process:  
  i. What is the role of a regular education teacher in an IEP conference? Ask your teacher to describe what it is like to participate in an IEP conference.  
  ii. What kinds of supports does your teacher receive from the EC/ELL teachers in the school and administration regarding working with special needs students? How does your school arrange to accommodate testing needs for special needs students? (For example: special needs students often have testing accommodations, like read-alouds, or testing in a separate setting. How does the school assist regular education teachers in delivering the accommodations?)  
  iii. What kinds of documentation is a regular education teacher expected to manage for special needs learners? | | |
| 6 | 5. Benjamin Bloom’s Taxonomy of Learning (Revised) is a commonly used framework for designing interactions with students. With guidance from one (1) clinical educator, select a topic of study that your mentor will be teaching in the near future. Research and develop a list of activities on this topic based on each level of Bloom’s Taxonomy, as a possible resource for your clinical educator. Develop a handout-quick-reference guide for your teacher that summarizes the activities and shows how each activity aligns with the levels of Bloom’s Taxonomy. This should not be a “googled” list … the internet is a resource for potential models and information. Each student should create their own list. (Note: for a variety of reasons, your teacher may not opt to use the resources you provide; that’s okay! The purpose of this activity is to develop YOUR thinking about student differentiations for your content area). | Teacher 1: | |
| | 6. Ask two (2) teachers for a copy of their classroom management plan, including any rules/ handouts that they share with the students. Pay special attention to emergency procedures (fire drills, lock downs), discipline policies, and individual classroom rules. Over the course of a few weeks, observe how your teachers interact with their students, how they build rapport, how they handle it when students don’t follow directions, etc. After week 6, discuss your observations with the teachers. What advice do they have for a beginning student teacher for creating a positive learning environment? (May be one teacher in the summer). | Teacher 1: | |
| | 7. With the permission and guidance from two (2) clinical educators, give concise, clear directions for an assignment or activity to students. REPEAT all directions at least once. Ask the students to repeat the directions back to you so you verify they have understood. Then release them for their activity. | Teacher 1: | |
| | 8. At least twice during the semester, and at the direction of your teachers, review an assignment with a group of students. For example, review the “warm-up”; go over homework; review the results of an in-class activity. (This can occur with the same teacher or different teachers). | 1: | 2: |
| | 9. Learn to operate whatever technology is available to your classroom (i.e., Smartboard, projector, etc.) | | |
| 6, 9, 10 | 10. Attend one faculty meeting with your teacher/s.  
  11. Attend a PLC or team planning meeting / faculty meeting where student assessment data will be discussed. (You will need to ask your teachers about this in advance to make sure this is on the agenda.)  
  12. Complete at least 2 small administrative classroom tasks for your teacher (e.g., take attendance, stuff mailboxes, organize or file, pass out papers or assignments, create a bulletin board.) | | |
| 19, 10 | 13. WORKING WITH STUDENTS ONE-ON-ONE: After week 2, with the permission and guidance from one (1) clinical educator, plan to tutor a special needs learner one-on-one to improve a targeted skill or knowledge need at least three (3) times. Follow all school/district requirements for working individually with P12 students. Once you can document three tutoring sessions the P12 student, ask your mentor teacher to sign. | | |
14. After week 4, (or earlier in summer) with the permission and guidance from one (1) clinical educator, plan and teach at least one (preferably two) content-area lessons. Plan to video-record* yourself teaching. THE GROUP OF P-12 STUDENTS YOU PLAN FOR/TEACH MUST INCLUDE SPECIAL NEEDS LEARNERS (i.e., Identified EC students, Second Language Learners, or other identified individual students with specific learning needs). THIS DOES NOT HAVE TO BE AN ENTIRE CLASS PERIOD; short lessons or parts of lessons are fine.

Guidelines:

a. Requirements given by course instructors should be followed first. If you’re not sure what to do, follow directions from your course instructor.

b. You must use the video permission form for P12 students from UNC Charlotte (ask your course instructor for details). You need permission forms for any student who appears in the video.

c. Your lessons must each be planned at least two weeks in advance (planning may begin in week 2 with clinical educator approval). The lessons do not have to be consecutive.

d. Your lessons must be approved by your clinical educator.

e. You must use the lesson plan template approved by your course instructor.

f. Your lessons must include at least two (2) methods of assessment. These may be formal or informal, but they must be aligned to the lesson objectives.

g. Your lesson must include targeted differentiations for the identified special needs learners.

h. Other requirements as indicated by your clinical educator and/or course instructor. Co-teaching or team teaching with the mentor is encouraged.

*Video-recording a lesson may be a requirement of some courses. Follow any directions from your course instructors for assignments related to video-recording.

15. (optional) Clinical educator Choice A:

   As the semester progresses, a teacher may ask you to complete an activity or task not described on this list. Add that activity here:

16. (optional) Clinical educator Choice B:

   As the semester progresses, a teacher may ask you to complete an activity or task not described on this list. Add that activity here:

Continue to next page ...
### REQUIRED FOR ALL CANDIDATES (aligned with INTASC Standard 9)

**Professional Behavior and Ethical Practice** – this section should be evaluated by two different clinical educators **IF POSSIBLE** (one teacher is fine). In either event, the candidate should be evaluated twice in a semester. The first evaluation should occur by October 15/March 15/June 15; the second evaluation should occur by December 5/May 5 (no second evaluation in the summer). Any disposition issues that cause a serious concern for P-12 teachers may also be referred to the Office of School and Community Partnerships at 704-687-8802 or http://ofe.uncc.edu.

To the clinical educator: initialing each component below indicates that the candidate’s disposition behaviors are appropriate for their level of teacher development. **If you have observed any behavior that raises a concern (in your professional opinion), please do not sign** … instead, please DISCUSS this issue and your concern with the candidate, and document in the comment box that you have done so. UNC Charlotte relies on our teacher-partners to assist us in developing candidates. The lack of a signature does not mean that the candidate will not progress; rather, we wish to coach our candidates on appropriate professional behaviors with your assistance.

**Directions: Teachers sign ONLY if the candidate meets the description below.**

<table>
<thead>
<tr>
<th>17. The candidate has modeled appropriate language and behavior at all times. This includes appropriate cell phone use.</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. The candidate dresses professionally and is neat and clean in appearance.</td>
</tr>
<tr>
<td>19. The candidate is punctual and responsible with deadlines</td>
</tr>
<tr>
<td>20. The candidate communicates professionally. The candidate calls or emails (or both!) if something comes up and s/he cannot attend when scheduled. Missed time is rescheduled.</td>
</tr>
<tr>
<td>21. The candidate contributes appropriately and interacts well with P12 students in their care.</td>
</tr>
<tr>
<td>22. The candidate follows all school policies and procedures for signing in to the school and interacting with P12 students and colleagues.</td>
</tr>
<tr>
<td>23. The candidate contributes appropriately and interacts well with the mentor team/other teachers.</td>
</tr>
<tr>
<td>24. The candidate is making appropriate progress in preparing for the full-time student teaching semester.</td>
</tr>
</tbody>
</table>

Any concerns with disposition behavior issues should be discussed with the candidate and documented here. Documentation does not mean that the candidate will not progress in the program; rather, we wish to coach our candidates on appropriate professional behaviors with your assistance. **If no concerns are noted, leave this section blank***.

<table>
<thead>
<tr>
<th>Clinical educator Signature:</th>
<th>Date of conference with candidate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical educator Signature:</td>
<td>Date of conference with candidate:</td>
</tr>
<tr>
<td>Clinical educator Signature:</td>
<td>Date of conference with candidate:</td>
</tr>
</tbody>
</table>

*One signature is fine; extra rows are added to be used as needed.*
The purpose of the internship is to provide you with an opportunity to become better prepared to be a teacher. During the first semester, you will be able to meet the clinical requirements for your coursework, as well as take part in other opportunities to enhance your upcoming student teaching experience. Each of the activities below is linked to the goals established by the Cato College of Education, based on its conceptual framework and national standards for beginning teachers (InTASC).

### A. To begin your internship on a positive, professional note (Complete all of these activities)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>CE Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contact your clinical educator to get acquainted; exchange contact information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Obtain the school's daily schedule and the yearly calendar</td>
<td></td>
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</tr>
<tr>
<td>3. Learn school procedures for teachers, such as sign-in, dress expectations, and parking area</td>
<td></td>
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<tr>
<td>4. Explore alternative routes to your school, noting the driving time for each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Establish an implementation plan for completing this document</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Other clinical requirement and/or CE request</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### B. To learn about the opening and closing days of school (Complete all of these activities)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>CE Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participate in at least one teacher workday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Participate in a staggered entry day (Fall only)</td>
<td></td>
<td></td>
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<tr>
<td>3. Discuss procedures required for the first or last day of school (attendance, lunch, transportation)</td>
<td></td>
<td></td>
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<tr>
<td>4. Discuss procedures for arrival/dismissal of children (opening day and the on-going schedule)</td>
<td></td>
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</tr>
<tr>
<td>5. Participate in the opening and/or closing of a school day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Other clinical requirement and/or CE request</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### C. To learn about your school (InTASC 10) (Complete at least half of these activities)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>CE Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tour the school and visit a variety of classes and teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Interview the principal or AP about expectations for student teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Interview the media specialist and discuss available resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Introduce yourself to the clerical staff, custodians, bus drivers, and cafeteria workers</td>
<td></td>
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</tr>
<tr>
<td>5. Observe at least one faculty meeting or team planning meeting</td>
<td></td>
<td></td>
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<tr>
<td>6. Learn first aid procedures, medication policies, and school-wide emergency plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Learn procedures for using office equipment, such as the copier and telephones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Review a copy of the school handbooks for parents and faculty</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. Review your school’s current School Improvement Plan
10. Other clinical requirement and/or CE request
D. To learn about your students in your class (InTASC 1, 2, 3) (Complete at least half of these activities)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accompany your clinical educator on a home visit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe how your clinical educator handles interpersonal conflicts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend an extra-curricular event and assist, when appropriate</td>
<td></td>
<td></td>
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<tr>
<td>Observe your children outside of the classroom (playground, cafeteria,</td>
<td></td>
<td></td>
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<tr>
<td>multi-purpose room, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document children’s individual differences, learning styles, levels, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>social skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sketch a floor plan of the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accompany your class on a field trip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spend at least three full days in your classroom before beginning student teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other clinical requirement and/or CE request</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E. To learn about students from diverse populations who have special needs (InTASC 1, 2, 3, 6, 7, 8) (Complete at least half)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend an assistance team meeting for referrals for exceptional children’s services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe a therapy session, when appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review an IEP for a child with special needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe and discuss modifications for children for whom English is a new language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe and discuss modifications for children from diverse cultural backgrounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe and discuss modifications for children with special needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other clinical requirement and/or CE request</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F. To learn about your teacher’s instructional duties (InTASC 1, 2, 4, 5, 6, 7, 8, 9) (Complete at least half)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss your CE’s classroom management procedures and philosophy</td>
<td></td>
<td></td>
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<tr>
<td>Discuss curriculum and planning with your CE</td>
<td></td>
<td></td>
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<tr>
<td>Discuss referral procedures for special education and other support personnel</td>
<td></td>
<td></td>
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<tr>
<td>Discuss formal and informal assessment practices, including data collection, record keeping and documentation</td>
<td></td>
<td></td>
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<tr>
<td>Begin a dialogue journal with your CE and/or teacher assistant</td>
<td></td>
<td></td>
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<tr>
<td>Discuss responsibilities of the teacher assistant</td>
<td></td>
<td></td>
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<tr>
<td>Learn to use the technology your CE uses for instructional and non-instructional purposes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other clinical requirement and/or CE request</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

G. To learn about your teacher’s non-instructional duties (InTASC 9, 10) (Complete at least half)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe non-instructional duties, such as bus, cafeteria, playground, and committee meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn procedures concerning center materials that children will use</td>
<td></td>
<td></td>
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<tr>
<td>Discuss procedures for obtaining materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other clinical requirement and/or CE request</td>
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<td></td>
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</tbody>
</table>
H. To learn about *parents and the community* (InTASC 9, 10) (Complete at least half) | CE
---|---
1. Attend a parent orientation meeting | Date Verification
2. Observe a parent-teacher conference, when appropriate |  
3. Participate in a parent involvement activity |  
4. Visit your children’s neighborhoods |  
5. Other clinical requirement and/or CE request |  

I. To build your *instructional skills* (InTASC 1, 3, 5, 7, 8) (Complete at least half)

<table>
<thead>
<tr>
<th>CE</th>
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</thead>
<tbody>
<tr>
<td>1. Observe each part of the daily instructional schedule</td>
</tr>
<tr>
<td>2. Submit a lesson plan for group activity to your CE; seek feedback</td>
</tr>
<tr>
<td>3. Conduct at least three whole class activities</td>
</tr>
<tr>
<td>4. Begin a collection of activities to use in transitions</td>
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<tr>
<td>5. Other clinical requirement and/or CE request</td>
</tr>
</tbody>
</table>

*Your course instructors may wish to review your work during the first semester. At the end of the first semester, return this form along with the Attendance Log to the Office of School and Community Partnerships, College of Education, Room 139. It will be placed in your file for review by your student teaching university supervisor.*
# Yearlong Internship Attendance Log

<table>
<thead>
<tr>
<th>Name</th>
<th>800#</th>
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<tbody>
<tr>
<td>Email</td>
<td>Phone</td>
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<tr>
<td>Program/Major</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Grade</td>
</tr>
<tr>
<td>Clinical Educator</td>
<td>Phone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Involved</th>
<th>Activity(ies)</th>
<th>CE Signature</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Total Hours ________________
YLI Assessment of Progress

Name of UNC Charlotte Teacher Education Candidate

Candidate first name

Candidate last name

Name of Assigned Clinical Educator

Clinical Educator first name

Clinical Educator last name

Within what grade levels is your primary teaching assignment? (Select all that apply.)

☐ Pre-K
☐ K-2
☐ 3-5
☐ 6-8
☐ 9-12

What is your content teaching area? (Select all that apply.)

☐ Pre-K
☐ Elementary K-5
☐ Math: Middle Grades 6-9
☐ English-Language Arts: Middle Grades 6-9
☐ Science: Middle Grades 6-9
☐ Social Studies: Middle Grades 6-9
☐ Math: Secondary 9-12
☐ English: Secondary 9-12
☐ Science: Secondary 9-12
☐ Social Studies: Secondary 9-12
☐ Foreign Language: K-12
☐ Theatre Arts: K-12
☐ Music: K-12
☐ Dance: K-12
☐ Visual Arts: K-12
☐ Special Education: Adaptive, K-12
☐ Special Education: General, K-12
☐ TESOL: K-12
In your opinion, is this teacher education candidate making progress toward student teaching at the end of this semester?

□ Yes       □ Not Sure       □ No

PLEASE COMMENT BELOW

Directions:
Please select one rating for each disposition using the descriptors listed as the basis for your rating, and make comments as needed.

Please assess the following dispositions on your teacher education candidate:

Response Legend:
1 = Needs Improvement 2 = Meets Expectations 3 = Exceeds Expectations N/A = Not Applicable

<table>
<thead>
<tr>
<th>I. IMPACT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstrate the belief that all individuals can succeed</td>
<td></td>
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<tr>
<td>b. Provide encouraging feedback to all individuals</td>
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<tr>
<td>c. Respect and respond to individual needs</td>
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<tr>
<td>d. Provide equitable learning and development opportunities for all</td>
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<tr>
<td>e. Promote positive outcomes based on assessment results</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>II. PROFESSIONAL IDENTITY AND CONTINUOUS GROWTH</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Maintain positive attitudes in academic and professional settings</td>
<td></td>
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<td></td>
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<tr>
<td>b. Demonstrate professional appearance</td>
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<tr>
<td>c. Act on constructive feedback from others</td>
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<tr>
<td>d. Conduct self-assessments through reflection to overcome limitations and enhance strengths</td>
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<tr>
<td>e. Demonstrate self-initiated learning</td>
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<tr>
<td>f. Communicate effectively and appropriately</td>
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<tr>
<td>g. Show punctuality in meeting academic and professional obligations</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>III. LEADERSHIP</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Create opportunities for the mutual benefit of all involved</td>
<td></td>
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<tr>
<td>b. Promote positive change through personal interactions, organizations, communities, and the profession</td>
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<tr>
<td>c. Initiate, suggest, and contribute in appropriate ways</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>d. Maintain knowledge of and disseminate information about current research and best practices</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td><strong>IV. ADVOCACY</strong></td>
<td></td>
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</tr>
<tr>
<td>a. Support and empower individuals from diverse backgrounds</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>b. Include families and other stakeholders in planning for individual success</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>c. Advocate for the social, emotional, physical, educational, behavioral, and basic needs of others</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>d. Demonstrate empathy, professional self-confidence, fairness, persistence, problem-solving, and appropriate risk-taking on behalf of others</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td><strong>V. COLLABORATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Respond respectfully to individual perspectives and differences of others</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>b. Engage in culturally responsive practices in interactions with learners, families, communities, and colleagues</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>c. Share information and ideas with others</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>d. Cooperate with university, school, and community personnel</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>e. Collaborate to resolve differences and solve problems respectfully and reflectively</td>
<td>☐</td>
<td>☐</td>
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<td></td>
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<tr>
<td><strong>VI. ETHICS</strong></td>
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<td></td>
</tr>
<tr>
<td>a. Demonstrate honesty, integrity, fairness, respect for others and confidentiality</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>b. Comply with laws, policies, and procedures</td>
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<tr>
<td>c. Accept responsibility for personal actions and behaviors</td>
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<tr>
<td>d. Follow professional codes of ethics and the UNC Charlotte Code of Academic Integrity and Student Responsibility</td>
<td>☐</td>
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<tr>
<td>e. Disclose any unlawful activity upon application to and throughout the program</td>
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<tr>
<td>f. Pass criminal background checks and drug screening, as required</td>
<td>☐</td>
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<tr>
<td>g. Create and maintain appropriate interpersonal relationships in all settings</td>
<td>☐</td>
<td>☐</td>
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</tr>
</tbody>
</table>
Approximate number of clinical hours UNC Charlotte candidate spent in your classroom thus far this semester?

- □ 0-10 hours
- □ 11-20 hours
- □ 21-30 hours
- □ 31-40 hours
- □ More than 40 hours

DEMOGRAPHICS
Where is your school located?

- □ Urban Setting
- □ Suburban Setting
- □ Rural Setting
- □ Other: 

Which of the following characteristics describe your school? Mark all that apply.

- □ Public
- □ Charter
- □ Private - Religious
- □ Private - Non-Religious
- □ Magnet
- □ Alternative
- □ Agency
- □ After school
- □ Daycare
- □ Other: 

Percentage of students who receive free or reduced meals at your school?

☐ 0-20%
☐ 21-40%
☐ 41-60%
☐ 61-80%
☐ 81-100%

☐ N/A -- We do not have these designations at my school.

How many children in your classroom are served by an exceptional children’s program (do not include Academically Gifted)?

☐ 0
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ More than 5

GENERAL INFORMATION

What has the teacher education candidate done while in your classroom this semester? Please list at least two activities the candidate has participated in.

Activity 1: Activity 2:

Final comments:
Please feel free to add any additional information you would like the Cato College of Education to know as this candidate prepares for the student teaching semester.

Thank You!
The Cato College of Education hopes this survey has provided you adequate opportunity to provide UNC Charlotte with feedback about your intern and his or her performance in your classroom. We thank you for allowing the candidate to work in your classroom. Please feel free
to add any additional information you would like the College to know in the space above.
Part 3

The Undergraduate and Graduate Student Teaching Experience
Responsibilities of the Participants
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 criticism of 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.

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.
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.

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 -
The Clinical Educator

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

1. Prepare the students for the arrival and participation of the student teacher.
2. Exchange contact information.
3. Provide textbooks, schedules, class rolls, seating charts, school handbooks, curriculum guides, and other pertinent materials.
4. Provide a desk or an appropriate work area in the classroom for the candidate.
5. Welcome the candidate by familiarizing him/her with the school building and introducing him/her to the principal and other school personnel.
6. Explain methods of keeping attendance, homeroom records, grades and report cards, cumulative folders, and other necessary records.
7. Explain school policies, management, drills (fire, tornado, and lock-down), discipline, and controversial community problems. Support the candidate in such matters.
8. Conference with the candidate at least once a week. In addition, informal feedback should occur daily.
9. Plan lessons jointly at the beginning of the student teaching semester.
   • As the candidate develops confidence and skill in working with students, responsibilities for planning should be increased.
   • When beginning to teach, the candidate should be given the responsibility for one class in a secondary school subject, or one small block of time, subject, or activity in the elementary grades.
   • As the semester progresses, the teaching load should be gradually increased until a full load is attained.
   • 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.
10. Give feedback, sign, and date the candidate’s lesson plans at least two days (excluding weekends) prior to their implementation, thus allowing time for corrections and revisions.
11. Encourage the candidate to try his/her own ideas.
12. Provide adequate time for the candidate to solo in the classroom.
13. Communicate with the teacher assistant concerning the candidate’s role in the classroom, if applicable.
14. Evaluate the candidate formally during the semester using the Student Teaching/Graduate Internship Assessment Rubric and the Observation Feedback Form. A formal conference should follow each observation. In this conference always be honest and frank, but keep in mind that the candidate is, at this point, more student than teacher. Avoid comparing the candidate to experienced teachers. Never leave the candidate in doubt as to how he/she is progressing. Be prompt in pointing out success achieved by the candidate, as well as providing specific suggestions for improvement.
15. During the university supervisor’s scheduled observation, ratings on the Student Teaching/Graduate Internship Assessment Rubric (the clinical educator’s, the university supervisor’s, and the candidate’s) will be reviewed as a part of the three-way conference. The university supervisor makes sure the form is signed by all three parties and takes a color copy of each page after the observation/conference. The remaining white copy of this form is collected by the university supervisor at the final observation visit.
16. Inform the university supervisor or the Director of Field Experiences immediately when serious or continuous problems occur.

17. Share your evaluation of the candidate’s progress with the university supervisor throughout the entire semester. The university supervisor has the ultimate responsibility for assigning grades in student teaching and will seek the clinical educator’s input into this evaluation/grading process.

18. Complete all final documentation.
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.
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 university supervisor has the primary responsibility to oversee and coordinate the student teaching experience. She/he is held responsible by the university for the overall student teaching experience and for the course credit that the candidate receives.

1. Meet with and provide necessary information to clinical educators concerning their responsibilities. Exchange contact information.
2. Interpret university procedures, requirements, and evaluation to the candidate and the clinical educator.
3. Conduct scheduled seminars for candidates during the semester.
4. Visit and confer with candidates and clinical educators individually and jointly.
5. Observe each candidate formally during the student teaching experience as noted on the semester calendar.
6. Maintain written documentation on the progress and performance of each candidate, using forms and procedures provided by the Office of School and Community Partnerships.
7. Provide professional literature and other resources.
9. Support candidates regarding professional problems, issues, or concerns.
10. Negotiate unsatisfactory student teaching placements with the candidate, clinical educator, principal, and Director of Field Experiences. In the event that a change is necessary, the Director of Field Experiences will coordinate the process.
11. Evaluate and score program evidences completed in the student teaching/graduate internship course.
12. Secure all clinical educator, principal, and candidate signatures on the Certification of Teaching Capacity (CTC).
13. Submit relevant documents at the end of the semester.

The Principal

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

1. Welcome the candidate to the school. Consider offering an orientation to the school building, school policies, and community background early in the experience.
2. Introduce the candidate at the first faculty meeting to make him/her 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 Director of Field Experiences 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*

<table>
<thead>
<tr>
<th>Weeks</th>
<th>1–2</th>
<th>Attend orientation at the university. Begin orientation and active observation in the school. Plan with the clinical educator. Work with individuals and small groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks</td>
<td>3–7</td>
<td>Assume one responsibility at a time until full teaching load is acquired.</td>
</tr>
<tr>
<td>Weeks</td>
<td>8–11</td>
<td>Begin or maintain all planning, teaching, evaluation, and non-instructional responsibilities.</td>
</tr>
<tr>
<td>Weeks</td>
<td>12–14</td>
<td>Release responsibilities gradually, while maintaining active involvement in planning and teaching for the remainder of the semester.</td>
</tr>
<tr>
<td>Weeks</td>
<td>15–16</td>
<td>Maintain active assistance in the classroom. Observe other teachers, grade levels, and programs as time permits.</td>
</tr>
</tbody>
</table>

![Typical Semester Overview](image)

*Gradually Assume Responsibilities*  
*Gradually Release Responsibilities*  

**Teaching and Other Responsibilities**  

*Full Time - 4 weeks minimum*
**Modified Schedule for Lateral Entry Candidates**

**Week 1**
Attend orientation at the University.

**Weeks 2–7**
Write full lesson plans for one content area/block each week.

**Weeks 8–15**
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.

**Week 16**
At the end of the semester, all graduate interns will return to campus to 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 observation in the school. Plan with the clinical educators; work with individuals and small groups.

**Weeks 3–5**
Assume one class period at a time until full teaching load is reached in the first content area.

**Weeks 5–7**
Begin or maintain all planning, teaching, evaluation, and non-instructional responsibilities for the first content area.

**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, and programs as time permits.
Modified Dual Placement Student Teaching Schedule

Weeks 1–2  Attend orientation at the university. Begin orientation and active observation in the school. Plan with the clinical educators; work with individuals and small groups.

Weeks 3–5  Assume teaching responsibilities gradually until full teaching load is acquired.

Weeks 5–7  Begin or maintain all planning, teaching, evaluation, and non-instructional duties.

Week 8  Release responsibilities gradually while maintaining active involvement in planning and teaching for the remainder of the time in your first placement.

Week 9  Continue to give back teaching responsibilities to the clinical educator before moving to your EC placement. Plan with the clinical educator. Assist and work with individuals or small groups.

Week 10  Continue or begin active observation in your second placement. Plan with the clinical educator. Assist and work with individuals or small groups.

Week 11  Assume teaching responsibilities gradually until full teaching load is acquired.

Weeks 12–14  Begin or maintain all planning, teaching, evaluation, and non-instructional duties.

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

Beginning of Semester Observations of the Clinical Educator and Other Teachers (Optional for Lateral Entry Teachers)

The candidate completes four formal observations of the clinical educator prior to assuming responsibilities. The candidate should observe the teacher’s methods of planning and evaluation, management of instruction and student behavior, and the overall learning environment of the classroom. In addition, some candidates may be required to observe outside of their assigned classroom.

End of Semester Observations (Optional for Lateral Entry Teachers)

Written analysis of at least four observations during the final week in your school and/or other settings is required. Candidates are allowed to observe in other schools, using the following guidelines:

1. The observations are arranged by the clinical educator 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.

**NOTE:** Planning requirements for lateral entry candidates will be provided by the university supervisor.

**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. 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 area. 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,** typically, the candidate should have no more than two different preparations. In the event that a clinical educator is released 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.

**Lesson Critiques**

The candidate writes daily lesson critiques and/or individual lesson critiques, as prescribed by the university supervisor. Additional information will be available in the seminar sessions with the university supervisor.
Observations of the Student Teacher

The candidate is formally observed by the clinical educator and the university supervisor at regular intervals throughout the semester. During each of the observation cycles, the following process takes place:

1. The candidate plans and teaches a lesson which is observed and evaluated by the clinical educator using the Student Teaching/Graduate Internship Assessment Rubric (STAR). The clinical educator also documents the lesson using the narrative form, the Observation Feedback Form (OFF). A lateral entry candidate may request an observation from his/her mentor/department head for feedback prior to the university supervisor’s observation.

2. The candidate completes a self-evaluation as directed by the university supervisor, using the shared copy of the STAR that remains in the classroom.

3. The clinical educator and candidate then confer about the observed lesson through the use of both evaluations on the STAR, the clinical educator’s OFF, and additional notes taken by the clinical educator and/or the student teacher. Overall performance should also be a part of the conference discussion.

4. The university supervisor visits the classroom a minimum of two days, or no more than five days after the clinical educator’s observation. The supervisor observes a lesson planned and taught by the candidate and completes the STAR and OFF.

5. After the lesson, 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 OFFs are discussed, and the STAR is reviewed, dated, and signed. The date of the next supervisor observation is set, and the university supervisor takes a color copy of each of the STAR pages, leaving the original STAR pages attached for the next classroom observation.

6. 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 under the Observation 2 tab of the STAR.

7. At the last observation, the white copies (originals) of the STAR are returned to the University by the university supervisor, leaving one color copy for the candidate’s record. The candidate’s final grade is discussed. The final Certification of Teaching Capacity (CTC) is signed by the candidate, CE, US and principal or designee. This form is found under the Observation 4 tab of the STAR.
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.

All observations by the university supervisor are scheduled prior to the visit. In some cases, the university supervisor may visit and observe unannounced.

Numerous informal observations by the clinical educator occur during the student teaching semester. This informal written and verbal feedback should be welcomed by the candidate as it provides opportunity for maximum growth.

**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 the effective classroom teacher. Candidates may be required to complete the Final Self-Evaluation which is linked to the Cato College of Education’s Conceptual Framework.
**Seminar**

The student teaching seminar is an integral part of the student teaching experience. Candidates are assigned to small group seminars based on specific licensure areas. Attendance at seminars is mandatory.

<table>
<thead>
<tr>
<th>Paperwork</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
Student Teaching Notebook

All written work produced during the semester serves as documentation of progress, completion of requirements, and skill development. Most paperwork is kept in the Student Teaching Notebook for the university supervisor to review at each observation. Candidates should check with the university supervisor to determine how to organize the notebook. Below are suggested notebook items.

• TAB: General Information
  * Each subject taught is to have a separate tab in the notebook which could include daily lesson plans and critiques. All hand-outs, tests, and other materials are to be inserted with the daily plans.

  Note: Some supervisors may require lesson plans to be kept in a second notebook.

• TAB: Student Teacher Observations
  * Keep informal evaluation notes and evaluation copies from the clinical educator and university supervisor.

• TAB: edTPA Project
  * Keep all materials and information related to the project in this section in the notebook.

• TAB: Procedures
  * Keep school policies, seating charts, rolls, faculty handbooks, and other school information in this section.

• TAB: Observations of Teachers
  * In the first two weeks, the candidate completes four formal observations of the clinical educator, as directed by the university supervisor. Observation reports are placed in the Notebook before the university supervisor’s first observation visit. Insert under this tab the written analysis of the observations in other classrooms completed the last week of the student teaching assignment.
Suggested Activities for the First Week(s)

Candidates will enhance their growth by completing these suggested activities:

1. Talk with your clinical educator; exchange contact info; discuss your expectations and concerns.
2. Introduce yourself to the principal, office staff, media center staff, and other teachers.
3. Learn rules for teachers and follow them; learn rules for students and enforce them.
4. Set up duplicate attendance/grade books and seating charts; handle paperwork related to attendance, tardies, and passes.
5. LEARN STUDENTS’ NAMES.
6. Introduce yourself to students and consider ways to establish a positive working relationship with parents.
7. Grade and return papers; assist students individually and in groups; move around the room.
8. Accompany your clinical educator to all required activities/ assignments.
9. Get organized: papers, lesson plans, notebooks, announcements, absent students’ work, etc.
10. Plan lessons with your clinical educator, including long-range overview of semester work.
11. Ask the clinical educator many questions; write down things to remember.
12. Complete with the clinical educator, the Data Form with contact information to give to your university supervisor.
13. Find out what technology resources are available in the school.
14. Make a copy of the goals and objectives from the Common Core State Standards and the North Carolina Essential Standards for your class or classes. File these in your notebook behind subject area tabs to use in planning daily lessons.
15. Make arrangements to record the required video lesson.
16. Take charge of your own experience; be alert, aware, set individual goals and address them.
17. Smile; hold your head high; learn; reflect; enjoy!
Candidate Data 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.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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</tbody>
</table>

Add lunch time and planning period.
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

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 distance education candidates (with the principal’s permission and technology availability) may be invited to be a part of the Remote Observation of Graduate Interns (ROGI) group. Charlotte-Mecklenburg candidates are not a part of the ROGI observations at this time due to firewall issues.
Candidates are not required to meet on campus, but are encouraged to attend orientation on campus. Orientation will be taped or live streamed when possible. Candidates are invited to attend on-campus seminars for the Job Fair and/or the Student Teaching Symposium.

The University Supervisor may visit the school site for the initial visit 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.

ROGI candidates will need a webcam (i.e., Logitech Webcam Pro 9000) and some type of microphone or wireless headset (i.e., Logitech Clear Chat PC Wireless) for observations. Skype, Face Time, and Google Hangouts can also be used. Candidates without clinical educators may need someone in the school building to set up and operate the equipment during the scheduled observations.
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 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 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 informal conferences throughout the semester. Professional observations of the candidate’s performance and growth are documented on the assessment instruments after each formal observation. The STAR is an evaluation instrument based on the ten Interstate New Teacher Assessment and Support Consortium (InTASC) Standards and the UNC Charlotte Conceptual Framework. The clinical educator and university supervisor use the OFF to provide narrative feedback after formal observations, and at other relevant times in the semester. Evidence collected from both instruments is reported on the Exit Evaluation of Teacher Education Candidates and forms the basis for determining the final grade for student teaching proficiency on the Certification of Teaching Capacity (CTC), and the recommendation for licensure.
Grading Standards for Graduate Interns/Student Teachers

Performance evaluation is based on classroom observation, written documents, work products, and seminar involvement. Both the clinical educator and the university supervisor provide performance documentation on the Student Teaching and Graduate Internship Assessment Rubric (STAR) and the Observation Feedback Form (OFF) after each formal observation. Evidence collected from these two instruments is reported summatively on the Exit Evaluation of Teacher Education Candidates. The final teaching grade is based on the degree of quality and consistency demonstrated by the student teacher throughout the semester.

Grades Awarded in Student Teaching

A grade of A 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. The A student teacher 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 A student teacher:

- 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 A student teacher is dependable and responsible as evidenced by following through on responsibilities, being punctual in school and seminar attendance, completing less 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 A student teacher 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 A student teacher exhibits genuine interest in his/her students by working/planning for their success. The A student teacher is an effective communicator who gives attention to accurate written and oral language skills.
- Demonstrate 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 A student teacher 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 A student teacher 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 A student teacher works in partnership with colleagues, administrators, and parents/families of the student and demonstrates a genuine interest in students and their community.
A grade of B means that the student teacher has met performance standards at an acceptable level and has earned the full recommendation of the University and the LEA for licensure. The student teacher has completed all course requirements, but the quality and/or consistence of the performance do not rise to the level of competency and proficiency awarded an A. Often the B student teacher has one area of performance that needs further opportunity for development.

A grade of C means that the student teacher has completed all core course requirements at an acceptable level of achievement and has maintained active involvement in the classroom and seminar. However, the student teacher has not met the classroom performance standards with sufficient competency to allow the University or the school system to recommend him/her for licensure. The C student teacher who is not recommended for licensure has numerous areas of inadequate classroom performance and does not demonstrate a clear potential for success as a teacher.

A grade of D means that the undergraduate student teacher has not met performance standards, and his/her classroom performance has been specifically, and/or generally, unsatisfactory. The student teacher is not recommended for licensure; however, because the student teacher has completed most of the core student teaching requirements, has been dependable in attendance, and has maintained active involvement in a school, he/she earns academic credit for the course.

A grade of F means that the undergraduate student teacher’s performance severely lacks the knowledge, skills, and/or dispositions for teaching. 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 for graduate student teachers is an unsatisfactory grade and means that the candidate has not met performance standards, and his/her classroom performance has been specifically, and/or generally, unsatisfactory. The candidate is not recommended for licensure.

A grade of I (Incomplete) is assigned in accordance with University policy when the university supervisor and the Director of Field Experiences 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 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 Director of Field Experiences before completing the University request for withdrawal. Alternately, a student teacher may be advised to withdraw by the university supervisor and/or the Director of Field Experiences for professional reasons, within the timeline and guidelines set by the University.

NOTE: W-limit hours

Students are allowed to receive a grade of W for no more than 16 credit hours over their academic careers. Students may only withdraw from a course if they have enough remaining “W-limit hours”. Refer to [https://provost.uncc.edu/policies/academic/withdrawals](https://provost.uncc.edu/policies/academic/withdrawals) for detailed information regarding this policy.
Recommendation for the North Carolina Teaching License – Undergraduate

The grade for the student teaching course and the recommendation for licensure are viewed as separate but related decisions. Candidates who earn grades of A or B are recommended for the teaching license without reservation. Grades include edTPA submission and all elements met on the Certification of Teaching Capacity (CTC). Candidates who earn grades of C, D, F, 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.

Recommendation for the North Carolina Teaching License – Graduate

The grade for the student teaching course and the recommendation for licensure are viewed as separate but related decisions. Candidates who earn grades of A or B are recommended for the teaching license without reservation. Grades include edTPA submission and all elements met on the Certification of Teaching Capacity (CTC). Candidates who earn grades of C, U, 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.
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. What processes and procedures do students need as a prerequisite for the lesson? How will prior knowledge be checked? What skills and competencies are they expected to master in this lesson?
4. 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?
5. In what ways can this lesson be enhanced by the use of technology?
6. How will students be encouraged and assisted to extend and refine the knowledge they are acquiring?
7. 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?
8. How does the lesson plan accommodate students’ individual needs?
9. 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 site for lesson plan formats, http://education.uncc.edu/resources/faculty-resources/ edtpa-professional-education-dispositions/edtpa-information.

<table>
<thead>
<tr>
<th>Planning</th>
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<tr>
<td>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.</td>
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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 story time 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.

The Lesson Critique

A lesson is not complete until the teacher has taken time to carefully reflect on the effectiveness of instruction. This analysis happens by looking at each lesson as well as the success of the entire instructional day.

Sample Questions to Consider for Lesson Critiques

1. Have the objectives for the lesson been met?
2. How were the needs of individual students met?
3. How were learning styles addressed?
4. Was the pacing appropriate?
5. What were the strengths of the lesson?
6. In what ways were students given the opportunity to evaluate themselves?
7. What was the assessment method(s) utilized?
8. How could this lesson be taught more effectively?
9. Does the lesson need to be revised and re-taught?
10. Did the planned strategies for classroom management work?

The University Supervisor may provide additional guidelines for lesson critique.
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, Licensure (TEAL) in the Cato College of Education indicating that the packet has been mailed to NC DPI.

Upon receipt of the application, the North Carolina Department of Public Instruction takes approximately six weeks to process and mail 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, Licensure (TEAL) to determine the status of the license process since these calls will delay licensure procedures.
Title: Student Teaching Seminar

Seminar Hours: There will be at least four student teaching seminars.

Seminar Description: The student teaching seminar is an integral part of the student teaching experience. Candidates are assigned to small 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 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.

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.

Seminar Content: The student teaching 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: Candidates demonstrate professionalism by being punctual for all seminar/professional events. Attendance is mandatory. 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 course, the seminar does not receive a separate course grade. The evaluation of the candidate’s performance in seminar is based on the seminar requirements (attendance, participation, reflection, collaboration). This performance is documented in the *Student Teaching/Graduate Internship Assessment Rubric*. 
**Student Teaching Action Plan**

Date: ___________  ST: ___________________________________  800#: ___________________  UG/Grad
CE: ___________________________________________ US: ___________________________________________
Program: ________ School/District: ___________________________ Grade Level: __________

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<th>Agreed Upon Solution(s):</th>
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<th>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.</th>
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- 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: __________________
Permission to Video

A UNC Charlotte candidate, who is also an employed lateral entry teacher, has been assigned to your student’s classroom as the teacher of record, under the supervision of the principal and a university supervisor. This lateral entry candidate is working to complete the requirements of a UNC Charlotte teacher licensure program.

As part of the teacher education program, all candidates are required to video themselves teaching or working with students in a classroom. The candidates use these videos for self-evaluation of their teaching skills and for developing an edTPA assessment. The edTPA is a nationally recognized performance-based assessment of the teaching quality and effectiveness of educational candidates who are seeking a teaching license. As part of the edTPA, candidates review the videos for analysis of their classroom practice and instructional skills. Student work samples may be collected as evidence of the candidate’s teaching practice. It is possible that your child’s work may be included as part of this process. Your student’s name will not appear on any material (pseudonyms are used whenever necessary) and all materials such as videos, photographs, and work samples, are kept confidential at all times.

At no time will the videos or photographs be used to evaluate or make an example of any child. These images may be used only for the noncommercial professional purposes of evaluating and developing the professional skills of the candidate who seeks to become a professional teacher. The videos will not be available to the public via the Internet, YouTube, Facebook, or any other social communication website. Your child is not required to appear in the videos or photographs or to have work submitted as part of the candidate’s portfolio; if necessary, an alternative learning activity will be provided.

Please indicate your permission for your child to participate in these instructional activities, appear in videos or photographs and/or to include his/her work within the candidate’s edTPA submission. The video, photographs, and/or work will be viewed only for the purposes of evaluating and developing the skills of the candidate. The videos may be used with future candidates for use in training purposes only.

Thank you for your role in producing future teachers of the highest quality. If you have any questions, please contact me at 704-687-8802.

Tisha Greene
Tisha Greene, Assistant Dean
Office of School and Community Partnerships

________________________________________
Child’s Name

________________________________________
Parent or Guardian Signature

________________________________________
Date

I understand the limited nature of the permission granted by the parent or guardian to use videos or photographs in this classroom only for the purpose of evaluating and developing the professional skills of the candidate. I agree not to use them for other purposes, without further written permission of the parent or guardian.

________________________________________
Lateral Entry Teacher

________________________________________
Date
PERMISO PARA LA GRABACIÓN DE VIDEOS

Un candidato de la Universidad de Carolina del Norte en Charlotte está contratado como maestro en el salón de clase de su estudiante bajo la supervisión del director de la escuela y de un supervisor de dicha universidad. Como profesional fuera del sistema educativo que está habilitándose como maestro, el candidato está completando los requisitos de un programa de acreditación de maestros de la misma universidad.

Como parte del programa de acreditación, se les requiere a todos los candidatos que se graben en un video impartiendo clases con estudiantes. Los candidatos utilizan las grabaciones para la autoevaluación de su capacidad para enseñar y para la evaluación de edTPA, que es una evaluación reconocida a nivel nacional, basada en los resultados de la calidad de enseñanza y eficacia de los candidatos a la profesión de la enseñanza que aspiran a la acreditación de maestro. Como parte de la evaluación de edTPA, los candidatos utilizan las grabaciones para analizar su empeño en el salón de clase y su capacidad para enseñar. Se pueden recoger muestras de trabajo de los estudiantes como pruebas del empeño de la enseñanza del candidato y es posible que el trabajo de su estudiante se recoja como parte de las pruebas. El nombre de su estudiante no figurará en ningún material (se utilizarán pseudónimos cuando sea necesario) y todos los materiales tales como las grabaciones, las fotografías y las muestras de trabajo se mantienen en todo momento en confidencialidad.

Bajo ningún concepto se utilizarán las grabaciones o las fotografías para evaluar o exhibir a ningún estudiante. Pueden utilizarse solo para los fines profesionales no comerciales de la evaluación y del desarrollo de la capacidad profesional del candidato que aspira a la profesión de la enseñanza y no estarán disponibles al público a través de Internet, YouTube, Facebook o ningún sitio web de comunicación social. Su estudiante no está obligado a aparecer en ellas ni a entregar trabajo que se recoja como prueba del empeño de la enseñanza del candidato. Si es necesario, se preverá una actividad de aprendizaje alternativa.

Sirvase permitir que su estudiante participe en estas actividades de enseñanza, aparezca en grabaciones o fotografías y/o entregue trabajo como prueba en la evaluación de edTPA del candidato. Las grabaciones, las fotografías y/o el trabajo solo se utilizarán para fines de evaluación y desarrollo de la capacidad del candidato. Las grabaciones también pueden utilizarse solo para fines de formación de futuros candidatos.

Gracias por el papel que desempeña en el desarrollo de futuros maestros de la mayor calidad. Si tiene preguntas, sírbase llamarme al 704-687-8802.

Tisha Greene
Tisha Greene, Assistant Dean
Office of School and Community Partnerships

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<tr>
<th>Nombre del estudiante</th>
<th>Fecha</th>
<th>Firma del padre o tutor</th>
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Yo entiendo el alcance limitado del permiso concedido por el padre o el tutor para la utilización de grabaciones o fotografías en este salón de clase para fines de evaluación y desarrollo de la capacidad del candidato. Acepto no utilizarlas para otros fines sin el permiso adicional por escrito del padre o del tutor.

________________________________________________________
Firma del candidato que aspira a la profesión de la enseñanza

Fecha