

# DEPARTMENT OF TEACHER EDUCATION



*Preparing Committed Professional Educators with Knowledge and Practices for a  
Continuously Changing World*

## Teacher Education Handbook

2021-2022  
CHOWAN UNIVERSITY

## Department of Teacher Education

*Preparing Committed Professional Educators with Knowledge and Practices for a Continuously Changing World*

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### Qualifying Statement

The Department of Teacher Education reserves the right to make changes as required. Please consult the online version, [www.chowan.edu/documents/academics/SOE-Handbook.pdf](http://www.chowan.edu/documents/academics/SOE-Handbook.pdf) for the most updated version of this Handbook.



Dear Students,

We are delighted that you have chosen to become an educator for your life's work. There is no other profession that is more rewarding and has such a direct impact upon the youth of today and for generations to come. You will be the builders of the future.

You are beginning the process of becoming one of the next generation of amazing teachers. You will be one of the people who mold young people's lives in a positive direction. By affiliating with a Teacher Education Program approved by the North Carolina Department of Public Instruction, you are stating that you are serious about your preparation and profession.

We wish you every success for the future and many years of positively influencing the lives of young people. Please let us know if you have questions or need assistance.

With kindest personal regards, Sincerely,

Brenda S. Tinkham, Ed. D  
Dean, Department of Teacher Education  
& Professional Studies  
Chowan University

## **I. Chowan University Department of Teacher Education**

The Chowan University Department of Teacher Education is dedicated to graduate students who are effective, highly qualified teachers and who are equipped with instructional strategies and pedagogy capable of educating all learners in a continuously changing world. The strong core curriculum, along with professional and specialty area studies offered to pre-service teachers at Chowan University, provides prospective educators knowledge, skills, and dispositions necessary for working with diverse students and learning environments. Opportunities are provided for candidates to learn and assess theories and principles of best practices not only in the university setting but also in collaboration with classroom teachers and other professionals who guide them through practical application in real world settings. The Teacher Education Handbook is designed to assist prospective teachers' progress through steps that will lead to licensure as a professional in education. Although advisors, along with other faculty and staff members are available to guide and help in any way, it is ultimately the candidates' responsibility for meeting the graduation requirements associated with the Teacher Education Program. In keeping with the mission and vision of Chowan University all students are expected to abide by the Academic Integrity Policy of the University. (See Online University Catalog).

## **II. Conceptual Framework**

The Department of Teacher Education has a comprehensive logistical plan established in accordance with national and state standards in order to ensure the effectiveness of graduates. Known as **The Conceptual Framework**, the researched knowledge-based program starts the very minute students enter the Teacher Education Program at Chowan University. A detailed plan of action lets students learn early on what needs to be done first, what should be accomplished throughout their student careers, what they will master by the time they graduate, and how they can most efficiently demonstrate all they have learned and done.

In February of 2011, the Department of Teacher Education determined a need to revise the Conceptual Framework. Through the Teacher Education Committee, faculty members solicited input from students and community members. Feedback suggested the Conceptual Framework should be streamlined and expressed in language that students and community members could easily understand. With this guiding consideration, the Department of Teacher Education faculty met throughout the spring for the revision process. Through a series of regular meetings, representatives reached a consensus on a revised mission statement, vision statement, and candidate proficiencies.

The Conceptual Framework, **Preparing Committed Professionals with Knowledge and Practices for a Continuously Changing World** encourages graduates to adapt specific characteristics that will help them become better teachers. Using the **Knowledge** acquired in classrooms and in fieldwork, students of the Teacher Education Program will mold themselves into life-long learners and scholars who thrive in the pursuit of knowledge and who can recognize their own areas of needed improvement and work to remedy them. Candidates will **Practice** a variety of instructional and classroom management skills and master ways to enhance learning for all students through technology, differentiated lessons, and data using formative and summative assessments. Chowan University Candidates will demonstrate **Professionalism** through fair, respectful appreciation for diverse learners, reflect on ways to improve instruction, engage in professional opportunities and collaborate with colleagues, students, parents, and community members.

The Conceptual Framework is founded on beliefs expressed by faculty, administration, students,

candidates, graduates, representatives from Local Education Agencies (LEAs), and community representatives, and aligns with Chowan University's commitment to teaching, learning, and service.

## **Conceptual Framework** **Characteristics of Effective Teachers**

*Preparing Committed Professional Educators with Knowledge and Practices of a Continuously Changing World*

### Knowledge Practice Professionalism

The revised conceptual framework identifies three focus areas for teacher education: **knowledge, practice, and professionalism**. The following candidate proficiencies emerge from these three areas.

#### **Knowledge:**

Candidates will:

- 1a. Master content and pedagogical knowledge
- 1b. Understand educational research as a means to improve learning for all students
- 1c. Understand how students learn and develop, including atypical and exceptional learners

#### **Practice:**

Candidates will:

- 2a. Master and apply a variety of instructional and classroom management strategies to enhance learning for all students
- 2b. Integrate technology to enhance student learning
- 2c. Use data from formative and summative assessments to inform instruction

#### **Professionalism:**

Candidates will:

- 3a. Demonstrate fairness, respect, and appreciation for the diversity among learners
- 3b. Reflect on knowledge and practices to improve instruction
- 3c. Engage in scholarly inquiry and professional opportunities
- 3d. Collaborate with colleagues, students, parents, and community members

### **III. Mission Statement**

The mission of teacher preparation at Chowan University is to prepare committed professionals to provide quality instruction for all learners. This mission aligns with the University's commitment to excellence in teaching, learning, scholarly inquiry, and service in a Judeo-Christian environment. Through rigorous curricula, modeled pedagogy, and careful program planning, the Department of Teacher Education equips its graduates with the knowledge, skills, and dispositions that all students in an ever-changing, diverse world will need.

### **IV. Overview of the Department of Teacher Education**

The Department of Teacher Education adheres to the standards established by the North Carolina Department of Public Instruction (NC DPI), the state agency that approves the Teacher Education programs and issues licenses to candidates when they complete all requirements for licensure. The standards set forth by the NC DPI are rigorous and are aligned with Chowan University's Teacher Education mission. Chowan University's Teacher Education Programs are fully approved by the NC DPI.

The Conceptual Framework of Chowan University provides the framework and basis upon which all licensure programs are developed. The unit provides programs leading to licensure in the following areas:

- Elementary Education (K-6)
- English Education (9-12)
- Health and Physical Education (K-12)
- Mathematics Education (9-12)
- Music Education (K-12)
- Science Education (9-12)
- Social Studies Education (9-12)

In alignment with its conceptual framework, mission and goals, Chowan University has developed a Department of Teacher Education that incorporates all seven program areas. Students who complete these programs will acquire a sound liberal arts background through general education classes that are required of all Chowan students, complete a program of studies in a specialized area, and acquire skills and knowledge of theory through professional studies. Students also complete a variety of field experiences in the local public schools.

All elementary education majors must successfully complete the University and Department of Teacher Education requirements and pass the Foundations of Reading, Multi-subject and Math assessments as required for the North Carolina Teaching License. All other content area education majors must pass Praxis II for their content area in the Principles of Learning PLT order to be recommended for a teaching license. In the fall 2019 passing edTPA became a requirement for program completion.

Students may not take the Professional Studies or 400 level courses until they have been admitted to the Teacher Education Program of Chowan University. (See Admission Requirements, Section VI, A). Candidates must be fully admitted to the Teacher Education Program one full semester before being allowed to enter student teaching.

Candidates must join the Student North Carolina Association of Educators (SNCAE). SNCAE is a pre-professional organization for undergraduate and graduate students interested in a career in education. A proficient candidate participates and seeks additional opportunities for professional development. Participation in SNCAE provides early involvement and awareness.

All candidates must maintain an account in TaskStream. It is the management system used to organize student work and allows individuals to maintain projects and activities beginning with EDUC 201, Introduction to Teaching, and throughout all education coursework.

## **V. Fieldwork Assignments and Clinical Practice**

Many education courses require candidates to observe, assist, and student teach K-12 students in public school classes. The fieldwork experiences allow opportunities for observation and some participation in early education courses, usually the sophomore year, and then scaffold through the introduction of instructional techniques and methodology within structured classroom settings.

In initial courses, students completing fieldwork have not necessarily been formally admitted into the Teacher Education Program but are in classes with specific fieldwork requirements. At the beginning of each semester, participating LEAs are provided descriptions of specific fieldwork needs from

Chowan University, expectations of students, the fieldwork assignments, and the opportunity for the K-12 schools to accept or decline students for fieldwork. The fieldwork placement is initiated by the Fieldwork Co-Coordinator at Chowan University with participating LEAs. Request placements will be submitted by Chowan University in the first few weeks of each semester to the participating LEA Fieldwork contact person. Assignments and notification of placement sites should be received no later than two weeks after placement requests have been requested. The Fieldwork Coordinator and school contact person work together to ensure all candidates experience diverse classroom settings. Each semester the university provides a training workshop/seminar for participating fieldwork teachers and candidates. Candidates may not secure their own assignments.

After candidates have met requirements to be admitted into the Teacher Education Program, higher leveled coursework with greater fieldwork requirements are assigned. Clinical practice, generally the last year of study, provides a year-long experience beginning with a semester of peer-teaching and examining learning environments and professional practices along with classroom instruction, generally known as “methods” followed by a final semester of student teaching, the “real world” experience. The Fieldwork Coordinator for Teacher Education at Chowan University will coordinate placement of clinical and student teacher assignments with principals of schools in consultation with Chowan University’s Department of Teacher Education to ensure candidates experience diverse learning and teaching settings.

It is the candidates’ responsibility to provide their own transportation to the assigned schools to complete fieldwork/clinical assignments. All candidates must adhere to the Code of Ethics for North Carolina Educators (Appendix D) and are to act in a professional manner whenever they are representing Chowan University at a public school or school function. It is also the candidates’ responsibility to keep a record of the observations, complete assignments germane to the class, and have the appropriate documentation form signed by the classroom teacher on each day of the observation (Appendix D). **Failure to fulfill the fieldwork/clinical component of a class will result in not receiving credit for the course.**

### **A. Requirements**

The Department of Teacher Education requires extensive fieldwork in a variety of classroom settings. Under a classroom teacher’s supervision, the prospective teacher candidate engages in observation, and in some cases, assists within the classroom. While fulfilling the field component requirements, the candidate is not expected to assume total classroom responsibility or to be left alone in the classroom with students.

### **B. Specific Instructions Concerning Fieldwork**

- The Fieldwork Coordinator will meet with university classes that will have fieldwork experiences the first week of each semester to complete all paperwork required to place students in partner schools and discuss responsibilities and expectations.
- Individual professors with field work requirements will review specific class expectations with students concerning observations/assignments in fieldwork experiences. All candidates must complete the Criminal Background Checks (Appendix A) prior to being approved for field experiences.
- Fieldwork assignments will be processed through the office of the Fieldwork Coordinator or a designee. All necessary forms for each participating student must be completed and returned to the fieldwork Coordinator each semester during the first week of classes in order for assignments to be processed.



- Initial contacts with school systems and other fieldwork sites are to be made through the Department of Teacher Education **not** by students. Principals, school personnel, and central office staff are to be contacted only by the Dean of the School of Education and Professional Studies, the Chair of the Department of Teacher Education and/or the Fieldwork Coordinator. Placements will ensure diverse settings and will be assigned within two weeks after placement requests have been made with LEAs.
- If a student misses class NO fieldwork will be counted on that day.
- Changes in schedule must be completed through the Fieldwork Coordinator.

**VI. Admission Policies, Licensure Programs and Requirements**

**All students should follow the suggested course sequence for their specific education degree. The Department of Teacher Education identifies three transition points for data collection purposes and to use as gateways as candidates progress through the education program.**

Transition One (T1) Admission to the Teacher Education Program (Appendix A) Transition Two (T2) Admission to Student Teaching (Appendix A) Transition Three (T3) Completion of the Program – Licensure Application (Appendix A)

**A. Transition One (T1) Admission Requirements to the Teacher Education Program**

Application and admission into the Teacher Education Program generally occurs at the end of the sophomore year. The following criteria must be met before traditional students can make application and be admitted into the Teacher Education Program at Chowan University. Students Must:

- Complete a formal Transition One (T1) application packet for the program and submit to the appropriate Program Area Advisor (Appendix A).
- Complete a criminal background form. Complete the background check according to each LEA.
- Complete English 101, English 102, Education 201, and Communication 101 or 201 with a grade of C or better as evidence of having effective oral and writing skills.
- A transcript that documents a cumulative grade point average (GPA) of 2.7 on all University course work completed.
- Submit written recommendation forms completed by their major advisor and one from another Chowan faculty member of their choice (Appendix A).
- Complete and submit an essay entitled, “What Makes an Effective Teacher?” The approved Department of Teacher Education Writing Rubric will be used as the assessment tool. Do not use essay from EDUC 201.
- Complete Disposition Self-Assessment & submit it to the advisor.
- Effective June 1, 2014, the following tests are required by North Carolina in order to be admitted into a Teacher Education Program:

PRAXIS		
New Test Name and Number		Approved Qualifying Score
Core Academic Skills for Educators: Reading	(5712)	156
Core Academic Skills for Educators: Writing	(5722)	162
Core Academic Skills for Educators: Mathematic	(5732)	150
		468

Students must achieve a composite or higher score of 468.

Individuals with a composite SAT score of 1170 or better in Math and Reading or a composite ACT score of 24 or better in Reading and Math are exempt from Core Academic Skills for Educators testing requirements for the Department of Teacher Education admission.

Individuals with a total SAT score of less than 1170, but a score of at least 600 on the verbal test are exempt from Praxis I: Core Academic Skills for Educators test in Reading and Writing for admission into the Department of Teacher Education.

Individuals with a SAT score of less than 1170, but a score of at least 570 on the Math test are exempt from Praxis I: Core Academic Skills for Educators test in Mathematics for Department of Teacher Education admission.

Individuals with a composite ACT score of 24 are exempt from Praxis I: Core Academic Skills for Educators testing requirements for the Department of Teacher Education admission.

Individuals with a composite score of less than 24, but with a score of at least 24 on the English test are exempt from the Praxis I: Core Academic Skills for Educators test in Writing for admission into the School of Teacher Education.

Individuals with a composite ACT score of less than 24, but a score of at least 24 on the Math test are exempt from the Praxis I: Core Academic Skills for Educators test in Mathematics for School of Teacher Education admission.

Students may not continue in Professional Studies or 400 level education courses after EDUC 201 until the three Praxis I: Core Academic Skills tests' requirements are met and they are admitted to the Teacher Education Program.

Information concerning the three Core Academic Skills tests is available on the School of Education website [www.chowan.edu/academics/school-education](http://www.chowan.edu/academics/school-education) and at [www.ets.org/praxis/nc](http://www.ets.org/praxis/nc)

### **B. Transition Two (T2) Admission to the Student Teaching Program**

Admission to student teaching includes submission of a Transition Two (T2) application packet (Appendix A) and satisfying the following requirements:

- GPA of 2.7 or better on all work. All coursework must be completed before student teaching
- Completion with C or better in all required core coursework, all Professional Studies, and Specialty Content Courses.
- Acceptable Criminal Background Check with Certified Background and the local county where the student plans to student teach if required.

The Dean of the School of Teacher Education and Professional Studies will inform the candidate of the decision regarding admission to the student teaching program no later than June 1 for the fall semester and no later than December 1 for the spring semester. Candidates not approved to do student teaching may reapply for the following semester.

Directed Student Teaching is for a sixteen-week period. Candidates who cannot meet the standards established by the public schools, the Chowan University Department of Teacher Education, and the Department of Public Instruction will be required to withdraw from student teaching.

### **C. Transition Three (T3) Program Completion**

Transition Three (T3) requires teacher candidates to complete their student teaching at the proficient level according to the Teacher Candidate Evaluation Rubric for all standards and elements.

Candidates must have an exit Grade Point Average (GPA) of 2.7. Disposition Assessments

- Complete Disposition Self-Assessment during final weeks of Student Teaching.
- Disposition Assessment completed by University Supervisor with all Dispositions at the proficient level.

License tests as required by NC DPI - see additional sheet from the Department of Teacher Education.

All Electronic Evidences (EEs) as required by the North Carolina Department of Public Instruction must be completed.

In order to apply for a North Carolina teaching license, candidates must complete all licensure requirements by the North Carolina Department of Public Instruction.

All education areas must take the edTPA write out during their student teaching experience. A passing score is required by NC DPI. Students will submit their edTPA results to TaskStream.

### **D. Placement of Student Teachers**

- Chowan University has agreements with eight area school systems to place student teachers in the appropriate grade level and subject area situations. The Dean of the School of Teacher Education and Professional Studies, Fieldwork Coordinator and/or Program Coordinator for specific content areas and the individual school systems will mutually agree upon specific assignments. Candidates may not make their own arrangements for placement. All schools receiving student teachers must be accredited by AdvancEd. All candidates must present evidence of membership in the Student North Carolina Association of Educators (SNCAE) before their placement (Appendix D).
- Cooperating teachers must be recommended by the current principal.
- Student Teachers do not select their own cooperating teachers though they do have a part in the discussion.

## **VII. Overview of Student Teaching Experience**

Student teaching is a sixteen-week experience in the public-school setting under the day-to-day supervision of highly trained, licensed teachers who have taught at least three years and who demonstrate successful classroom instruction. The student teaching experience is designed to adapt the candidate to public school instruction, to further acquaint them with school policies and procedures, to help them better understand the multiple roles of teachers, including interactions with parents, to understand the needs of a diverse student population, and for them to begin the process of long-term planning that involves commitment to constant learning to improve the delivery of instruction.

Directed Student Teaching is designed to continue to move the teacher education candidate into the role of an effective teacher. This course gives the candidate an opportunity to put into practice the theoretical and experiential knowledge learned in coursework prior to the student teaching experience. While student teaching, teacher education candidates are exposed to the same duties, rights, and responsibilities as the classroom teacher. The directed student teaching

experience lasts sixteen weeks. Candidates generally assume responsibilities for a limited amount of teaching in the beginning, and gradually increase their time until they are teaching a full day. Planning and teaching the full curriculum for at least ten weeks will be followed by gradually decreasing the teaching load until the end of sixteen weeks.

### **VIII. Student Teaching Policies**

The following policies have been established for the directed student teaching experience at Chowan University:

#### **A. General Policies**

- Candidates may not do student teaching in the school they attended or be placed with a cooperating teacher who is a relative, close personal friend, or former teacher.
- The cooperating teacher must have completed three successful years of teaching, have taught at least one year at the assigned site, be currently licensed in the field they are asked to supervise, and must be recommended by the principal.
- The selections of cooperating teachers are made by the participating school and Chowan University Department of Teacher Education. Student teachers do not select their own cooperating teacher.
- The Cooperating Teacher and the University Supervisor will supervise the candidate during the directed student teaching experience, EDUC 480. A grade for the course will be established by joint collaboration between the Cooperating Teacher and the University Supervisor. An improvement plan is in place to help students who may need extra counseling/mentorship during their student teaching experience.
- The Teacher Candidate Evaluation Rubric is the common tool housed in TaskStream as an electronic evaluation tool and data collector used by the two collaborators. It is electronically aggregated three times during the student teaching experience.
- The University Supervisor will observe and formally evaluate candidates at least three times during the sixteen-week experience to provide assistance and constructive suggestions to the student teacher; other observations may occur (Appendix B).
- Student teacher candidates will complete three self-evaluations during the student teaching experience (Appendix B).
- Cooperating Teachers will complete three evaluations of the Student Teacher (Appendix B). Each of the three observations will be shared in conferences with the Student Teacher, the University Supervisor, and the Cooperating Teacher.
  - Student teachers must take the edTPA in your content area. Student teachers will work closely with their supervisors to complete all of the requirements and submissions.
- Professional development is held before the student teaching experience begins for all participating parties and joint conferences are held for all evaluations. The professional development held each semester provides handbooks/guidelines from the Department of Teacher Education for the student teacher, each cooperating teacher, university supervisor, and principal of participating schools. Unit members who do not have student teachers are encouraged to attend these professional development events to keep abreast of changes and updates.
- Unit members regularly examine rubrics and are part of conversations to discuss improvements, changes or successes of the rubric during scheduled monthly unit meetings.
- Candidates must safeguard their time during the student teaching semester. No other courses may be taken during that time and work part-time or full-time is not allowed

without the permission of the Dean of the School of Teacher Education and Professional Studies. Any such requests must be submitted in writing and approved one week prior to the beginning of student teaching.

## **B. Absence Policy**

### **1. Emergencies**

Candidates may be excused no more than three days during the student teaching experience. Excused absences deemed as **emergencies** (e.g. illness, death in the immediate family) are of a limited nature, and beyond a student teachers control. More than three missed days must be made up in order to receive credit for the Student Teaching experience. When an emergency arises the Student Teacher should:

- Telephone the Cooperating Teacher as soon as possible
- Make sure lesson plans are available
- Telephone the University Supervisor
- Telephone the Office of the School of Teacher Education (252-398-1224)

### **2. Excused Absences**

Approval for other absences must be secured from the University Supervisor, except illness or emergency where prior notification cannot be given. The Cooperating Teacher must know of the absence in advance and the prior approval form must be completed and signed by appropriate persons two weeks before the excused absence occurs (Appendix E). All excused absences should be discussed with the University Supervisor and completed papers turned in to that office.

## **C. Substitute Teaching Policy**

Chowan University's Department of Teacher Education discourages the use of Student Teachers as substitutes. However, certain situations do arise when such use may be deemed appropriate. The following guidelines have been established if the situation occurs:

- Student Teachers may substitute for their own cooperating classroom teachers only. Substituting may take place for a maximum of three days;
- The University Supervisor must be notified, in writing, in advance by the Cooperating Teacher of any requests for substituting by the student teacher candidate;
- The student teacher must be willing to serve as a substitute.
- Student Teachers must follow LEA guidelines concerning serving as a substitute.

## **D. Evaluation Policy**

Continuous guidance and evaluation of the student teacher is the responsibility of both the Cooperating teacher and the University Supervisor. A written record is to be made for each visit by the University Supervisor with the minimum of three formal evaluations taking place (Appendix B). All evaluation data by the Cooperating Teacher and the University Supervisor are promptly submitted into TaskStream after formal assessments. Conferences are expected and scheduled with the Cooperating Teacher, student teacher and University Supervisor within a week following a formal evaluation where data can be discussed, strengths can be identified, and suggestions for improvement deliberated.

## **E. Policy for Notifying Chowan University Regarding Concerns**

During the first weeks, Student Teachers will make mistakes and will try things that may not be successful. With guidance from the Cooperating Teachers and the University Supervisor, less

successful experiences can become valuable learning tools.

Listed below are samples of concerns and possible corrective actions. Please contact the University Supervisor if first effort at the school level is not successful.

Concern	Action
Student Teacher fails to notify the Cooperating Teacher before the school day begins that they will be absent.	Notify the University Supervisor immediately.
Student Teacher arrives at school late.	Document the date, time, and reason. Talk with the Student Teacher and notify the University Supervisor if improvement is not shown.
Student Teacher fails to submit lesson plans according to schedule and/or approved format (Appendix E).	DO NOT allow student teacher to teach without lesson plans approved in advance. If plans are late, but reviewed, remind Student Teacher of the schedule for submitting plans. If this occurs more than once, contact the University Supervisor.
Planning is inappropriate or inadequate.	Do not approve plans that are inappropriate. Offer suggestions for improvement. Notify the University Supervisor if no improvement occurs. A conference will be scheduled and plan of action will be put into place.
Failure to incorporate suggestions or follow directions.	Discuss expectations with Student Teacher. If behavior continues, notify the University Supervisor.
Inadequate knowledge of content/methodology.	Offer help (books, resource materials, mentoring). Notify University Supervisor
Classroom Management, lack of discipline.	Give the Student Teacher an opportunity to work their way out of the situation, then discuss at the first opportunity. If safety of pupils is a factor, intervene immediately. Contact University Supervisor.

## F. Procedure for Withdrawal from Student Teaching

Termination of a placement may be initiated by either the LEA or the Department of Teacher Education after consultation with the designated contact for each agency. Termination of placement does not automatically mean failure. Student teachers who do not adhere to the policies of the Department of Teacher Education or their assigned schools/districts may be terminated from Student Teaching.

### 1. School Request for Withdrawal

If the public school and/or Cooperating Teacher request the removal of a Student Teacher, the following steps will be followed:

- The University Supervisor will meet with the Cooperating Teacher and the Student Teacher to determine if the situation can be resolved without the removal of the Student Teacher.

- The University Supervisor will meet with the Cooperating Teacher and School Principal/designee if the issue cannot be resolved.
- The University Supervisor will meet with the candidate to address any further issues in order to make an informed decision. At this time three actions may take place:
  - o The Student Teacher will be withdrawn from the school.
  - o The Student Teacher continues at the school.
  - o The Student Teacher continues at the school with an improvement plan (Appendix E).
- If the candidate wishes to continue, the Chair of the Department of Teacher Education and the University Supervisor must agree that there is the possibility of successful completion and issues can be remedied.
- If the decision is for the candidate to be reassigned, an improvement plan (Appendix E) will be written that specifies the areas to be worked on and the tasks to be completed. The Student Teacher, the University Supervisor and the Chair of the Department of Teacher Education must all sign the action plan.

**Note: A candidate must complete ten consecutive weeks in the same classroom under the supervision of the same Cooperating Teacher in order to receive credit for the student teaching experience.**

## **2. Student Request for Withdrawal**

When the Student Teacher requests withdrawal from student teaching or the Student Teaching Placement, the following steps will be followed:

- The University Supervisor will meet with the Cooperating Teacher and the Student Teacher to determine if the situation can be resolved without the removal of the Student Teacher.
- The Student Teacher may formally request withdrawal if the situation cannot be resolved, and the Cooperating Teacher and school principal will be notified.
- The Student Teacher candidate may request a transfer to another location. The Chair of the Department of Teacher Education and the University Supervisor must decide if there is the possibility of successful completion in another school.

**ALL DEFICITS WILL BE DOCUMENTED AND APPROPRIATE ACTION TAKEN. OUR FIRST CONCERN IS THE WELLBEING AND EDUCATION OF THE STUDENTS IN THEIR SCHOOLS. EXTENDED ABSENCES CANNOT BE TOLERATED REGARDLESS THE REASON.**

## **IX. Expectations and Responsibilities**

### **A. Student Teacher**

#### **1. Expectations**

- Student Teaching is a full-time commitment.
- All Student Teachers must have an active TaskStream account.
- The local school calendar, including vacation days and work days, must be followed.
- All school meetings, professional development, and faculty meetings must be attended.
- Candidates are obligated to conduct themselves in a professional manner in all activities that affect the university and public school to which they have been assigned and to present an acceptable professional appearance.
- Student Teachers must be punctual and prepared, arriving before students and remaining long enough afterschool to insure planning and preparation.
- Candidates must be assessed as proficient on each North Carolina Professional Teaching

- Standard and each element in order to be recommended for a teaching license.
- Student Teachers must work with the Cooperating Teacher to develop skills in communicating with students, parents, faculty, and other professionals.
- Lesson plans are required to be submitted each Friday to the University Supervisor in the Department of Teacher Education lesson plan format or other approved plan. Lessons should be submitted to the Cooperating Teacher by Thursday for the following week, prior to teaching each class or subject. \*\*\*check for correct days (Mon. & Fri.) Student Teachers may not teach without approved plans/planning with the Cooperating Teacher. All plans are submitted through TaskStream.
- Weekly Reflections should follow guidelines and be submitted into TaskStream each Friday.
- Weekly Seminar meetings must be attended.

## 2. Daily and Weekly Reports

Candidates are expected to be current on all reports while student teaching. Reports required by the Department of Teacher Education are outlined below.

- Daily Lesson Plans (Appendix E)  
Each candidate is expected to write a lesson plan for each class to be taught. These plans should be turned in weekly, in approved format, to TaskStream account.
- Student Teaching Journal  
The purpose of the Student Teaching Journal is to provide the candidate a chance to reflect upon events of the week. The journal may be used to “think out” solutions to events in the classroom, write down questions, and used as an indicator of being a reflective practitioner. Reflections are submitted weekly into TaskStream account each week.

## B. University Supervisor

**The University Supervisor has successfully taught and holds a current North Carolina Teaching License. The Supervisor is familiar with organizational structures and regulations of North Carolina Public Schools. Chowan University assures the University Supervisor demonstrates knowledge of public-school education and is capable of developing working relationships with candidates and public-school personnel. The University Supervisor must demonstrate superior knowledge of subject matter and methodology of teaching.**

When the University Supervisor visits in the schools, these procedures will be followed:

- The candidate will be observed for at least one full class period.
- The candidate will receive assessment through TaskStream.
- The University Supervisor should confer with the Cooperating Teacher and other appropriate school personnel and hold regularly scheduled conferences with the Cooperating Teacher and Student Teacher.

The University Supervisors are expected to:

- Act as liaisons between the University and the Cooperating Teacher;
- Establish an effective collegial relationship with the Cooperating Teacher;
- Orient the Student Teacher and the Cooperating Teacher in regard to each person’s role;
- Visit the Student Teacher regularly, make observations, monitor progress, and complete evaluation records;
- Share observations with the Student Teacher and Cooperating Teacher following each



- observation and meet with the principal as needed;
- Enforce regulations and policies pertaining to student teachers;
- Collaborate with the Cooperating Teacher to evaluate and assign a final course grade based on student work during the semester.

### **C. The Cooperating Teacher**

The Cooperating Teacher fills a significant role in the preparation of new teachers and models characteristics of an effective teacher. They have practiced successful teaching for at least three years and are recommended by the principal of the school. Superior knowledge of content, pedagogy, and creative use of technology are expected.

Responsibilities of the Cooperating Teacher are to:

- Help orient the Student Teacher to the pupils, the school, school policies, and other personnel;
- Acquaint the Student Teacher with materials, texts, library resources, technology, and assessments in planning for instruction and discipline;
- Assist the Student Teacher in planning and stress the importance of planning based on assessment of student needs and serve as a planning role model;
- Evaluate the candidate's performance and share evaluations;
- Submit assessment data into TaskStream in a prompt, consistent manner;
- Confer and work with the University Supervisor and keep discussions honest when discussing student teacher strengths and areas of concern;
- Serve as a mentor in establishing effective teaching practices;
- Share ideas and suggestions regarding Chowan University's Department of Teacher Education with the University Supervisor;
- Provide opportunities for the Student Teacher to observe and work with students having exceptionalities or diverse learning styles.

### **D. The School Principal**

The principal contributes to the success of the student teaching program by:

- Recommending Cooperating Teachers;
- Assisting in the orientation of the Student Teacher and aiding the candidate's short-term integration into the faculty and school-wide community;
- Supplying textbooks and other resources needed;
- Observing the student teacher working with pupils;
- Reviewing the student teaching program;
- Allowing for a variety of experiences in working with diverse learners and their families;
- Attending university professional development.

## **X. Licensure**

### **A. Recommendation for Licensure**

Upon successful completion of student teaching, the North Carolina requirements for each content area, and all other University requirements, the candidate must take edTPA PRAXIS.

### **B. Graduation without Teacher Licensure**

Teacher Education candidates who complete all of the requirements for graduation but do not complete license requirements cannot be recommended for a teaching license, but may receive a degree from Chowan University.

# Appendix A



Department of Teacher Education

*Preparing Committed Professional Educators with Knowledge and Practices for a Continuously Changing World.*

Transition One (T1)  
Admission to the Teacher Education Program

Candidate's Name: \_\_\_\_\_

Before a candidate's name is presented for admission into the Teacher Education Program, Program Coordinators must collect the following items:

- \_\_\_\_\_ Application for Admission into the Teacher Education Program
- \_\_\_\_\_ Recommendation for Admission to Teacher Education by Faculty Member (Any full-time Faculty Member)
- \_\_\_\_\_ Recommendation for Admission to Teacher Education by Advisor (Student's Advisor)
- \_\_\_\_\_ Official transcript on all work completed to date  
- GPA 2.7 or better
- \_\_\_\_\_ PRAXIS I: Core Academic Skills for Educators documentation or qualifying SAT or ACT scores (Students must achieve a minimum or higher score on each individual skills test: Reading – 156; Writing – 162; Mathematics – 150)
- \_\_\_\_\_ Criminal Background Questionnaire
- \_\_\_\_\_ Documentation of C or better in the following coursework:  
English I01, English 102, Communication 101 or 102 and Education 201
- \_\_\_\_\_ Education Dispositions Assessment Form by Candidate
- \_\_\_\_\_ Education Dispositions Assessment Form by Advisor
- \_\_\_\_\_ Candidate's essay entitled, "What Makes An Effective Teacher?"

Check each item to indicate packet is complete. Sign, date, and submit the Data Collection Checklist for Transition One (T1) and all collected documentation to the Chair of the Department of Teacher Education.

\_\_\_\_\_  
(Signature, Program Coordinator)

\_\_\_\_\_  
Date

\_\_\_\_\_  
(Signature, Dean, Department of Teacher Education)

\_\_\_\_\_  
Date



Department of Teacher Education

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**APPLICATION FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM**

NAME \_\_\_\_\_ DATE \_\_\_\_\_  
Last First Middle

CHOWAN I.D. #: \_\_\_\_\_

GENDER: \_\_\_\_\_

CHOWAN E-MAIL: \_\_\_\_\_

CONTENT AREA: \_\_\_\_\_

\_\_\_\_\_

GPA: \_\_\_\_\_ YEAR: So  Jr  Sr

ANTICIPATED DATE OF GRADUATION: \_\_\_\_\_

SCORES: Core Academic Skills Tests: Reading \_\_\_\_\_ Writing \_\_\_\_\_ Math \_\_\_\_\_

SAT VERBAL \_\_\_\_\_ MATH \_\_\_\_\_ WRITING \_\_\_\_\_

ACT ENGLISH \_\_\_\_\_ MATH \_\_\_\_\_

Teacher Cadet I \_\_\_\_\_

Teacher Cadet II \_\_\_\_\_

UNIT ADMISSIONS COMMITTEE ACTION: \_\_\_\_\_ Approved for Admission

\_\_\_\_\_ Not Approved for Admission

SIGNED: \_\_\_\_\_ DATE: \_\_\_\_\_

Dean, Department of Teacher Education and Professional Studies



Department of Teacher Education

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**RECOMMENDATION FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM**

**STUDENT:** \_\_\_\_\_ **DATE** \_\_\_\_\_

**FACULTY MEMBER:** \_\_\_\_\_

**INSTRUCTIONS:**

**Based upon your knowledge of the Department of Teacher Education to prepare effective teachers, along with your knowledge of the above-named student's course work, strengths and weaknesses, *please complete this CONFIDENTIAL RECOMMENDATION FORM and return it to the Program Area Coordinator.***

\_\_\_\_\_ Recommend for Admission

\_\_\_\_\_ Do Not Recommend

STRENGTHS OF APPLICANT: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WEAKNESSES OR CONCERNS: \_\_\_\_\_

\_\_\_\_\_

OTHER CONCERNS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SIGNATURE OF FACULTY MEMEBER \_\_\_\_\_

TITLE \_\_\_\_\_ DATE \_\_\_\_\_



Department of Teacher Education

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**RECOMMENDATION FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM**

**STUDENT:** \_\_\_\_\_ **DATE** \_\_\_\_\_

**FACULTY MEMBER:** \_\_\_\_\_

**INSTRUCTIONS:**

**Based upon your knowledge of the Department of Teacher Education to prepare effective teachers, along with your knowledge of the above-named student's course work, strengths and weaknesses, *please complete this CONFIDENTIAL RECOMMENDATION FORM and return it to the Program Area Coordinator.***

\_\_\_\_\_ Recommend for Admission

\_\_\_\_\_ Do Not Recommend

STRENGTHS OF APPLICANT: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WEAKNESSES OR CONCERNS: \_\_\_\_\_

\_\_\_\_\_

OTHER CONCERNS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SIGNATURE OF FACULTY MEMEBER \_\_\_\_\_

TITLE \_\_\_\_\_ DATE \_\_\_\_\_



Department of Teacher Education

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Criminal Background Questionnaire

1. Have you ever been warned, reprimanded, placed on probation, suspended, expelled, or requested to resign from any high school, community college, college, or university or otherwise been subjected to discipline by any such institution or requested or advised by any such institution to discontinue your studies there.

YES       NO

If yes, please attach a statement giving the name and the complete address of any such institution and describe the circumstances and dates of such occurrence(s).

2. Have you ever had a license or certificate denied, suspended, or revoked by a state or other governing body?

YES       NO

If yes, please attach a statement giving the name and complete address of the issuing or revoking authority, the reason for the denial, revocation or suspension and the date(s). In addition, please provide a copy of the official documentation of the action taken.

3. Have you ever been discharged or dismissed from employment or been requested to resign from employment?

YES       NO

If yes, please attach a statement giving the name and complete address of the employer, the name and telephone number of your supervisor, the date(s), and the reason for such action.

4. Have you ever been convicted of a felony?

YES       NO

If yes, please attach a statement giving a full explanation of the details, circumstances, nature of the crime, sentencing, date(s), and a certified copy of the court proceedings.

5. Have you ever entered a plea of guilty, a plea of no contest, a plea of nolo contendere or an Alford plea to a criminal charge or otherwise accepted responsibility for the commission of a crime?

YES       NO

If yes, please attach a statement giving a full explanation of the details, circumstances, nature of the crime, sentencing, date(s), and a certified copy of the court proceedings.

6. Are you listed on the Sex Offender and Public Protection Registration Program, the State Sexually Violent Predator Registration, or the national Sex Offender Registry?

YES       NO

NOTE: Any background information related to a “YES” response above must be attached to the application to the School of Education at the time it is submitted for review.

Not every conviction, disciplinary action, or plea will disqualify you from placement in a field experience or internship or from becoming a teacher licensed in North Carolina. The Department of Teacher Education will review each case and determine eligibility. In addition, the school district in which you may be assigned may conduct a criminal background check as a prerequisite to allowing placement.

I certify that the information provided in this application is correct and true. I understand that the falsification of any statement or document in this application will result in my being denied admission to the Department of Teacher Education at Chowan University or dismissal from the program if such falsification is discovered after being admitted.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Student ID Number

## Dispositions Self-Assessment or Faculty Assessment

Candidate \_\_\_\_\_ Date \_\_\_\_\_  
First and Last Name

Part of professional growth is demonstrating attributes and behavior that are characteristic of effective teachers. I understand while at Chowan University I will grow in dispositions that will assure the qualities distinctive of the ideal teacher and the expectations of the Department of Teacher Education.

- \* Admission to Teacher Education – by Advisor and by Candidate
- \* Completion of Student Teaching – by university Supervisor

CANDIDATE EVALUATION SCALE:      Unacceptable (1)    Developing (2)    Proficient (3)    Advanced (4)

<b>Standard 1: Teachers demonstrate leadership.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Demonstrates high ethical standards				
Shows exemplary patterns of behavior with respect to rules and policies				
Maintains confidentiality				
Maintains professional appearance				
Completes work of exceptional quality before deadlines.				
Always contact professor when absence is necessary				
Accepts complete responsibility for actions, employing effective conflict resolution strategies				
Collaborates and works with others in a professional manner				
Maintains and continuously revisits a personal plan for professional growth				
<b>Standard 2: Teachers establish a respectful environment for a diverse population of students.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Maintains control of emotions regardless of circumstances				
Demonstrates and advocates for the equitable treatment of others				
Encourages the use of ideas from all to ensure the success for the group				
Builds on diversity as an asset in the classroom				
<b>Standard 3: Teachers know the content they teach.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Demonstrates knowledge of the subject area content				
Understands/Demonstrates that effective instruction must be integrated across subject area content				
Integrates 21 <sup>st</sup> Century Skills through classroom instruction and assessment				
Integrates global awareness activities through classroom instruction				
<b>Standard 4: Teachers facilitate learning for their students.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Believes all students can learn				
Understands teacher expectations impact student learning				
Identifies developmental levels of individual students and differentiates instruction accordingly				
Integrates technology with instruction				
Communicates effectively, articulating thoughts and ideas clearly				
<b>Standard 5: Teachers reflect on their practice.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Practices self-reflection and self-critique				
Adjusts behavior and responds to professional feedback				
Uses assessment data to guide instruction				
Uses research-verified approaches to improve teaching and learning				

\_\_\_\_\_  
Signature

\_\_\_\_\_  
(Role and Date)





Department of Teacher Education

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Transition Two (T2) Admission to Student Teaching

Before a candidate's name is presented for admission to Student Teaching, Program Coordinators must collect and submit the following items to the Dean of the School of Teacher Education and Professional Studies:

- \_\_\_\_\_ Application for Admission to Student Teaching
- \_\_\_\_\_ Official Transcript on all work completed to date (GPA 2.7 or better)
- \_\_\_\_\_ Criminal Background Questionnaire
- \_\_\_\_\_ Documentation of C or better in all Professional Studies and Specialty/Content Courses
- \_\_\_\_\_ I understand that I must successfully complete the edTPA process in order to complete Student Teaching.

Check each item to indicate packet is complete. Sign, date, and submit the Data Collection Checklist for Transition 2 and all collected documentation to the Dean of the School of Teacher Education and Professional Studies.

\_\_\_\_\_  
(Signature, Program Coordinator) Date

\_\_\_\_\_  
(Signature, Dean, Department of Teacher Education) Date



Department of Teacher Education

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APPLICATION FOR ADMISSION TO STUDENT TEACHING

Date \_\_\_\_\_

Name \_\_\_\_\_  
Last First Middle Maiden

Gender \_\_\_\_\_ Race \_\_\_\_\_ Cell Phone ( \_\_\_\_\_ ) \_\_\_\_\_  
Area Code

Permanent Address \_\_\_\_\_  
\_\_\_\_\_ Telephone ( \_\_\_\_\_ ) \_\_\_\_\_  
Area Code

Chowan University E-Mail Address \_\_\_\_\_

Teacher Licensure Area \_\_\_\_\_

Date of Admission to Teacher Education Program \_\_\_\_\_

Semester and year of Student Teaching \_\_\_\_\_ Semester: 20 \_\_\_\_\_

Placement: \_\_\_\_\_  
(School Name and System)

Grade Level Preference \_\_\_\_\_

I expect to complete all the work for the degree/license by the end of the  
\_\_\_\_\_ Semester, 20 \_\_\_\_\_

# Appendix B

# North Carolina Educator Evaluation System



## Teacher Candidate Evaluation Rubric

## Teacher Candidate Evaluation Rubric

The following rubric was developed to align with and reflect the *North Carolina Professional Teaching Standards* approved by the North Carolina State Board of Education on June 7, 2007. The rubric also parallels the North Carolina *Inservice Teacher Evaluation Rubric* that is used to assess the professional performance of inservice teachers throughout the state. However, the *Teacher Candidate Evaluation Rubric* has been adapted to reflect the specific contexts and opportunities available to teacher candidates throughout their programs, and to allow distinctions to be made across each of four levels of performance on the *North Carolina Professional Teaching Standards*.

Preservice teacher (candidate) performance should be rated on each element within each Standard as characteristic of a practitioner at one of four levels: *Emergent Candidate*, *Developing Candidate*, *Proficient Candidate* or *Accomplished Candidate*. These levels are cumulative across the rows of the rubric in that a “*Proficient Candidate*” teacher must exhibit the characteristics encompassed under the “*Emergent Candidate*” and “*Developing Candidate*” levels in addition to those described at the “*Proficient Candidate*” level. To be recommended for licensure, a candidate must demonstrate professional performance at no less than the *Proficient Candidate* level on each element and on each standard.

### Standard 1: Teachers demonstrate leadership

<p><b>Ia. Teachers lead in their classrooms.</b> Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.</p>			
Observation Artifact	Emergent Candidate	Developing Candidate	Proficient Candidate
	<p>Acknowledges the importance of high school graduation for students.</p> <p>Identifies the types of data that are commonly available to and used in schools.</p>	<p>Demonstrates how teachers contribute to students' progress toward high school graduation by following the <i>North Carolina Standard Course of Study</i>.</p> <p>Uses data to identify the skills and abilities of students.</p> <p>Describes the characteristics and importance of a safe and orderly classroom environment.</p> <p>Understands positive management of student behavior, including strategies of conflict resolution and anger management effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint.</p>	<p>Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i>.</p> <p>Draws on appropriate data to develop classroom and instructional plans.</p> <p>Maintains a safe and orderly classroom that facilitates student learning.</p> <p>Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</p>
	AND	AND	AND
			<p>Take responsibility for student progress toward high school graduation by aligning instruction and assessment with the <i>North Carolina Standard Course of Study</i>.</p> <p>Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners.</p>
			Not Demonstrated

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September 11, 2008

Observation Artifact	<p><b>1b. Teachers demonstrate leadership in the school.</b> Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development, that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.</p>					Not Demonstrated (Comment Required)
	Emergent Candidate	<p>Recognizes opportunities for involvement in professional learning activities</p>	<p>Attends professional learning activities.</p>	<p>Engages in collaborative and collegial professional learning activities. Identifies the characteristics or critical elements of a school improvement plan. Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.</p>	<p>Participates in professional learning community (PLC) activities. Works with others in developing and/or implementing school improvement activities.</p>	
	AND		AND	AND		
Observation Artifact	<p><b>1c. Teachers lead the teaching profession.</b> Teachers strive to improve the teaching profession. They contribute to the establishment of positive working relationships in the school. They actively participate in and advocate for the decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.</p>					Not Demonstrated (Comment Required)
	Emergent Candidate	<p>Recognizes the responsibility of teachers for professional improvement and support.</p>	<p>Recognizes the need and identifies opportunities for professional growth.</p>	<p>Participates in professional development and growth activities. Begins to develop professional relationships and networks.</p>	<p>Seeks additional opportunities for professional development and growth. Extends professional relationships and networks.</p>	
	AND		AND	AND		

Observation Artifact	<b>1d. Teachers advocate for schools and students.</b> Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.						Not Demonstrated (Comment Required)
	Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	
	Demonstrates awareness of school practices and policies.	AND	Identifies the policies and practices affecting student's learning.	AND	Implements and adheres to policies and practices positively affecting students' learning.	AND	Works with others to develop and/or revise policies and practices to improve students' learning.
Observation Artifact	<b>1e. Teachers demonstrate high ethical standards.</b> Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the <i>Code of Ethics for North Carolina Educators</i> (effective June 1, 1997) and the <i>Standards for Professional Conduct</i> adopted April 1, 1998 ( <a href="http://www.ncptsc.org">www.ncptsc.org</a> ).						Not Demonstrated (Comment Required)
	Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	
	Recognizes the need for ethical professional behavior.	AND	Articulates the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	AND	Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	AND	Models the tenets of the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> , and encourages others to do the same.

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September 11, 2008



**Standard 2: Teachers establish a respectful environment for a diverse population of students**

<b>2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</b> Teachers provide an environment for student learning that is inviting, respectful, supportive, inclusive, and flexible.		Accomplished Candidate		Proficient Candidate		Developing Candidate		Emergent Candidate		Not Demonstrated	
Observation Artifact		AND		AND		AND		AND		AND	
		Enhances an inviting, respectful, inclusive, and flexible, and supportive learning environment.		Maintains a positive and nurturing learning environment.		Recognizes and can explain aspects of a respectful and effective learning environment.		Articulates the importance of appropriate and caring learning environments for children.			
<b>2b. Teachers embrace diversity in the school community and in the world.</b> Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.											
Observation Artifact		AND		AND		AND		AND		AND	
		Consistently integrates culturally relevant and/or sensitive materials and ideas throughout the curriculum. Builds on diversity as an asset in the classroom.		Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. Incorporates different points of view in instruction. Understands the influence of diversity and plans instruction accordingly.		Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. Acknowledges the influence of all aspects of diversity on students' development and attitudes.		Acknowledges that diverse cultures impact the world. Identifies the range and aspects of diversity of students in the classroom.			

### Standard 3: Teachers know the content they teach

3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> . In order to enhance the <i>North Carolina Standard Course of Study</i> , teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.		3b. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.			
Observation Artifact	Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
	Demonstrates awareness of the <i>North Carolina Standard Course of Study</i> . Understands the importance of literacy instruction across all subjects, grades and ages.	Demonstrates knowledge of the <i>North Carolina Standard Course of Study</i> by referencing it in the preparation of lesson plans. Integrates literacy instruction in individual lessons and in particular subject areas.	Develops and applies lessons based on the <i>North Carolina Standard Course of Study</i> . Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	Develops and applies strategies reflecting the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant.  Evaluates and reflects upon the effectiveness of literacy instruction within and across content areas.	
Observation Artifact	Successfully completes general education coursework across the required range of disciplines.	Demonstrates a basic level of content knowledge in the teaching specialty.	Demonstrates an appropriate level of content knowledge in the teaching specialty. Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	Demonstrates extensive knowledge of content in the teaching specialty. Prompts students' curiosity for learning beyond the required coursework.	Not Demonstrated (Comment Required)

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September 11, 2008

3c. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach and the <i>North Carolina Standard Course of Study</i> . Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.				
Observation Artifact	Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate
	Recognizes the importance of interdisciplinary learning. Understands the importance of global awareness for students.	Articulates the links between grade/subject and the <i>North Carolina Standard Course of Study</i> . Displays global awareness.	Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i> by relating content to other disciplines. Relates global awareness to the subject.	Integrates the links and the vertical alignment of the grade or subject area and the <i>North Carolina Standard Course of Study</i> . Effectively and broadly relates content to other disciplines. Integrates global awareness activities throughout lesson plans and classroom instructional practices.
		AND	AND	AND
3d. Teachers make instruction relevant to students. Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the <i>North Carolina Standard Course of Study</i> and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.				
Observation Artifact	Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate
	Recognizes the relationship between the <i>North Carolina Standard Course of Study</i> and life in the 21st century. Identifies 21st century skills and content as specified in the <i>Framework for 21st Century Learning and Critical Elements for 21st Century Skills</i> .	Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21st Century. Demonstrates understanding of 21st century skills and content as specified in the <i>Framework for 21st Century Learning and Critical Elements for 21st Century Skills</i> .	Integrates 21st century skills and content in instruction.	Consistently integrates 21st Century skills and content throughout classroom instruction and assessment.
		AND	AND	AND
Not Demonstrated (Comment Required)				

### Standard 4: Teachers facilitate learning for their students

Observation Artifact	<b>4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.</b> Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.					Not Demonstrated (Comment Required)
	Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)	
	Understands the developmental levels of students.	AND Demonstrates awareness of the influence of developmental levels on students' learning. Demonstrates an understanding of methods for differentiating instruction to accommodate developmental differences in students.	AND Identifies developmental levels of individual students and plans instruction accordingly. Assesses and uses resources needed to address strengths and weaknesses of students.	AND Appropriately differentiates instruction.		
Observation Artifact	<b>4b. Teachers plan instruction appropriate for their students.</b> Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural					Not Demonstrated (Comment Required)
	Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)	
	Recognizes data sources important to planning instruction.	AND Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.	AND Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	AND Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment.		
Observation Artifact	<b>4c. Teachers use a variety of instructional methods.</b> Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and					Not Demonstrated (Comment Required)
	Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)	
	Understands a range of methods and materials that can be applied in the classroom.	AND Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	AND Uses a variety of appropriate methods and materials to meet the needs of all students.	AND Consistently enables the success of all students through the selection and use of appropriate methods and materials.		

Observation Artifact	<b>4d. Teachers integrate and utilize technology in their instruction.</b> Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.				Not Demonstrated (Comment Required)
	Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	
	Demonstrates knowledge of methods for utilizing technology in instruction.	AND Assesses effective types of technology to use for instruction.	AND Integrates technology with instruction to maximize students' learning.	AND Engages students in higher level thinking through the integration of technology.	
Observation Artifact	<b>4e. Teachers help students develop critical-thinking and problem-solving skills.</b> Teachers encourage students to ask questions; think creatively; develop and test innovative ideas; synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.				Not Demonstrated (Comment Required)
	Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	
	Demonstrates an understanding of the importance of developing students' critical-thinking and problem-solving skills.	AND Demonstrates knowledge of processes needed to support students in acquiring critical-thinking and problem-solving skills.	AND Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	AND Creates or maintains instruction that consistently engages students in the processes of critical thinking and problem solving in meaningful contexts.	
Observation Artifact	<b>4f. Teachers help students work in teams and develop leadership qualities.</b> Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.				Not Demonstrated (Comment Required)
	Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	
	Recognizes the need to encourage the development of cooperation, collaboration, and student leadership.	AND Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams.	AND Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	AND Encourages students to create and manage learning teams.	
Observation Artifact	<b>4g. Teachers communicate effectively.</b> Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.				Not Demonstrated (Comment Required)
	Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	
	Communicates effectively both orally and in writing. Recognizes a variety of methods for communicating effectively with students.	AND Demonstrates the ability to communicate effectively with students. Provides opportunities for students to articulate thoughts and ideas.	AND Uses a variety of methods to communicate effectively with all students. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	AND Establishes classroom practices that encourage all students to develop effective communication skills.	

4h. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.		Accomplished Candidate		Not Demonstrated (Comment Required)		
Observation Artifact	Emergent Candidate		Developing Candidate		Proficient Candidate	
		Demonstrates awareness of multiple indicators or measures of student progress.	AND	Interprets data on student progress accurately and can draw appropriate conclusions.	AND	Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction. Provides evidence that students attain 21st century knowledge, skills and dispositions.
					Uses information gained from assessment activities to improve teaching practice and students' learning. Provides opportunities for students to assess themselves and others.	

Approved by NC State Board of Education  
September 11, 2008

**Standard 5: Teachers reflect on their practice**

Observation Artifact	<b>5a. Teachers analyze student learning.</b> Teachers think systematically and critically about student learning in their classrooms and schools: Why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.									
	Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)	
	Recognizes multiple sources of information on students' learning and performance.		Identifies data sources to improve students' learning.		Uses data to provide ideas about what can be done to improve students' learning.		Based upon data, selects or develops instructional approaches that are intentionally tailored to students' learning needs.			
	AND		AND		AND		AND			
Observation Artifact	<b>5b. Teachers link professional growth to their professional goals.</b> Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.									
	Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)	
	Acknowledges the importance of ongoing professional development.		Attends required or expected activities for professional growth.		Participates in recommended activities for professional learning and development.		Seeks out and engages in opportunities to expand professional knowledge and build professional skills.			
	AND		AND		AND		AND			
Observation Artifact	<b>5c. Teachers function effectively in a complex, dynamic environment.</b> Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.									
	Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)	
	Acknowledges the importance of using research-verified approaches to teaching and learning.		Demonstrates knowledge of current research-verified approaches to teaching and learning.		Uses a variety of research-verified approaches to improve teaching and learning.		Investigates and implements innovative, research-verified approaches to improve teaching and learning.			
	AND		AND		AND		AND			

Approved by NC State Board of Education  
September 11, 2008

## Glossary of Terms

**Accomplished Candidate:** The fourth of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects only those candidates who possess and demonstrate truly exemplary understanding, mastery, and consistent integration of relevant concepts and skills in their professional practice. Such candidates regularly engage in activities that intentionally and proactively encourage the professional growth of colleagues, continually evaluate their own performance, and actively seek ways to improve their performance.

**Artifact:** A product used to demonstrate a teacher candidate's performance or proficiency.

**Code of Ethics for North Carolina Educators:** The standards of professional conduct required of educators and adopted by the North Carolina State Board of Education, 6/5/97 (Appendix E).

**Developing Candidate:** The second of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects a candidate with the skills and knowledge of a student who has successfully completed some teacher education coursework. Such candidates have mastered important concepts and demonstrated the ability to apply these to concrete problems, but in contexts of limited complexity (e.g., case study analysis, simulations, early field experiences, etc.).

**Diversity:** Differences in the characteristics of people, places or things (e.g., age, race, ethnicity, culture, gender, education, learning styles, religion, and any other ways in which differences occur).

**Electronic Evidence (EEs):** The artifacts or other materials that are used by the institution to support licensure candidates' performance ratings and that are accessible by the North Carolina State Board of Education for programmatic review.

**Emerging Candidate:** The first of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects a candidate who is a new student to the field of education. Such candidates are engaged in their baccalaureate, and perhaps teacher education, coursework. However, the Emerging Candidate possesses only a limited or superficial knowledge and awareness of concepts associated with educational concepts.

**Evaluator:** The person or persons designated by an institution as responsible for overseeing and completing the summative evaluation of licensure candidate's performance.

**Formative:** Evaluation conducted during a program that produces information used primarily to make modifications and improvement; may be conducted as often as necessary.

**Literacy:** (i) Age-appropriate knowledge (reading, writing, comprehension, skills) in any particular content area or field; (ii) ability to understand, communicate, and apply principles associated with 21<sup>st</sup> Century Skills (e.g., financial, economic, business, and entrepreneurial literacy, civic literacy, information and media literacy, and ICT literacy). See *Framework for 21<sup>st</sup> Century Learning* and *Critical Elements for Creating 21<sup>st</sup> Century Skills*.

**North Carolina Standard Course of Study:** The materials that establish competencies for each grade and high school course to ensure rigorous student academic performance standards that are uniform across the state. Where this document is referenced in this manual and in the rubric, other state-approved standards (e.g., North Carolina Early Learning Standards, North Carolina Standards for Career and Vocational Technology, etc.) also apply.

**Performance Descriptor:** Discrete statements of specific competency that collectively reflect a performance level in the rubric.

**Performance Element:** A paragraph that describes in detail one constituent aspect of a performance standard. The rubric contains twenty-five performance elements.

**Performance Level:** The label (e.g., Emergent Candidate, Developing Candidate, Proficient Candidate, and Accomplished Candidate) applied to each of four categories used to rate a teacher candidate's overall performance for a performance element in the rubric.



**Performance Standard:** A statement reflecting a domain of professional practice against which educator performance is judged. The rubric contains five separate performance standards.

**Professional Learning Community (PLC):** Describes a collegial group of administrators and school staff who are united in their commitment to student learning and who work in an environment characterized by mutual cooperation, personal growth, and a synergy of efforts. In PLCs, school and district administrators share power and authority by inviting staff input in decision making and by a sustained commitment to learning among staff about solutions to address students' needs.

**Proficient Candidate:** The third of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects a candidate who has mastered important concepts and demonstrated the ability to apply these concepts consistently in real-world contexts (e.g., internships). Such candidates have the knowledge and skills to perform effectively. This is the minimum performance level required to be recommended for licensure.

**Rubric:** The instrument comprised of standards, elements and descriptors used to evaluate preservice school executive performance against the *North Carolina Professional Teaching Standards*.

**Special needs:** Students with diverse abilities and disabilities who are not achieving optimal education outcomes. This may include students with identified disabilities, students from culturally and linguistically diverse backgrounds, and students who are academically and intellectually gifted.

**Summative:** Evaluation conducted at the end of a program that leads to a concluding judgment about performance.

**Works with others:** Phrase used in some descriptors that indicates that a candidate has completed a task in collaboration with additional individuals such as a cooperating teacher and/or program advisor.

# Appendix C

## LEA/IHE Certification of Teaching Capacity

Candidate Name: \_\_\_\_\_ School: \_\_\_\_\_

Cooperating Teacher Name: \_\_\_\_\_ Grade: \_\_\_\_\_

LEA: \_\_\_\_\_ IHE: \_\_\_\_\_

*In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.*

Standard/Element	Proficient Descriptor	Rating	
<b>Professionalism</b>			
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
<b>Classroom Climate/Culture</b>			
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment.	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
<b>Instruction</b>			
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
	2b.2 Incorporates different points of view in instruction.	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

Candidate initials: \_\_\_\_\_

Standard/Element	Proficient Descriptor	Rating
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Evaluation/Assessment</b>		
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard</i>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
<b>Impact on Student Learning</b>		
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Candidate initials: \_\_\_\_\_

## LEA/IHE Certification of Teaching Capacity Signature Page

*In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.*

Note: The candidate signature does *not* imply agreement with the ratings. All other signatures verify the accuracy of and agreement with the ratings on each descriptor.

Individual	Printed Name	Signature	Date
Candidate			
Cooperating Teacher			
Principal (or designee)			
University Supervisor			
<b>Comments (optional):</b>			

Candidate initials: \_\_\_\_\_

# Appendix D

## NORTH CAROLINA STATE BOARD OF EDUCATION Policy Manual

### **Policy Identification**

**Priority:** Quality Teachers, Administrators, and Staff

**Category:** Qualifications and Evaluations

**Policy ID Number:** QP-C-014

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

**Current Policy Date:** 02/05/1998

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

### **Statutory Reference:**

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

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

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model.

To uphold these commitments, the educator:

- I. Commitment to the Student.
  - A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
  - B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
  - C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
  - D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
  - E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
  - F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.
- II. Commitment to the School and School System
  - A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
  - B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
  - C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.
  - D. Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.

- E. When acting in an administrative capacity:
  - 1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
  - 2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
  - 3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
  - 4. Recommend persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.
- III. Commitment to the Profession
  - A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
  - B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.
  - C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.



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

**.0601 PURPOSE AND APPLICABILITY**

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

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

**.0602 STANDARDS OF PROFESSIONAL CONDUCT**

- (a) The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.
- (b) Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.
  - (1) Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.
  - (2) Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.
  - (3) Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
    - (A) statement of professional qualifications;
    - (B) application or recommendation for professional employment, promotion, or licensure;
    - (C) application or recommendation for college or university admission,
    - (D) scholarship, grant, academic award, or similar benefit; representation of completion of college or staff development credit;
    - (E) evaluation or grading of students or personnel;
    - (F) submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
    - (G) submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
    - (H) submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
  - (4) Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance

- of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
- (5) Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
    - (A) any use of language that is considered profane, vulgar, or demeaning;
    - (B) any sexual act;
    - (C) any solicitation of a sexual act, whether written, verbal, or physical;
    - (D) any act of child abuse, as defined by law;
    - (E) any act of sexual harassment, as defined by law; and
    - (F) any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.
  - (6) Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
  - (7) Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
  - (8) Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
  - (9) Alcohol or controlled substance abuse. The educator shall not:
    - (A) be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat. § 90-95, the Controlled Substances Act, without a prescription authorizing such use;
    - (B) be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
    - (C) furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
  - (10) Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.
  - (11) Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
  - (12) Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
  - (13) Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these Rules.

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



Department of Teacher Education

*Preparing Committed Professional Educators with Knowledge and Practices for a Continuously Changing World.*

Contract for Participation in Fieldwork Experiences

For Department of Teacher Education candidates, field experiences in the schools are an integral and required activity for learning about the “real world” of teaching and learning. Field experiences are set up as partnerships with the local school systems. In order to continue these partnerships and provide our students with these opportunities, all Chowan University students are expected to demonstrate a responsible, respectful, and professional attitude.

Contractual guidelines have been developed for fieldwork experiences by the Department of Teacher Education. All students are required to follow these guidelines:

1. I understand that I am representative of Chowan University and the Department of Teacher Education. Impressions that I make in my experiences reflect upon Chowan University, the School of Education and me. Such impressions may determine my ability to have further fieldwork experiences in a school or school system.
2. I will follow the school’s procedures for signing in and out at the office.
3. As a role model, and a future professional educator, I will dress appropriately, using the following guidelines:
  - a. Tongue rings, eyebrow or other facial piercing are to be removed.
  - b. Tattoos should be covered.
  - c. Appropriate attire for males includes – khakis, shirt with tie, or knit shirt with collar. Inappropriate attire for males includes, but is not limited to – jeans, tank tops, t-shirts, shorts, sweatshirts, athletic jerseys, ball caps, or other informal clothing.
  - d. Appropriate attire for females includes – slacks, skirts, blouses, dresses. Inappropriate attire for females includes, but is not limited to - jeans, tank tops, shorts, t-shirts, halter-tops, sweatshirts, or other informal clothing.
4. I understand that if I fail to follow the attire guidelines I will be removed from the classroom and not allowed to return until my attire is appropriate.
5. I understand that I am an important role model for the students with whom I work and that my dress has a great impact upon how the students and faculty will view me.

I have read the above requirements for participation in field experiences in the schools and agree to follow them.

I am a member of SNCAE to provide my liability insurance.

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Name (Print)	Date
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Signature

Revised 8/01/18



Chowan University Department of Teacher Education  
Field Experiences and Clinical Practice by Program

<b>Program</b>	<b>Field Experiences (Observation and Practicum)</b>	<b>Clinical Practice Student Teaching</b>	<b>Total # of Hours</b>
Comprehensive Science Education 9-12 BS, Initial	Educ. 201 Introduction to Teaching – 12 Educ. 320 Foundations, Am Ed – 12 Educ. 340 Multicultural Education – 8 Educ. 403 Classroom Management - 8 Bio. 472 Materials and Methods for Teaching Biology – 15  Total: 55 hrs.	Sixteen weeks full time student teaching placement.  Total Hours 600	655
Elementary Education K-6 BS, Initial	Educ. 201 Introduction to Teaching – 12 Educ. 301 Intro to Special Ed – 8 Educ. 362 Teaching Read Elem. – 12 SSPE. 310 Health & PE in Elem. – 12 Educ. 320 Foundations of American Education – 12 Educ. 340 Multicultural Education – 8 Educ. 351 Learning Disabilities – 8 Educ. 360 – Teaching Math Elem – 12 Educ. 364 Teaching Science Elem -12 Educ. 366 Teaching Soc St Elem – 12 Educ. 400 Classroom Assessment -12 Educ. 403 Classroom Management – 8 Educ. 450 Methods and Materials for Language Arts and Social Studies – 12 Educ. 452 Methods and Materials for Mathematics and Science – 12  Total: 152 hrs.	Sixteen weeks full time student teaching placement.  Total Hours 600	752
English Education 9 – 12 BA, Initial	Educ. 201 Introduction to Teaching – 12 Educ. 320 Foundations of American Education – 12 Educ. 340 Multicultural Education – 8 Educ. 403 Classroom Management - 8 Eng. 451 Methods of Teaching English – 15  Total: 55 hrs.	Sixteen weeks full time student teaching placement.  Total Hours 600	655
Mathematics Education 9 – 12 BS, Initial	Educ. 201 Introduction to Teaching – 12 Educ. 320 Foundations of American Education – 12 Educ. 340 Multicultural Education – 8 Educ. 403 Classroom Management - 8 Math 451 Methods & Materials for HS Math - 15  Total: 55 hrs.	Sixteen weeks full time student teaching placement.  Total Hours 600	655

<p>Music Education K-12 BS, Initial</p>	<p>Educ. 201 Introduction to Teaching – 12 Educ. 320 Foundations of American Education – 12 Educ. 340 Multicultural Education – 8 Mus. 341 Music Materials &amp; Methods for the Elementary Grades – 12 Mus. 342 Music Materials &amp; Methods for the Secondary grades – 12 Educ. 403 Classroom Management - 8 Total: 64 hrs.</p>	<p>Sixteen weeks full time student teaching placement.  Total Hours 600</p>	<p>664</p>
<p>Health &amp; Physical Education K – 12 BS, Initial</p>	<p>Educ. 201 Introduction to Teaching – 12 Educ. 320 Foundations of American Education – 12 Educ. 340 Multicultural Education – 8 SSPE 310 Methods of Health &amp; Physical Education in the Elementary School -12 SSPE 320 Adapted Physical Education – 12 Educ. 403 Classroom Management - 8 SSPE 410 Methods of Health &amp; PE for Middle and Secondary School – 12 Total: 76 hrs.</p>	<p>Sixteen weeks full time student teaching placement.  Total Hours 600</p>	<p>676</p>
<p>Social Studies 9 -12 BS, Initial</p>	<p>Educ. 201 Introduction to Teaching – 12 Educ. 320 Foundations of American Education – 12 Educ. 340 Multicultural Education – 8 Educ. 403 Classroom Management - 8 SSED 471 Methods for Teaching HS Social Studies – 15 Total: 55 hrs.</p>	<p>Sixteen weeks full time student teaching placement.  Total Hours 600</p>	<p>655</p>

Revised August 2013

## STUDENT NORTH CAROLINA ASSOCIATION OF EDUCATORS (SNCAE)

The Student North Carolina Association of Educators (SNCAE) is a professional organization for students who are majoring in professional education programs. This organization builds collegiality and provides opportunities for professional growth, service, fellowship and fun activities, and leadership. It also provides professional liability insurance and the opportunity to attend state conferences. Members of SNCAE are eligible for National Education Association (NEA) gold credit cards and discounts through the NEA member benefit services. Membership dues are paid on-line or can be mailed directly to SNCAE. Proof of purchase is necessary to participate in fieldwork.



Department of Teacher Education

*Preparing Committed Professional Educators with Knowledge and Practices for a Continuously Changing World.*

## Fieldwork Teacher Information Sheet

Mr.  Mrs.  Miss  Ms.  Dr. Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade(s): \_\_\_\_\_

Subject Area(s) / Course(s) Taught: \_\_\_\_\_

Work Phone Number: \_\_\_\_\_ Work Email Address: \_\_\_\_\_

Highest Degree: \_\_\_\_\_ Major: \_\_\_\_\_

Institution: \_\_\_\_\_

Licensure Area(s): \_\_\_\_\_ Years of Experience: \_/\_\_\_ (total / at school)

NBPTS Certified:  YES  NO If YES, area: \_\_\_\_\_

Race:  Hispanic / Latino or any race  American Indian or Alaska Native  
 Asian  Black or African American  Native Hawaiian or Pacific Islander  
 White  Two or More Races  Unknown

Gender:  Male  Female

Approved by: \_\_\_\_\_  
(Principal)





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## Cooperating Teacher Information Sheet

Mr.  Mrs.  Miss  Ms.  Dr. Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade(s): \_\_\_\_\_

Subject Area(s) / Course(s) Taught: \_\_\_\_\_

Work Phone Number: \_\_\_\_\_ Work Email Address: \_\_\_\_\_

Highest Degree: \_\_\_\_\_ Major: \_\_\_\_\_

Institution: \_\_\_\_\_

Licensure Area(s): \_\_\_\_\_ Years of Experience: \_/\_\_\_ (total / at school)

NBPTS Certified:  YES  NO If YES, area: \_\_\_\_\_

Race:  Hispanic / Latino or any race  American Indian or Alaska Native  
 Asian  Black or African American  Native Hawaiian or Pacific Islander  
 White  Two or More Races  Unknown

Gender:  Male  Female

Approved by: \_\_\_\_\_

(Principal)



Placement: \_\_\_\_\_

Block: \_\_\_\_\_

## Department of Teacher Education

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### Field Experience Diversity Data Collection Sheet

Your Name: \_\_\_\_\_ Male:  Female:  Chowan ID: \_\_\_\_\_ Program Area: \_\_\_\_\_

Course Name and Number: \_\_\_\_\_

Name of Professor / Faculty Supervisor: \_\_\_\_\_  
\_\_\_\_\_

School assigned: \_\_\_\_\_ Principal \_\_\_\_\_

School Address: \_\_\_\_\_

Name of Classroom Teacher: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

Grade Level(s): \_\_\_\_\_ Subjects(s): \_\_\_\_\_

#### Type of Classroom

Inclusive Classroom \_\_\_\_\_ Resource Room \_\_\_\_\_ Self-Contained Special Needs \_\_\_\_\_ Other (Specify) \_\_\_\_\_

Enter number of students in each class

Gifted/Talented \_\_\_\_\_ Speech \_\_\_\_\_ Special Education \_\_\_\_\_ Occupational Therapy \_\_\_\_\_ English Language Learners \_\_\_\_\_ Other (Specify) \_\_\_\_\_

Classroom Diversity Enter <u>Number</u> of Students in Each		Cooperating Teacher Diversity Check Appropriate Box	
_____ Total Enrollment in Class			
<u>Ethnicity</u>	<u>Gender</u>	<u>Ethnicity</u>	<u>Gender</u>
<input type="checkbox"/> Hispanic/Latino of any race	<input type="checkbox"/> Male	<input type="checkbox"/> Hispanic/Latino of any race	<input type="checkbox"/> Male
<input type="checkbox"/> American Indian or Alaska Native	<input type="checkbox"/> Female	<input type="checkbox"/> American Indian or Alaska Native	<input type="checkbox"/> Female
<input type="checkbox"/> Asian		<input type="checkbox"/> Asian	
<input type="checkbox"/> Black or African American		<input type="checkbox"/> Black or African American	
<input type="checkbox"/> Native Hawaiian or other Pacific Islander		<input type="checkbox"/> Native Hawaiian or other Pacific Islander	
<input type="checkbox"/> White		<input type="checkbox"/> White	
<input type="checkbox"/> Two or more races		<input type="checkbox"/> Two or more races	
<input type="checkbox"/> Nonresident alien		<input type="checkbox"/> Nonresident alien	

I certify that the information provided is correct and true.

Candidate Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

# Appendix E



Department of Teacher Education

*Preparing Committed Professional Educators with Knowledge and Practices for a Continuously Changing World.*

## LESSON PLAN

Name:	Date:
Grade:	Cooperating Teacher:
Lesson:	

<b>Central Focus</b>
<b>State-Adopted Content Standards</b>
<b>Learning Objectives</b>
<b>Language Functions</b>
<b>Language Demands</b>

<b>Materials</b>	

<b>Focus/Hook/Bell-Ringer</b>

<b>Direct Instruction/Teacher</b>
1.
2.
3.
4.
5.

<b>Guided Practice</b>
1.
2.
3.
4.
5.

<b>Independent Practice</b>
1.
2.
3.

<b>Scaffolded Instructions</b>

**Differentiation of Instructions**

**Closure**

**Assessment/Formative/Summative**

**Research/Theorists**

**Script**

**Reflection**

# Lesson Plan Rubric - edTPA - 2018

	value: 0.00	value: 1.00	value: 2.00	Score/Level
Central Focus	Central focus was named but purpose was not well explained for the content you will teach	Central focus and the purpose were named but not well explained for the content you will teach	Central focus and the purpose were well explained for the content you will teach	
Standard	Was not accurate or complete	N/A	Accurate and complete	
Objectives	Not aligned with the standard	Somewhat aligned and appropriate – wording was somewhat flawed	Aligned and appropriate for the standard	
Language Function	Was not appropriate for the standard	Appropriate for the standard but were missing some functions	Appropriate for the standard (analyze, retell)	
Language Demands	Not appropriate	Appropriate but some demands needed for the lesson were missing	Appropriate written or oral demands students need to understand and/or use within the lesson	
Materials	Significant materials needed for the lesson were not considered	Majority of materials needed for the lesson were listed and used	All materials needed for the lesson were listed and used	
Focus/Hook	No focus/hook	Did not engage students' interest in the lesson	Engaging and invited students to learn	
Direct Instruction "I Do"	"I Do" instruction by the teacher was not appropriate for the standard	"I Do" instruction by the teacher was appropriate for the standard but did not ensure student success with the "We Do"	"I Do" instruction by the teacher was appropriate for the standard and for student success with the "We Do"	
Guided Practice "We Do" Majority of the Lesson	"We Do" activity with the students was not appropriate for the standard	"We Do" activity with the students was appropriate for the standard but did not offer appropriate scaffolding for student success with the "You Do"	"We Do" activity with the students was appropriate for the standard and offered appropriate scaffolding for student success with the "You Do"	
Independent Practice "You Do"	"You Do" activity by the students was not appropriate for the standard	"You Do" activity by the students was appropriate for the standard but did not match what was completed during guided practice	"You Do" activity by the students was appropriate for the standard and matched what was completed during guided practice	
Scaffolded Instruction	No needed scaffolding of instruction was considered	Background knowledge of students was taken somewhat into consideration	Background knowledge of students was taken into consideration	
Differentiation - Learning Styles	At least 1 learning style was addressed and appropriately planned for	At least 2 learning styles were addressed and appropriately planned for	At least 3 learning styles were addressed and appropriately planned for	



	<b>value: 0.00</b>	<b>value: 1.00</b>	<b>value: 2.00</b>	<b>Score/Level</b>
Differentiation - Learning Abilities	Learning abilities were not appropriately addressed	Learning abilities were somewhat planned for	Learning abilities were appropriately planned for	
Closure	No review of lesson provided by the teacher	A review was attempted by the teacher but was not thoughtful or thorough	Appropriate review was led by the teacher	
Assessment	Clear mismatch between assessment and instruction (no evidence of backward design planning)	Majority of assessment matches the standard	Assessment appropriately matches the standard	
Research	Not named	Research theorists who influenced the planning of this lesson were named but no explanation of their influence on this lesson was given	Research theorists who influenced the planning of this lesson were named and a thoughtful explanation of their influence was given	
Script	Major gaps in the lesson script – not thorough enough to demonstrate thoughtfulness of planning	Limited script was provided; affected the execution of the lesson	Lesson script was provided with no major gaps of instruction	
Reflection - After Lesson	Not reflective	Reflection was thoughtful but did not provide direction for future instruction	Reflection was thoughtful, insightful, and provided direction for future instruction	



# CHOWAN UNIVERSITY

## Department of Teacher Education

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### Prior Approval for Leave Form

This form must be returned to the Department of Teacher Education, Camp Hall, Room 121 and approved two weeks prior to being absent from Student Teaching. If an emergency arises, the form may be completed on return. Contact will be made only if absence is not approved.

Student Teacher Name \_\_\_\_\_ Date of Request \_\_\_\_\_

Please give the release date(s) requested \_\_\_\_\_ and state the reason for permission to be released from Student Teaching.

\*\*\*\*\*

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Principal/Designee, Student Teaching Site

\_\_\_\_\_  
Student Teacher

\_\_\_\_\_ is authorized to be absent from Student Teaching

on \_\_\_\_\_ (Date/Time) to go to \_\_\_\_\_

\_\_\_\_\_ (Destination).

\_\_\_\_\_  
Program Area Coordinator



# CHOWAN UNIVERSITY

## Department of Teacher Education

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### Improvement Plan

Teacher Candidate \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

University Supervisor \_\_\_\_\_

Specific Concern(s)

#### Plan for improvement

Required Actions	Target Date	Assessment Method and Criteria	Evaluator(s)

Adapted from *Maximum Mentoring: An Action Guide for Teacher Trainers and Cooperating Teachers* by Rudney/Guillaume. Thousand Oaks, CA: Corwin Press

#### **Signatures:**

University Supervisor \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

Student Teacher \_\_\_\_\_

Revised August 2012



Department of Teacher Education

*Preparing Committed Professional Educators with Knowledge and Practices for a Continuously Changing World.*

Improvement Plan

SAMPLE

Teacher Candidate \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

University Supervisor \_\_\_\_\_

Specific Concern(s)

- Lack of preparation and tardiness
- Planning and delivery of lessons
- Plan for improvement

Required Actions	Target Date	Assessment Method and Criteria	Evaluator(s)
Eliminate Tardiness	Review in two weeks	Recorded Observations. Must be on time every day to every class.	Cooperating Teacher
Two days before teaching a lesson submit lesson plan in the morning	Review in two weeks	Lesson plan reviewed daily. It must be clear, detailed, and focused on appropriate objectives.	Cooperating Teacher (daily) University Supervisor (Each week)
Discuss plans with Cooperating Teacher and incorporate suggestion or requests	Review in two weeks	Lesson observation. Suggestions must be evident. Evidence of reduced student misbehavior (time on task) and achievement of student learning (complete lesson plans)	Cooperating Teacher (daily) University Supervisor (Each week)

Adapted from Maximum Mentoring: An Action Guide for Teacher Trainers and Cooperating Teachers by Rudney/Guillaume. Thousand Oaks, CA: Corwin Press

**Signatures:**

University Supervisor \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

Student Teacher \_\_\_\_\_

Revised August 2012

## **Glossary**

**edTPA:** Formerly known as the Teacher Performance Assessment – edTPA is the premier teacher candidate supported assessment program in the nation.

**EES:** Electronic Evidences.

**EPP:** Educator Preparation Program.

**IHE:** Institution of Higher Education.

**LEA:** Local Education Agency

**NCDPI:** North Carolina Department of Public Instruction

**SNCAE:** Student North Carolina Association of Educators.