

Carolina Online Lateral Entry

University of North Carolina at Chapel Hill

Program Handbook

Table of Contents

The School of Education and Carolina Online Lateral Entry Program Overview	3
Carolina Online Lateral Entry Overview and Structure	3
COLE Faculty and Staff.....	5
Applications and Admissions	5
Residency	5
Enrollment in COLE courses	6
Matriculation through COLE.....	6
COLE Progress Checklist	7
COLE and Post-baccalaureate Programs	8
School of Education Conceptual Framework	9
School of Education Standards	10
Academic Progress in Carolina Online Lateral Entry.....	11
Practice, Attendance & Communication.....	11
Professionalism and School Law	12
Completion and Academic Progress.....	13
Support, Remediation, and Eligibility	14
Working With a Mentor Teacher.....	15
Role of the Mentor Teacher	15
Supervision and Observation	15
Suggestions for Working with Mentor Teachers	15
Appendix.....	17
Agreement to the Policies	17
TPAI-R Full Review	18
Mid-point Evaluation	19
Synthesis and Evaluation Statements – Evaluation of Learning	21
Leave of Absence Form.....	24
HELPFUL DOCUMENTS	25

The School of Education and Carolina Online Lateral Entry Program Overview

Carolina Online Lateral Entry Overview and Structure

Established by the School of Education and cooperating school systems, the Carolina Online Lateral Entry (COLE) program is a licensure program for working lateral entry teachers.

The COLE program is:

- currently designed for candidates seeking North Carolina licensure in mathematics or science at the Middle Grades or Secondary level.
- for teachers already hired as full-time teachers and holding lateral entry licenses. The schools and the School of Education cooperate to support and encourage teachers as they complete their studies for licensure.
- complete and self-contained.
- efficient in helping teachers attain licensure. Teachers enter the program at the beginning of their first year of teaching and complete it by the end of the second academic year.
- innovative, using novel instructional techniques and technology, including both synchronous and asynchronous online course sessions, online teaching demonstrations and videoconference coaching. This requires few face to face meetings and reduces travel time for candidates.
- supportive with constructive coaching, frequent online contact and periodic visits to the teachers' classrooms. The coaches provide non-judgmental support, helping teachers solve the most urgent problems they confront in the classroom.

The program is open to teacher candidates who have already been employed by a school or school system in North Carolina on a lateral entry license. In accordance with state requirements for a lateral entry license, candidates must hold a bachelor's degree with a major relevant to the subject or subjects they will be teaching.

The COLE program is designed to provide the Teacher Education courses a lateral entry teacher must take to receive a standard professional license, including nine credit hours of core pedagogy courses and six credit hours of teaching methods courses specific to the specialty area. Candidates also register for three consecutive sections, totaling five credit hours, of constructive coaching. All courses are designed for online delivery, however, it may be desirable for some classes to meet face-to-face once or twice a term. Since all candidates in the program are employed, these class sessions will be scheduled in the evenings or on weekend days. *In addition, depending on individual background and experiences, content courses may be required to meet the requirements for teaching licensure.*

Core Courses:

There are three core courses in the program. These courses cover integrated content related to teaching in Middle and High School. The content is integrated to reflect the natural flow of teaching, therefore topics such as: working with English Language Learners, teaching students with exceptionalities, teaching content area reading skills and strategies, knowing legal rights and responsibilities of teaching, considering the diversity of learners in a classroom, and becoming an instructional leader in a classroom are all integrated in the three courses.

The courses are:

- EDUC 532: Understanding Students
- EDUC 533: Diversity
- EDUC: 535: Teachers in Schools

Courses are typically offered once yearly on a rotating basis.

Methodology Courses:

There are three sequential methods courses. These courses focus on subject specific methods for teaching students. Courses are interactive and engaging, situating learning about teaching in the regular day-to-day activities of a lateral entry teacher. Courses re-visit some of the topics of core courses from a content specific perspective. Courses also examine strategies for teaching particular concepts, developing skills to work with students, and attending to discipline specific issues (e.g. safety in science, manipulative use in mathematics).

The courses usually begin in the Second Summer session and continue through the academic year. Participants beginning during the academic year may join the core courses, but will need to wait until the subsequent summer session to complete methodology courses.

Constructive Coaching:

Constructive coaching is connected with the methodology course. This course takes a closer, more personal look at each individual's pedagogy and systematically attempts to refine teaching around core areas. This involves personal teaching analysis with the support of an experienced teacher (the methods instructor). Through a co-generative discussion, the lateral entry teacher works with the 'coach' to improve specific targeted pedagogies.

There are three consecutive courses in this course sequence. These begin concurrently with the second methods course and culminate with a focused independent course. Thus, the sequence is Fall, Spring, Summer I.

Graduate credit is given, although the courses are not accepted into UNC master's degree programs. The School of Education also offers an on-campus Master of Arts in Teaching degree program for candidates who wish to become K-12 teachers with master's-level preparation.

Many lateral entry teachers also must complete one or more courses in the content area that were not taken as part of the teacher's undergraduate major. The COLE program identifies these additional course requirements, if any, and either provides the courses needed or works with the candidate to find ways to take those courses.

COLE Faculty and Staff

Patty Rooney is the program assistant for COLE. The program assistant supports the program coordinator in fulfilling the goals of the program. The program assistant maintains records on all candidates as well as courses in the program. She may be contacted at: 919-962-0625 or via email at: prooney@email.unc.edu.

Dr. Nick Cabot is the program coordinator for COLE. As the program coordinator he oversees admissions, supervises course development and teaching, and ensures academic progress of participants. His office is located in the School of Education in Peabody Hall, room 201A (telephone: 919-843-9844). Email is preferred: nicabot@email.unc.edu.

Applications and Admissions

Applications to the COLE program are made Online via the [School of Education Website](#). For information about how to apply, deadlines, and application forms, the admissions section of this website has information about COLE listed under [Post-Baccalaureate Programs](#).

The COLE program is designed for lateral entry teachers only. Therefore all applicants are expected to be employed as teachers and possess a provisional or emergency teaching license from the State of North Carolina. This status does not guarantee admission. Two program faculty and/or administrators will also review applications to the COLE program. Acceptance will be limited to those participants that are deemed potentially successful in this rigorous and demanding program.

Residency

"Residency" has two quite different meanings for candidates in COLE: status as a resident of North Carolina for tuition purposes, and requirements for the number of hours and timing of coursework taken in one's graduate program.

North Carolina Resident Status

Under North Carolina law, to qualify for in-state tuition for a given term, you must prove: 1) that you established your legal domicile in North Carolina; 2) that you have maintained that domicile for at least twelve consecutive months before the beginning of the term, and 3) that you were physically present in the state, and 4) that you intend to make North Carolina your permanent home of indefinite duration rather than being in North Carolina solely to attend college.

Because it is difficult to determine directly someone's intention to make North Carolina their home of indefinite duration, residency classifiers must evaluate actions taken that may indicate "domiciliary intent". The following list contains some items that may be significant in determining intent: where are/were you employed, where did you register to vote, what are your sources of financial support, where have you registered your car, what state issued you a driver's license, in what state did you file income tax, where is your personal property located. For more information on qualifying for residency for tuition purposes, please contact the Office of Student Affairs in the School of Education.

The Registrar's Office requires that candidates complete a separate residency form. This is found on the [Registrar's Office Website](#) under [Residency](#). These forms should be completed and submitted to the School of Education, Office of Student Affairs.

If you want to appeal the decision about your residency status, you need to appeal within 15 days, in writing, to the Director of Student Affairs in the School of Education.

Enrollment in COLE courses

When an admitted candidate has paid the required deposit, he or she is issued a PID (Personal Identification Number). PIDs are automatically generated for currently enrolled candidates. The PID is needed for registration via Student Central at <http://www.unc.edu/student/>. If you are unable to register, contact the School's Registrar in the Office of Student Services in the School of Education. Candidates who have outstanding bills at the Cashier's Office, or (in registration window II) who have not paid prior to registering, will be unable to register.

Candidates will be expected to enroll in courses during each enrollment period. Course numbers and sections will be provided upon admission to the program. Each semester participants will be reminded of the courses that they should enroll for during the enrollment period.

Candidates do not have to take summer courses to maintain continuous enrollment. Summer school courses may be used as one semester toward the requirement of registration in two continuous semesters.

Matriculation through COLE

Throughout this program there will be a number of things that you will need to attend to in terms of enrollment, completing the steps in the process and securing a clear license. The next page includes a checklist of things that you will need to do in order to complete the program. You may want to print and remove this list for your frequent reference

COLE Progress Checklist

- ✓ Register for and complete: EDUC 532 - Understanding Students
- ✓ Register for and complete: EDUC 533 - Diversity
- ✓ Register for and complete: EDUC 535 – Teachers and Schools
- ✓ Register for and complete: Methods Course sequence (see your program of study)
- ✓ Register for and complete: Constructive Coaching course sequence (see your program of study)
- ✓ Complete all coursework *on time*
- ✓ Complete, submit, and receive proficient marks all artifacts (course assignments)
- ✓ Complete, submit, and receive proficient marks all SES essays
- ✓ Complete any additional required coursework in your licensure area (see your program of study)
- ✓ Receive a passing score on the appropriate Praxis Exam(s)
- ✓ Receive a **positive Summative Evaluation using the TPAI-R** from your school supervisor
- ✓ Retain a lateral entry teaching position
- ✓ Submit your application for licensure along with supplementary paperwork to the School of Education Licensure Officer. This includes evidence of completion of additional content area coursework, securing official transcripts, and providing passing Praxis Scores.

COLE and Post-baccalaureate Programs

COLE is considered an off-campus Post-baccalaureate program, overseen by the School of Education. Therefore, the program follows the policies and guidelines of the School of Education. The School of Education is organized according to a conceptual framework (included below and in the appendix). Rules and policies set forth by the School of Education are included in this document where appropriate. If a candidate has questions or concerns about these policies, they should contact the Program Coordinator or the Office of Student Affairs in the School of Education.

School of Education Conceptual Framework

The School of Education Conceptual Framework orients students, programs, and curricula to the central principles and dispositions that the faculty of the school of education deem as hallmarks of exceptional education professionals. As a result, the framework describes what is valued by the faculty, reflects broader notions and perspectives about what is important knowledge for educators, and serves as guidance in terms of the broad goals that are expected of teacher candidates in the program.

Preparing Leaders in Education for Equity and Excellence in a Democratic Society

Preparing Leaders in Education

The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting development and learning for those birth – grade 12. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.

The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.

For Equity and Excellence

Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all candidates are well served and that all are encouraged to perform at their highest level.

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all candidates and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

In a Democratic Society

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

School of Education Standards

School of Education Conceptual Framework Principles

(Revised October 2004)

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all candidates.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education's goal that candidates will become leaders supporting and promoting the development, teaching and learning of all candidates in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance students' development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance students' development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

School of Education Conceptual Framework Dispositions

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

Academic Progress in Carolina Online Lateral Entry

Practice, Attendance & Communication

Candidates have five years to complete the program. Candidates in the COLE program must hold a current teaching position and must follow the rules and guidelines determined by the LEA for leave or absences from teaching duties. Furthermore it is required that the candidate maintain a successful (as determined by the LEA) classroom position as a teacher throughout the COLE program in order to remain in the program. More information about teaching is found in the following section.

Candidates must adhere to attendance policies as specified in course syllabi. Individual instructors determine course specific policies pertaining to grades and attendance. Instructors are allowed to include attendance as portions of course grades. Frequent tardiness and excessive unexcused absences will also be seen as cause for concern and at the request of the instructor can merit intervention. If course policies specify that attendance and/or tardiness can affect finals grades there can be consequences. Nine hours or more of coursework that receives a grade of L or an F in any course results expulsion from the program.

COLE is primarily an Online program with limited face-to-face contact between candidates and faculty/instructors. This structure can create situations that make communication challenging, so the program attempts to keep e-mail, mailing address, and telephone contact information for all candidates. Primarily, the program relies on e-mail communication. Therefore candidates are expected to maintain email contact. This includes both being able to receive and also responding to e-mail. Failure to respond to COLE program or course related e-mail would create concerns that would be addressed by the course instructor and/or program coordinator. Candidates are expected to notify instructors, the program assistant and program coordinator in the event that there are changes to their e-mail accounts, mailing address, and telephone contact information.

Being an Online program, COLE relies on candidates to be prepared for class sessions and have access to all relevant materials sent by course instructors. Instructors will determine policies related to preparation and participation in courses. In the event that candidates fail to come to class prepared on a regular basis will be cause for concern, will merit intervention, and can affect final course grades.

Leave of Absence

To be eligible for a leave of absence, a candidate must not have received an extension of the time limit for the degree and must not have temporary grades of IN or AB on courses taken. In advance of the leave period, the candidate must complete and submit a [Request for Leave of Absence Form](#) to the Program Coordinator. This form requires approval by the academic program. If The School Education approves the leave of absence, the time of that leave will not count against the total time allowed for the degree. [Readmission](#) to The School Education after

an approved leave of absence is generally a formality. Ordinarily, a leave of absence may not be renewed. *Leave of absences should be carefully considered. Since courses are typically only offered once each year, there can be consequences in taking a leave of absence and completing courses in the required time – especially in terms of the limits of licensure. Please consult with the program coordinator before making decisions about this.*

Professionalism and School Law

Candidates in the COLE program must hold a current teaching position and a lateral entry license from the State of North Carolina. Therefore the program expects that all candidates will adhere to the duties of teachers as defined by North Carolina Law:

115C-307. Duties of teachers.

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

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

It is within the scope of duty of teachers, including substitute teachers, teacher assistants, student teachers or any other public school employee when given such authority by the board of education or its designee, (i) to administer any drugs or medication prescribed by a doctor upon written request of the parents, (ii) to give emergency health care when reasonably apparent circumstances indicate that any delay would seriously worsen the physical condition or endanger the life of the pupil, and (iii) to perform any other first aid or life saving techniques in which the employee has been trained in a program approved by the State Board of Education: Provided, that no one shall be required to administer drugs or medication or attend life saving techniques programs.

Any public school employee, authorized by the board of education or its designee to act under (i), (ii), or (iii) above, shall not be liable in civil damages for any such authorized act or for any omission relating to such act unless such act or omission amounts to gross negligence, wanton conduct or intentional wrongdoing. Any person, serving in a voluntary position at the request of or with the permission or consent of the board of education or its designee, who has been given the authority by the board of education or its designee to act under (ii) above shall not be liable in civil damages for any such authorized act or for any omission relating to such act unless the act amounts to gross negligence, wanton conduct or intentional wrongdoing.

Completion and Academic Progress

Candidates are provided with a Program of Study upon admission to the COLE program. The Program of Study details the courses that candidates are required in the program as well as content courses required to complete licensure requirements. Candidates are expected to carefully review the Program of Study to assure that they fully understand the requirements. It is the responsibility of the candidate to complete these requirements. No more than 20% of the total number of required program hours may be transferred to meet the requirements for core or methods courses. Content courses, specified in the Program of Study, may be transferred from any accredited institution of higher education.

A grade of Incomplete may be given (or not), at the discretion of the instructor, when a candidate cannot complete a course within the regularly allotted time. Instructors are encouraged to give Incompletes only in exceptional circumstances, such as in the case of illness. Candidates are discouraged from seeking Incompletes. A delay in finishing a course usually causes an overload of work in subsequent semesters. Furthermore, the sequential nature of COLE courses means that incompletes can create problems with prerequisites for future courses.

A candidate has one calendar year to remove a grade of Incomplete.* Extensions may be granted for additional time, if the candidate can show evidence of special circumstances and/or substantial progress toward completion of course requirements. Candidates should request an extension in writing and should include a letter of support from the instructor of the course. Candidates should make their requests to the Director of Student Affairs.

*If an Incomplete is not removed after one year and an extension has not been granted, the Incomplete automatically becomes an F, thus making the candidate ineligible to continue in their studies. However, if a candidate completes the work or requests and if the instructor of the course approves, the candidate may be reinstated upon recommendation by the Senior Associate Dean of the School of Education. However, the grade of F remains on the transcript permanently, and the candidate must register and pay for course again. S/he does not need to attend the course a second time. The grade received for the work done for the original course will be submitted as the grade for the new registration for the course.

Grades for graduate courses are: H (High Pass), P (Pass), L (low passing), and F (failing). A grade of L should be cause for concern and every effort should be made by the candidate to determine and correct any deficiencies in study habits, writing ability, background knowledge, or other contributing factors. A candidate receiving two Ls or one F in COLE courses will be ineligible for recommendation for standard licensure and will be removed from the program.

Candidates are entitled to routine evaluation. There are three evaluations provided the candidate. These occur at: admission, mid-point, and upon completion of the program. On-going evaluation will be conducted through coursework and observations of practice. Continuous evaluation is accumulated for all candidates through submission of artifacts and work products as well as

essays that reflect candidates' understanding of School of Education core Principles and Dispositions.

In addition, completion of the program does not guarantee recommendation for clear licensure. The expectation is that the hiring school will provide annual written evaluations using the TPAI-R form (this represents a summative evaluation). In order to be recommended for clear licensure, the candidate must have received one positive summative evaluation using this form and submit that to the school of education in order to convert the lateral entry license into a clear standard license in North Carolina.

Each participant in COLE receives a Program of Study designed to meet the needs of the individual in order to clear the provisional (lateral entry) license held when entering the program. An Individual's Program of Study cannot be transferred to another individual, nor can it be applied to another licensure area. The individual must complete his or her Program of Study as specified before seeking additional licensures. At admissions, candidates are given the opportunity to challenge or question the Program of Study. Once, the candidate signs the Program of Study, this agrees to the plan and commits to completing that Program of Study.

Support, Remediation, and Eligibility

The program makes the assumption that continued employment as a lateral entry teacher means that the only concerns will be academic. However, in the event that the school, district, or state determines that you are no longer eligible to hold a lateral entry license in North Carolina, this will also result in termination from the program.

The program intends to be internally evaluative and supportive. Thus, courses are designed to be supportive and course instructors are responsible for addressing problems that occur. In the event that these measures are not sufficient for addressing problems the following steps will occur:

1. Written notification from the program coordinator (most likely via e-mail) will be sent to all concerned parties (e.g. candidates, instructors, principals, etc.) describing the concern and identifying what should be done to correct the problem.
2. If problems persist, after written notification, a meeting will be arranged to clarify the concern and develop a plan that will address the concerns raised. This plan will be developed in collaboration with Anne Bryan, Director of Student Affairs and all involved parties.
3. If problems persist further, a formal warning will be given that removal from the program is imminent. This formal warning will be copied to the Chair of Teaching and Learning, the Director of Student Affairs, and the Senior Associate Dean of the School of Education
4. If the problems continue, the candidate will be removed from the program and not be eligible for recommendation for a clear license in North Carolina.

Participants with concerns should direct them to the following people in order:

1. First to the program coordinator (Nick Cabot).
2. If this is not appropriate or creates cause for concern, the next person to contact is Ann Bryan in the Student Affairs Office at 919-962-8693. Her office is located in Suite 103 of Peabody Hall.
3. In the event that these people are unable to resolve these problems, candidates may contact Jill Fitzgerald, Senior Associate Dean for Academic Programs and Chief Academic Officer. Her office is in Suite 101 Peabody, and appointments may be made by calling 919-966-7000.

Working With a Mentor Teacher

Role of the Mentor Teacher

An important source of professional knowledge can be experienced, veteran teachers. Having a mentor in the school allows novice (lateral entry or provisionally certified) teachers to benefit from an experts' knowledge and expertise as well as an understanding of the particular context. Therefore COLE encourages participants to take full advantage of mentor teachers in the school. The program does not have formal expectation for mentor teachers.

Supervision and Observation

The nature of the program does not allow regular in-person observations of teaching by a university affiliate. Furthermore, the State of North Carolina Department of Public Instruction has determined for the purposes of lateral entry teachers that the employing Licensed Education Association will provide supervision and feedback using the TPAI-R form.

However, the structure of the program does allow for observations and feedback on teaching. This is accomplished through the sequence of courses entitled, "Constructive Coaching". The intent of these courses is to model and scaffold principled teaching in context using principles of coaching by an experienced other. Participants of the program are entitled to observations of teaching during each semester in which the participant is enrolled in a constructive coaching course. These observations will include some form of written record that documents the outcomes of that observation.

Suggestions for Working with Mentor Teachers

There are many ways that a novice can activate the resources of a mentor teacher that are not immediately obvious. Here are some suggestions:

1. Ask to meet with them to consult about curriculum expectations. Often many practical suggestions come from these meetings.
2. Ask to visit an experienced teachers' classroom. This can be done during planning time. Or, alternatively, asking for someone to monitor your classroom for a period can allow you to visit another class.
3. Ask the experienced teacher to visit your classroom. Be prepared to ask specific questions and for help with specific things. For example:
 - a. Ask them to examine how you are engaging students with content.

- b. Ask them about different ways to manage practical aspects of your teaching.
- c. Have them chart the students you call on and how you respond to those students.
- d. Have the mentor identify all the times that students were really engaged with the lesson. What was going on in those moments?

In some cases, there may not be an experienced teacher in your discipline in your school. However, any teacher with experience can offer insights that are valuable, even if they are not experts in your content area. A literacy teacher might have good ideas about how to have your students read text materials or different sources of reading material. Special education teachers often have good ideas about how to differentiate instruction even if the need is not apparent to you.

Ideally, working with a mentor will be rewarding to both of you, so think about the gifts, skills, knowledge, and abilities that you bring to the relationship. Regardless, just the act of talking and being explicit about the ideas, assumptions, and perspectives that each of us brings to teaching can be an opportunity for experts and novices to grow. Developing these understandings together will require that you find ways to manage and deal with the ideas and information that you share. You might be able to track this with e-mails or notes about the things that you talk about. Ultimately, you will be best served by developing some habit of writing (either as a journal, blog, or in other forms) about these interactions.

Appendix

Agreement to the Policies

The following agreement indicates that you have read the program policies and agree to adhere to the policies during your enrollment in the program. By signing below, you acknowledge that you are aware of and agree to the following (initial before each statement):

- _____ Academic progress is required. A candidate receiving two Ls or one F in COLE courses will be ineligible to be recommended for standard certification and expelled from the program.
- _____ Continuous employment as a lateral entry teacher is required to complete the program.
- _____ Academic progress includes completing 6 Synthesis and Evaluation Statement essays as part of coursework. "Proficient" grades on all these essays is required for program completion.
- _____ The TPAI-R will be used by my LEA supervisor to assess teaching performance.
- _____ One positive summative evaluation using the TPAI-R must be earned in order to be recommended for licensure by UNC Chapel Hill.
- _____ Communications with instructors and program staff is expected. This will be primarily via e-mail. Failure to respond to e-mails from any program affiliate will be cause for concern.
- _____ Punctuality is expected at all times; patterns of lateness to class and/or frequent requests for extensions on assignments and/or course grades are not acceptable.
- _____ Professionalism and respect are a minimum for all courses. Disrespectful language and derogatory comments are not allowed. Similarly racist and sexist language is not allowed.

If you experience problems with any of these issues, contact the program coordinator immediately.

Signed: _____ Date: _____

Printed Name: _____

TPAI-R Full Review

(On your flash drive as a .pdf file.)

Mid-point Evaluation

The University of North Carolina at Chapel Hill
School of Education COLE Program

Assessment for _____ (Lateral-Entry Teacher Candidate)

RATING CODE (Use this code to rate candidate's performance in items below.)

2	1	0
Exemplary	Proficient	Unsatisfactory
Demonstrates the development of skills, knowledge, and/or beliefs required for effective teaching. Evidence of development is in the form of written work, verbal exchanges, or observed interactions with students.	Demonstrates the potential for the development of skills, knowledge, and/or beliefs required for effective teaching. Evidence of development is in the form of written work, verbal exchanges, or observed interactions with students.	Demonstrates neither potential for the development of skills and knowledge nor beliefs required for effective teaching in any of the following forms: written work, verbal exchanges, or observed interactions with students.

I. Content Knowledge: Candidate possesses the necessary content knowledge to support and enhance student development and learning.

- _____ 1. Candidate possesses the necessary content knowledge in his/her discipline.
- _____ 2. Candidate uses content knowledge to support and enhance student development and learning.
- _____ 3. Candidate demonstrates that all individuals can develop and learn content knowledge.

II. Pedagogical Knowledge: Candidate possesses the necessary professional knowledge to support and enhance student development and learning.

- _____ 1. Candidate possesses the necessary pedagogical knowledge of his/her discipline.
- _____ 2. Candidate has pedagogical knowledge to support and enhance student development and learning.
- _____ 3. Candidate uses a variety of instructional strategies in a balanced and appropriate manner.
- _____ 4. Candidate incorporates technology to enhance pedagogy.
- _____ 5. Candidate uses pedagogical knowledge to meet students' needs across physical context.
- _____ 6. Candidate uses pedagogical knowledge to meet students' needs across social context.
- _____ 7. Candidate uses pedagogical knowledge to meet students' needs across psychological context.
- _____ 8. Candidate uses pedagogical knowledge to meet students' needs intellectually.

III. Assessment: Candidate possesses the necessary knowledge and skills to conduct and interpret appropriate assessments.

- _____ 1. Candidate engages in ongoing assessments of student learning.
- _____ 2. Candidate designs and uses appropriate assessments.
- _____ 3. Candidate appropriately uses a variety of formal and informal assessments.
- _____ 4. Candidate interprets assessment results to design subsequent instruction that meets the needs of learners.

IV. Professional: Candidate views and conducts him/her self as a professional, providing leadership in his/her chosen field, including effective communication and collaboration with students and stakeholders.

- _____ 1. Candidate participates in collegial activities designed to facilitate a productive learning environment.
- _____ 2. Candidate participates in one or more professional organizations.
- _____ 3. Candidate collaborates with colleagues, students, and community members.
- _____ 4. Candidate communicates with colleagues, students, and community members.
- _____ 5. Candidate identifies and uses family, school, and community resources to foster student learning.

V. Social Justice: Candidate exhibits behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.

- _____ 1. Candidate communicates a belief that all individuals can learn and develop.
- _____ 2. Candidate communicates a belief that all individuals make positive contributions to society.
- _____ 3. Candidate understands the multiple contexts (economic, social, and cultural) within which education occurs.
- _____ 4. Candidate acts on knowledge of multiple contexts in decisions for the purpose of equity and social justice.

VI. Inquiry and Reflection: Candidate exhibits behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

- _____ 1. Candidate continuously inquires into and reflects on his/her instructional practice to refine and improve his/her teaching.

PART III - GENERAL ESTIMATE OF ABILITY AS A TEACHER
(Reflects the ratings of performance)

CHECK THE APPROPRIATE OVERALL RATING:

_____ EXEMPLARY

_____ PROFICIENT

_____ UNSATISFACTORY

* UNSATISFACTORY ratings must be documented.

PART IV – COMMENTS (You may use the reverse side or attach additional pages.)

- Include statements about the candidate’s strengths, evidence of professional growth, and skills that need to be enhanced. The final document is filed as “Confidential” in the Assistant Director’s office.
- Also include any explanations you wish to make concerning discrepancies in ratings of the candidate teacher.
- Please offer the candidate intern a copy of this document for her/his professional files.

Synthesis and Evaluation Statements – Evaluation of Learning

School of Education Synthesis and Evaluation Statements

The mission of the School of Education, *Preparing Leaders in Education for Equity and Excellence in a Democratic Society*, is elaborated in our Conceptual Framework (see the last page of this document) which characterizes and guides our work. The Synthesis and Evaluation Statements provide a way for candidates to reflect upon the School of Education's conceptual framework and demonstrate with artifacts, their knowledge and competencies related to it. The Conceptual Framework for the School of Education is articulated through 4 Principles and 2 Dispositions:

Principles

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance candidate learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

Dispositions

1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry, self discipline and reflection can improve professional practice.

Our candidates for licensure must be able to show they understand and can apply the principles and dispositions that evolve from the conceptual framework. Work on course projects and other assignments will show that candidates are able to complete work associated with the principles and dispositions, but the Synthesis and Evaluation Statements (SES) are a metacognitive activity to ensure that the conceptual framework and the related principles and dispositions are a conscious part of the candidate's educational experience for which there is documentary evidence. Candidates prepare one Synthesis and Evaluation Statement for each of the 4 principles and 2 dispositions and each must receive an overall score of Proficient or higher.

Additional Information about the Synthesis and Evaluation Statements

Your six synthesis and evaluation statements (SESs)—one for each of the four School of Education principles and two School of Education dispositions should be carefully prepared, checked for spelling, grammar and technical errors and submitted in VoiceThread. Within each School of Education principle and disposition statement, you must also attach a minimum of two artifacts that demonstrate your attainment of the principle or disposition. Be sure that you write about them in a way that shows you understand their purpose relative to the principle or disposition and that you understand the principle or disposition itself.

Your SESs will be evaluated through a common School of Education rubric (see the rubric for Principle 1 on the following page). Please note that you may use an individual artifact no more than three times as supporting evidence for your Synthesis and Evaluation Statements.

For each SES, you will need to include the following:

List the principle or disposition you are meeting and the two artifacts that you have selected to meet the principle or disposition

DESCRIBE what the principle or disposition means to you

ANALYZE how the artifacts you have chosen demonstrate or provide evidence for your attainment of the principle or disposition

REFLECT UPON your learning and experiences in this program and discuss how these affect (or will affect) your practice in relationship to the Principle or Disposition

DESCRIBE, where possible, how your understanding of the Principle or Disposition links to the broader SOE conceptual framework.

**Synthesis and Evaluation Statement Rubric
Principle 1: Content Knowledge**

	Exemplary	Proficient	Unsatisfactory
DESCRIBE what Principle 1 means to you. (Weight = 30%)	<u>Thoughtful</u> , clear description of knowledge about and understanding of principle or disposition. Principle or disposition <u>clearly identified</u> .	Clear description of principle or disposition. Inference may need to be made about knowledge and/or understanding of principle or disposition.	Description of principle or disposition insufficient. Knowledge and/or understanding of principle or disposition insufficient or unclear.
ANALYZE how the artifacts you have chosen demonstrate or provide evidence for your attainment of Principle 1. (Weight = 20%)	<u>Perceptive, clear</u> analysis relating artifact to principle or disposition. Correct use of professional concepts as related to principle or disposition. Supporting strength of artifacts <u>clearly demonstrated</u> and/or areas of needed improvement <u>clearly identified</u> .	Sufficient analysis provided relating artifact to principle or disposition. Appropriate, adequate use of professional concepts demonstrated. Artifact and/or areas of needed improvement identified and reasonably discussed.	Analysis provides insufficient insight or detail relating artifact to principle or disposition. Inadequate demonstration of professional concepts used to link artifacts to principle or disposition. Insufficient detail on areas of needed improvement.
REFLECT UPON your learning and experiences in this program, and discuss how these affect (or will affect) your practice in relationship to Principal 1. (Weight = 40%)	<u>Thoughtful</u> , clear reflection about your learning and experiences in the program. Implications for current or future practice <u>fully</u> discussed.	Clear reflection about your learning and experiences in the program. Inference may need to be made about implications for current or future practice.	Reflection about your learning and experiences in program and/or implications for current or future practice is insufficient.
Describe, where possible, how your understanding of Principle 1 links to the broader SOE conceptual framework. (Weight = 10%)	<u>Insightful, clear</u> reflection indicating critical thought about principle or disposition in relationship to the SOE conceptual framework.	Reflection indicates critical thought about principle or disposition in relationship to the SOE conceptual framework, although perhaps needing greater clarity.	Reflection provides insufficient detail of critical thought about principle or disposition in relationship to the SOE conceptual framework.

Note: All SES rubrics will look identical to this one with the exception of the stated Principle or Disposition.

Leave of Absence Form



THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

The Graduate School

Request for Leave of Absence

Note: To be eligible for a leave of absence, a student must be in good standing, must not have received an extension of the time limit for the degree, and must not have temporary grades of IN or AB on course work taken. During the leave no formal academic progress can be made.

Student's Name _____		PID# _____	
Address _____		Phone # _____	

Major: _____	Degree Intent: _____	Date Entered: _____	

Period of leave requested: _____ through _____ Have you received previous leaves: no
(month/year) (month/year) yes

Section I - to be completed by student. Please explain need for a leave of absence.

(attach additional sheets as necessary)

Section II - to be completed by program. Please indicate why you support or do not support this request. If you support this request, please describe any program requirements which the student must meet to resume his/her enrollment.

Request approved: _____ not approved: _____
Director of Graduate Studies Director of Graduate Studies
(attach additional sheets as necessary)

International students must obtain approval of International Center: _____ **Date:** _____
Graduate School Action: approved _____ **Date:** _____
 not approved associate dean signature

HELPFUL DOCUMENTS

Academic Integrity and Ethics (available online at <http://gradschool.unc.edu/ethics.html> or from 200 Bynum)

Guide to Theses and Dissertations (available online at <http://gradschool.unc.edu/etdguide/>)

Policies and Procedures (available online at <http://gradschool.unc.edu/>, or <http://handbook.unc.edu/policies.html> from 200 Bynum)

The Graduate School Handbook (available online at <http://handbook.unc.edu/policies.html>, or from 200 Bynum)

The Graduate School Record (available online at <http://www.unc.edu/gradrecord/> or for purchase at 200 Bynum)