

**ORANGE COUNTY  
BOARD OF EDUCATION  
AGENDA ITEM ABSTRACT**

**Meeting Date:** August 26, 2013

**AGENDA  
ITEM No.** 13-08-(2)-14  
**ACTION ITEM: (Y/N)** Y

**SUBJECT:** UNC Chapel Hill Triangle Alliance Agreement

**INFO. CONTACT:** Dr. Marcie Holland **PHONE:** 919-732-8126

**ATTACHMENT:** 1. Triangle Alliance for Improvement in the Preparation of Teachers and Other Certified Personnel: A Contract Between IHES and LEAS

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**PURPOSE:** The purpose of this item is to provide the Board of Education an opportunity to hear about and discuss the school district's agreement with the UNC Chapel Hill School of Education for placement of student and administrative interns.

**BACKGROUND:** Orange County Schools works collaboratively with the colleges/universities across the state to place student interns in all licensure areas in our schools for their internship experiences. Each year, we place between 50 and 100 student interns throughout the district. A great number of these are from the colleges/universities located closest to Orange County Schools, including UNC Chapel Hill.

The Triangle Alliance agreement is a standard form agreement that the colleges/universities in the triangle area created several years ago in an effort to establish clear and concise procedures for each party involved in the placement of interns. In light of the proposed arrangement for a unique cohort between UNC Chapel Hill and Orange County Schools' New Hope Elementary, this agreement has been reviewed and updated.

**FINANCIAL IMPACT:** None

**RECOMMENDATION:** The Superintendent recommends the Board of Education approve the UNC Chapel Hill Triangle Alliance Agreement.

# **TRIANGLE ALLIANCE FOR IMPROVEMENT IN THE PREPARATION OF TEACHERS AND OTHER CERTIFIED PERSONNEL A CONTRACT BETWEEN IHES AND LEAS**

## Introduction

In 1978 the State Board of Education and the Board of Governors of the North Carolina Consolidate University System authorized a concurring resolution that pledged these governing bodies to take action that would assure the professional quality of public school personnel. The resulting Quality Assurance Program (QAP) is a comprehensive plan for improving the effectiveness of teacher education program and the technical competencies of teachers and administrators. New policies adopted by the State Board of Education in September 1983 significantly broadened the base of responsibility and for assessing the on-the-job performance of educators.

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.

Representatives of institutions of higher education and local education agencies in the Triangle area met on May 2, 1984 to address these areas and to explore further collaborative efforts to improve the overall effectiveness of student teaching. Representatives of these IHEs and LEAs have enjoyed a tradition of collaborative arrangements in the past regarding the training of student teachers, and the current effort to formalize arrangements is being conducted from a base of established partnerships.

Present at the May meeting and at subsequent meetings were representatives from Durham County, Durham City, Orange County, Chapel Hill-Carrboro City, and Wake County school systems and Duke University, North Carolina Central University, North Carolina State University, Elon College, and the Universities of North Carolina at Chapel Hill and Greensboro. As a result of these sessions, a pilot contract for the 1984-85 school year was developed. Representatives of the Triangle Alliance decided this contract between IHEs and LEAs will be renewed on an annual basis.

Additions and modifications to the regional contract may be instituted by each IHE-LEA partnership to address specific needs. Waiver of any section of this regional contract, due to extenuating circumstances, is permitted by written mutual agreement between the IHE and the LEA. This contract will be reviewed every five years. The LEA and IHE have the option to end its affiliation at any time.

All parties involved in the development of this contract commit their agencies to an annual meeting to review and evaluate policies and procedures, address current issues, and revise the contract as needed.

## **I. SELECTION OF LEA COOPERATING PERSONNEL**

The following criteria were jointly developed by participating IHEs and LEAs to be used in the selection of teachers/supervisors who will provide supervision for student teaching, practicum, and internship experiences.

- A. To serve as a cooperating teacher/supervisor, the candidate must have completed a minimum of three years of successful teaching or relevant professional experience within five years prior to selection. In addition, the candidate must hold the current position at least one semester and preferably one year at the current site.
- B. Selection as a cooperating teacher/supervisor requires a recommendation from his/her principal/immediate supervisor.
- C. The cooperating teacher/supervisor will display the competencies as outlined on the North Carolina Candidate Evaluation Instrument. Principals/immediate supervisors will review the evaluation to provide additional evidence that the candidate possesses the desired core competencies.
- D. A cooperating teacher/supervisor must be highly qualified and licensed in the field for which he or she is being asked to supervise a student teacher/intern and must teach/practice in that area at least 50 percent of the school day during the observation period.
- E. To supervise a graduate intern, the cooperating teacher/supervisor must be highly qualified and possess appropriate graduate-level licensure.

## **II. PREPARATION FOR THE ROLE OF COOPERATING TEACHER/SUPERVISOR**

The IHE and LEA will cooperate as needed to provide support and extend training opportunities for cooperating teachers/supervisors.

- A. Training may be developed jointly between IHEs and LEAs and reviewed annually by representatives of all agencies. Area training institutes may be established which use cross-institutional faculties.
- B. The LEA should award cooperating teachers/supervisors one unit of renewal credit for supervision of each student teacher or graduate intern up to a maximum of three renewal credits during a five year period.
- C. It is recommended that cooperating teachers/supervisors have completed mentor training. Mentor training can be through the IHE and/or LEA.

### III. PLACEMENT OF EARLY FIELD EXPERIENCE STUDENTS, STUDENT TEACHERS, AND INTERNS

#### A. SITE ASSIGNMENTS

1. IHEs will inform the appropriate LEA personnel of early field experience placement requests.
2. Only the LEA personnel and the IHE Director of Teacher Education and/or Field Experiences are responsible for requesting and confirming site assignments.
3. LEA and IHE member institutions will use a standard student teacher/intern application form known as the Triangle Alliance Form.
4. LEA and IHE member institutions will use the State's standard health certificate for all student teachers and interns. The IHE will ensure that health certificates, including physicals and TB results, are filed with LEA's central office prior to the student's reporting to the school site.
5. The IHE will submit requests for placement sites to the LEAs according to the schedule specific to the LEA.
6. The IHE will assure that the student has met the minimum GPA by the beginning of student teaching/intern assignment period. The IHE will withdraw the application if the student has not met the requirements of the IHE.
7. The IHE will notify the LEA of any concerns regarding a student's qualifications and/or suitability to be on any LEA's campus. Concerns include, but are not limited to, academic or behavioral issues.
8. The assignment of student teachers and interns and the selection of participating schools will be processed without racial and institutional biases. Every consideration should be given to provide student teachers/interns with diverse experiences. Each agency (LEA or IHE) reserves the right to veto a particular placement if there is reason to believe the match between cooperating teacher/supervisor and the student teacher/intern will not be successful.
9. A cooperating teacher/supervisor should supervise only one student teacher or graduate intern per school year unless the assignments are related to a unique IHE program need endorsed by the LEA. This is further dependent upon the willingness of the cooperating teacher/supervisor and the approval of the administrator.
10. It is recommended that mentors for beginning teachers not serve simultaneously as cooperating teachers.

#### ADDITIONAL AGREEMENTS

11. The IHE acknowledges that the Orange County Board of Education has adopted policies governing conduct on school property and agrees that interns will abide by any and all relevant Orange County Schools' policies while on school property. The Orange County Board of

Education policies are accessible online at  
[http://www.orange.k12.nc.us/board\\_pages/board\\_policies.html](http://www.orange.k12.nc.us/board_pages/board_policies.html).

## B. LATE PLACEMENTS

Late placements will be handled the same as regular placements, using the same forms. Every effort will be made by the LEA personnel to expedite the placement through calls followed by the appropriate paperwork. The LEA cannot guarantee a late placement request. The late placement of student teachers may occur when there has been a request for the following reasons:

1. Policy
  - a. The original placement is not approved by the LEA because:
    - The first cooperating teacher requested is not available.
    - The first cooperating teacher has a different assignment.
    - The first cooperating teacher has a beginning teacher.
    - The LEA has reason to believe that the first placement would not be successful and the student is dropped and/or reassigned.
  - b. The original placement is not approved by the IHE because:
    - The IHE requests a change in order to meet licensure requirements.
    - The student teacher/intern is late qualifying.
    - The IHE has reason to believe the first placement would not be successful and the student is dropped and/or reassigned.
    - The IHE requests another placement of the student originally assigned to another LEA.
  - c. Other reasons agreed to by the IHE and the LEA as being justifiable may be considered. It is not considered justifiable to make a late placement that would require moving other students whose placement has already been confirmed.

2. Procedures

Late placement requests may be requested (via phone or email), but must be followed immediately by the Triangle Alliance forms, any additional school district forms, i.e. background check consent forms, and health certificates for each student teacher/intern. These should be sent to the appropriate LEA personnel and clearance received before the student reports to the school.

## C. LUNSFORD ACT/CRIMINAL BACKGROUND CHECKS

All parties acknowledge that N.C. General Statute 14-208.18 prohibits anyone required to register as a sex offender under Article 27A of Chapter 14 of the General Statutes from knowingly being on the premises of any school or other facility dedicated to the care of

minors. The school system shall conduct criminal background checks and sex offender registry checks for all interns approved for placement in Orange County Schools. Under no circumstances shall any intern or agent be assigned to perform any duties on Orange County Schools' property or events if said individual appears on any of the aforesaid sex-offender registries. Failure to comply with this provision shall be grounds for immediate termination of the Agreement.

#### D. SITE TERMINATION

1. A cooperating teacher/supervisor may initiate an intervention after consultation with the appropriate IHE supervisor, and if necessary, the school administrator.
2. The IHE recognizes that students must comply with all LEA policies and procedures. When a violation of policy occurs, the LEA will notify the IHE of the concern(s), and if requested by the LEA, the IHE will remove the student teacher/intern (or any student) from the setting, and the placement will be terminated.
3. After consultation with the LEA personnel, an IHE supervisor may initiate termination of a placement.
4. A student teacher/intern may request review of a placement through the appropriate IHE supervisor.
5. The IHE supervisor will explain any termination of placement to the student teacher/ intern.
6. A letter explaining the placement withdrawal should be sent by the IHE supervisor to the cooperating teacher/supervisor and a copy can be sent to the school administrator.
7. If a change in the cooperating teacher/supervisor assignment is necessitated due to a change in circumstances at the school, such change requires notification in writing by the LEA to the IHE.

#### E. SITE EVALUATION

1. The LEA and/or IHE will develop an instrument and/or process that will provide the cooperating teacher/supervisor an opportunity to assess the supervisory experience provided by the IHE supervisor.
2. Likewise, each IHE will develop an instrument that will provide the IHE supervisor an opportunity to assess the cooperating teacher/supervisor.
3. The assessment will be related to the responsibilities set forth by the North Carolina Teacher Candidate Rubric, student teaching/internship handbooks, or practicum guidelines. Assessment instruments will be reviewed on an as needed basis.

### **IV. SUPERVISION**

The participating IHEs and LEAs agree to the following guidelines for the appropriate and effective supervision of student teachers and interns.

The IHE will provide:

- A. A student teacher handbook/practicum guideline to each cooperating teacher/supervisor on or before reporting date of the student teacher/intern. The handbook will define the explicit responsibilities of the cooperating teacher/supervisor and the university supervisor relative to instruction, observation, conferencing, licensure requirements, and evaluation instruments.
- B. It is recommended that the IHE supervisors complete training in the North Carolina Teacher Candidate Evaluation Rubric.
- C. The IHE will ensure that the IHE faculty member who supervises student teachers/interns has appropriate qualifications. It is recommended that these qualifications include both content area and supervisory certification.
- D. A graduate student who serves as the IHE supervisor for student teaching must have at least three years of successful classroom teaching experience, appropriate content area licensure, and training in supervision. Any graduate student serving as an IHE supervisor must be under the direct supervision of a member of the IHE teacher education faculty. The supervising IHE faculty member must cosign evaluation and certification forms completed by a graduate student serving as an IHE supervisor.
- E. During the student teaching period, the IHE supervisor will make a minimum of four on-site observations, each for a minimum length of 45 minutes. Regular and consistent contact (email, phone, discussion board, Voicethread, Skype, etc.) is recommended with student teacher/intern and/or cooperating teacher. Each observation should include timely and meaningful feedback with the student teacher/intern and, as appropriate, with the cooperating teacher.
- F. All formal evaluation conferences will include the student teacher/intern, the cooperating teacher/supervisor, and the IHE supervisor.

#### **IV. STUDENT EVALUATION**

Joint evaluation shall adhere to the following guidelines:

- A. The IHE and LEA evaluation criteria will use the North Carolina Teacher Candidate Evaluation Rubric to assess the performance of the student teacher/intern.
- B. The IHE supervisor and the LEA cooperating teacher/supervisor will complete a written evaluation of the performance of the student teacher or intern. An exit criteria checklist may be used to meet this requirement.
- C. The IHE supervisor and the LEA cooperating teacher/supervisor will jointly determine the assessment of student teaching/practicum. The final grade assignment will be the responsibility of the IHE.
- D. A recommendation for the initial licensure requires approval by the IHE and the LEA. The IHE completes NCDPI Form S.

- E. If the IHE and LEA disagree relative to a recommendation for initial certification, IHE can request another placement experience for the student teaching/practicum experience.
- F. Student teaching/internship may be waived or amended in unique situations with the appropriate documentation and mutual agreement from the IHE and LEA. Examples of unique situations may include when a licensed teacher applies for additional certification areas or is currently employed in a teaching capacity by the LEA.



ENDORSEMENTS

This contract, as developed by the Triangle Alliance for Improvement in the Preparation of Teachers and Other Certified Personnel, is confirmed by:



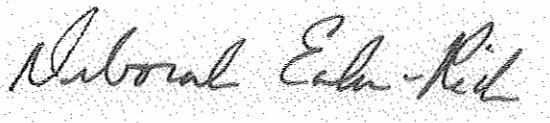
Deborah Eaker-Rich, PhD, Associate Dean and Chief Acad Officer on 8/14/2013  
University of North Carolina at Chapel Hill (Date)

and by

\_\_\_\_\_ on \_\_\_\_\_  
Orange County Schools (Date)

for implementation during the 2013 - 2014 academic year.

Modification to each section of this contract is confirmed by:



Deborah Eaker-Rich, PhD, Associate Dean and Chief Acad Officer on 8/14/2013  
University of North Carolina at Chapel Hill (Date)

and by

\_\_\_\_\_ on \_\_\_\_\_  
Orange County Schools (Date)

for implementation during the 2013 - 2014 academic year.