Evidence 6—Partnerships for Clinical Preparation

SUPPORTING EVIDENCE FOR CAEP COMPONENTS 2.3, 5.3, 5.5, AND SIP

UNC SCHOOL OF EDUCATION
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Introduction to the Evidence

In this evidence, we precede our presentation of evidence with phase-in elements related to our SIP that are specifically relevant to component partnerships for clinical preparation – primarily component 2.1. We then provide descriptions and documentation of our existing partnerships (MOUs) as well as those that are in development. We also provide documentation of the shared responsibility model, technology-based collaborations, and data that supports mutual benefit of existing partnerships. We close with an analytic summary, based on our impressions of available data. In addition to addressing component 2.1, this evidence also demonstrates:

1) How we are using our clinical partnerships to engage stakeholders in our practice (Component 5.5)
2) How we are using data to improve both candidate performance and the quality of our programs (Component 5.3), and
3) How our clinical practice is changing as a part of our Selected Improvement Plan (SIP).

Partnerships for Clinical Preparation

UNC Chapel Hill is in a critical transition time with its teacher preparation programs. UNC Chapel Hill is retiring its undergraduate programs for Child Development and Family Studies (CDFS), Elementary Education (ELED) and Middle Grades (MG) and beginning a newly created Bachelor’s/MAT (BA/MAT) program for Elementary Education, Middle and High School Math, Science, Social Studies, English Language Arts. Existing programs will retire in May 2017 while new courses for the BA/MAT will begin in Fall 2016 and full program implementation will begin Summer 2017.

Clinical experiences at the School of Education at UNC are designed to provide candidates with experience in authentic school-based settings in order to help them learn the necessary knowledge, skills, and dispositions for classroom teaching. As we launch the BA/MAT degree program, our EPP centers in-depth clinical experiences as a primary feature of the program. Experiential education is a signature pedagogy in the BA/MAT, and we have created a sequence of study that will provide significant extended opportunities for clinical experiences in traditional and non-traditional settings. This type of initiative requires strong, meaningful, and sustained partnerships with multiple LEAs. Additionally, this launch affords us the opportunity to identify areas for improvement both in implementation and data collection for continuous improvement. Thus, this evidence contains data from existing programs, as well as phase-in elements relevant to component 2.1 that are elaborated more fully in the Selected Improvement Plan (SIP).

Partnerships with LEAs

The UNC SOE has a rich history of partnership with LEAs throughout the state, most commonly in the Research Triangle region. This regional focus stems from membership in the Triangle Alliance for Improvement in the Preparation of Teachers and Other Certified Personnel. This group includes both IHEs and LEAs in the region, and a major benefit of this geographically situated alliance is the availability of diverse school-settings, all within a short distance from the university. UNC SOE places students most often in the following school districts: Chapel Hill-Carrboro City Schools, Chatham County Schools, Durham Public Schools, Orange County Schools, and Wake County Public Schools. These district are situated in rural, suburban, and urban settings, and include significant diversity in terms of race,
ethnicity, socioeconomic status, and English proficiency. In addition, school performance within these districts ranges the full spectrum, and includes many so-called “low-performing” schools. In accordance with new state law (NC HB 1030), all EPPs must provide a clinical experience for teacher candidates in a low-performing school.

SIP Phase-In Elements Relevant to Partnerships for Clinical Preparation

Relationship to Standard and Component

As detailed in the UNC SIP, we have identified opportunities for improved co-construction of clinical partnerships, and for greater depth and breadth in data collection for continuous improvement regarding partnerships. The SIP focuses primarily on components 2.1, 2.2, 2.3, 5.1 and 5.3. In this section, we detail phase-in components that are specifically relevant to partnerships for clinical preparation. Goal 1 of the SIP specifically addresses the component of this topic:

**SIP Goal 1:** Improve and implement processes for co-constructing mutually beneficial P-12 partnerships (address components 2.1, 5.1, 5.3).

We are implementing a number of strategies to aid in accomplishing this goal which include: generate a new Statewide MOU (in partnership with other NC universities) to standardize placement procedures between IHEs and LEAs; implementation of focused biannual partner meetings; administration of a new *Clinical Placement Evaluation Tri-Survey* to provide additional feedback on quality and effectiveness of placements; and a new statewide technology collaboration to help candidates analyze student achievement data.

In this section, we provide detailed information about the timeline for implementation of each strategy, and a plan for data collection and quality. In each case, we will have collected at least one iteration of data in time for the CAEP site visit in Spring 2018.

Timeline – Strategies and Schedule

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Spring 2017</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
<th>Academic Year 2018-2019 and beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide MOU partnership</td>
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<tr>
<td><strong>Aim:</strong> Develop statewide standards and procedures for developing partnerships, CE selection, CE preparation and training, etc.</td>
<td>Begin development in conjunction with IHE placement coordinators throughout NC.</td>
<td>Draft MOU and share with typical or frequent partners for feedback (November or December partner feedback meeting).</td>
<td>Initiate Statewide MOU agreements with LEA partners (May 2018).</td>
<td>Renew partnerships yearly in May, so as to begin timely steps towards creating clinical placements for candidates.</td>
</tr>
<tr>
<td>Biannual Partner Meetings</td>
<td>• Meeting to take place on May 5, 2017. Partners (including principals, LEA placement coordinators, and CEs) to review assessment tools (edTPA, NCEES, and QRC), and provide feedback on their recent experience as clinical partners. • Review Triangle Alliance MOU.</td>
<td>• Meeting will be scheduled in late November/early December 2017. Partners will be invited to to review edTPA, NCEES, and QRC data from 2017. Partners will also have the opportunity to provide feedback or insight on updated placement procedures and university preparation (including methods courses).</td>
<td>• Meeting will be scheduled in May 2018. Partners (including principals, LEA placement coordinators, and CEs) to review assessment tools (edTPA, NCEES, and QRC), use of Home Base, and provide feedback on their recent experience as clinical partners. • Biannual partner meetings scheduled in November/December and May. (Supplemented by CE Training to take place in August and January)</td>
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<tr>
<td>Clinical Placement Evaluation Tri-Survey</td>
<td>• Pilot survey distributed April 12, 2017 • Results reviewed for insight into candidate placement for 2017-2018.</td>
<td>• Survey distributed to UNC BEST students completing internship in Fall 2017 (December). • Results analyzed for programmatic implications and continuous improvement. • Survey refined according to data needs.</td>
<td>• To be distributed April 2018 • Results reviewed for insight into candidate placement for 2018-2019. • Survey distributed at close of each semester. • Results reviewed for insight into future candidate placement (May). • Results analyzed for programmatic implications and continuous improvement (Fall). • Survey refined according to data needs (Fall).</td>
<td></td>
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<tr>
<td>Home Base (statewide implementation)</td>
<td>• Attend informational sessions on Home Base offered by NCDPI. • Strategize and plan how Home Base will be implemented.</td>
<td>• Begin embedded use of Home Base in methods courses. • Candidates apply knowledge of Home Base student information and data</td>
<td>• On-going implementation of instruction aligned with capabilities of the Home Base student information and data system.</td>
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</table>
the Home Base student information and data system. Base will be embedded in course content in order to prepare candidates for use in internship. system in internship. • Effectiveness evaluated annually in Partner Meeting (May).

Resources:
Necessary resources (budget, staffing, etc.) are detailed fully in the UNC SIP Evidence 23.

### Data Quality

<table>
<thead>
<tr>
<th>Evidence/Data</th>
<th>How Collected</th>
<th>When Collected Each Cycle</th>
<th>Responsible Faculty</th>
<th>Annual Reporting Cycle</th>
</tr>
</thead>
</table>
| Statewide MOU partnership | • MOU to be signed each spring (May/June).  
• Posted in CAEP SharePoint online repository. | • MOUs signed Annually in May/June. | • Assistant Dean of Program Assessment, Accreditation and Teacher -or-  
• Placement Coordinator (as appropriate, based on staffing) | • Along with other EPP Data, this data will be analyzed each summer and then distributed to clinical faculty and partners for deliberation and action |
| Partner Meetings | • Meeting agendas collected on CAEP SharePoint.  
• Graduate Assistants attended meetings to record conversations and take qualitative field notes. | • Data collected twice yearly in: November/December and May. | • Assistant Dean of Program Assessment, Accreditation and Teacher Preparation  
• Assistant Director of Accreditation  
• Program Assistant for Accreditation | |
| Clinical Placement Evaluation Tri-Survey | • Survey data collected via Qualtrics survey platform, | • Data collected in December for UNC BEST candidates completing. | • Assistant Dean of Program Assessment, Accreditation and | |
### Partnership MOUs

#### Statement of the Data

The UNC SOE has entered into partnership MOUs with a number of LEAs over the last several years aimed at standardizing procedures for developing partnerships, CE selection, CE training, and other administrative protocol. For data years 2014-2015, 2015-2016, and 2016-2017, these MOUs were generated through the Triangle Alliance for Improvement in the Preparation of Teachers and Other Certified Personnel.

The MOU states:

“Central to this effort to assure the quality of future education programs and the competence of certified personnel in North Carolina is a directive from the State Board of Education and the Board of Governors calling for the formalization of partnerships between institutions of higher education (IHEs) and the local education agencies (LEAs). One component of the partnerships is a jointly developed contract that defines each agency’s responsibilities in the design and implementation of student teaching. Areas to be addressed in the contract include the selection and training of cooperating teachers and the placement, orientation, supervision, and evaluation of student teachers and interns.” (Excerpted from the Triangle Alliance MOU)

Accordingly, the Triangle Alliance MOU includes provisions for:

<table>
<thead>
<tr>
<th>Home Base (statewide implementation)</th>
<th>Teacher Preparation</th>
</tr>
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<tbody>
<tr>
<td>• Excerpts from course syllabi where Home Base is being taught and leveraged. (Uploaded to CAEP SharePoint).</td>
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</tr>
<tr>
<td>• Qualitative data from Partner Meetings (Fieldnotes uploaded to CAEP SharePoint).</td>
<td></td>
</tr>
<tr>
<td>• Data assembled from course syllabi each May.</td>
<td></td>
</tr>
<tr>
<td>• Data collected from Partner meetings each May.</td>
<td></td>
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<tr>
<td>• Assistant Dean of Program Assessment, Accreditation and Teacher Preparation</td>
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<tr>
<td>• Assistant Director of Accreditation</td>
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<tr>
<td>• Program Assistant for Accreditation</td>
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</tbody>
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**Table:**

- Data collected in April for all other candidates completing internship in the spring semester.
- Data assembled from course syllabi each May.
- Data collected from Partner meetings each May.

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- Licensed by UNC.
- Internship in the fall semester.
• Selection of LEA Cooperating Personnel
• Preparation for the role of Cooperating Teacher (CE)/University Supervisor (US)
• Placement of early field experience students, student teachers, and interns (candidates) – including site assignments and background checks, site termination and evaluation
• Supervision – agreement of provisions from IHE
• Student Evaluation

Representative alliance members – IHEs and LEAs, in accordance with NCDPI – meet annually to review MOU content in accordance with recent state and federal legislation, and stakeholder needs. UNC Chapel Hill attended these annual meetings in 2014-2015, 2015-2016, and 2016-2017.

In the last several years UNC SOE has maintained partnerships with the following LEAs, all of whom are Triangle Alliance Members. Each LEA signs an annual MOU with UNC stating renewed agreement for partnership.

• Chapel Hill-Carrboro City Schools
• Chatham County Schools
• Durham Public Schools
• Orange County Schools
• Wake County Public Schools

Development of Statewide MOU
Recent changes in state legislation for teacher education have indicated the potential benefit of creating a statewide MOU detailing expectations similar to those found in the Triangle Alliance MOU. Such changes include requirements in teacher candidate assessment, qualifications of CEs, and a requirement that all candidates complete a field experience in a state identified “low-performing” school. Additionally, licensure in the state of North Carolina will soon require successful completion of the edTPA portfolio. Along with a consortium of EPP administrators and placement coordinators from universities across the state, we believe in the potential benefit of constructing a statewide MOU for teacher preparation.

Evidence below are excerpts detailing these changes in policy and legislation.

edTPA
“Beginning September 1, 2019, all candidates seeking initial licensure in North Carolina will be required to submit qualifying scores on the appropriate edTPA performance-based, subject-specific assessment. Please check with your faculty advisor about program-specific edTPA requirements established for 2017.”
(Excerpted from: https://www.edtpa.com)

NC HB 97 – Qualifications for Clinical Educators
§ 115C-296.11.b Clinical partnerships and practice in educator preparation programs.

b. The State Board of Education, in consultation with the Board of Governors of The University of North Carolina and the North Carolina Independent Colleges and Universities, shall adopt and establish rules for educator preparation that require at least the following:
(1) Educator preparation programs shall establish and maintain collaborative, formalized partnerships with elementary and secondary schools that are focused on student achievement, continuous school improvement, and the professional development of elementary and secondary educators, as well as those preparing educators.

(2) Educator preparation programs shall work collaboratively with elementary and secondary schools and enter into a memorandum of understanding with local school administrative units where students are placed. In the memorandum, the educator preparation program and the local school administrative unit shall:

   a. Define the collaborative relationship between the educator preparation program and the local school administrative unit and how this partnership will be focused on continuous school improvement and student achievement.
   b. Adopt a plan for collaborative teacher selection, orientation, and student placement.
   c. Determine how information will be shared and verified between the educator preparation program and local school administrative unit.

(3) Educator preparation programs shall ensure clinical educators who supervise students in residencies or internships meet the following requirements:

   a. Be professionally licensed in the field of licensure sought by the student.
   b. Have a minimum of three years of experience in a teaching role.
   c. Have been rated, through formal evaluations, at least at the "accomplished" level as part of the North Carolina Teacher Evaluation System and have met expectations as part of student growth in the field of licensure sought by the student.

(4) Educator preparation programs shall require, in all programs leading to initial licensure, field experiences that include organized and sequenced engagement of students in settings that provide them with opportunities to observe, practice, and demonstrate knowledge and skills. The experiences shall be systematically designed and sequenced to increase the complexity and levels of engagement with which students apply, reflect upon, and expand their knowledge and skills.

(5) Educator preparation programs shall require clinical practice in the form of residencies or internships in those fields for which they are approved by the State Board of Education. Residencies or internships shall be a minimum of 16 weeks. Residencies and internships may be over the course of two semesters and shall, to the extent practicable, provide student experiences at both the beginning and ending of the school year.

(6) Educator preparation programs with a clinical practice component shall require, in addition to a content assessment, a nationally normed and valid pedagogy assessment to determine clinical practice performance. Passing scores and mastery criteria will be determined by the State Board of Education.

(Excerpted from NC HB 97 – www.ncleg.net)

NC HB 1030 – Legislation Regarding Clinical Experiences

SECTION 8.32.(g) Field Experience for Educator Preparation Programs. – G.S. 115C-296.11(b)(4) reads as rewritten: Educator preparation programs shall require, in all programs leading to initial licensure, field experiences in every semester that include organized and sequenced engagement of students in
settings that provide them with opportunities to observe, practice, and demonstrate knowledge and skills. The experiences shall be systematically designed and sequenced to increase the complexity and levels of engagement with which students apply, reflect upon, and expand their knowledge and skills and shall increase in each semester prior to the student’s residency or internship the number of hours spent in field experiences. All programs shall include a field experience in a low-performing school for at least one semester. (excerpted from HB 1030 – www.ncleg.net)

Implications

In sum, we see our existing partnerships through the Triangle Alliance as meaningful and beneficial for our EPP and for our candidates. We also recognize the need to ensure yearly review of the MOU with partners, especially as state legislation influences policies and procedures. We have built in the opportunity to review the existing MOUs with partners at Partner Meetings in May. Additionally, we see the potential benefit of constructing a statewide MOU for teacher preparation, in light of both recently legislation and accreditation requirements.

Shared Responsibility Model

Statement of the Data

The primary locus of co-construction of clinical experiences with partners has been situated in the clinical triad consisting of the teacher candidate, the partnering clinical teacher (CT) and a university supervisor (US) who serves as a liaison to the university. Each triad represents shared responsibility between all three members for candidate preparation, as each has a say in formative and summative assessment (NCEES). Supervisors build lasting relationships with both CTs and administrators at LEAs through multi-year engagements, and this close relationship allows for open communication/critique regarding clinical experiences and associated requirements (sequence, observation tools, assessments, etc.). In some of our EPP clinical placements, the shared responsibility model has been further bolstered by cluster placements, where multiple candidates are placed at a single school. These clusters increase the opportunity for sustained engagement with clinical partners, as supervisors often become recognizable members of the school community. These clinical triads have been a meaningful, though informal, source of feedback for our program.

Evidence of Co-Construction

Triangle Alliance

The Triangle Alliance MOU specifically states that LEAs and the EPP will hold shared responsibility for evaluating candidates. Additionally, they share responsibility for selecting highly-qualified “LEA Cooperating Personnel” (CEs), in accordance with state legislation (NC HB 97).

Regarding evaluation, the Triangle Alliance MOU states: “All formal evaluation conferences will include the student teacher/intern, the cooperating teacher/supervisor, and the IHE supervisor.” This model of joint evaluation also requires that candidates are evaluated for licensure using a mutually-selected instrument – the North Carolina Teacher Candidate Rubric (NCTCR). Further, the MOU agreement states, “The IHE supervisor and the LEA cooperating teacher/supervisor will jointly determine the assessment of student teaching/practicum.”

Despite any changes associated with the launch of the BA/MAT program, we expect these requirements and expectations to remain the same. Additionally, many of the requirements set forth in new
legislation (NC HB 97, NC HB 1030) reflect aims similar to those set forth in the Triangle Alliance MOU, and will likely carry forward into a statewide MOU.

**Handbook requirements**
Currently, our program handbooks are separated by degree programs (CDFS, Elementary, Middle Grades/UNC BEST, K-12 Music, and MAT). As we move to the BA/MAT program, we will condense all programs into a single internship handbook detailing expectations for all teacher preparation candidates. Here we have provided excerpts from each of the existing handbooks, as well as from the newly approved internship handbook that became live in May 2017. The language shared here demonstrates shared responsibility of partners in evaluating candidates.

**EPP Programs prior to May 2017**

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Handbook Excerpt - Shared Responsibility for Candidate Assessment</th>
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<tbody>
<tr>
<td>CDFS</td>
<td><strong>Role of Cooperating Teacher (CE):</strong> Participate in the 3-way conference conducted by the University supervisor at the end of the student teaching practicum and in conjunction with the University supervisor signs off on the IHE/LEA Certification of Teaching Capacity that is required to recommend the student teacher for licensure.</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Two 3-way conferences (cooperating teacher, university supervisor and intern) will be conducted during the spring internship: at the end of February/first of March, and the last week of student teaching. At each conference the NC Teacher Candidate Evaluation Rubric will be discussed and rated, and the document will be uploaded to Taskstream. <strong>Student teachers must be rated proficient in every rubric at the final conference to pass student teaching.</strong></td>
</tr>
<tr>
<td>Middle Grades/UNC BEST/K-12 Music</td>
<td><strong>Internship completion:</strong> The student internship of approximately fourteen weeks is completed near the close of the spring semester. At that time a three-way conference is held with the intern, the mentor teacher, and the internship supervisor to discuss the students’ performance during student teaching and the “LEA/IHE Certification of Teaching Capacity” form is completed and signed. These forms are aligned with the School of Education Principles and Dispositions, as well as with the North Carolina licensure standards.</td>
</tr>
<tr>
<td>MAT in Education</td>
<td><strong>Internship completion:</strong> The student internship of approximately fourteen weeks is completed near the close of the spring semester. At that time a three-way conference is held with the intern, the mentor teacher, and the internship supervisor to discuss the students’ performance during student teaching and the “LEA/IHE Certification of Teaching Capacity” form is completed and signed. These forms are aligned with the School of Education Principles and Dispositions, as well as with the North Carolina licensure standards.</td>
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**EPP Programs May 2017 and Beyond**

<table>
<thead>
<tr>
<th>Degree Program (s)</th>
<th>Handbook Excerpt - Shared Responsibility for Candidate Assessment</th>
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</table>
### Cooperating Teacher Role and Observations

The role of the cooperating teacher is to be the student teacher’s professional mentor. We know that our cooperating teachers will be observing the vast majority of lessons the intern conducts and will be providing ongoing feedback which is vital for the intern’s development. The School of Education would like for cooperating teachers to perform *four or more formal observations* of the intern teaching lessons – planned using the MAT Lesson Plan Template and document her/his observation and feedback using the *Quality Responsive Classroom Protocol (QRC)* or another SOE approved instrument. These formal observations will be shared with the intern during a post-observation conference and the formal observation document will be uploaded to Taskstream.

### Three-Way Conferences:

Two 3-way conferences (cooperating teacher, university supervisor and intern) will be conducted twice during the spring internship: at the end of February/first of March, and the last week of student teaching. At each conference the *NC Teacher Candidate Evaluation Rubric* (NCTCR) will be discussed and rated, and the document will be uploaded to Taskstream. **Student teachers must be rated proficient in every rubric at the final conference to pass student teaching.**

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**Clinical Placement Evaluation Tri-Survey Phase-In**

As part of the UNC SIP, we have implemented a survey specifically designed to give each member of the internship triad an opportunity to provide feedback on the others. A primary aim of this survey implementation is to formalize feedback from triad members in order make more informed staffing decisions regarding mentors (CEs and USs) selected for the student teaching internship, as well as to bolster evidence for quality assurance (Component 5.1). The survey is based on the North Carolina Mentor Standards for teacher preparation. We plan to use results from this survey to aid in making meaningful and high-quality triad mentoring teams, and also to understand areas where CEs and USs need or want specific training and preparation for mentorship (Component 2.2). We believe that this Tri-Survey will give CEs a greater voice in co-construction of both placement assignment and professional development associated with professional development in mentoring. Results from the survey pilot are included in Evidence 7 – Clinical Educators.

**Partner Meeting Phase-In**

We have recently implemented a more formalized method of seeking stakeholder feedback. On May 5th, 2017 we held a meeting and a luncheon at the Carolina Club on campus, strategically inviting representative principals, LEA placement coordinators, and CEs. Each of these were selected because of their ongoing involvement with educator preparation at UNC. Attendees included four school-based clinical educators, six EPP-based clinical educators (four of whom are EPP faculty), three administrators, and one human resources representative who coordinates all placements for their LEA. Additionally, the workshop was facilitated by the Assistant Dean of Program Assessment, Accreditation and Teacher Evaluation.
Preparation, the Assistant Coordinator for Assessment, with three graduate research assistants in attendance to help with data collection.

The goal of this meeting was to review internship components (observation and assessment instruments) and aggregate data from candidate assessment in recent years. We hoped to provide opportunity for partners to let us (UNC) know about what is working well for them, and where we might improve our partnerships (communication, policies, and procedures). We also used this as a time to have partners review the language of the Triangle Alliance MOU and consider re-signing for the upcoming academic year. We were able to hire a small team of graduate assistants who attended the meeting to record conversations and take detailed field notes, to be analyzed over the summer. We felt this to be the most productive data collection method, because we believe the opportunity for dialogue among our diverse partners is vital to understanding both group and individual needs. We will hold Partner Meetings biannually – one to take place each year in November or December, and one to take place in May. These timeframes may be revised based on stakeholders’ feedback in terms of ease of attendance.

Preliminary data from this meeting resulted in a number of actionable items for continuing improvement. The selected items listed below triangulate with informal feedback collected in prior years, preliminary tri-survey results, as well as faculty feedback regarding the need to implement a new observation instrument (QRC).

- A desire for more training for all clinical educators regarding the edTPA portfolio, and how to support students through completion.
- A desire for more uniform internship expectations across all licensure areas.
- A desire for variation in options for mandatory clinical educator training. Some suggestions included providing child care during required after-school meetings, and creating online modules to be completed at home (rather than an in-person meeting).

Administrators and placement coordinators discussed potential configurations for future partnerships and extended MOUs. We are pleased with these initial results. While they do indicate areas of necessary improvement for our EPP, they align well with previously identified priorities and are reasonable requests to address. We value these discussions, and look forward to analyzing the transcripts in further detail over the summer.

Implications

The UNC SOE recognizes the necessity of formalizing processes for continuous improvement of clinical partnerships, especially in relation to co-construction of internship processes. Our participation in the Triangle Alliance has helped us to do this at the EPP/LEA administrative level, and now we hope to expand this co-construction process to our CEs as well. Recent state legislation lends a specific nuance to exactly what co-construction will mean moving forward. We will have to work within particular structures to develop policies and procedures that dictate HOW particular components (assessments, CE selection) are carried out, rather than deciding exactly WHAT will be included in our internship experiences. We will still maintain autonomy over decisions such as selection of observation instruments, and we are looking forward to gaining partner feedback on the Quality Responsive Classroom protocol that was piloted in Spring 2017.
Technology-Based Collaborations – Home Base Phase-In

Home Base is a student information and data system that has been in use in many of the LEAs with whom we partner most frequently. In 2016, NCDPI opted to implement the Home Base student information system (SIS) in all NC Public Schools.

According to the NCDPI Website:

“Home Base is a secure and comprehensive suite of digital learning tools and student information management system. It consists of educator evaluation and professional development resources for teachers and provides access to online learning resources aligned with the North Carolina Standard Course of Study. Home Base was originally developed and federally funded through the 2010-2015 Race to the Top grant but is now supported with state and local school district funding." (Excerpted from: http://www.ncpublicschools.org/HomeBase/about/)

Teachers, students, parents, and administrators may use Home Base for purposes such as tracking attendance, grades, assignments, and learning activities. Teachers, specifically, may use Home Base to view and analyze student data for the purpose of designing developmentally appropriate next steps for instruction.

In preparation for state-wide roll out, NCDPI has provided training for EPP faculty so that candidates are able to learn about and practice meaningful use of the system. This year, 3 UNC EPP faculty members attended informational and training sessions in order to help orient faculty to the platform, as well as to strategize how learning activities in methods courses might include Home Base.

Implications

Inclusion of Home Base, at the urging and mandate of NCDPI, demonstrates effort toward mutual benefit between our EPP and LEAs – leveraging technology that they are already employing. Embedding Home Base training in our methods courses will help candidates to develop capacity on this technological platform prior to the internship. Once they begin their internships, candidates will be able to take on responsibility for classroom tasks, analyses, and communication conducted using Home Base with greater confidence and capability. This benefits LEAs and shows a shared priority between the LEA and IHE for gathering and using student data.

Mutual Benefit of Clinical Partnerships

While there are many ways in which our partnerships between our EPPs and LEAs are beneficial, we highlight two in this evidence. First, in our current educational budgetary climate, Teaching Assistant positions are being excessed. Principals and CEs have informally reported to our EPP that they benefit from having an additional adult in classrooms to assist CEs with differentiation, instructional design and implementation, and assessment. They note that they enjoy partnering with UNC because they feel they are welcoming high-quality candidates, who have experienced a rich program of studies that prepares them to “hit the ground running” once they enter their internship classrooms.

Second, partner school personnel (CE, Principals, other faculty and staff) often develop strong relationships with candidates, such that they are encouraged to apply for available positions upon completion of the internship. The internship, in effect, can serve as an extended job interview wherein principals and other faculty can observe candidates in action. We have noted that our primary partner
LEAs hire a large percentage of program completers. This is an important point of mutual benefit, especially in North Carolina, where we are experiencing a significant teacher shortage. LEA partners have confidence in our candidates to become high-quality practitioners in their schools and districts—and hire them accordingly. Table 2.1.1 shows the number and percentage of candidates placed in each of our Triangle Alliance partnering LEAs.
Clinical Placement Counts and Percentage per Primary Partnering LEA

The table below shows job placement data for EPP completers graduating in 2015 and 2016. Data for 2017 graduates will not be available until early fall 2017.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapel Hill-Carrboro City Schools</td>
<td>77</td>
<td>67</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>65.8%</td>
<td>57.8%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Chatham County Schools</td>
<td>4</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3.4%</td>
<td>9.5%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Durham Public Schools</td>
<td>19</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>16.2%</td>
<td>13.8%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Orange County Schools</td>
<td>12</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>10.3%</td>
<td>13.8%</td>
<td>13.1%</td>
</tr>
<tr>
<td>Wake County Public Schools</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>4.3%</td>
<td>4.3%</td>
<td>2.4%</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>117</td>
<td>115</td>
<td>84</td>
</tr>
</tbody>
</table>
The UNC SOE Job Placement table demonstrates that a high percentage of students placed in partnering LEAs for internship are also being accepted for job placement with those LEAs. We see that these percentages are mostly proportional to the placement numbers presented in Clinical Placement table – with some exceptions. We also note that a large percentage of completers are accepted for job placement in Charlotte-Mecklenburg schools, an LEA with a significant shortage of teachers. Noting all 27 LEAs where our candidates were placed, we believe that our candidates are benefiting our primary partners, as well as LEAs across the state.