Field Experiences, Preclinical and Student Teaching Handbook
Education Preparation Program
Department of Education
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Greetings!

Winston-Salem State University (WSSU) has a deep and proud history of preparing educators since its beginning in 1892. In 1925, the General Assembly of North Carolina recognized the school’s leadership in teacher preparation and approved changing the name from Slater Industrial Academy to Winston-Salem Teachers’ College; thus becoming the first African American Institution of higher education to grant degrees to African American elementary school teachers.

Continuing that legacy, your field experiences are designed to immerse teacher candidates into real-world experiences that authenticate and maximize candidate preparation to teach.

Field and Clinical experiences fall into three broad categories: 1) early/course related field experiences; 2) the pre-clinical semester during the methods courses semester; and 3) the student teaching experience. The Office of Field and Clinical Experiences (OFCE) facilitates all placements and works closely with surrounding school district administrations and school principals to make placements.

This handbook is a resource for Education majors and other students taking education courses, teacher candidates, Cooperating Teachers, school administrators, and University Supervisors. It is a quick reference of the policies, requirements, guidelines, and procedures related to field and clinical experiences. The sections are divided with information according to the three categories, with an additional section for teacher licensure. Teacher education programs have carefully designed the handbook with high levels of commitment, collaboration and communication with our P-12 partners. Familiarize yourself with the contents.

The Faculty of Education is committed to ensuring that teacher candidates acquire the knowledge, skills, and dispositions necessary for success in the profession. This commitment is articulated in the six core propositions of our Conceptual Framework and in our Social Justice definition. You will receive continuing support from all faculty and staff. We look forward to supporting your preparation during this most challenging and rewarding phase of your teacher preparation.

Best wishes for your success in the Department of Education here at WSSU, where students Enter to Learn, and Depart to Serve.

Sincerely,
Fran Bates Oates, Ed. D.
The Winston-Salem State University
Department of Education’s
Official Definition of Social Justice

Social justice is a democratic, participatory, inclusive process designed to address injustices in a manner that is mutually affirming and ensures the full and equitable participation of all members of society. Social justice begins with internal reflection and evolves into advocacy as one recognizes implicit and explicit biases, understands inequities and oppression, and demonstrates empathetic understanding of other people and cultures in professional practice. Social justice advocates address inequities, value diversity, and promote equality and equitable treatment of all people in order to meet individual, school, and community needs and goals.
Teacher Education
~ Conceptual Framework Summary~

Theme: WSSU is committed to the preparation of school personnel who effectively model social justice in a diverse 21st century learning community.

As candidates evolve into teachers who model social justice for all students, they demonstrate the following Core Propositions:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.
- Teachers are committed to and demonstrate social justice in their teaching, administration, and professional practice.
Section I: Early Field Experiences

Definition of the Early Field Experience
Field experiences are defined as “a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters” (Professional Standards for the Accreditation of Teacher Preparation Institutions, 2008, p. 86).

Early Field Experience (EFE) is an integral part of Winston-Salem State University’s educator preparation program, integrating the various elements of basic studies and professional education for application to the “real world” of a teacher. During the early field experience, teacher candidates synthesize and apply theoretical knowledge from courses in realistic, planned, professional settings by observing effective, licensed teachers; by examining the organization and operation of the school; and by demonstrating practices to improve student learning in a variety of pre-kindergarten to twelfth grade (P-12) educational settings with culturally and socio-economically diverse student populations. Early field experiences are aligned with the content of the courses to which they are connected; hence, students are expected to demonstrate the competencies identified in each course. Teacher candidates are also expected to demonstrate appropriate dispositions. These experiences are intended to provide opportunities for teacher education majors to develop the skills, knowledge, and dispositions required for success in full-time teaching in public schools.

The early field experience has two phases.

- Phase I
  - Teacher candidates observe and reflect on various school settings and assist their Cooperating Teachers by working with P-12 students one-on-one or in small groups.

- Phase II
  - Teacher candidates implement instructional and assessment methods they have learned in education classes or apply research-supported processes in carrying out long-term, intensive assignments such as service learning projects, case studies, or edTPA projects.

Early field experience hours range from 10 to 30 hours per course and vary according to the licensure area. Teacher education candidates can expect to complete at least 100 early field experience hours prior to the pre-clinical experience/practicum, which is completed during the senior year.
Applying for Field Experiences

The application process takes place after the student enrolls in a course that requires placement in the field. *Most courses in the teacher education program require field experiences.* This section explains the application process, requirements, and the candidate’s responsibility for ensuring a successful placement.

All students and teacher candidates enrolled in education courses that require field experiences must comply with expectations established for the specific course and outlined in the syllabus by the Course Instructor. Students are expected to confer with individual Program Coordinators or Department Chairs for the most up-to-date list of courses requiring field experiences.

Course Instructors will explain the early field experience process during the first week of classes and provide detailed application guidelines.

**Application Process**

- The Course Instructor will inform students as to whether a course requires field experiences, the number of hours required, and the grade level or subject applicable for the field experience.

- Students enrolled in courses must request placement per instructions provided by the Course Instructor no later than the end of the second week of classes each fall or spring semester.

- The Course Instructor and the Director of Field and Clinical Experiences collaboratively identify and approve all early field experience placements.

- The Director of Field and Clinical Experiences will be responsible for seeking, confirming, and notifying students and their instructors of placements for courses that do not involve group or other projects arranged by the Course Instructor.

- Students are prohibited from selecting or seeking their own placement sites, for all placements must be validated by the Course Instructor and/or the Director of Field and Clinical Experiences. **Placements sought independently by students will be considered void and invalid, and may jeopardize successful completion of the related course.**

- Students may not be placed in classrooms or schools where relatives or friends work. Students are required to promptly bring such placements to the attention of the Course Instructor and Director of Field and Clinical Experiences so that another placement may be sought.

- Placement confirmations will be communicated to students via WSSU/RAMS email addresses. Students are expected to check their WSSU/RAMS emails daily. Failure to check email will not be considered a valid excuse for missing deadlines related to placements.
Application Process cont

- Students are required to immediately follow instructions in confirmation email regarding completing the district’s volunteer background check procedure prior to visiting schools.

- Students are required to contact their host school by email or direct phone communications. Students will document the contact by sending an email. The form should be copied to the Cooperating Teacher (CT), Office of Field and Clinical Experiences and Course Instructor. Follow the sample email provided.

- Early field experience (EFE) placements are linked to specific courses, and students are expected to complete all assignments as per syllabi guidelines provided by Course Instructors. Specific questions about course assignments should be directed to the Course Instructor.

Mandatory Procedures

1. Read and review guidelines.

2. Complete on-line EFE assessment and pass with 100% score.

3. OFCE will approve application.

4. OFCE will make placements.

5. OFCE sends confirmation email to student.
   - Student must complete background check using the link on confirmation letter and send clearance to OFCE.

6. Student will contact host school by email or phone.
   - See sample email Appendix R.
   - Student must provide copy of field assignment.
   - Student must download EFE Packet

7. Student will schedule visit to placement location.

8. Student completes field assignment at placement location.

9. Student will complete EFE packet at the end of semester.
   - Submit EFE log sheet to instructor
   - Return CT evaluation form to OFCE (see Appendix C).
Initial Visit to the School

Once individual placements are finalized, students will receive a confirmation email from the Director of Field and Clinical Experiences with details regarding contact information.

- Details will include name of the Cooperating Teacher and/or school contact
- Early Field Experience Packet is located on OFCE website. It includes:
  - **Introduction Letter**
  - **Letter for the Early Field Experience Cooperating Teacher** with information about evaluating the student upon conclusion of field experiences
  - **Evaluation Form** that Cooperating Teachers complete (see Appendix C)
  - **Field Experience Log Sheet**: The log sheet will be used to document and verify each school visit (see Appendix D). The Cooperating Teacher should sign the form at the end of each visit. Teacher candidates must submit the completed log sheet to the Course Instructor by the last day of classes. This information is used by the Course Instructor to help determine the course grade (*a separate log sheet must be submitted for each course.*) Directions for completing the log sheet are in Appendix D.

**NOTE:** The candidate must contact the school immediately upon receiving the confirmation email to set up the initial visit. During the initial visit, the candidate gives the Early Field Experience Packet to the Cooperating Teacher along with a copy of the early field assignment.

Background Check for Early Field Experiences Placement

Candidates must complete the background check process established by the district or school where they are placed for early field experiences.

Professional Liability Insurance

Preclinical and Student Teacher candidates must possess proof of current professional liability insurance coverage prior to placement in field experiences. Professional liability insurance is a specialty coverage that provides legal protection in case litigation is brought against students during field experiences. The following options may be considered for obtaining coverage:

- Student North Carolina Association of Educators [https://www.nea.org/JoinNea](https://www.nea.org/JoinNea)
- Specialty area professional organization
- Place of employment
NOTE: Proof of professional liability insurance must be provided to the Director of Field and Clinical Experiences as part of the field experience placement application process.

**Supervision of Field Experiences**
Several professionals play critical roles in ensuring that candidates experience success in the field. The Cooperating Teacher supervises early field experiences in lower-division courses; in upper-division courses, University Supervisor, in collaboration with the Cooperating Teachers, supervise the field experience. Supervision may be conducted in person via in-class activities, instruction, observation, by videotape, and/or from evaluation of evidences and products. This section explains the roles of all individuals who have responsibility for early field experiences.

**Role of the Director of Field and Clinical Experiences**
The Director of Field and Clinical Experiences serves as the liaison between local schools, and districts and the teacher education unit. The Director is responsible for the selection and approval of placement sites for courses that do not involve group or other projects arranged by the Course Instructor, and for assignment of candidates to placements for the early field experiences.

The Director ensures that opportunities are available for all education majors to observe, document, and conduct research-supported best practices in their assigned settings. Specifically, the Director is responsible for the following processes:

- Communication of general expectations of early field experiences to students, Cooperating Teachers, and school administrators.
- Collaborating with Course Instructors, providing application instructions, logs for verification of time spent in the school, evaluation instructions, and other related information to students, Cooperating Teachers, and school administrators.
- Communication with and visits host schools/districts to determine suitability of placements for courses that do not involve group or other projects arranged by the Course Instructor.
- Resolution of issues and concerns that may occur during placement that would adversely affect the candidate’s performance and success.
- Communication of placement information/instructions to Course Instructors for use in orienting students.
- Communication of early field experience-related matters to all parties.

**Role of the Faculty Instructor**
For early field experiences, the faculty member who teaches the course for which the early field experience is required serves as the Faculty Instructor. A student may be enrolled in several courses concurrently that require field experiences and may have more than one Faculty Instructor at a time. The Faculty Instructor provides students and Cooperating Teachers with a detailed description of all course assignments and expectations associated with the early field experience and with rubrics used to evaluate the assignments. The Faculty Instructor assigns a value to the field experience portion of the course using information from related early field experience assignments.
Role of School Administrators
Principals or their designees are responsible for identifying Cooperating Teachers within their schools and coordinating the placements of students with Cooperating Teachers. The school administrator must ensure that the Cooperating Teacher holds a valid teaching license, exemplifies effective teaching and classroom management practices, and desires to serve as a mentor. Additionally, principals or their designees assist the students in learning about school policies and procedures, welcomes the student to the school, and supports the Cooperating Teacher to ensure an optimal learning experience.

Role of the Cooperating Teacher
The Cooperating Teacher is responsible for supervising the student during the early field experience. Because only effective teachers are selected as Cooperating Teachers, they are also expected to model best pedagogical and assessment practices. The Cooperating Teacher provides opportunities for the student to interact with P-12 students and work with students individually and in small groups. The Cooperating Teacher is instrumental in helping the student understand school practices, procedures, policies, and other aspects of the teacher’s role. The Cooperating Teacher is responsible for verifying the student’s time spent in the classroom by signing the Field Experience Log Sheet at the end of each visit, and for completing and submitting the Evaluation of Early Field Experiences at the end of the student’s school visits (by the last day of classes at WSSU).

MANDATORY GUIDELINES

Requirements in the Field
Students completing early field experiences are required to be active participants in the classroom. They assist the Cooperating Teacher with daily tasks, work one-on-one with students or with small groups, and complete other duties as assigned by the Cooperating Teacher. Other duties may include grading papers, reading to students, accompanying students to special school activities, assisting with recess duty, and observing students in settings outside the content area classroom, such as in music, art, physical education classes, etc. The candidate must satisfy syllabus requirements for successful performance.

Attendance
Students are required to be in attendance at the school in accordance with the schedule they submit to the Cooperating Teacher at the start of the experience. They are expected to arrive on time and remain for the full duration of the visit. In the event of tardiness or absence due to emergency or extenuating circumstances, the student is expected to contact the Cooperating Teacher and the University Supervisor promptly and make arrangements to resume visits to the school as soon as possible.


MANDATORY GUIDELINES CONT

**School Staff Meetings**
Students in early field experiences are encouraged to attend school staff meetings as permitted by the Cooperating Teacher and school administrator. These meetings provide students with significant experiences surrounding the day-to-day duties and expectations of teachers. Examples of staff meetings include grade-level and learning-team meetings, professional learning communities, the School Improvement Team, school-wide and area-wide committees, Title I teacher meetings, and others.

**Professional Development**
Individual schools and school districts provide professional development opportunities for teachers and other school personnel aimed at improving student learning and behavior. When possible, students are encouraged to take advantage of professional development opportunities that provide instructional, assessment, and behavior management strategies utilized by effective teachers.

**Professionalism**
Students must keep in mind that they represent the university, the community, and the teaching profession throughout their field experience assignments. To that end, they are expected to exhibit professional behaviors at all times while at their schools, en route to or from their schools, and even after school hours. Professional behaviors include, among others, those discussed in the related courses. Students are also expected to abide by the following:

- Use standard written and oral English
- Speak clearly and distinctly
- Attend regularly and arrive punctually to university and field experience classrooms.
- Present a professional demeanor in dress and attitude
- Accept constructive criticism
- Demonstrate respect for others and their beliefs, opinions and ideas, even when different from their own
- Demonstrate an understanding of multiple perspectives of teaching and learning.

**Attire**
Students should always be dressed in such a way that distinguishes them clearly as professionals. To that end, they are required to dress in professional attire, with the only possible deviations reserved for students assigned to daycare, Pre-K, elementary, physical education, and dance classrooms. Teachers of young children are often required to work in contexts that may entail sitting on the floor. Those assigned to physical education and dance classes may require more casual dress, uniforms, designated program shirts, and approved slacks that allow for ease of movement. Dress shirts, blouses, skirts, dresses, and dress slacks (no jeans) are appropriate attire for the classroom.
**Relationships with Students and School Staff**
Students should consider themselves as professional visitors in the classroom. Thus, they operate under the supervision of the classroom teacher and are subject to school regulations and policies. They are expected to maintain professionalism in their relationships with school staff and P-12 students in accordance with the *Code of Ethics for North Carolina Educators*. Their interactions with P-12 students should distinguish them clearly as professionals in the school.

**Ethical Behavior**
Students are expected to behave ethically at all times. Ethical behavior includes, but is not limited to, honesty, integrity, punctuality, adherence to prescribed schedules, presenting a professional demeanor in appearance, attitude, and behavior, and accepting constructive criticism as a tool for improvement. The *Code of Ethics for North Carolina Educators* provides a fuller description of ethical behavior.

**Getting to Know Your School – Policies and Procedures**
While Course Instructors will acquaint students with basic information about the school, the student is responsible for learning about the context of the school, the community in which it is situated, the students who attend the school, and the families whose children attend the school. Students are also responsible for learning about school policies and procedures concerning arrival, dismissal, lunch, field trips, volunteering, before and after-school activities, and others. Learning the contextual factors that ultimately impact student learning is a key ingredient to a successful field experience. Some of those factors may include school demographics, community and school resources, parental involvement, availability and use of technology, school structure and operations, teacher working conditions, and classroom layout. Because understanding the school context is so important, faculty will require candidates to complete an environmental scan of the school community. Students may obtain additional information about the school from the *School Report Card, The School Improvement Plan*, the *Teacher Working Conditions* survey results, and the school’s website.

The following questions may be considered for an environmental scan:
- How many students attend the school?
- What are the ethnic, gender, socioeconomic, cultural, and other factors that describe the students?
- What are the grade levels at the school?
- How many teachers work at the school?
- What other adults work at the school?
- What are the roles of the adults at the school?
- What is the physical condition of the school?
- What are additional sources of funding for the school?
- What is the historical and current significance of the school’s name?
- What are the factors used to determine student assignment to the school?
- What is the school’s retention/graduation rate?
- During which of the last five years has the school met Adequate Yearly Progress measures?
- What is the school’s report card?
Confidentiality and Access to Student Records
Student records are confidential documents and should be released only to school personnel. Students are expected to keep information from such documents confidential. Specific information such as student names, grades, individual test scores, income, and other items are considered confidential and may be discussed with Cooperating Teachers solely for the purpose of improving student learning or assessing the student’s prior knowledge. Discussing information from students’ records for other purposes is against the law and strictly prohibited.

Requirement to Report Child Abuse
Teachers and other school personnel are mandated by law to report instances or acts of child abuse. Students who suspect that a P-12 student has been abused or subjected to acts of child abuse should share concerns with the Cooperating Teacher and school administrator following school/district guidelines. Such concerns should also be shared with the early field experience Course Instructor/University Supervisor and the Director of Field and Clinical Experiences who will provide additional guidance to the student as necessary. Students should become familiar with the school/district guidelines for reporting child abuse.

Safety and Security
Students are expected to adhere to safety measures when working with P-12 students in the school setting or at school-related activities to safeguard students, staff, and themselves. Students should acquaint themselves with school safety and security policies and procedures during the first visit to the school. Questions about specific safety and security measures should be addressed to Cooperating Teachers.

Discipline
Many schools follow a school-wide discipline plan such as CHAMPS: A Positive and Proactive Approach to Classroom Management, Positive Behavioral Interventions and Supports (PBIS) or The Glasser Model: Discipline Through Meeting Needs without Coercion. Students should discuss with their Cooperating Teachers the specific discipline plan used by the school and comply with instructions from the Cooperating Teachers in implementing these guidelines. Students are encouraged to consult with the related Course Instructor/University Supervisor and complete their own research regarding classroom management and discipline strategies.

Evaluation
The evaluation process is comprised of an evaluation conducted by the Cooperating Teacher and the teacher candidate’s self-evaluation as per instructions from the Course Instructor. The Early Field Experience Packet provided on the website to students upon assignment of placement contains a letter for the early field experience Cooperating Teacher, including instructions for completing the Evaluation of Early Field Experiences at the end of the semester. The Director of Field and Clinical Experiences works with the Assessment Coordinator to review and compile the evaluations, and then the compilation is sent to Program Coordinators and Department Chairs for use in mentoring candidates and in making program decisions (see Appendix C).
**Evaluation cont**
Teacher candidates may evaluate their own performance during the early field experience using guidelines provided by the related Course Instructor. The related Course Instructor/University Supervisor evaluates the candidate’s written reflection, the Cooperating Teacher’s evaluations, and other course assignments in determining the course grade.

**Courses Requiring Early Field Experiences**
Students should refer to the Program Coordinator or Course Instructor for specific course related field experience assignments and information.
Courses Requiring Field Experiences

NOTE: This is for informational purposes only and subject to change.
See related Program Coordinator for specific course-related field experience information.

Table 1
Birth through Kindergarten Education

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 BKE 2321</td>
<td>Foundations of Early Childhood</td>
</tr>
<tr>
<td>2 BKE 2323</td>
<td>Child Development I</td>
</tr>
<tr>
<td>3 BKE 2325</td>
<td>Child Development II</td>
</tr>
<tr>
<td>4 BKE 2326</td>
<td>Early Language and Literacy I</td>
</tr>
<tr>
<td>5 BKE 3339</td>
<td>Child and Family Assessment</td>
</tr>
<tr>
<td>6 BKE 3342</td>
<td>Guidance &amp; Classroom Management</td>
</tr>
<tr>
<td>7 BKE 4344</td>
<td>Curriculum Planning/Preschool</td>
</tr>
<tr>
<td>8 BKE 4338</td>
<td>Practicum: Family Studies</td>
</tr>
<tr>
<td>9 BKE 4334</td>
<td>Creative Expressions for Young Children</td>
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Table 2
Elementary Education (K-5)

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<tr>
<th>Course ID</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>1 RED 3309</td>
<td>Teaching Reading in the Elementary Classroom K-2</td>
</tr>
<tr>
<td>2 RED 3310</td>
<td>Teaching Reading in the Elementary Classroom 3-6</td>
</tr>
<tr>
<td>3 ELE 3311</td>
<td>Human Growth &amp; Development (Child Development)</td>
</tr>
<tr>
<td>4 EDU 3315</td>
<td>Instructional Design, Curriculum, and Assessment</td>
</tr>
<tr>
<td>5 EDU 4338</td>
<td>Psychology Foundations</td>
</tr>
<tr>
<td>6 ELE 4334</td>
<td>Methods Assessment of Elementary Language Arts</td>
</tr>
<tr>
<td>7 RED 4312</td>
<td>Reading Remediation and Assessment</td>
</tr>
<tr>
<td>8 EDU/SPE 3322</td>
<td>Promoting Social Justice through Education/Parent School Community Relations</td>
</tr>
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</table>

Table 3
Middle Grades Education (6-9)

<table>
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<tr>
<th>Course ID</th>
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<tbody>
<tr>
<td>1 MGE 4101</td>
<td>Emerging Adolescent In School Setting Practicum II</td>
</tr>
<tr>
<td>2 MGE 3101</td>
<td>Middle School Practicum I</td>
</tr>
<tr>
<td>3 MGE 3310</td>
<td>Early Adolescent Learner and Classroom Management</td>
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### Table 4
**English Education (9-12)**

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<tr>
<th>Course ID</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>1</td>
<td>SED 2115 Practicum in English Education</td>
</tr>
<tr>
<td>2</td>
<td>SED 3151 Junior Practicum in English Education</td>
</tr>
<tr>
<td>3</td>
<td>SED 3161 Junior Practicum in English Education II</td>
</tr>
<tr>
<td>4</td>
<td>SED 4353 Principles and Methods of Teaching English</td>
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### Table 5
**Mathematics Education (9-12)**

<table>
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<tr>
<th>Course ID</th>
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<tbody>
<tr>
<td>1</td>
<td>MAT 4352 Principles and Methods of Teaching Mathematics</td>
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### Table 6
**Music Education (9-12)**

<table>
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<th>Course ID</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>1</td>
<td>MUS 3307 Principle and Methods of Music in Elementary Schools</td>
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<tr>
<td>2</td>
<td>MUS 3308 Principles and Methods of Teaching Music in the Secondary Schools</td>
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</table>

### Table 7
**Physical Education (P-12)**

<table>
<thead>
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<th>Course ID</th>
<th>Course Title</th>
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<tr>
<td>1</td>
<td>PED 2340 Human Motor Development</td>
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<td>2</td>
<td>PED 2144 Physical Education Practicum</td>
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<td>3</td>
<td>PED 3204 Elementary Physical Education</td>
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<td>4</td>
<td>PED 4320 Adapted Physical Education</td>
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<tr>
<td>5</td>
<td>PED 4321 Middle &amp; Secondary Physical Education</td>
</tr>
<tr>
<td>6</td>
<td>HED 3304 Health Education Concepts and Principles</td>
</tr>
<tr>
<td>7</td>
<td>HED 3305 Methods and Materials in Health Education</td>
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<tr>
<td>8</td>
<td>HED 4131 Curriculum Development</td>
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### Table 8
**Special Education (P-12)**

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<th>Course ID</th>
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<tr>
<td>1</td>
<td>SPE: 1101 Special Education as a Profession</td>
</tr>
<tr>
<td>2</td>
<td>SPE: 2310 Introduction to Exceptional Individuals</td>
</tr>
<tr>
<td>3</td>
<td>SPE: 2320 Transition Service Delivery for Students with Disabilities</td>
</tr>
<tr>
<td>4</td>
<td>SPE: 3300 Exceptional Child in the General Classroom</td>
</tr>
<tr>
<td>5</td>
<td>SPE: 3305 Methods of Teaching Math to Students with Special Needs</td>
</tr>
<tr>
<td>6</td>
<td>SPE: 3315 Behavior and Classroom Management</td>
</tr>
<tr>
<td>7</td>
<td>SPE: 3320 Characteristics of Students with Learning Disabilities</td>
</tr>
<tr>
<td>8</td>
<td>EDU/SPE: 2322/3322 Promoting Social Justice through Education/Parent School Community Relations</td>
</tr>
<tr>
<td>9</td>
<td>SPE: 4325 Instructional Methods for the Inclusive General Curriculum Classroom</td>
</tr>
<tr>
<td>10</td>
<td>SPE: 3340 Characteristics of Students with Behavior Disorders</td>
</tr>
<tr>
<td>11</td>
<td>SPE: 3325 Methods of Enhancing Reading Skills for Students with Exceptional Needs</td>
</tr>
</tbody>
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18
Section II: The Preclinical Experience/Practicum

What is The Preclinical Experience/Practicum?
The preclinical is a semester-long supervised field experience that allows teacher candidates to demonstrate and refine the skills, knowledge, and dispositions necessary for a successful student teaching semester. The preclinical experience serves as the practicum for the methods courses. The methods courses provide teacher candidates with a comprehensive overview of the most effective approaches to planning, implementing, managing, and assessing successful and effective student learning experiences. Emphasis is given to the exploration of the relationship between educational theory and the development of practical teaching techniques and strategies for daily use in the classroom. In the methods class, candidates develop lesson and unit plans, develop assessment tools, reflect on teaching practice, and examine and model student-centered and problem/activity-based methods designed to meet the individual needs of a diverse student population. Teacher candidates also examine instructional goals and objectives, instructional materials, teaching strategies, assessment and evaluation tools, including the North Carolina Common Core and Essential Standards and the North Carolina Professional Teaching Standards.

Candidates complete methods courses the semester preceding student teaching, and the school provides the setting in which candidates complete the preclinical experience. The preclinical is carried out under the supervision of a P-12 teacher who serves as the Cooperating Teacher and a University Supervisor member from the candidate’s program of study. Both are responsible for guiding the candidate through the experience and for evaluating the candidate’s performance in the P-12 classroom. The preclinical experience accounts for, at least, thirty percent (30%) of the final grade for the related course(s).

Eligibility for the Preclinical Experience

- Admission to the teacher education program no later than the end of the “drop/add” period of the semester prior to student teaching.
- Minimum 2.7 cumulative G.P.A.
- Minimum 2.7 G.P.A. each semester once admitted to the teacher education program.
- Minimum grade of C in all professional education courses.
- Completion of all required courses except the methods course, which is taken concurrently with the preclinical experience/practicum, EDU/PED 4333 Student Teaching Seminar, and EDU 4981/4991 Student Teaching.
- Recommendation from the coordinator of the candidate’s program of study.

Course Enrollment
The preclinical experience is designed to be taken concurrently with the methods course(s). Candidates may not take either separately. The following table lists all the methods courses for which a preclinical experience/practicum is required.
## Preclinical Courses by Major Area of Study

<table>
<thead>
<tr>
<th>Licensure Area</th>
<th>Preclinical Course</th>
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<tbody>
<tr>
<td>Birth-through-Kindergarten Education</td>
<td>BKE 4336 Classroom Management and Preclinical</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>ELE 4336 Classroom Management, Instruction and the Preclinical Practicum</td>
</tr>
<tr>
<td>English Education</td>
<td>SED/ENG 4353 Principles and Methods of Teaching English</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>EDU/SED 4352-Principles and Methods of Teaching Mathematics</td>
</tr>
<tr>
<td>Middle Grades Education</td>
<td>MGE 4352 Principles and Methods of Teaching Mathematics</td>
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<td></td>
<td>MGE 4353 Principles and Methods of Teaching English</td>
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<td></td>
<td>MGE 4354 Principles and Methods of Teaching Social Studies</td>
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<td>MGE 4355 Principles and Methods of Teaching Science</td>
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<tr>
<td>Music Education</td>
<td>MUS 3307 Principles and Methods of Teaching Music in the Elementary Schools</td>
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<tr>
<td></td>
<td>MUS 3308 Principles and Methods of Teaching Music in the Secondary Schools</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PED 4321 Middle and Secondary Physical Education</td>
</tr>
<tr>
<td>Special Education: General Curriculum</td>
<td>SPE 4325 Instructional Methods for Inclusive General Curriculum Classroom</td>
</tr>
</tbody>
</table>
The Preclinical Application Process

NOTE: Candidates may not be placed in classrooms or schools where relatives or friends work. Candidates are required to promptly bring such placements to the attention of the Director of Field and Clinical Experiences so that another placement may be sought.

Application Forms
The candidate may download the Undergraduate Preclinical and Student Teaching Application packet from the website of the Office of Field and Clinical Experiences.

Application Deadlines
Applications for the preclinical experience are due according to the following established schedule to enable the Office of Field and Clinical Experiences to find optimal placements.

<table>
<thead>
<tr>
<th>Preclinical Experience Semester</th>
<th>Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>March 30th of the preceding spring semester</td>
</tr>
<tr>
<td>Spring</td>
<td>October 15th of the preceding fall semester</td>
</tr>
</tbody>
</table>

Professional Liability Insurance
Candidates must present proof of current professional liability insurance coverage prior to placement for preclinical/practicum. Professional liability insurance is specialty coverage that provides legal protection in case litigation is brought against teacher candidates during preclinical/practicum. The following options may be considered for obtaining coverage:

- Student North Carolina Association of Educators [https://www.nea.org/JoinNea](https://www.nea.org/JoinNea)
- Professional Educators of North Carolina [http://www.pencweb.org](http://www.pencweb.org)
- Specialty area professional organization
- Place of employment

NOTE: Proof of professional liability insurance must be included in the application packet and also emailed to the Office of Field and Clinical Experiences at ofce@wssu.edu in accordance with application deadlines.

Notification of Placement
The Office of Field and Clinical Experiences is responsible for identifying, approving, and confirming all preclinical placements. Candidates are prohibited from selecting their own placement sites. Notification of placement is provided by the Office of Field and Clinical Experiences directly to candidates via their WSSU/Rams email addresses.

Supervision of Preclinical Experience
The Cooperating Teacher and University Supervisor jointly supervise and evaluate the preclinical experience/practicum. Their respective responsibilities for supervision are delineated below.
Role of Office of Field and Clinical Experiences
The Director of Field and Clinical Experiences serves as the liaison between local schools and districts and the teacher education unit. The Director is responsible for the placement of candidates in early field experiences, preclinical practicum, and student teaching. The Director ensures that opportunities are available for all education majors to observe, document, and conduct research-supported best practices in their assigned settings. Specifically, the Director is responsible for the following processes:

- Communication of expectations of the pre-clinical/practicum to teacher candidates, Cooperating Teachers, and school administrators.
- Providing application forms, logs for verification of time spent in the school, evaluation forms, and other documents to teacher candidates, Cooperating Teachers, University Supervisors, and school administrators.
- Communication with and visits to host schools/districts to determine suitability of placements.
- Review and analysis of data from teacher candidates and school personnel to determine schools’ suitability for continued placement.
- Resolution of issues and concerns that may occur during placement that would adversely affect the candidate’s performance and success.
- Design, plan, and facilitate orientation of candidates, Cooperating Teachers, and University Supervisors for the preclinical experience/practicum and student teaching.
- Communication of field experiences, preclinical/practicum, and student teaching-related matters to all parties.

Role of School Administrators
School district contacts, principals or their designees are responsible for identifying Cooperating Teachers within their schools and coordinating the placement of teacher candidates with Cooperating Teachers. The school administrator must ensure that the Cooperating Teacher has at least three years of teaching experience in the applicable licensure area, holds a valid teaching license, exemplifies effective teaching and classroom management practices, and desires to serve as a teacher mentor. Additionally, principals or their designees assist the teacher candidate in learning about school policies and procedures, welcomes the teacher candidate to the school, and supports the Cooperating Teacher in providing an optimum learning experience. Principals are encouraged to view the preclinical candidate as a member of the school’s professional team and to permit candidates to participate in professional development opportunities provided for regular teaching staff.
**Role of Cooperating Teacher**

The Cooperating Teacher is a P-12 teacher assigned to his or her own classroom. He or she is selected by the school principal to guide and direct the teacher candidate in the various activities, methods, and strategies associated with effective teaching. The Cooperating Teacher is critical to the development of “highly qualified” and highly effective beginning teachers. Winston-Salem State University, the North Carolina Department of Public Instruction, and the Council for the Accreditation of Educator Preparation (the unit’s accrediting body) require that Cooperating Teachers hold current licensure in the respective teaching area(s) and have a minimum of three years teaching experience. Cooperating teachers must have a strong desire to mentor teacher candidates and must have the flexibility to engage in interactions with the student teacher throughout the school day. Research indicates that a teacher candidate’s success is the direct result of high levels of day-to-day interactions with an effective Cooperating Teacher/mentor.

The Cooperating Teacher is responsible for the following duties:

- Welcoming the preclinical candidate to the classroom, and introducing him or her to school staff, parents, and, as appropriate, the larger school community.

- Familiarizing the preclinical candidate with classroom and school routines, including teaching and non-teaching responsibilities.

- Familiarizing the preclinical candidate with the various types of diversity within the classroom and how lessons are planned and instruction is delivered to ensure a respectful classroom environment conducive to learning for all children. Some of the many aspects of diversity to be addressed include abilities and special needs, socioeconomic status, ethnicity, learning styles, and gender.

- Assisting the teacher candidate in implementing accommodations and modifications for students with IEPs and 504 plans.

- Encouraging and supporting the preclinical candidate in assuming teaching responsibilities, and providing the opportunity for the candidate to gradually assume teaching responsibilities as soon as feasible.

- Engaging the preclinical candidate in planning and conducting assessment of students and their learning.

- Guiding the preclinical candidate in planning formal lessons, and evaluating and providing feedback on the lesson plans.
Role of Cooperating Teacher cont

- Conducting two formal observations of the preclinical candidate delivering instruction, and providing oral and written feedback to the candidate about his or her teaching effectiveness using the *WSSU Observation Form* (see Appendix F).

- Evaluating the preclinical candidate using the *WSSU Observation Form* (see Appendix F).

- Signing the *Field Experience Log Sheet* after each visit to document the preclinical candidate’s activities (see Appendix Q).

- Responding promptly to communication from the University Supervisor and the Director of Field and Clinical Experiences.

- Maintaining regular communication with the University Supervisor regarding the candidate’s performance.

- Notifying the University Supervisor and the Director of Field and Clinical Experiences promptly concerning any issues, challenges, and other questions that may negatively affect the candidate’s performance so that appropriate interventions might be implemented.

- Participating in the three-way final conference with the preclinical candidate and the University Supervisor.

- Completing and submitting the *Preclinical Evaluation* in TaskStream no later than one week of the candidate’s last day at the school (see Appendix H). Guidelines for completing this process are provided by the assessment coordinator during orientation and periodically during the semester.
Role of University Supervisor/Methods Faculty
The University Supervisor is the faculty member assigned to teach the course for which the pre-clinical experience/practicum is required. The University Supervisor provides teacher candidates and Cooperating Teachers with a detailed description of all required assignments and rubrics that will be used to evaluate the assignments.

Program Coordinators, University Supervisors, and other designated faculty have the responsibility for instruction of program-specific content, including theory and methodology, for their respective programs. During the preclinical experience, Program Coordinators and University Supervisor guide preclinical candidates in developing program specific evidences to demonstrate proficiency in meeting the North Carolina Professional Teaching Standards. Their responsibilities relate specifically to supervision of the preclinical experience, including the following:

- Communicating specific preclinical assignment expectations to Cooperating Teachers and preclinical candidates.
- Supporting and guiding preclinical candidates in creating or completing the evidences that demonstrate proficiency in meeting the North Carolina Professional Teaching Standards.
- Conducting a minimum of one observation of the preclinical candidate after the mid-term and after the Cooperating Teacher has completed two observations and provided written and oral feedback to the candidate.
- Communicating with Cooperating Teachers at least once bi-weekly throughout the assignment.
- Conducting pre- and post-observation conferences with the preclinical candidate.
- Completing and submitting the Preclinical Evaluation in TaskStream following guidance from the assessment coordinator (see Appendix II).
- Facilitating the three-way conference with the Cooperating Teacher and the preclinical candidate at the end of the semester.
- Submitting the Preclinical Document Submission Checklist (provided at orientation and also via email), along with all listed documentation, to the Office of Field and Clinical Experiences at the end of each semester.
**Requirements in the Field**

Teacher candidates are assigned to a P-12 classroom during the semester in which they are enrolled in the preclinical experience/practicum. Physical Education candidates are assigned to two different classrooms/levels. Preclinical candidates complete a series of required assignments in the P-12 classroom, among which are the following:

1. Conducting an environmental scan to ascertain the cultural context of the school to which they are assigned and the community in which the school is situated.

2. Learning the instructional and non-instructional routines of the classroom and school.

3. Working with individual and small groups of students.

4. Completing pre- and post-assessments to measure the impact of their teaching on student learning.

5. Demonstrating the ability to differentiate instruction to meet the needs of diverse students.

6. Preparing three fully developed lesson plans (four for Elementary Education candidates), getting feedback from the Cooperating Teacher about the plans, modifying the plans as needed, and teaching the three/four fully developed lessons to the full class. Lessons are spread throughout the preclinical semester so that candidates may learn and grow from their experiences.

7. Reflecting on each lesson that is taught and on the school experience.

8. Submitting copies of the *WSSU Observation Form* (see Appendix F) to the University Supervisor within one week of teaching each fully developed lesson observed by the Cooperating Teacher and the University Supervisor (total of three; four for Elementary Education candidates).

9. Completing appropriate components of the electronic evidences required to demonstrate proficiency in meeting the North Carolina Professional Teaching Standards. The final stage of completion will occur during the student teaching phase the following semester.
Planning the Preclinical Schedule

The preclinical experience/practicum requires teacher candidates to spend either one full day or two half-days (two full days for Elementary Education and three half days for Physical Education candidates) each week for at least fifteen weeks in a P-12 classroom. Schedules may differ slightly for Physical Education. Candidates who spend half-days at the school should have some overlap in scheduling each week to allow the opportunity to experience an actual day as well as the beginning and end of the school day. By design, the teacher candidate will be assigned to the same classroom and teacher the subsequent semester for the student teaching experience. The fall and spring preclinical experiences operate on two different schedules, as indicated below.

- The fall preclinical experience begins concurrently with the start of the Cooperating Teacher’s school year. Typically, this occurs a few days before the university semester commences. The candidate is expected to begin when the Cooperating Teacher starts, and to attend all professional development activities with the Cooperating Teacher. Candidates are also expected to be in attendance at the school on the first day of school. When university classes begin, preclinical candidates begin attending their methods classes, concurrent with the weekly one day, two half-days, three half-days, or two full days’ preclinical sessions at their assigned schools.

- The spring preclinical experience begins in early January when Cooperating Teachers return from their winter break, which generally occurs one week before university classes begin. Candidates are expected to be at the school site on the first day of school and continue at the school every day. After the university semester begins, candidates then begin their weekly one day, two half-days, three half-days, or two full days’ preclinical sessions at the schools. During the first week at the school, candidates complete preliminary assignments designated by their methods instructor(s).

Attendance

Teacher candidates are required to be in attendance and on time at the school in accordance with the schedule they submit to the University Supervisor, Cooperating Teacher and school administrator. They are expected to arrive on time and remain for the full duration of the visit. In the event of tardiness or absence due to emergency or extenuating circumstances, the candidate is expected to contact the Cooperating Teacher and the University Supervisor promptly and make arrangements to resume the scheduled visits as soon as possible. The candidate must make up all absences and should work with the Cooperating Teacher to make the necessary revisions to the schedule.
School Staff Meetings
Preclinical candidates are regarded by the school as part of the grade level team (professional learning community or learning team). Preclinical candidates are strongly encouraged to attend staff meetings as permitted by the Cooperating Teacher and school administrator. These meeting provide candidates with significant experience about the day-to-day duties and expectations of teachers. Examples of meetings include grade-level and learning-team professional learning communities, the School Improvement Team, school-wide and area wide meetings, Title I teachers’ meetings, and others.

Professional Development
Individual schools and school districts provide professional development opportunities for teachers and other school personnel aimed at improving student learning and behavior. Teacher candidates are strongly encouraged to take advantage of professional development opportunities that help provide them with the instructional, assessment, and behavioral management strategies utilized by effective teachers.

Professionalism
Teacher candidates must remain cognizant that they represent the university, the community, and the teaching profession while completing preclinical experiences. To that end, they are expected to exhibit professional behaviors at all times while at their schools, en route to or from their schools, and even after school hours. Candidates are also expected to abide by the following:

- Use standard written and oral English.
- Speak clearly and distinctly.
- Maintain regular and prompt attendance to university and preclinical classrooms.
- Present a professional demeanor in dress and attitude.
- Accept constructive criticism.
- Demonstrate respect for others and their beliefs, opinions, and ideas, even when different from their own.
- Demonstrate an understanding of multiple perspectives of teaching and learning.

Attire
Teacher candidates should dress in such a way as to distinguish themselves clearly as professionals. To that end, they are required to dress in professional attire, with the only possible deviations reserved for candidates who are assigned to daycare centers, Pre-K, elementary, physical education, and dance classrooms. Teachers of young children are often required to work at eye level with their students, which may entail sitting on the floor. Those assigned to physical education and dance classes may require more casual dress, uniforms, designated program shirts, and approved slacks that allow for ease of movement. Dress shirts, blouses, skirts, dresses, and dress slacks (no jeans) are appropriate attire for the classroom. When preclinical candidates accompany their P-12 students on field trips, casual attire may be allowed at the discretion of the Cooperating Teacher. School administrators and Cooperating Teachers may permit preclinical candidates to wear blue jeans on special occasions.
Relationships with Students and School Staff
Although they are assigned classroom duties, teacher candidates are visitors in the classroom. Thus, they operate under the supervision of the classroom teacher and are subject to school regulations and policies. They are expected to maintain professionalism in their relationships with school staff and P-12 students in accordance with the Code of Ethics for North Carolina Educators (see Appendix B). Their interactions with P-12 students should distinguish them clearly as professionals in the school. Preclinical candidates are expected to collaborate with other teachers at the school site for the purpose of increasing student achievement and enhancing student development. Preclinical candidates are also expected to follow the directives of school administrators regarding all processes including, but not limited to, sign-in procedures, dismissal procedures, and guidelines for working with students and their families.

Working with Parents and Families
Preclinical candidates must collaborate with their Cooperating Teachers concerning interactions with parents and families. Fall preclinical candidates are expected to participate in Open House and other activities involving parents and families; spring preclinical candidates are expected to participate in school activities to which parents and families are invited.

Ethical Behavior
Teacher candidates completing the preclinical experience are expected to exhibit ethical behavior at all times. These include honesty, integrity, punctuality, adherence to prescribed schedules, presenting professional demeanor in appearance, attitude and behavior, and accepting constructive criticism as a means of personal and professional development. Ethical behavior is defined more completely in the Code of Ethics for North Carolina Educators (see Appendix B).

Use of Technology
Preclinical candidates use technology as a personal and professional development tool, consistent with professional standards for the use of technology in education. Technology is used for class assignments, lesson plan design and preparation, class presentations, record keeping, and data analysis. Candidates also communicate via electronic mail, use listservs, access the Internet and online databases, and use digital texts and modes for research projects and presentations. Candidates videotape their teaching for use in self-analysis and course evaluation. Candidates who use technology at the school site must be guided by the school’s and university’s technology guidelines. Candidates are strongly discouraged from using any social media to contact students.

Getting to Know Your School – Policies and Procedures
While Course Instructors will acquaint teacher candidates with basic information about the school, the teacher candidate is responsible for learning about the context of the school, the community in which it is situated, the students who attend the school, and the families whose children attend the school. Teacher candidates are also responsible for learning about school policies and procedures concerning arrival, dismissal, lunch, field trips, volunteering, before and after-school activities, etc. Learning the contextual factors that ultimately impact student learning is a key ingredient to a successful field experience. Some of those factors may include school demographics, community and school resources, parental involvement, availability and use of technology, school structure and operations, teacher working conditions, and classroom layout. Because understanding the school context is so important, faculty will require candidates to complete an environmental scan of the school community.
Getting to Know Your School – Policies and Procedures cont
Teacher candidates may obtain additional information about the school from the School Report Card, The School Improvement Plan, the Teacher Working Conditions survey results, and the school’s website.

The following questions may be considered for an environmental scan:

- How many students attend the school?
- What are the ethnic, gender, socioeconomic, cultural, and other factors that describe the students?
- What are the grade levels at the school?
- How many teachers work at the school?
- What other adults work at the school?
- What are the roles of the adults at the school?
- What is the physical condition of the school?
- What are additional sources of funding for the school?
- What is the historical and current significance of the school’s name?
- What are the factors used to determine student assignment to the school?
- What is the school’s retention/graduation rate?
- During which of the last five years has the school met Adequate Yearly Progress measures?

Confidentiality and Access to Student Records
Student records are confidential documents and should be released only to school personnel. Teacher candidates are expected to keep information from such documents confidential. Specific information such as students’ names, grades, individual test scores, income, etc., are considered confidential and may be discussed with Cooperating Teachers solely for the purpose of improving student learning or assessing the student’s prior knowledge. Discussing information from students’ records for other purposes is strictly prohibited.

Requirement to Report Child Abuse
Teachers and other school personnel are mandated by law to report instances or acts of child abuse. Teacher candidates who suspect that a P-12 student has been abused or subjected to acts of child abuse should share concerns with the Cooperating Teacher and school administrator following school/district guidelines. Such concerns should also be shared with the University Supervisor and the Director of Field and Clinical Experiences who will provide additional guidance to the teacher candidate as necessary. Candidates should become familiar with the school/district guidelines for reporting child abuse.
**Safety and Security**
Teacher candidates are expected to adhere to safety measures when working with P-12 students in the school setting or at school-related activities to safeguard students, staff, and themselves. Teacher candidates should acquaint themselves with school safety, security policies and procedures during the first visit to the school. Questions related to specific safety and security measures should be addressed to Cooperating Teachers.

**Discipline**
Many schools follow a school-wide discipline plan such as *CHAMPS: A Positive and Proactive Approach to Classroom Management, Positive Behavioral Interventions and Supports (PBIS)* or *The Glasser Model: Discipline through Meeting Needs without Coercion*. Teacher candidates should discuss with their Cooperating Teachers the specific discipline plan used by the school and comply with instructions from the Cooperating Teachers in implementing these guidelines. Teacher candidates are encouraged to consult with the University Supervisor and conduct their own research regarding classroom management and discipline strategies.

**Instructional and Non-instructional Duties and Responsibilities of Teachers**
Preclinical candidates are expected to assist Cooperating Teachers with instructional tasks such as grading student work, disseminating and collecting papers and materials, working one-on-one with students, reading to students, and working with small groups. Preclinical candidates can expand their knowledge and skills by assisting with non-instructional tasks as well. These include such duties as accompanying students to and from special activities and assisting with recess and lunchroom supervision.

**Preparing Lesson Plans and Teaching in the Classroom**
Preclinical candidates are expected to participate in planning meetings with their Cooperating Teachers and to write fully-developed lesson plans for all lessons they teach. A minimum of three (four for Elementary Education candidates) formally observed whole-class lessons must be taught during the preclinical experience/practicum. Lesson plans should be submitted to Cooperating Teachers at least a week in advance of teaching the lesson. After the Cooperating Teacher provides feedback on the lesson plan, the preclinical candidate should resubmit the lesson plan with revisions at least three days prior to teaching the lesson. The University Supervisor must observe the preclinical candidate teaching at least one lesson (two for Elementary Education candidates) and should be notified at least three weeks prior to the date the lesson is scheduled to be taught. If the Cooperating Teacher or University Supervisor has not been provided the opportunity to observe at least one lesson taught by mid-term, the candidate may not be able to pass the class.

**Assessment of Student Work**
Preclinical candidates are required to assist the Cooperating Teacher with assessment and grading of student assignments and with the day-to-day, weekly, and quarterly assessment that occurs in the classroom. During completion of the *edTPA* project, candidates will have the opportunity to work with small groups and determine the impact their teaching has had on student learning (see Appendix I). Preclinical candidates are expected to engage in dialogue with their Cooperating Teachers to enhance their understanding of the role that assessment data plays in informing instruction.
**Preclinical Experience/Practicum Timeline**

The following schedule example has been created to provide preclinical candidates with the opportunity to complete assignments, projects, classroom activities, evidences, and other requirements in a timely manner. This schedule also provides opportunities for Cooperating Teachers and University Supervisors to evaluate the candidate and provide supportive feedback.

Week 1-3  
Preclinical candidate learns classroom and school routines. Fall preclinical candidates participate in professional development, room-readiness activities, and Open House.

Week 4-5  
Preclinical candidate assists with teaching by working one-on-one or with small groups. Preclinical candidate may assist with assessment. Preclinical candidate collaborates with Cooperating Teacher to identify the content of the edTPA project (see Appendix I).

Week 5  
Preclinical candidate notifies University Supervisor of schedule for teaching all three (four for Elementary Education) whole-class lessons.

Week 6-8  
Preclinical candidate plans for teaching the first whole-class lesson which will be formally observed by the Cooperating Teacher. (Elementary Education candidates should also provide plans for teaching the first whole-class lesson to be formally observed by the University Supervisor.) Preclinical candidate should also be preparing to implement the edTPA project (see Appendix I). The preclinical candidate should reflect on the lessons observed using the NC Professional Teaching Standards Prompts after the Cooperating Teacher, and, as applicable, the University Supervisor, have provided written and oral feedback on the lessons (see Appendix G). The preclinical candidate should submit the observation forms and the lesson plans to the University Supervisor within a week of each observation.

Week 9-10  
Preclinical candidate plans for teaching of the second (and third for Elementary Education candidates) whole-class lessons incorporating constructive feedback provided by the Cooperating Teacher and University Supervisor on the first and second lessons. The preclinical candidate should reflect on the lessons observed using the NC Professional Teaching Standards Prompts after the Cooperating Teacher, and as applicable, the University Supervisor, have provided written and oral feedback on the lessons (see Appendix G). The preclinical candidate should submit the observation forms and the lesson plans to the University Supervisor within a week of the observation.

Week 11-12  
Preclinical candidate completes analysis of edTPA project (see Appendix I).
Preclinical Experience/Practicum Timeline cont

Week 10-13 Preclinical candidate schedules observation of third whole-class lesson which will be formally observed by the Cooperating Teacher (Elementary Education candidates should also schedule the fourth whole-class lesson to be formally observed by the University Supervisor.) The preclinical candidate should reflect on the lessons observed using the *NC Professional Teaching Standards Prompts* after the Cooperating Teacher and, as applicable, the University Supervisor, provide written and oral feedback on the lessons (see Appendix G).

Week 13-15 The preclinical candidate contacts the University Supervisor to schedule the final three-way conference for the preclinical experience/practicum.

Week 16 The University Supervisor submits the *Preclinical Document Submission Checklist*, along with all listed documentation to the Office of Field and Clinical Experiences at the end of the semester.

**IMPORTANT NOTE:**
Candidates should always retain copies of all lesson plans, written reflections, and feedback received for their records. The University Supervisor will submit copies of all lesson plans and related documents to the Office of Field and Clinical Experiences at the end of the semester, along with other documents listed on the *Preclinical Document Submission Checklist* (hard copies provided at orientation and electronic copies emailed to all by the first week of the start of the preclinical semester).

**Evaluation (Roles, Responsibilities, Conferences)**
Successful completion of the preclinical experience is a pre-requisite to passing the methods courses associated with the experience and to moving to the final phase of the teacher education program—student teaching. The Cooperating Teacher, University Supervisor, and preclinical candidate each completes a *Preclinical Evaluation* for the preclinical candidate and discuss the evaluation during a three-way conference held at the end of the semester (see Appendix H). All evaluations must be completed in TaskStream, printed, signed, and submitted to the Office of Field and Clinical Experiences by the University Supervisor at the end of the semester. In order to pass the preclinical experience, preclinical candidates must receive “proficient” ratings in two elements of the North Carolina Professional Teaching Standards: Professionalism – “Teachers demonstrate high ethical standards” (1e), and Classroom Climate/Culture – “Uses a variety of methods to communicate effectively with students” (4g.1).

**Electronic Evidences**
Preclinical candidates are required to complete specific electronic evidences or components of the evidences during the preclinical experience/practicum. Methods faculty and Program Coordinators will provide candidates with assignment instructions and evaluation rubrics for the electronic evidences, which must be uploaded to TaskStream upon completion.
**edTPA Overview**
The *edTPA* process identifies and collects subject-specific evidence of effective teaching from a learning segment of 3-5 lessons. These lessons come from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of their students. Candidates’ evidence is evaluated and scored within the following five dimensions of teaching:

1. Planning Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning
4. Analysis of Teaching Effectiveness
5. Academic Language Development

**Classroom Management**
Implementation of effective classroom management strategies is paramount to the success of preclinical candidates as they prepare to transition to the student teaching semester. Preclinical candidates will evaluate various aspects of classroom management plans and develop their own classroom management plans during their methods courses. In the classroom, however, preclinical candidates should follow the Cooperating Teacher’s classroom management plan. Specific issues, questions, and challenges related to classroom management should be shared with the Cooperating Teacher and with the methods instructors, who will cooperatively guide the preclinical candidates in addressing the issues.

**Challenges, Issues, and Concerns**
In very rare instances, the Cooperating Teacher and preclinical candidate may experience challenges that are counterproductive to a successful preclinical experience. In such instances, the Cooperating Teacher should notify the University Supervisor and also contact the Director of Field and Clinical Experiences, who will assess the situation and work with the preclinical candidate, the University Supervisor, and the Cooperating Teacher to resolve the issue.

**Preclinical Remediation Action Plan**
If during the placement, it becomes evident that the preclinical candidate is exhibiting behaviors that preclude the successful completion of the preclinical experience/practicum, the University Supervisor and/or the Director of Field and Clinical Experiences will meet with the preclinical candidate (and possibly the Cooperating Teacher) and develop a *Preclinical Remediation Action Plan* (see Appendix J). The action plan should be considered a binding agreement that clarifies the nature of the problem(s) and outlines a proposed solution with a timeline for improvement. Regardless of whether the University Supervisor or the Director of Field and Clinical Experiences initiates the plan, a copy of the signed *Preclinical Remediation Action Plan* should be submitted to the Director of Field and Clinical Experiences following the meeting (see Appendix J). Preclinical candidates who fail to comply with the proposed steps and timeline for improvement will be removed from their preclinical placement. The grade assigned will be based on the candidate’s performance at the time the preclinical placement is interrupted.
Section III: Student Teaching/Clinical Practice

What is Student Teaching?
Student teaching or clinical practice is the capstone experience for teacher education candidates. Clinical practice is defined as “Student teaching or internships that provide candidates with an intensive and extensive culminating activity. During clinical practice candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing” (Professional Standards for the Accreditation of Teacher Preparation Institutions, 2008, page 85).

Student teaching is an intensive 15-week clinical experience that provides a planned, supervised learning experience in a real school setting under the supervision of a Cooperating Teacher and University Supervisor. During student teaching, the student teacher applies professional knowledge, skills, and dispositions, demonstrates teaching ability under the direct supervision of school and University Supervisor, assesses the impact of teaching on student learning, and completes electronic evidences to demonstrate proficiency in meeting the North Carolina Professional Teaching Standards. The candidate’s success as a student teacher is assessed based on teaching performance and student learning (edTPA). As the culminating experience, student teaching is completed during the candidate’s last semester and requires 15 consecutive weeks in a P-12 classroom under the supervision of a P-12 Cooperating Teacher and a University Supervisor from the candidate’s program of study.

During the semester of student teaching, the candidate is also enrolled in the Student Teaching Seminar course (EDU/PED 4333), which provides the setting for the candidate to complete the various evidences required to demonstrate proficiency in meeting the North Carolina Professional Teaching Standards.

Eligibility for Student Teaching
Teacher candidates must meet the following criteria to be eligible to complete student teaching:

- Admission to the teacher education program no later than the end of the “add/drop” period the semester prior to student teaching.
- Minimum 2.7 cumulative G.P.A.
- Minimum 2.7 G.P.A. each semester since admission to teacher education program
- Minimum grade of C in all professional education courses.
- Successful completion of all courses except EDU/PED 4333.
- No grades of I in required courses in program of study
- Approval from advisor and Program Coordinator to enroll in Student Teaching (EDU 4981/4991) and Student Teaching Seminar (EDU/PED 4333).
**The Application Process**

Every effort is made to place teacher candidates in settings that will provide them with the most beneficial experience. The application process allows time for the Office of Field and Clinical Experiences to select appropriate school settings and Cooperating Teachers (see Appendix K). Student teaching candidates must adhere to the following schedule in applying for student teaching:

<table>
<thead>
<tr>
<th>Preclinical Experience Semester</th>
<th>Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>March 30th of the preceding spring semester</td>
</tr>
<tr>
<td>Spring</td>
<td>October 15th of the preceding fall semester</td>
</tr>
</tbody>
</table>

**Professional Liability Insurance**

Candidates must present proof of current professional liability insurance coverage prior to placement for student teaching. Professional liability insurance is specialty coverage that provides legal protection in case litigation is brought against teacher candidates during student teaching. The following options may be considered for obtaining coverage:

- Student North Carolina Association of Educators [https://www.nea.org/JoinNea](https://www.nea.org/JoinNea)
- Specialty area professional organization
- Place of employment

**NOTE:** Proof of professional liability insurance must be emailed to the Office of Field and Clinical Experiences at ofce@wssu.edu in accordance with application deadlines.

**Notification of Placement**

The Office of Field and Clinical Experiences is responsible for identifying, approving, and confirming all student teaching placements. Candidates are prohibited from selecting their own placement sites. Candidates may not be placed in classrooms or schools where relatives or friends work. Candidates are required to promptly bring such placements to the attention of the Director of Field and Clinical Experiences so that another placement may be sought. Notification of placement is provided by the Office of Field and Clinical Experiences directly to candidates via their WSSU/Rams email addresses.

**Preparing for Student Teaching**

The Student Teaching Update form and the Student Teaching Checklist will be provided to undergraduate candidates via their WSSU/Rams email addresses prior to the student teaching orientation by the Office of Field and Clinical Experiences. Candidates are required to meet with their academic advisors and Program Coordinators to review, complete and sign these forms, and then bring along and submit them to the Office of Field and Clinical Experiences during the student teaching orientation. Completed and signed forms must be in place in the Office of Field and Clinical Experiences for a candidate to be eligible for student teaching.
Course Enrollment
During the student teaching semester, candidates enroll simultaneously in the Student Teaching Seminar (EDU 4333 or PED 4333) and Student Teaching (EDU 4981). Student teaching is a rigorous experience that requires considerable time and effort. Thus, teacher candidates are prohibited from enrolling in any other courses during the semester of student teaching. Student teachers must successfully complete the requirements for both courses in order to be recommended for graduation by their programs. Teacher candidates who are the teachers of record in their own classrooms may request approval to complete the Cooperative Education Experience course (EDU 4991) option in lieu of EDU 4981. Consideration is given only if the candidate is assigned to an eligible classroom in his or her licensure area, and if all other conditions are met.

Special Placements: Master of Arts in Teaching (MAT) or Licensure-only/Lateral Entry
In special circumstances, the Office of Field and Clinical Experiences, in consultation with the candidate’s program, may approve separate arrangements for completing the clinical practice/experience. Such consideration may be given to candidates in the Master of Arts in Teaching program and candidates who are teachers of record in their own classrooms (licensure-only/lateral entry candidates).

Master of Arts in Teaching Candidates
The teacher education program offers the opportunity for eligible candidates to receive special placements based on their teaching status. Master of Arts in Teaching (MAT) candidates who have not secured employment in their licensure area by the end of Phase I of the MAT program of study must apply for a student teaching placement in accordance with application guidelines. Master of Arts in Teaching candidates must submit the Graduate MAT Student Teaching Application and the Graduate MAT Student Teaching Application Checklist, both of which may be accessed from the website of the Office of Field and Clinical Experiences, or by contacting the Office of Field and Clinical Experiences (see Appendix M).

Cooperative Placements (Licensure-only/Lateral Entry)
Teacher candidates who are the teachers of record in their own classrooms may request approval to complete the cooperative (co-op) student teaching option (EDU 4991). Consideration is given only if the candidate is assigned to an eligible classroom in his or her licensure area and all other conditions are met. Undergraduate teacher candidates and candidates seeking licensure-only complete the Student Teaching Update form and the Student Teaching Checklist. Candidates should contact the Office of Field and Clinical Experiences to request these forms, which will be sent to their WSSU/Rams email addresses. Completed and signed hard copies of these forms and supporting materials must be submitted to the Office of Field and Clinical Experiences in Suite 254, Anderson Center.
**Supervision of the Student Teaching Experience**

Appropriate supervision during the student teaching experience is critical to the student teacher’s successful development, and requires a collaborative and supportive relationship between the Cooperating Teacher, the student teacher, and the University Supervisor. The Cooperating Teacher and the University Supervisor supervise the clinical practice. Supervision may be conducted in person via in-class activities, instruction and observations, by videotapes or other technological means, and/or from evaluation of evidences and products. This section explains the roles of all individuals who have supervisory responsibility for the student teaching experience.

**Role of Office of Field and Clinical Experiences**

The Director of Field and Clinical Experiences serves as the liaison between local schools and districts and the teacher education unit. The Director is responsible for placing candidates for student teaching. The Director ensures that opportunities are available for teacher candidates to engage in fulltime teaching as per Department of Public Instruction and accreditation guidelines. In addition, the Director supports programs in ensuring that there are opportunities for candidates to observe, document, emulate and implement research-supported best practices in their assigned settings. Specifically, the Director is responsible for the following processes:

- Communication of expectations of student teaching to teacher candidates, Cooperating Teachers, and school administrators.

- Providing application forms, logs for verification of time spent in the school, evaluation forms, and other documents to teacher candidates, Cooperating Teachers, University Supervisors, and school administrators.

- Communication with and visits to host schools/districts to determine suitability of placements.

- Review and analysis of data from teacher candidates and school personnel to determine schools’ suitability for continued placement.

- Resolution of issues and concerns that may occur during placement that would adversely affect the candidate’s performance.

- Design, plan, and facilitate orientation for candidates, Cooperating Teachers, and University Supervisors to support the student teaching experience.

- Communication of student teaching-related matters to all parties.

- Collection of appropriate observation and evaluation forms and other documents related to student teaching, including Cooperating Teacher stipends and University Supervisor travel.

- Working closely with the assessment coordinator to ensure that all electronic evaluations by Cooperating Teachers are submitted in TaskStream according to set timelines.
Role of School Administrators
School district contacts, principals or their designees are responsible for identifying Cooperating Teachers within their schools and coordinating the placements of teacher candidates with qualified Cooperating Teachers. The school administrator must ensure that the Cooperating Teacher has at least three years of teaching experience in the applicable licensure area, holds a valid teaching license, exemplifies effective teaching and classroom management practices, and desires to serve as a teacher mentor. Additionally, principals or their designees assist the teacher candidate in learning about school policies and procedures, welcome the teacher candidate to the school, and support the Cooperating Teacher in providing an optimal learning experience. Principals are encouraged to view the student teacher as a member of the school’s professional team and to permit candidates to participate in professional development opportunities provided for regular teaching staff.

Role of Cooperating Teacher
The Cooperating Teacher is a P-12 teacher assigned to his or her own classroom. He or she is selected by the school principal to guide and direct the teacher candidate in the various activities, methods, and strategies associated with effective teaching. The Cooperating Teacher is critical to the development of “highly qualified” and highly effective beginning teachers. Winston-Salem State University, the North Carolina Department of Public Instruction, and the National Council for the Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (the unit’s accrediting body) require that Cooperating Teachers hold current licensure in the respective teaching area(s) and have a minimum of three years teaching experience. Cooperating teachers must have a strong desire to mentor teacher candidates and must have the flexibility to engage in interactions with the student teacher throughout the school day. Research indicates that a teacher candidate’s success is the direct result of high levels of day-to-day interactions with an effective Cooperating Teacher.

The Cooperating Teacher is responsible for the following duties:

- Welcoming the student teacher to the classroom, and introducing him or her to school staff, parents, and, as appropriate, to the larger school community.

- Familiarizing the student teacher with classroom and school routines, including teaching and non-teaching responsibilities.

- Familiarizing the student teacher with the various types of diversity within the classroom and how lessons are planned and instruction is delivered to ensure a respectful classroom environment conducive to learning for all children. Some of the many aspects of diversity to be addressed include abilities and special needs, socioeconomic status, ethnicity, learning styles, and gender.

- Assigning a work space for the student teacher within the classroom.

- Providing ongoing oral and written feedback to the student teacher on all aspects of teaching.
Role of Cooperating Teacher cont

- Modeling effective teaching, classroom management, and assessment strategies for the student teacher.

- Reviewing and approving lesson plans for all subjects prior to the lessons being taught by the student teacher. During the four-week takeover period, all lesson plans for subsequent weeks should be submitted to the Cooperating Teacher for review no later than Wednesday of the week before the lessons will be taught.

- Reviewing, discussing, and approving all formal units, one of which will be the basis for the edTPA project.

- Involving the student teacher in team/grade level meetings.

- Involving the student teacher in parent conferences and open houses.

- Assisting the student teacher in developing and using various assessment techniques—formal and informal.

- Assisting the student teacher in implementing accommodations and modifications for students with IEPs and 504 plans.

- Responding promptly to communication from the University Supervisor and the Director of Field and Clinical Experiences.

- Notifying the University Supervisor and the Director of Field and Clinical Experiences promptly concerning any issues, challenges, etc. that may negatively affect the candidate’s performance so that appropriate interventions may be implemented.

- Assisting the student teacher in integrating instructional technology into lessons to improve teaching and learning. In the event that technology resources are limited in the school setting, University Supervisors and Responsive Pedagogy faculty will guide student teachers in utilizing university resources to fill the gap.

- Involving the student teacher in record keeping practices related to academic progress and student behavior.

- Maintaining regular contact with the University Supervisor between visits through email or via telephone.
Role of Cooperating Teacher cont

- Completing four formal observations of the student teacher using *WSSU Observation Form* (see Appendix F). Two observations should be completed before mid-term and two after.

- Completing the mid-term and final *Student Teaching Evaluations* of the student teacher, and participating in three-way conferences for both (see Appendix N). Refer to *WSSU Supervision Process* for guidelines. The *Student Teaching Evaluation Rubric* outlines specific criteria for each performance indicator (see Appendix O).

- Guiding the student teacher in writing lesson plans, creating the learning segments, and implementing *edTPA* projects required by the university.

- Signing the *LEA/IHE Certification of Teaching Capacity* during three-way conference at end of semester, and assisting in securing the signature of the principal or designee as well (see Appendix P).

Role of the University Supervisor

The University Supervisor is the faculty member assigned by the department to supervise the student teaching experience. The University Supervisor provides teacher candidates and Cooperating Teachers with a detailed description of all required assignments and rubrics that will be used to evaluate the assignments.

The primary function of the University Supervisor is to assist the teacher candidate in transitioning from a teacher candidate to a teacher who *models social justice for all students* (WSSU Faculty of Education Conceptual Framework) by facilitating learning for all. The University Supervisor also has the responsibility for interpreting specific student teaching program requirements to the Cooperating Teachers based on the candidate’s area of study/licensure. The WSSU School of Education and Human Performance and the National Council for the Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (the unit’s accrediting body) require that University Supervisors maintain current North Carolina teaching licensure in the area(s) they supervise.

Program Coordinators, University Supervisors, and other designated faculty have the responsibility for instruction of program-specific content, including theory and methodology, for their respective programs. Supervision responsibilities carry over from the preclinical experience, so University Supervisors, Program Coordinators and program faculty continue to guide student teachers in developing program specific evidences to demonstrate proficiency in meeting the North Carolina Professional Teaching Standards.

University Supervisor responsibilities encompass the following:

- Communicating specific student teaching assignments and expectations to Cooperating Teachers and teacher candidates.
• Guiding, mentoring, supervising, and evaluating the student teacher.

• Conducting introductory visits to the school within the first two weeks of the semester to review expectations and to set observation guidelines.

• Conducting observations and follow-up conferences with the student teacher.
  
  o Three observations by mid-term; two after mid-term
  
  o Written feedback is required for each observation that specifically articulates strengths and areas of improvement. Specific instructions should be written on the *WSSU Observation Form* to guide student teachers in demonstrating improvements during subsequent lessons (see Appendix F).

• Assisting the student teacher in becoming self-reflective by modeling reflective behaviors and posing questions which guide growth through weekly journal reflections.

• Guiding the student teacher in implementing effective classroom management strategies and resolving conflicts which disrupt learning in the classroom.

• Facilitating the three-way mid-term and final evaluation conferences with Cooperating Teacher and student teacher.

• Providing feedback to student teachers about their performance and establishing appropriate interventions for candidates whose performance is less than satisfactory.

• For student teachers who do not receive 60 of the possible 69 points on the *Student Teaching Evaluation* completed at the midterm, University Supervisors in collaboration with the Cooperating Teacher, will develop an intervention plan that clearly identifies what the student teacher needs to do to demonstrate proficiency on all performance indicators on the evaluation by the end of the semester. The intervention plan created during the midterm conference should not be confused with the *Student Teaching Remediation Action Plan* written for student teachers exhibiting behaviors that will likely prevent them from successfully completing student teaching (see Appendix J).

• Providing feedback on the student teacher’s lesson plan notebook, which should contain lesson plans for all lessons taught by the student teacher. All lesson plans must be approved by the Cooperating Teacher before they are taught. Cooperating teachers should initial or sign lesson plans to indicate approval.
• In conjunction with Responsive Pedagogy faculty, overseeing the development of, and assisting with, the evaluation of the learning segment and all electronic evidences.

The University Supervisor’s role in relationship to the Cooperating Teacher:

• Interpreting specific student teaching program requirements to Cooperating Teacher.

• Collaborating and conducting three-way conferences for mid-term and final evaluations.

• Maintaining open communication with Cooperating Teacher regarding student teacher via email, phone, and conversations during observation or other visits.

• Being a resource for the Cooperating Teacher by offering suggestions on how to best mentor the student teacher.

• Collaborating with the Cooperating Teacher and Director of Field and Clinical Experiences in establishing appropriate interventions for candidates whose performance is less than satisfactory.

The University Supervisor’s role in relationship to the Director of Field and Clinical Experiences:

• Maintaining ongoing communication with the Director of Field and Clinical Experiences regarding the progress of the student teachers.

• Communicating with the Director of Field and Clinical Experiences regarding behaviors that may prevent the student teacher from successfully completing student teaching. If necessary, initiating and developing a Student Teaching Remediation Action Plan (see Appendix J).

• Completing a Student Teaching Remediation Action Plan if problems arise which may prevent the student teacher from completing student teaching successfully. The purpose of the Student Teaching Remediation Action Plan is to provide clear guidance on student teacher behaviors that may prevent the student teacher from being successful (see Appendix J).

• Ensuring that student teacher and Cooperating Teacher have original copies of observation and evaluation instruments; collecting all completed observation forms within one week of each observation, and submitting all documentation listed on the Student Teaching Document Submission Checklist to Office of Field and Clinical Experiences at the end of each semester.

• Collaborating with the Cooperating Teacher and Director of Field and Clinical Experiences in establishing appropriate interventions for candidates whose performance is less than satisfactory.

• Attending supervisors’ workshops and orientations as required.
• Ensuring completion of LEA/IHE Certification of Teaching Capacity form during final three-way conference (see Appendix P).

• Securing appropriate signatures on LEA/IHE Certification of Teaching Capacity and submitting form to Office of Field and Clinical Experiences at end of semester (see Appendix P).

• Submitting the Travel Reimbursement Form to the Office of Field and Clinical Experiences as soon as all school visits are completed, and in accordance with established deadlines.

**Expectations of Student Teachers**

Candidates enrolled in student teaching are directed to the EDU 4981: Student Teaching course syllabus provided by their University Supervisors for a listing of specific expectations of student teachers. At a minimum, student teachers are required to adhere to the following:

• Assist Cooperating Teacher with room readiness for school opening.

• Participate in opening professional development activities with the Cooperating Teacher and Open House before students arrive.

• Complete assigned professional development activities as directed by the Director of Field and Clinical Experiences, University Supervisor, and Cooperating Teacher.

• Complete, at least, 15 consecutive weeks of student teaching, with breaks permitted in accordance with the P-12 school schedule.

• Enroll in EDU/PED 4333 Student Teaching Seminar concurrent with student teaching.

• Participate in required university-sponsored professional development activities (e.g., workshops, Principal/Administrator Panel, Career Fair).

• Complete the Foundations of Reading/General Curriculum or Praxis subject assessments in the licensure area (by October for fall student teachers and March for spring student teachers). **NOTE:** Passing licensure exams are required for all licensure areas in North Carolina.

• Follow Cooperating Teacher’s schedule for school attendance, meetings, and special activities.

• Contact Cooperating Teacher immediately in the event of tardiness or absence from school, and contact University Supervisor and Director of Field and Clinical Experiences the same day of absence or tardiness.

• Make up any work days missed from school. Make-up days should be added to the schedule after student teaching ends and should be completed before the last day of university classes.
**Expectations of Student Teachers cont**

- More than two days of excused or unexcused absence from student teaching will result in formal review by the Program Coordinator and the Director of Field and Clinical Experiences to determine the candidate’s eligibility to continue in student teaching.

- Exhibit professional dispositions at all times in attitude, appearance, and behavior both at and outside of the school.

- Maintain high ethical standards with respect to students, parents, school staff, administrators, and others.

- Gradually assume lead planning and teaching responsibility (takeover) for classroom for a minimum of four consecutive weeks. Student teachers with split eight-week placements gradually assume two-week takeovers at each placement site.

- Assist with all instructional and non-instructional responsibilities.

- Write fully-developed lesson plans and submit plans to Cooperating Teacher, make necessary revisions, and obtain approval from Cooperating Teacher before teaching lessons.

- Write and teach a learning segment. Get approval from the Cooperating Teacher prior to teaching the unit.

- Effectively integrate technology into the classroom for the purpose of improving instruction and increasing student achievement.

- Conduct *edTPA* assessment according to program area instructions.

- Complete electronic evidences as required by program area.

- Submit weekly reflection journals to University Supervisor on the student teaching experience.

- Reflect on instruction using *NC Professional Teaching Standards Reflection Prompts* (see Appendix G).

- Complete required program evidences for electronic portfolio. Evidences must be completed at the “proficient” level.

- Submit completed *WSSU Observation Form* (see Appendix F) and *Student Teaching Evaluation* forms (see Appendix N) to University Supervisor within one week of observations and conferences.

- Notify the Director of Field and Clinical Experiences immediately of any concerns associated with placement or supervision.
The Student Teaching Supervision Process
To ensure an optimal student teaching experience, the following supervision process has been established. If followed, student teachers should expect to have a fulfilling, productive, beneficial, and enjoyable experience. This section provides additional guidelines for school visits, formal observations, and evaluations.

1. Introductory Visit

The University Supervisor should schedule an introductory visit with the student teacher and the Cooperating Teacher within the first two weeks of the semester. The visit should be arranged at a time when all three can discuss student teaching expectations, guidelines, evaluations, etc. This also provides an opportunity for the University Supervisor to set the tone for the experience and answer questions posed by the Cooperating Teacher and student teacher.

2. Formal Observations (By University Supervisor)

The formal observation of the student teacher provides an opportunity for the University Supervisor to evaluate the candidate’s effectiveness as a novice teacher, provide feedback, and support the candidate in improving his or her teaching. The University Supervisor completes three formal observations before the Midterm Evaluation Conference. These observations should be spread out to give the candidate the opportunity to receive feedback, make modifications as needed, and present improved subsequent lessons. To help ensure sound planning and effective teaching, the student teacher must submit the lesson plan to the Cooperating Teacher, make the necessary changes to the lesson plan, and provide the University Supervisor with a copy of the approved plan for the lesson that is to be observed. The University Supervisor uses the WSSU Observation Form (see Appendix F) to record comments during the observation. Following the observation, the University Supervisor allows the student teacher the opportunity to reflect on the lesson. This self-reflection is followed by a post-observation conference, at which time the University Supervisor and student teacher discuss the quality of the lesson plan and instruction. The University Supervisor collects completed observation forms after each post-observation conference, and then submits all forms and lesson plans to the Office of Field and Clinical Experiences as outlined in the Student Teaching Document Submission Checklist.
**Formal Observations cont (By Cooperating Teacher)**

The Cooperating Teacher is in a strategic position to observe the student teacher and provide day-to-day feedback to support the student teacher in becoming an effective teacher. Four formal observations are required, the first two before the Mid-term Evaluation Conference and the remaining two following the Mid-term Evaluation. The Cooperating Teacher observes the student teacher during an actual instructional session and records notes on the *WSSU Observation Form* (see Appendix F). Following the observation, the Cooperating Teacher allows the student teacher to reflect on the lesson. This self-reflection exercise occurs at the outset of the post-observation conference and provides the student teacher with the opportunity to assess his or her own teaching. The Cooperating Teacher and student teacher then discuss the self-reflection and the Cooperating Teacher’s comments from the observation. The Cooperating Teacher submits a copy of the lesson plan and observation forms to the University Supervisor within one week of observing and conferencing with the student teacher, and provides a copy to the student teacher. At least, one of the two formal observations completed during the second half of the semester must occur after the student teacher has been given full responsibility for the class. All four observations follow the same process as described above.

3. **Mid-term Evaluation Conference**

The Mid-term Evaluation Conference is designed to provide the student teacher with a candid assessment of his or her performance as determined collaboratively by the Cooperating Teacher, the University Supervisor, and the student teacher himself/herself. This evaluation is conducted at the school and should occur prior to the university’s mid-term period, as the results of the evaluation are used to help determine the student teacher’s mid-term grade. In preparation for the conference, each party should complete his/her own copy of the *Student Teaching Evaluation* to assess the student teacher’s progress (see Appendix N). The *Student Teaching Evaluation* form must be completed in TaskStream, and downloaded. Once submitted in TaskStream, a printed copy of the TaskStream submission will be retained by the University Supervisor for submission to the Office of Field and Clinical Experiences at the end of the semester, along with other documentation listed on the *Student Teaching Document Submission Checklist*.

4. **Final Evaluation Conference:** The final evaluation conference is the culminating experience in which the student teacher, University Supervisor, and Cooperating Teacher participate collectively to determine the student teacher’s overall performance. In preparation for the Final Evaluation Conference, which is also held at the school, each party should complete his/her own copy of the *Student Teaching Evaluation in TaskStream* to assess the student teacher’s progress. At the conclusion of the conference, after having received feedback from the University Supervisor, the Cooperating Teacher secures the signature of the school administrator on the *LEA/IHE Certification of Teaching Capacity* (see Appendix P).

Signed copies of the Student Teaching Evaluations and the *LEA/IHE Certification of Teaching Capacity* must be submitted to the University Supervisor for forwarding to the Office of Field and Clinical Experiences at the end of the semester, along with other documentation on the *Student Teaching Document Submission Checklist*. 
Promptness and Attendance
Student teachers are required to follow the schedules of their Cooperating Teachers regarding the timing of the start and end of the school day, school breaks, professional work days, school closings, etc. Student teachers are expected to participate in required school duties during, before and after school, such as meetings, parent conferences, parent night, curriculum night, bus duty, etc. Only three excused or unexcused (combined) absences are permitted at the student teaching site. Likewise, student teachers are expected to report to the school site on time each day. Three tardies will count as one absence. Accumulating more than three absences will affect the candidate’s grade and will result in a formal review to determine the candidate’s eligibility to continue in student teaching.

Any tardiness or absence from the school site requires the approval of the Cooperating Teacher, the University Supervisor, and the Director of Field and Clinical Experiences. It is the responsibility of the student teacher to notify the Cooperating Teacher and the University Supervisor of any absence from the school site. Being tardy or absent from the school site without prior approval is not acceptable and may jeopardize the candidate’s successful completion of the experience.

Teacher and School Staff Meetings
Student teachers are expected to attend all meetings that their Cooperating Teachers must attend, except when they are required to be at approved university events such as the Student Teaching Seminar class or university-sponsored professional development activities (Career Fair, Principal/Administrator Panel, workshops, etc.). In such instances, the University Supervisor or Director of Field and Clinical Experiences will notify the Cooperating Teacher in advance. Participation in school-level and district meetings provide student teachers with essential information that can contribute to their success during student teaching and in the profession.

Professional Development
It is the university’s expectation that student teachers will be viewed by teachers and administrators as members of the professional learning community of the school to which they are assigned. To that end, student teachers are expected to have the opportunity to participate in all professional development activities provided for Cooperating Teachers. Such participation can help equip the student teacher with the knowledge and skills to improve student learning, manage the classroom, and meet the needs of diverse learners. The Faculty of Education also makes professional development activities available to student teachers. These include the Career Fair, the Principal/Administrator Panel, workshops, etc.
Professionalism

Student teachers are required to exhibit professionalism in their appearance, behavior and attitudes at all times. They should view themselves as professionals in and outside the classroom, while en route to the school, and in other settings. At minimum, student teachers are expected to demonstrate the following professional behaviors, as well as other expectations of their assigned Cooperating Teachers:

- Use standard written and oral English.
- Speak clearly and distinctly.
- Attend regularly and arrive punctually to host school/classrooms and school/university-sponsored professional development activities.
- Present a professional demeanor in dress and attitude.
- Accept constructive criticism as a tool for improvement.
- Demonstrate respect for others and their beliefs, opinions, and ideas, even when different from their own.
- Demonstrate an understanding of multiple strategies and styles of teaching and learning.

Attire

Teacher candidates should be dressed in such a way as to distinguish themselves clearly as professionals. To that end, they are required to dress in professional attire, with the only possible deviations reserved for candidates who are assigned to Pre-K, elementary, physical education, and dance classrooms. Teachers of young children are often required to work at eye level with their students, which may entail sitting on the floor. Those assigned to physical education and dance classes may require more casual dress, uniforms, designated program shirts, and approved slacks that allow for ease of movement. Dress shirts, blouses, skirts, dresses, and dress slacks (no jeans) are appropriate attire for the classroom. When student teachers accompany their P-12 students on field trips, casual attire may be allowed at the discretion of the Cooperating Teacher. School administrators may grant special permission for teacher candidates to wear blue jeans on special occasions approved by the Cooperating Teacher.

Relationships with Students and School Staff

Although they are assigned classroom duties, teacher candidates are visitors in the classroom. Thus, they operate under the supervision of the classroom teacher and are subject to school regulations and policies. They are expected to maintain professionalism in their relationships with school staff and P-12 students in accordance with the Code of Ethics for North Carolina Educators. Their interactions with P-12 students should distinguish them clearly as professionals in the schools. Student teachers are expected to collaborate with other teachers at the school site for the purpose of increasing student achievement and enhancing student development. Teacher candidates are expected to follow the directives of school administrators regarding all processes, including, but not limited to, sign-in procedures, dismissal procedures, and guidelines for working with students and their families.
Working with Parents and Families
Student teachers must collaborate with their Cooperating Teachers concerning interactions with parents and families. They are expected to participate in Open House and other school activities to which parents are invited.

Ethical Behavior
Teacher candidates are expected to exhibit ethical behavior at all times. This includes honesty, integrity, punctuality, adherence to prescribed schedules, presenting professional demeanor in appearance, attitude and behavior, and accepting constructive criticism as a means of personal and professional development. Ethical behavior is defined more completely in the Code of Ethics for North Carolina Educators.

Use of Technology
Student teachers use technology as a personal and professional development tool, consistent with professional standards for the use of technology in education. Technology is used for class assignments, lesson plan design and preparation, class presentations, teaching and record keeping, and data analysis. Candidates also communicate via electronic mail, use listservs, access the Internet and online databases, and use digital texts and modes for research projects and presentations. Candidates videotape their teaching for use in self-analysis and course evaluation. Candidates who use technology at the school site must be guided by the school’s and university’s technology guidelines. Candidates are strongly discouraged from using any social media to contact students.

Getting to Know Your School – Policies and Procedures
While Course Instructors will acquaint teacher candidates with basic information about the school, the teacher candidate is responsible for learning about the context of the school, the community in which it is situated, the students who attend the school, and the families whose children attend the school. Teacher candidates are also responsible for learning about school policies and procedures concerning arrival, dismissal, lunch, field trips, volunteering, before and after-school activities, etc. Learning the contextual factors that ultimately impact student learning is a key ingredient to a successful field experience. Some of those factors may include school demographics, community and school resources, parental involvement, availability and use of technology, school structure and operations, teacher working conditions, and classroom layout. Because understanding the school context is so important, faculty will require candidates to complete an environmental scan of the school community. Teacher candidates may obtain additional information about the school from the School Report Card, The School Improvement Plan, the Teacher Working Conditions survey results, and the school’s website.
The following questions may be considered for an environmental scan:

- How many students attend the school?
- What are the ethnic, gender, socioeconomic, cultural, and other factors that describe the students?
- What are the grade levels at the school?
- How many teachers work at the school?
- What other adults work at the school?
- What are the roles of the adults at the school?
- What is the physical condition of the school?
- What are additional sources of funding for the school?
- What is the historical and current significance of the school’s name?
- What are the factors used to determine student assignment to the school?
- What is the school’s retention/graduation rate?
- During which of the last five years has the school met Adequate Yearly Progress measures?
- What is the school’s report card?

Confidentiality and Access to Student Records
Student records are confidential documents and should be released only to school personnel. Teacher candidates are expected to keep information from such documents confidential. Specific information such as student names, grades, individual test scores, income, etc., are considered confidential and may be discussed with Cooperating Teachers solely for the purpose of improving student learning or assessing the student’s prior knowledge. Discussing information from student records for other purposes is strictly prohibited.

Requirement to Report Child Abuse
Teachers and other school personnel are mandated by law to report instances or acts of child abuse. Teacher candidates who suspect that a P-12 student has been abused or subjected to acts of child abuse should share concerns with the Cooperating Teacher and school administrator following school/district guidelines. Such concerns should also be shared with the University Supervisor and the Director of Field and Clinical Experiences who will provide additional guidance to the teacher candidate as necessary. Candidates should become familiar with the school/district guidelines for reporting child abuse.

Safety and Security
Teacher candidates are expected to adhere to safety measures when working with P-12 students in the school setting or at school-related activities to safeguard students, staff, and themselves. Teacher candidates should acquaint themselves with school safety and security policies and procedures during the first visit to the school. Questions related to specific safety and security measures should be addressed to Cooperating Teachers.
**Discipline**  
Many schools follow a school-wide discipline plan such as *CHAMPS: A Positive and Proactive Approach to Classroom Management, Positive Behavioral Interventions and Supports (PBIS)* or *The Glasser Model: Discipline Through Meeting Needs without Coercion*. Teacher candidates should discuss with their Cooperating Teachers the specific discipline plan used by the school and comply with instructions from the Cooperating Teachers in implementing these guidelines. Teacher candidates are encouraged to consult with the University Supervisor and conduct their own research regarding classroom management and discipline strategies.

**Stages of Student Teaching**  
The student teaching experience allows teacher candidates to assume teaching and leadership responsibilities gradually as they gain proficiency in their own knowledge and skills and work under the supervision of a Cooperating Teacher. The student teacher and Cooperating Teacher develop the details of the takeover schedule early in the semester, based on the candidate’s readiness as determined by the Cooperating Teacher and University Supervisor. The student teacher notifies the University Supervisor and the Student Teaching Seminar instructor of his or her planned schedule so as to facilitate their observations of his or her performance during the actual teaching of lessons throughout the semester. The student teacher should use the appropriate sample takeover schedule below as a model to create a takeover schedule for his/her student teaching experience. This takeover schedule should be word processed and submitted to the University Supervisor and the Student Teaching Seminar instructor by the beginning of the third week of student teaching. The template is designed for candidates to insert the appropriate dates in the left column.
Sample Template for Elementary School Takeover Schedule

Name of School: ____________________________________________________________
Name of Cooperating Teacher: _____________________________________________
Grade Level/Subject: ______________________________________________________
Name of University Supervisor: ____________________________________________

<table>
<thead>
<tr>
<th>DATES</th>
<th>WEEK NUMBER</th>
<th>TEACHER CANDIDATE ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>Assist Cooperating Teacher with classroom routines and lessons</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td>Assist Cooperating Teacher with lessons</td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td>Teach Daily Oral Language (DOL) or one subject</td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td>Keep Daily Oral Language, add Math</td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td>Daily Oral Language, Math, Science</td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
<td>Daily Oral Language, Math, Science, Reading</td>
</tr>
<tr>
<td>Week 7</td>
<td></td>
<td>Daily Oral Language, Math, Spelling, Science, Reading, Social Studies (all subjects)</td>
</tr>
<tr>
<td>Week 8-10</td>
<td></td>
<td>Maintain full responsibility for the classroom</td>
</tr>
<tr>
<td>Week 11</td>
<td></td>
<td>Gradually return responsibility to Cooperating Teacher</td>
</tr>
<tr>
<td>Week 12</td>
<td></td>
<td>Gradually return responsibility to Cooperating Teacher</td>
</tr>
<tr>
<td>Week 13</td>
<td></td>
<td>Gradually return responsibility to Cooperating Teacher and observe other teachers</td>
</tr>
<tr>
<td>Week 14-15</td>
<td></td>
<td>Gradually return responsibility to Cooperating Teacher, observe other teachers, and plan for closure</td>
</tr>
</tbody>
</table>
Sample Template for School Takeover Schedule
Middle and High Schools (Block Schedule)

**Name of School:** __________________________________________

**Name of Cooperating Teacher:** __________________________________

**Grade Level/Subject:** __________________________________________

**Name of University Supervisor:** ________________________________

<table>
<thead>
<tr>
<th>DATES</th>
<th>WEEK NUMBER</th>
<th>TEACHER CANDIDATE ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Assist Cooperating Teacher with lessons; learn students’ names and routines</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Work one-on-one with students; plan and teach one lesson</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Assume responsibility for one class</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Continue teaching first class; assist Cooperating Teacher with assigned duties</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Assume responsibility for a second class</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Maintain responsibility for two classes</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Assume responsibility for a third class</td>
<td></td>
</tr>
<tr>
<td>Week 8-10</td>
<td>Maintain full responsibility for the classroom</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Gradually return responsibility to the Cooperating Teacher</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Gradually return responsibility to the Cooperating Teacher</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Gradually return responsibility to the Cooperating Teacher, and observe other teachers</td>
<td></td>
</tr>
<tr>
<td>Week 14-15</td>
<td>Gradually return responsibility to the Cooperating Teacher, observe other teachers, and plan for closure</td>
<td></td>
</tr>
</tbody>
</table>
**Reflection for Professional Growth**

Reflection is critical to effective teaching and a necessary ingredient in the student teacher’s professional development. Student teachers are required to complete daily journals and to submit weekly journals to their University Supervisors documenting their successes and challenges in the classroom. Candidates also comment on the development of the Teacher Education Portfolio. The journals serve as a dialogue between the student teacher and University Supervisor, and it allows the University Supervisor to ascertain how best to support, guide, and mentor the student teacher during this experience. Student teachers are also required to reflect on all formal lessons observed by their Cooperating Teachers and University Supervisors. Lesson reflections should be prepared in response to the *NC Professional Teaching Standards Prompts*, used in conjunction with the *WSSU Observation Form* (see Appendix G and Appendix F).

**Classroom Management**

Student teachers are expected to address classroom management issues professionally, in accordance with the needs of the students and to facilitate learning for all students. In general, student teachers follow the classroom management plan used by the Cooperating Teacher, but are free to develop their own plan under the guidance of the Cooperating Teacher and with the support of the University Supervisor.

**Challenges, Issues, and Concerns**

In very rare instances, the Cooperating Teacher and student teacher may experience challenges that are counterproductive to a successful student teaching experience. In such instances, the Cooperating Teacher should contact the University Supervisor and Director of Field and Clinical Experiences, who will assess the situation and work with the student teacher and the Cooperating Teacher to resolve the concerns. When the student teacher encounters challenges in the field, the University Supervisor and the Director of Field and Clinical Experiences should be notified promptly. The University Supervisor and the Director of Field and Clinical Experiences will work collaboratively with the Cooperating Teacher to resolve the issue.

**Student Teaching Remediation Action Plan**

If during the placement, it becomes evident that the student teacher is exhibiting behaviors that potentially prevent the successful completion of the student teaching experience, the University Supervisor (and the Director of Field and Clinical Experiences, as determined by the University Supervisor) will meet with the student teacher (and possibly the Cooperating Teacher) and develop a *Student Teaching Remediation Action Plan* (see Appendix J). The action plan should be considered a binding agreement that clarifies the nature of the problem(s) and outlines proposed solutions with timelines for improvement. Regardless of whether the University Supervisor or the Director of Field and Clinical Experiences initiates the plan, a copy of the signed *Student Teaching Remediation Action Plan* should be submitted to the Director of Field and Clinical Experiences following the meeting (see Appendix J). Student teachers who fail to comply with the proposed steps and timelines for improvement will be removed from student teaching. The grade assigned will be based on the candidate’s performance at the time the student teaching placement is interrupted.
**Evaluation (Roles, Responsibilities, Conferences)**

Evaluation of the student teaching experience is comprehensive and includes all elements related to the capstone experience, including completion of electronic evidences. Although the P-12 classroom serves as the setting for application of theory to practice, the Student Teaching Seminar or the program area course taken concurrent with student teaching provides the setting for refinement, completion, and evaluation of the electronic evidences required as demonstration of the candidate’s proficiency in meeting the North Carolina Professional Teaching Standards. Details related to the evaluation of the field experience component are outlined in the “Student Teaching Supervision Process” described in this section of the handbook. The *Student Teaching Evaluation Rubric* provides descriptions of expected behaviors for each of the performance indicators on the *Student Teaching Evaluation* that is aligned with the LEA/IHE Certification of Teaching Capacity (see Appendix O; Appendix N; Appendix P). Student teachers must meet all competencies on the LEA/IHE Certification of Teaching Capacity to successfully complete student teaching. The completed and signed LEA/IHE Certification of Teaching Capacity will be submitted to the North Carolina Department of Public Instruction as part of the candidate’s application for a North Carolina teaching license upon successful program completion (see Appendix P).
Section IV: Teacher Licensure

Licensure Information for Educator Preparation Program Candidates

All public school teachers must hold a license for the subject or grade level they teach, or for the professional assignment they hold. Upon satisfactory completion of the major requirements and the state required assessments, candidates will be eligible for initial teaching licensure in North Carolina. In addition to completion of the Bachelor’s degree, effective January 1, 2017 candidates must have a minimum 2.7 cumulative GPA, a 2.7 GPA in the applicable content area(s), and have taken appropriate exams: North Carolina Foundations of Reading/General Curriculum or Praxis Subject Assessments (formerly known as Praxis II). While North Carolina Foundations of Reading/General Curriculum or Praxis Subject Assessments are not required for licensure recommendation (provided candidates have completed 24 hours of subject content work), passing is HIGHLY RECOMMENDED. All teachers who qualify for an initial license shall be considered “highly qualified” if they attempt North Carolina State Board of Education required exams at least once in their first year of teaching and pass all required exams before or during their second year of teaching.

Important Note for All Licensure Areas Offered at WSSU:
Candidates must pass North Carolina State Board of Education required exams to convert the initial license to the continuing license. The NC Foundations of Reading/General Curriculum or Praxis Subject Assessments in each teaching field and the passing scores required for each test can be found online at: https://www.wssu.edu/academics/colleges-and-departments/college-of-arts-sciences-business-education/education/department-of-education/_Files/documents/state-board-approved-licensure-examinations.pdf. When registering for the tests, candidates should specify that a copy of the score report be sent to Winston-Salem State University, test center code 5909. The scores must be received and verified before candidates can be recommended for a teaching license. The WSSU Educator Preparation Program will release scores ONLY to the North Carolina Department of Public Instruction as part of the license application process. In order for scores to be sent elsewhere, candidates must order additional reports directly from the test providers. The WSSU Educator Preparation Program CANNOT release exam scores. All Electronic Evidences must be satisfactorily evaluated before you begin your online license application. Questions about these requirements should be directed to your Program Coordinator.

Application Process:
Applying for Teacher Licensure is not automatic upon graduation. Initial licenses are issued by the North Carolina Department of Public Instruction (NCDPI) upon recommendation by the Educator Preparation Program. Candidates must register as an educator on the NCDPI Licensure Online system to create an online account at: https://vo.licensure.ncpublicschools.gov/datamart/registration.do?from=loginPage. The procedures to apply online for a North Carolina teaching licensure can be found online at the following link: https://www.wssu.edu/academics/colleges-and-departments/college-of-arts-sciences-business-education/education/department-of-education/_Files/documents/epp-licensure-application-process.pdf. The Licensure Officer will assist in collecting other documentation for the licensure application.
Candidates can avoid delays in processing licensure applications by adhering to the procedures noted on the webpage hyperlinked above. No action can be taken on a licensure application if items are missing from the application. The candidate will submit the licensure application online. The complete application will be reviewed by the Licensure Officer, who will in turn submit a recommendation for licensure to NCDPI in Raleigh where it will undergo final review.

Teaching licenses are issued by NCDPI and will be uploaded to the NCDPI Online Licensure System. Candidates who apply for a job before receiving their licenses may request a letter from WSSU’s Licensure Officer verifying their eligibility for licensure.

For additional information about the license application process, contact the Licensure Officer at (336) 750-2554 (Anderson Center, 214-F). For general information regarding the Professional Educator’s License please view the NCDPI Licensure Section webpage http://www.ncpublicschools.org/licensure/.
APPENDICES

Appendix A: North Carolina Professional Teaching Standards

Appendix B: North Carolina Board of Education Policy Manual (Code of Ethics for North Carolina Educators)

Appendix C: Evaluation of Early Field Experiences

Appendix D: Preclinical and Early Field Experience Log Sheets and Instructions

Appendix E: Preclinical and Student Teaching Application Guidelines for Undergraduate Candidates

Appendix F: WSSU Teacher Education Observation Form

Appendix G: NC Professional Teaching Standards Reflection Prompts

Appendix H: Preclinical Evaluation

Appendix I: edTPA Overview

Appendix J: Preclinical/Student Teaching Remediation Action Plan (Sample)

Appendix K: Undergraduate Student Teaching Application Update

Appendix L: Undergraduate Student Teaching Checklist

Appendix M: Student Teaching Application Guidelines for Graduate MAT Candidates

Appendix N: Student Teaching Evaluation Form

Appendix O: Student Teaching Evaluation Rubric

Appendix P: LEA/IHE Certification of Teaching Capacity

Appendix Q: Sample Email to Send to Cooperating Teacher

Appendix R: Criminal Background Check Policy
Appendix A

North Carolina Professional Teaching Standards

“For every student in North Carolina, a knowledgeable, skilled, compassionate teacher…a star in every classroom”

As approved by the State Board of Education May 3, 1998
Revised May 2, 2013

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21st century schools. This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007 and July 2011.

Why are these standards important to you? The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Each of these will include the skills and knowledge needed for the 21st century teaching and learning. The document is provided in this format so that it may be kept in a plan book to guide instruction as we move forward in the 21st century.

A New Vision of Teaching

The different demands on 21st century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to be able to teach students in the 21st century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students’ lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21st century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.
**Standard 1**

**Teachers Demonstrate Leadership**

Teachers lead in their classrooms.

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.

Teachers should:

- Take responsibility for all students’ learning;
- Communicate vision to students;
- Use data to organize, plan, and set goals;
- Use a variety of assessment data throughout the year to evaluate progress;
- Establish a safe and orderly environment; and
- Empower students.

Teachers demonstrate leadership in the school.

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.

Teachers should:

- Work collaboratively with all school personnel to create a professional learning community;
- Analyze data;
- Develop goals and strategies through the School Improvement Plan;
- Assist in determining school budget and professional development;
- Participate in hiring process; and
- Collaborate with colleagues to mentor and support teachers to improve effectiveness.
Teachers lead the teaching profession.
Teachers strive to improve the teaching profession.

They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for 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.

Teachers should:
• Strive to improve the profession;
• Contribute to the establishment of positive working conditions;
• Participate in decision-making structures; and
• Promote professional growth.

Teachers advocate for schools and students.
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.

Teachers should:
• Advocate for positive change in policies and practices affecting student learning; and
• Participate in the implementation of initiatives to improve education.

Teachers demonstrate high ethical standards.
Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998.

Teachers should:
• Demonstrate ethical principles
• Uphold the Code of Ethics and Standards for the Professional Conduct


**Standard 2**
Teachers Establish a Respectful Environment for a Diverse Population of Students

Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

Teachers should:

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

Teachers embrace diversity in the school community and in the world.

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.

Teachers should:

- Demonstrate knowledge of diverse cultures;
- Select materials and develop lessons that counteract stereotypes and incorporate contributions;
- Recognize the influences on a child’s development, personality, and performance; and
- Consider and incorporate different points of view.

Teachers treat students as individuals.

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

Teachers should:

- Maintain high expectations for all students; and
- Appreciate differences and value contributions by building positive, appropriate relationships.

Teachers adapt their teaching for the benefit of students with special needs.

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

Teachers should:

- Collaborate with specialists; and
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice.

Teachers work collaboratively with the families and significant adults in the lives of their students.

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

Teachers should:

- Improve communication and collaboration between the school and the home and community;
- Promote trust and understanding and build partnerships with school community; and
- Seek solutions to overcome obstacles that prevent family and community involvement.
Standard 3

Teachers Know the Content They Teach

Teachers align their instruction with the North Carolina Standard Course of Study. In order to enhance the North Carolina Standard Course of Study, 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.

Teachers should:

• Teach the North Carolina Standard Course of Study;
• Develop and apply strategies to make the curriculum rigorous and relevant; and
• Develop literacy skills appropriate to specialty area.

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.

Teachers should:

• Know subject beyond the content they teach; and
• Direct students’ curiosity into an interest in learning.

Teachers recognize the interconnectedness of content areas/disciplines.

Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. 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 the subjects they teach.

Teachers should:

• Know links between grade/subject and the North Carolina Standard Course of Study;
• Relate content to other disciplines; and
• Promote global awareness and its relevance.

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 North Carolina Standard Course of Study and 21st century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

Teachers should:

• Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility; and
• Demonstrate the relationship between the core content and 21st century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness.
Standard 4
Teachers Facilitate Learning for Their Students

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.

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.

Teachers should:

• Know how students think and learn;
• Understand the influences on student learning and differentiate instruction;
• Keep abreast of evolving research; and
• Adapt resources to address the strengths and weaknesses of students.

Teachers plan instruction appropriate for their students. 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 constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

Teachers should:

• Collaborate with colleagues;
• Use data for short and long range planning;
• Engage students in the learning process;
• Monitor and modify plans to enhance student learning; and
• Respond to cultural diversity and learning needs of students.

Teachers use a variety of instructional methods.

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 differentiated instruction.

Teachers should:

• Choose methods and materials as they strive to eliminate achievement gaps; and
• Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction.
Teachers integrate and utilize technology in their instruction.

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.

Teachers should:

- Know appropriate use; and
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Teachers help students develop critical thinking and problem-solving skills.

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.

Teachers should:

- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions; and
- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

Teachers help students work in teams and develop leadership qualities.

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.

Teachers should:

- Teach the importance of cooperation and collaboration; and
- 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.

Teachers communicate effectively.

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.

Teachers should:

- Communicate clearly with students in a variety of ways; and
- Assist students in articulating thoughts and ideas clearly and effectively.

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.

Teachers should:

- Use multiple indicators, both formative and summative, to evaluate student progress; and
- Provide opportunities for self-assessment; and
- Use assessment systems to inform instruction and demonstrate evidence of students’ 21st century knowledge, skills, performance, and dispositions.
Standard 5
Teachers Reflect on Their Practice

Teachers analyze student learning.
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.

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement; and
- Collect and analyze student performance data to improve effectiveness.

Teachers link professional growth to their professional goals.

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.

- Participate in continued, high quality professional development.

Teachers function effectively in a complex, dynamic environment.
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.

- Actively investigate and consider new ideas that improve teaching and learning; and
- Adapt practice based on data.
Standard 6
Teachers Contribute to the Academic Success of Students

The work of the teacher results in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth. A teacher’s rating on the sixth standard is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The End-of-Course assessments, End-of-Grade assessments, Career and Technical Education Post-Assessments, and the Measures of Student Learning provide the student data used to calculate the growth value.

The student growth value places a teacher into one of three rating categories:

- Does not meet expected growth: the student growth value for the teacher is lower than what was expected per the statewide growth model.
- Meets expected growth: the student growth value for the teacher is what was expected per the statewide growth model.
- Exceeds expected growth: the student growth value for the teacher exceeds what was expected per the statewide growth model.

For the 2012-13 school year, a teacher’s student growth value is based only on the student growth values for the individual students taught by that teacher (i.e., this comprises 100% of the sixth standard rating for the teacher).

For the 2012-13 school year, if an educator does not have a growth value for his or her individual students, the growth value will be based on the data for the entire school.

Note: Teachers whose student growth value is based on data for the entire school will not have that data count toward a three-year rolling average for determination of effectiveness status (see Effectiveness of Teachers section below).

All local school boards shall use student growth values generated through a method approved by the State Board of Education.
Effectiveness of Teachers

Per federal requirements, the state must adopt definitions of effective and highly effective teachers. A highly effective teacher is one who receives a rating of at least “accomplished” on each of the Teacher Evaluation Standards 1–5 and receives a rating of “exceeds expected growth” on Standard 6 of the Teacher Evaluation Instrument.

Standards 1–5 and receives a rating of “exceeds expected growth” on Standard 6 of the Teacher Evaluation Instrument. The End-of-Course assessments, End-of-Grade assessments, Career and Technical Education Post-Assessments, and the Measures of Student Learning provide the student data used to calculate the growth value.

An effective teacher is one who receives a rating of at least “proficient” on each of the Teacher Evaluation Standards 1–5 and receives a rating of at least “meets expected growth” on Standard 6 of the Teacher Evaluation Instrument.

A teacher in need of improvement is one who fails to receive a rating of at least “proficient” on each of the Teacher Evaluation Standards 1–5 or receives a rating of “does not meet expected growth” on Standard 6 of the Teacher Evaluation Instrument.

A three-year rolling average of student growth values generates the sixth standard rating used to determine teacher effectiveness. Only student growth values based on the individual students taught by a teacher will be used to determine the three-year rolling average for that teacher.
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.
Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.

E. 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

Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.

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.

Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.

 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.

When acting in an administrative capacity:

Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.

Evaluates the work of other educators using appropriate procedures and established statutes and regulations.

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.

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;

.0602 STANDARDS OF PROFESSIONAL CONDUCT

(a) The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.

(b) Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.

(1) Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.

(2) Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.

(3) Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:

(A) Statement of professional qualifications;

(B) Application or recommendation for professional employment, promotion, or licensure;

(C) Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;

(D) Representation of completion of college or staff development credit;

(E) Evaluation or grading of students or personnel;

(F) Submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
(G) Submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and

(H) Submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.

(4) Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment.

This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.

(5) Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:

(A) Any use of language that is considered profane, vulgar, or demeaning;

(B) Any sexual act;

(C) Any solicitation of a sexual act, whether written, verbal, or physical;

(D) Any act of child abuse, as defined by law;

(E) Any act of sexual harassment, as defined by law; and

(F) Any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.

(6) Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course
of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.

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

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

(9) Alcohol or controlled substance abuse. The educator shall not:

   (A) Be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat. § 90-95, the Controlled Substances Act, without a prescription authorizing such use;

   (B) Be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or

   (C) Furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.

(10) Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.

(11) Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(12) Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.

(13) Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3;
Eff. May 1, 1998
APPENDIX C
Evaluation of Early Field Experiences
Winston-Salem State University
Teacher Education Program

Section I
Candidate: ________________________________________________ Classification: (circle) F  SO  JR  SR  L/O
Instructor: __________________________ Course Name: ________________________ Course Prefix & #_______
Number of Field Experience hours you are required to complete: ________ Semester/Year ___ __________________

Section II. Profile of P-12 students in classroom in which teacher candidate is assigned

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percent</th>
<th>Name of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>_____</td>
<td>_____</td>
<td></td>
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<tr>
<td>Female</td>
<td>_____</td>
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<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number</th>
<th>Percent</th>
<th>Grade Level(s)</th>
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<tbody>
<tr>
<td>African American</td>
<td>_____</td>
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<tr>
<td>Hispanic/Latino.</td>
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<tr>
<td>Asian</td>
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<td>Caucasian</td>
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<tr>
<td>Native American</td>
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<tr>
<td>Other</td>
<td>_____</td>
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</table>

Students with Special Needs/Exceptionalities: Number ___________________ Percent __________________

Section III
During field experience, the candidate…

<table>
<thead>
<tr>
<th>Demonstrates Leadership</th>
<th>P (3)</th>
<th>D (2)</th>
<th>E (1)</th>
<th>N/O (0)</th>
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<tbody>
<tr>
<td>1. Demonstrates high ethical standards.</td>
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<td>2. Presents a professional demeanor (dress, attitude, and communication).</td>
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<tr>
<td>3. Exhibits appropriate professional behaviors consistently (attendance, punctuality, acceptance of constructive criticism, etc.).</td>
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<td>4. Exhibits a positive attitude toward teachers, families, and students.</td>
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<td>5. Accepts responsibility for personal actions, decisions, efforts, and outcomes.</td>
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<td>6. Demonstrates an understanding that there are multiple perspectives of teaching and learning.</td>
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<tr>
<td>Establishes Respectful Environment</td>
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<td>7. Demonstrates through interactions with others, speech, choices, etc., that diversity is an asset to the teaching and learning process.</td>
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<td>8. Demonstrates respect for others and their beliefs, opinions, and ideas, even when different from his/her own.</td>
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<td>9. Exhibits behaviors that reflect respect an appreciation for differences in students’ abilities.</td>
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<td>10. Promotes high expectations of achievement and success for all students in varied classroom situations and interactions.</td>
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<tr>
<td>Facilitates Learning</td>
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<td>11. Effectively uses standard written and oral English.</td>
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<td>12. Speaks clearly and distinctly.</td>
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<td>13. Provides helpful instruction and works collaboratively with others.</td>
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<tr>
<td>Reflects on Practice</td>
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<td>14. Engages in, initiates, and/or promotes activities that demonstrate an understanding of theory and practice.</td>
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<td>15. Engages in conversations, asks questions, and makes inquiries, etc., in such a way that demonstrates that he/she reflects on teaching, student learning and effective assessment strategies.</td>
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____________________________________________   ___________________________________________          _______________
Name of Cooperating Teacher                        Signature of Cooperating Teacher                    Date

3 = Proficient
2 = Developing
1 = Emerging
N/O = No Opportunity to Observe
APPENDIX D

WINSTON-SALEM STATE UNIVERSITY
SCHOOL OF EDUCATION AND HUMAN PERFORMANCE

FIELD EXPERIENCE LOG SHEET INSTRUCTIONS

Field experience hours are required for Teacher Licensure in all education programs. Log sheets should be completed by the student and signed by a Cooperating Teacher or Supervisor during each visit to an appropriate site. *Completed log sheets should be signed and submitted to the Field Experience Course Instructor upon completion of the field experience.*

Student Name: ____________________________   Student Banner #: ____________________

Program: ________________________ Course # & Section _________________________

Course Name: ___________________________________________________________________

Total Field Experience hours for this course: _________

Advisor: ____________________________________________

Semester: (Circle One) Fall    Spring    Summer    Year __________

Instructor Signature: ___________________________________________

**Important Note:** All original forms must be submitted to the course instructor by the student following syllabi instructions. Log sheets will be retained by the course instructor as part of course records. Students are strongly encouraged to retain their own copies of all log sheets prior to submitting them to course instructors.
Winston Salem State University  
School of Education and Human Performance  
Early Field Experiences Packet

**Purpose**

Field Experience hours are required for teacher licensure in all education programs. This packet describes the procedures and requirements for all education courses requiring early field experiences.

**Placement and School Visitation Process**

Placement requests are made as per instructions provided through Course Instructors and incorporated in course syllabi. Only students with proof of valid/current professional liability insurance will be placed. Once placement is confirmed, the Office of Field and Clinical Experiences will communicate placement school and background check instructions to students via Rams email.

**Signing/Submitting the Log Sheet**

Students are responsible for obtaining the Cooperating Teacher’s signature during each visit to the school or field experience site. At the end of the semester, students will submit original log sheets to the appropriate Course Instructor who will factor this information into the course grade. The Course Instructor will maintain a record of all log sheets submitted for the course. Students are advised to make copies of their log sheets before submitting originals to their Course Instructors.

**Field Experience Evaluation**

Cooperating teachers will be sent a link to the Evaluation of Early Field Experiences instrument to be completed online. Programs will be provided with a summary of all evaluations at the end of each semester for use in making program decisions.

Questions and comments concerning the early field experience expectations should be directed to the appropriate Course Instructor.
WINSTON-SALEM STATE UNIVERSITY  
SCHOOL OF EDUCATION  
PRECLINICAL and EARLY FIELD EXPERIENCE LOG

Student Name: ____________________________  Student ID #: _______________

Course # ________   Course Name: ______________________   Semester: _______________

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME IN</th>
<th>TIME OUT</th>
<th>HOURS COMPLETED</th>
<th>ACTIVITY</th>
<th>TEACHER’S SIGNATURE</th>
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TOTAL HOURS ____________ on this log sheet.

Student’s Signature: ____________________________ Date: ________________

Cooperating Teacher Signature: ____________________________ Date: ________________

Course Instructor’s Signature: ____________________________ Date: ________________

**NOTE:** Please use a separate form for each course requiring field experiences. Duplicate as necessary.
Submit fully completed and signed application materials as described on the application and retain these guidelines for your reference.

If you are employed in the school or district where you plan to complete preclinical and/or student teaching, please submit a completed and signed SEHP Employment and Placement Confirmation form with your application materials (form is included in this packet).

Note: Your request to be placed at the school where you are employed will be pursued ONLY if this signed form is submitted as part of your application packet.

Make a copy of the completed application packet for your records before submitting it to the Office of Field and Clinical Experiences.

Only complete application packets (including all checked boxes and signatures) submitted by published deadlines will be accepted and processed. Late applications, that is, applications submitted after the deadline, and those submitted without all signatures, will not be accepted or processed.

Candidates who have met all requirements except for passing Praxis I, must submit Praxis I registration confirmation as evidence that results will be received in November for subsequent spring placements or July for subsequent fall placements. Candidates in this category will receive tentative placements which will either be confirmed or withdrawn depending on Praxis I results.

North Carolina Department of Public Instruction’s Health Certificate must be submitted to assigned school prior to beginning student teaching.

Proof of current professional liability insurance must be emailed to ofce@wssu.edu by the time application materials are submitted. One of the following options may be used to obtain liability insurance:

- Student North Carolina National Association of Educators https://www.nea.org/JoinNea
- Professional Educators of North Carolina http://www.pencweb.org/
- Specialty area professional organization
- Place of employment

Criminal Background Check (CBC) report from CertifiedBackground.com obtained within six months of the start of preclinical/student teaching (See CBC guidelines contained in this application packet). Incidents on CBC will be shared with the school/district as part of the placement request process.

A preclinical placement will be immediately followed by student teaching the very next semester, so candidates will not need to reapply for student teaching placement if they proceed directly into student teaching without stopping out for a semester or more. Candidates in this category will be provided an update form to complete and submit to the Office of Field and Clinical Experiences the semester before entering student teaching.

If a candidate does not successfully complete preclinical or student teaching, or if a candidate drops out of preclinical or student teaching for any reason, that candidate will be required to reapply for placement and meet all application requirements and deadlines for any subsequent placement.
Employment and Placement Confirmation Form

**Important Note:** A fully completed and signed form must be submitted by students who wish to do early field experiences, preclinical, or student teaching in classrooms or schools in which they are employed.

Name: ___________________________          Major: ___________________________

Banner ID: ___________________________          Semester: ___________________          Year: __________

Phone: ___________________________          Rams Email: ___________________________

<table>
<thead>
<tr>
<th>Type of Experience Sought (Check all appropriate boxes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Course-related early field experiences</td>
</tr>
<tr>
<td>□ Preclinical</td>
</tr>
<tr>
<td>□ Student Teaching</td>
</tr>
</tbody>
</table>

**Employing District and School:**

Position during field experience:

**Grade(s) taught:**

**Subject(s) taught:**

**Major/License Area:**

**Field Experience Course(s):**

<table>
<thead>
<tr>
<th>Principal’s/Director’s Information:</th>
</tr>
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<tbody>
<tr>
<td>Name: ____________________________</td>
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<tr>
<td>Phone Number: ____________________</td>
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<tr>
<td>Email: __________________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperating Teacher’s Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ____________________________</td>
</tr>
<tr>
<td>Phone Number: ____________________</td>
</tr>
<tr>
<td>Email: __________________________</td>
</tr>
</tbody>
</table>

**Principal’s/Director’s Approval:**
I permit ___________________________ to use his/her classroom to fulfill requirements for early field experiences, preclinical, or student teaching as outlined above and in accordance with program guidelines and expectations described in the *Field Experiences, Preclinical and Student Teaching Handbook*. I also certify that the candidate has a clear health record, background check, and liability insurance (as applicable) on file (Please cross out those documents that you are not able to verify).

Principal’s/Director’s Signature: ___________________________ Date: __________

**Cooperating Teacher Approval (Preclinical and Student Teaching Only):**

I permit ___________________________ to complete early field experiences, preclinical or student teaching in my classroom where s/he is employed. I agree to allow him/her to assume teaching responsibilities as outlined in his/her program and in accordance with guidelines described in the *Field Experiences, Preclinical and Student Teaching Handbook*.

Cooperating Teacher’s Signature: ___________________________ Date: __________

**Student Approval:**

I wish to complete early field experiences, preclinical, or student teaching (circle all that apply) in the classroom where I am employed. I have secured the necessary approvals above.

Student’s Signature: ___________________________ Date: __________
STUDENT INSTRUCTIONS FOR WINSTON SALEM STATE UNIVERSITY
EDUCATOR PREPARATION PROGRAM

About CertifiedProfile.com

CertifiedProfile is a secure platform that allows you to order your background check online. Once you have placed your order, you may use your login to access additional features of CertifiedProfile, including document storage, portfolio builders and reference tools. CertifiedProfile also allows you to upload any additional documents required by your school.

Order Summary

- Required Personal Information
  - In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number and e-mail address.

- Payment Information
  - At the end of the online order process, you will be prompted to enter your Visa or Mastercard information. Money orders are also accepted but will result in a $10 fee and an additional turn-around-time.

Place Your Order

Go to: www.CertifiedBackground.com and click on “Students” then enter package code: WC50

You will then be directed to set up your CertifiedProfile account.

View Your Results

Your results will be posted directly to your CertifiedProfile account. You will be notified if there is any missing information needed in order to process your order. Although 95% of background check results are completed within 3-5 business days, some results may take longer. Your order will show as “In Process” until it has been completed in its entirety. Your school's administrator can also securely view your results online with their unique username and password.

If you have any additional questions, please contact Student Support by Phone (888) 914-7279 or Email: studentservices@certifiedprofile.com.
Candidate Name: ______________________________________________________       Banner ID: ______________

Educator Preparation Program
Preclinical and Student Teaching Application for Undergraduate Candidates
(NOTE: The Preclinical Experience directly precedes Student Teaching)

Pre-requisites: Successful completion of all required courses; Faculty Advisor and Program Coordinator Approval

Directions: Submit the following to the Office of Field and Clinical Experiences according to the dates below:

- Completed and signed application packet
- Educational resume (Visit Career Services for assistance in generating a professional resume -- 301 Thompson; 336-750-3240)
- Criminal Background Check (CBC) report from CertifiedBackground.com (obtained within 6 months of the start of the experience), including detailed explanation of any incidents listed on report.

Preclinical Experience Semester | Application Due Date
--- | ---
Fall | March 30th of the preceding semester
Spring | October 15th of the preceding semester

PRECLINICAL/STUDENT TEACHING APPLICATION CHECKLIST
Information to Be Verified by Faculty Advisor

- Completion of required courses (Candidate provides unofficial transcript and program plan to faculty advisor)
- Minimum 2.7 cumulative G.P.A.
- Minimum 2.7 cumulative G.P.A. each semester since admission to teacher education
- Minimum grade of “C” in all professional education courses
- Candidate scheduled to complete Preclinical or Student Teaching next semester
- No grades of “I” in required courses in program of study
- Faculty advisor approval for preclinical/student teaching placement
- Already admitted to TEP
- Awaiting ONLY Praxis I scores to gain TEP admission

Documents to Be Submitted by Teacher Candidate to the Office of Field and Clinical Experiences

- Word-processed Preclinical/Student Teaching Checklist (this form)
- Word-processed hard copy of Preclinical & Student Teaching Application
- Word-processed hard copy of educational resume
- Proof of current professional liability insurance coverage (emailed to ofce@wssu.edu by application deadline)
- Criminal background check report from CertifiedBackground.com (Incidents appearing on report may affect a school’s/district’s willingness to host a candidate and/or the candidate’s eligibility for a teaching license. Detailed explanation of any incidents appearing on the report must be submitted with application and will be shared with the school/district as part of the placement request process.)

(For candidates with pending Praxis I results only) Praxis I registration confirmation as evidence that results will be received in November for subsequent spring placement or July for subsequent fall placement.

______________________________________ ___________ ____________________________________
Candidate Signature                               Date  Faculty Advisor Signature

DO NOT WRITE BELOW THIS LINE

Action Taken by Office of Field and Clinical Experiences

☐ Eligible for Preclinical/Student Teaching Placement  ☐ Not eligible for Preclinical/Student Teaching Placement

Signature of Director of Field and Clinical Experiences  Date
Preclinical and Student Teaching Application for Undergraduate Candidates

Name: ___________________________ Banner ID#: ______________________

Local Address (Street) ___________________________ Telephone Numbers (Home) ___________________________

(City/State/Zip) ___________________________ (Cell) ___________________________

School District/Zone in which I live: ___________________________

School my children attend (if applicable): ___________________________

Advisor: ___________________________

Major ___________________________ Minor/2nd Course of Study ___________________________

Overall GPA: ___________ Major GPA: ___________

Licensure-Only Candidates: indicate area(s) of licensure: ___________________________

I am requesting to be placed for □ Preclinical or □ fulltime Student Teaching during the following year and semester:

Year: ___________ (Choose One): Fall ___________ Spring ___________

Grades Preferred: 1st Choice □ ___________ 2nd Choice □ ___________ 3rd Choice □ ___________

(but not guaranteed)

I plan to complete preclinical and student teaching in my place of employment at ___________________________ in grade(s)/subject(s) ___________________________

(Submit fully completed and signed SEHP Employment & Placement Confirmation Form)

I have met ALL preclinical/student teaching application requirements (Check One): □ Yes □ No

If “yes,” please attach Praxis I registration confirmation as evidence that you will receive your results by November (for spring placements) or July (for fall placements). Applications that do not include Praxis I registration confirmation will not be processed. If “no,” please apply later on when all application requirements are met.

In the grid below, list all courses you have left to take to successfully complete your program of study:

<table>
<thead>
<tr>
<th>Current Semester</th>
<th>Final Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Year</td>
</tr>
<tr>
<td>Course # &amp; Prefix: ___________________________</td>
<td>Course # &amp; Prefix: ___________________________</td>
</tr>
<tr>
<td>Course # &amp; Prefix: ___________________________</td>
<td>Course # &amp; Prefix: ___________________________</td>
</tr>
<tr>
<td>Course # &amp; Prefix: ___________________________</td>
<td>Course # &amp; Prefix: ___________________________</td>
</tr>
<tr>
<td>Course # &amp; Prefix: ___________________________</td>
<td>Course # &amp; Prefix: ___________________________</td>
</tr>
</tbody>
</table>

A professor or Program Coordinator may recommend placement schools for individual candidates to OFCE

Signature of Student: ___________________________ Date: ___________

Signature of Faculty Advisor: ___________________________ Date: ___________

Signature of Program Coordinator: ___________________________ Date: ___________
### APPENDIX F

**WSSU Teacher Education Observation Form**

Candidate: ___________________________________________________         Student ID# _____________________

TE Program (circle one)  ART BKE ELE ENG HIS MATH MUE PED MGE SPA SPE

WSSU Supervisor: ______________________________

Formal Observation # (circle one) 1   2   3   4   5       Date: ___________________      Time/Period: ________________________

Cooperating Teacher: ____________________________

Formal Observation # (circle one) 1   2   3   4          Grade(s): ______________    Subject(s):_____________________________

**Instructions:** Consider the North Carolina Teacher Candidate Evaluation Rubric elements at the proficient level while writing your comments during observations of teacher candidates. Highlighted items are evaluated on the LEA/IHE Certification of Teaching Capacity.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1: Teachers demonstrate leadership</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ISL Project</td>
</tr>
<tr>
<td>1a. Teachers lead in their classrooms.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teacher Work Sample</td>
</tr>
<tr>
<td>1b. Teachers demonstrate leadership in the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Daily Lesson Plans</td>
</tr>
<tr>
<td>1c. Teachers lead in the profession.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Unit Plans</td>
</tr>
<tr>
<td>1d. Teachers advocate for schools and students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reflection Journals</td>
</tr>
<tr>
<td>1e. Teachers demonstrate high ethical standards.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Conferences with Candidate &amp; Cooperating Teacher</td>
</tr>
<tr>
<td><strong>Standard 2: Teachers establish a respectful environment for a diverse population of students.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Classroom Observations</td>
</tr>
<tr>
<td>2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Professional Development Activities</td>
</tr>
<tr>
<td>2b. Teachers embrace diversity in the school community and world.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Resume</td>
</tr>
<tr>
<td>2c. Teachers treat students as individuals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Gradebook</td>
</tr>
<tr>
<td>2d. Teachers adapt their teaching for the benefit of students with special needs.</td>
<td></td>
<td></td>
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<td></td>
<td>ISL Project</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Teacher Work Sample</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td>Daily Lesson Plans</td>
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<td></td>
<td></td>
<td>Unit Plans</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Reflection Journals</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Conferences with Candidate &amp; Cooperating Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Classroom Observations</td>
</tr>
<tr>
<td>NC Professional Teaching Standard</td>
<td>Met</td>
<td>Prof.</td>
<td>Note</td>
<td>Dev.</td>
<td>Not Met</td>
<td>Not Met</td>
<td>N/A</td>
</tr>
<tr>
<td>-----------------------------------</td>
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</tr>
<tr>
<td><strong>Standard 3: Teachers know the content they teach.</strong></td>
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<td></td>
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</tr>
<tr>
<td>3a. Teachers align their instruction with the <strong>NCSCOS</strong>.</td>
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<td></td>
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</tr>
<tr>
<td>3b. Teachers know the content appropriate to their teaching specialty.</td>
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<tr>
<td>3c. Teachers recognize the interconnectedness of content areas/disciplines.</td>
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<td></td>
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<td>3d. Teachers make instruction relevant to students.</td>
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<tr>
<td><strong>Standard 4: Teachers facilitate learning for their students.</strong></td>
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<tr>
<td>4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, and emotional development of their students.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4b. Teachers plan instruction appropriate for their students.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4c. Teachers use a variety of instructional methods.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4d. Teachers integrate and utilize technology in their instruction.</td>
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</tr>
<tr>
<td>4e. Teachers help students develop critical-thinking and problem-solving skills.</td>
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<tr>
<td>4f. Teachers help students work in teams and develop leadership skills.</td>
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<tr>
<td>4g. Teachers communicate effectively.</td>
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</tr>
<tr>
<td>4h. Teachers use a variety of methods to assess what each student has learned.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
### NC Professional Teaching Standard

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

<table>
<thead>
<tr>
<th>NC Professional Teaching Standard</th>
<th>Profic</th>
<th>Dev.</th>
<th>Emer</th>
<th>Observations/Comments</th>
<th>Documentation Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a. Teachers analyze student learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ISL Project, Teacher Work Sample, Reflection Journals, Conferences with Candidate &amp; Cooperating Teacher, Classroom Observations, Professional Development Activities, Resume, Gradebook Records, Professional Development Activities, Participation in Learning Team Meetings</td>
</tr>
<tr>
<td>5b. Teachers link professional growth to their professional goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5c. Teachers function effectively in a complex, dynamic environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5a. Teachers analyze student learning.

5b. Teachers link professional growth to their professional goals.

5c. Teachers function effectively in a complex, dynamic environment.

### Documentation Sources

- ISL Project
- Teacher Work Sample
- Reflection Journals
- Conferences with Candidate & Cooperating Teacher
- Classroom Observations
- Professional Development Activities
- Resume
- Gradebook Records
- Professional Development Activities
- Participation in Learning Team Meetings

---

### NC Professional Teaching Standard

**4h. Teachers use a variety of methods to assess what each student has learned.**

<table>
<thead>
<tr>
<th>NC Professional Teaching Standard</th>
<th>Profic</th>
<th>Dev.</th>
<th>Emer</th>
<th>Observations/Comments</th>
<th>Documentation Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a. The work of the teacher results in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6a. The work of the teacher results in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.

---

### Documentation Sources

- ISL Project
- Teacher Work Sample
- Reflection Journals
- Conferences with Candidate & Cooperating Teacher
- Classroom Observations
- Professional Development Activities
- Resume
- Gradebook Records
- Professional Development Activities
- Participation in Learning Team Meetings
<table>
<thead>
<tr>
<th>Brief summary of lesson observed</th>
<th>Candidate strengths exhibited during observation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Areas on which to focus during next observation

Has the University Supervisor completed an observation since you last submitted one? (Circle) Yes  No
Date(s) of University Supervisor Observations since your last observation: ________________
Candidate's Reflection on Lesson Observed

Instructions: Consider the *North Carolina Teacher Candidate Evaluation Rubric* elements at the proficient level as you reflect on the lesson that was observed today. Choose any two standards to respond to for this lesson. During the course of the semester, you are required to reflect on all six Professional Teaching Standards. Refer to *NC Professional Teaching Standards Reflection Prompts* for details on what to include. Your Cooperating Teacher or University Supervisor may select specific standards for your reflection.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6 (circle one)</th>
<th>Standard 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6 (circle one)</th>
</tr>
</thead>
</table>

Evaluator's *Signature: _______________________________ Date: _______________________________

Teacher Candidate's *Signature: _______________________________ Date: _______________________________

*Signature indicates that written evaluation has been read and discussed.

Next Observation/Conference Date: ________________ Time: ________________
APPENDIX G

NC Professional Teaching Standards Reflection Prompts

Instructions: Consider the *North Carolina Teacher Candidate Evaluation Rubric* elements at the proficient level as you reflect on the lesson that was observed today. Choose any two standards to respond to for this lesson. During the course of the semester, you are required to reflect on all six standards. Your Cooperating Teacher or University Supervisor may select specific standards for your reflection.

<table>
<thead>
<tr>
<th>Standard 1: Teachers demonstrate leadership.</th>
<th>Standard 4: Teachers facilitate learning for their students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did today's lesson contribute to the progress of your students toward high school graduation? How did you develop your lesson based on previous data?</td>
<td>How did you assess the developmental needs of your students to prepare for today's lesson? What resources did you bring to the lesson to address individual strengths, weaknesses, cultural differences and individual learning needs of your students? What methods and materials did you use to meet the needs of all of your students? How did you integrate technology to maximize student learning? What specific instruction did you include that helped students develop the ability to apply processes and strategies for critical thinking and problem solving? How did you organize student learning teams for the purpose of developing cooperation, collaboration, and student leadership? Describe the various methods you employed to communicate with all students during the lesson. Describe your methods for encouraging and supporting students to articulate their thoughts and ideas clearly and effectively. Describe the formative and/or summative indicators you used to assure your students achieved the goals for the lesson. What evidence do you have that your students attain 21st century knowledge, skills, and dispositions?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2: Teachers establish a respectful environment for a diverse population of students.</th>
<th>Standard 5: Teachers reflect on their practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What role did you play in maintaining a positive and nurturing learning environment during your lesson? How did you assure that the materials you chose for the lesson counteracted stereotypes and acknowledged the contributions of all cultures? What different points of view did you incorporate into your lesson?</td>
<td>What aspects of today's lesson went well? What aspects did not go well? What evidence do you have that you positively impacted student learning during today's lesson? What objectives, concepts, skills, or knowledge do you need to re-teach? If you do re-teach this lesson again, what adjustments will you make?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 3: Teachers know the content they teach.</th>
<th>Standard 6: Teachers contribute to the academic success of students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did today's lesson integrate literacy instruction across the content areas? How did today's lesson encourage students to investigate the content area of the lesson and to expand their knowledge and satisfy their naturally curiosity. How did today's lesson demonstrate your knowledge of the link between grades and subject areas of the NC Common Core and Essential Standards? How did today's lesson relate global awareness to the subject?</td>
<td>How have you used your knowledge of student academic learning to set baseline data? How have you used baseline data to inform instruction and improve student learning?</td>
</tr>
</tbody>
</table>

Additional Comments - Add any additional comments that you feel document your growth as a professional.
APPENDIX H

Pre-clinical Evaluation

Candidate: ____  School: ____
Cooperating Teacher: ____  Grade/Subject: ____
LEA: ____  University Representative: ____

Instructions: This evaluation is to be completed at the end of the pre-clinical experience by the teacher candidate, Cooperating Teacher, and university representative. The teacher candidate is to be rated on each element within the standard. By the end of the pre-clinical semester, the candidate must be at “Proficient” in element 1e of Professionalism 1e. and element 4g.1 of Classroom Climate/Culture. The university representative must facilitate a three-way conference with the Cooperating Teacher and pre-clinical candidate to discuss the candidate’s progress using the Pre-clinical Evaluations completed by all three individuals. Hard copy and electronic versions of the evaluations must be submitted to the Office of Field and Clinical Experiences by the Wednesday of the last week of each semester.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>Meets expectations at a satisfactory level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Proficient (3 pts)</td>
<td>Met/Not Met</td>
</tr>
<tr>
<td>D*</td>
<td>Developing (2 pts)</td>
<td>Shows growth toward an acceptable level; Comment required*</td>
</tr>
<tr>
<td>E*</td>
<td>Emerging (1 pt.)</td>
<td>Needs to focus and show improvement; Comment required*</td>
</tr>
<tr>
<td>N/O</td>
<td>Not Observed</td>
<td>No opportunity to observe</td>
</tr>
</tbody>
</table>

The rating scores need to be totaled. Candidates who fail to receive “Proficient” ratings in elements 1e of Professionalism 1e and element 4g.1 of Classroom Climate/Culture will be required to demonstrate proficiency in these elements through successful completion of workshops or online modules offered by the Teacher Education Advisement and Partnership Center (TEAP) prior to beginning student teaching. Candidates who fail to provide proof of successful completion of workshops or online modules will repeat the pre-clinical experience.
<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1e. Teachers demonstrate high ethical standards.</td>
<td>1e.1 Upholds the <em>Code of Ethics for North Carolina Educators</em> and the <em>Standards for Professional Conduct</em>. Demonstrates, honesty, integrity punctuality; adheres to set schedules; presents professional demeanor in appearance, attitude, and behavior, including acceptance of constructive criticism.</td>
<td>☐ P (3) ☐ D* (2) ☐ E* (1) ☐ N/O</td>
</tr>
<tr>
<td><strong>Classroom Climate/Culture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a. Teachers lead in their classrooms.</td>
<td>1a.3 Maintains a safe and orderly classroom that facilitates student learning. Communicates explicit expectations and procedures for classroom and school order and safety.</td>
<td>☐ P (3) ☐ D* (2) ☐ E* (1) ☐ N/O</td>
</tr>
<tr>
<td>1a. Teachers lead in their classrooms.</td>
<td>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.</td>
<td>☐ P (3) ☐ D* (2) ☐ E* (1) ☐ N/O</td>
</tr>
<tr>
<td>2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</td>
<td>2a.1 Maintains a positive and nurturing learning environment. Frequently monitors behavior of all students.</td>
<td>☐ P (3) ☐ D* (2) ☐ E* (1) ☐ N/O</td>
</tr>
<tr>
<td>2c. Teachers treat students as individuals.</td>
<td>2c.1 Maintains a learning environment that conveys high expectations of every student. Conducts lesson at appropriate pace and makes smooth and clear transitions.</td>
<td>☐ P (3) ☐ D* (2) ☐ E* (1) ☐ N/O</td>
</tr>
<tr>
<td>4g. Teachers communicate effectively.</td>
<td>4g.1 Uses a variety of methods to communicate effectively with all students. Uses standard written and oral English</td>
<td>☐ P (3) ☐ D* (2) ☐ E* (1) ☐ N/O</td>
</tr>
<tr>
<td>Standard/Element</td>
<td>Proficient Descriptor</td>
<td>Final Rating</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>4g. Teachers communicate effectively.</td>
<td>4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively. <em>Actively listens to students and facilitates open, orderly discussion.</em></td>
<td>☐ P (3) ☐ D* (2) ☐ E* (1) ☐ N/O</td>
</tr>
<tr>
<td>Classroom Climate/Culture</td>
<td></td>
<td>Total Score:</td>
</tr>
<tr>
<td>Instruction</td>
<td>2b. Teachers embrace diversity in the school community and in the world.</td>
<td>2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</td>
</tr>
<tr>
<td></td>
<td>2b. Teachers embrace diversity in the school community and in the world.</td>
<td>2b.2 Incorporates different points of view in instruction.</td>
</tr>
<tr>
<td></td>
<td>3a. Teachers align their instruction with the <em>North Carolina Standard Course of Study.</em></td>
<td>3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students’ learning. <em>Incorporates “learning to read” and “reading to learn activities across the disciplines.</em></td>
</tr>
<tr>
<td></td>
<td>3b. Teachers know the content appropriate to their teaching specialty.</td>
<td>3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</td>
</tr>
<tr>
<td></td>
<td>3d. Teachers make instruction relevant to students.</td>
<td>3d.1 Integrates 21st century skills and content in instruction. <em>Integrates problem solving, critical thinking, use of technology, communication, collaboration, creativity and innovation into lessons.</em></td>
</tr>
<tr>
<td></td>
<td>4c. Teachers use a variety of instructional methods.</td>
<td>4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students. <em>Prepares clear and detailed lesson plans and links instruction to prior learning.</em></td>
</tr>
<tr>
<td>Standard/Element</td>
<td>Proficient Descriptor</td>
<td>Final Rating</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| 4d. Teachers integrate and utilize technology in their instruction. | 4d.1 Integrates technology with instruction to maximize students’ learning.  
*Lessons require students to use technology to locate and use information, solve problems, communicate, and collaborate.*                                                                                                                                                                                                                                                                                                                                                      | □ P (3)  
□ D* (2)  
□ E* (1)  
□ N/O |
| 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.  
*Instruction and assignments require students to apply higher level thinking skills (analyze, synthesize, justify, evaluate, etc.) and to engage in problem solving strategies.*                                                                                                                                                                                                                         | □ P (3)  
□ D* (2)  
□ E* (1)  
□ N/O |
| 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.  
*Organizes student learning teams using recognized models (Think/Pair/Share, Cooperative Learning, Literature Circles, Reciprocal Teaching) and instructs students in the leadership skills required for specified learning team roles.*                                                                                                                                                                                                                   | □ P (3)  
□ D* (2)  
□ E* (1)  
□ N/O |

**Instruction**

**Evaluation/Assessment**

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Final Rating</th>
</tr>
</thead>
</table>
| 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 *North Carolina Standard Course of Study*.  
*Evaluates student progress on lessons aligned with the NCSCOS and consistently and appropriately modifies instruction to assure student success.*                                                                                                                                                                                                                                         | □ P (3)  
□ D* (2)  
□ E* (1)  
□ N/O |
| 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.                                                                                                                                                                                                                                                                                                                                                   | □ P (3)  
□ D* (2)  
□ E* (1)  
□ N/O |
| 4h. Teachers use a variety of methods to assess what each student has learned. | 4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions. *P-12 students are:*  
*Self-directed, health focused, skilled mathematicians, proficient readers, science savvy, critical thinkers, capable technology users, curious researchers, globally aware*                                                                                                                                                                                                                     | □ P (3)  
□ D* (2)  
□ E* (1)  
□ N/O |
| 5a. Teachers analyze student learning.             | 5a.1 Uses data to provide ideas about what can be done to improve students’ learning.  
*Maintains clear records of learning and progress,*                                                                                                                                                                                                                                                                                                                                                                           | □ P (3)  
□ D* (2)  
□ E* (1)  
□ N/O |
<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation/Assessment</td>
<td>edTPA</td>
<td>Total Score:</td>
</tr>
</tbody>
</table>

| 1d. Teachers advocate for schools and students. | 1d.1 Implements and adheres to policies and practices positively affecting students’ learning.  
*Implements district and school policies and practices affecting students’ learning.* | P (3)  
D* (2)  
E* (1)  
N/O |
| 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. | P (3)  
D* (2)  
E* (1)  
N/O |
| 2d. Teachers adapt their teaching for the benefit of students with special needs. | 2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs. | P (3)  
D* (2)  
E* (1)  
N/O |
Preclinical Evaluation

Final Score:

SIGNATURES

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.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Printed Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Representative</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final Overall Comments:
Using edTPA®

Developed for educators by educators, edTPA® is the first nationally available performance-based assessment for beginning teachers. It is designed to support teacher candidate learning and provide data that supports preparation program growth and renewal. Aligned with college and career readiness standards, InTASC Standards and major teacher evaluation frameworks, edTPA® assesses teaching behaviors that focus on student learning. As a summative capstone assessment, edTPA® can be integrated with other teacher candidate assessments such as clinical evaluations, embedded program assessments and content knowledge examinations to inform program completion decisions or as a metric for licensure. It is also a useful source of evidence for program review, teacher licensure and/or state and national accreditation.

Preparation for Critical Dimensions of Teaching

The edTPA® process identifies and collects subject-specific evidence of effective teaching from a learning segment of 3-5 lessons. These lessons come from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of their students. Candidates’ evidence is evaluated and scored within the following five dimensions of teaching:

1. **Planning Instruction and Assessment**
   - Establishes the instructional and social context for student learning and includes lesson plans, instructional materials and student assignments/assessments.
   - Candidates demonstrate how their plans align with content standards, build upon students’ prior academic learning and life experiences and how instruction is differentiated to address strengths and student needs.

2. **Instructing and Engaging Students in Learning**
   - Includes one or two unedited video clips of 15-20 minutes from the learning segment and a commentary analyzing how the candidate engages students in learning tasks.
   - Candidates also demonstrate subject-specific pedagogical strategies and how they elicit and monitor student responses to develop deep subject-matter understandings.

3. **Assessing Student Learning**
   - Includes classroom-based assessment (evaluation criteria), student work samples, quality of teacher feedback and a commentary analyzing patterns of student learning.
   - Candidates summarize the performance of the whole class, analyze the specific strengths and needs of three focus students and explain how their feedback guides student learning.
4. **Analysis of Teaching Effectiveness** is addressed in commentaries within Planning, Instruction and Assessment tasks. In planning, candidates justify their plans based on the candidate's knowledge of diverse students' learning strengths and needs, and principles of research and theory. In Instruction, candidates explain and justify which aspects of the learning segment were effective, and what the candidate would change. Lastly, candidates use their analysis of assessment results to inform next steps for individuals and groups with varied learning needs.

5. **Academic Language Development** is evaluated based on the candidate's ability to support students' oral and written use of academic language to deepen subject-matter understandings. Candidates explain how students demonstrate academic language using student work samples and/or video recordings of student engagement.

---

**Scoring edTPA®**

The five dimensions of teaching are evaluated using 15 analytic rubrics on a five point-score scale focused on student learning. The Stanford Center for Assessment, Learning and Equity (SCALE) is responsible for the design and development of the on-line training system and for setting subject-specific benchmarks. Qualified scorers are trained to use edTPA® rubrics to evaluate candidate submissions consistently and fairly. Local, state and national scoring pools include teacher education faculty and clinical supervisors, as well as P-12 educators (e.g., National Board Certified Teachers, cooperating teachers). At least half of all scorers hired are university faculty (including clinical supervisors and methods instructors) and half are K-12 educators. All scorers must meet rigorous qualifications including subject-matter experience, and recent experience teaching the subject (to P-12 students or methods courses to candidates) and mentoring or supporting beginning teachers.

Candidates may submit their edTPA® materials directly to Pearson or via an approved, integrated edTPA® platform provider. (Visit the candidate program website for a list of integrated platform providers.) Faculty provide formative feedback to candidates while they are developing edTPA® materials within these platforms. Score reports include individual candidate scores as well as a narrative profile of candidate performance. The score reports and candidate edTPAs® are useful data sources for informing program and curriculum revision within participating campuses and as evidence for state and national accreditation processes.

---

**edTPA® Licensure Areas**

- Agriculture
- Business
- Classical Languages
- Early Childhood
- Educational Technology Specialist
- Elementary Education
- Elementary Literacy
- Elementary Mathematics
- English as an Additional Language
- Family/ Consumer Sciences
- Health Education
- Library Specialist
- Literacy Specialist
- Middle Childhood:
  - English Language Arts
  - History/Social Studies
  - Mathematics
  - Science
- Performing Arts
- Physical Education
- Science
- Secondary English Language Arts
- Secondary History/Social Studies
- Secondary Mathematics
- Special Education
- Technology and Engineering Education
- Visual Arts
- World Languages

---


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APPENDIX J

PRE-CLINICAL/STUDENT TEACHING REMEDIATION ACTION PLAN (SAMPLE)

Last Name __________________First Name ___________________ID # ____________________

School Name: Winston-Salem State University Address: 601 S. Martin Luther King Jr. Dr.

City: Winston-Salem State: NC Phone #: ______________________________

Grade/Subject: _______________ Program Area: ___________ BA/BS______ C/O______

Initiated by: __________________ Role: ______________________________

Step 1 Attach written documentation

Step 2 Attach written documentation of impact of grade for course or continuation in program

Brief description of the nature of the concerns:

1) _____________________________________________________________

Agreed upon solution(s):

Timeline for implementation:

<table>
<thead>
<tr>
<th>Signatures required at each Step Level</th>
<th>Date</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidate</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>University Supervisor</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>School Administrator</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Coordinator</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Director of Field and Clinical Experiences</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
APPENDIX K

Expected semester of Student Teaching ___________

Educator Preparation Program
Undergraduate Student Teaching Application Update
(Please word-process all entries)

Directions: Submit your Student Teaching Application Update along with your Student Teaching Checklist.

<table>
<thead>
<tr>
<th>Name:</th>
<th>School ID#:</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSSU E-mail Address</td>
<td></td>
</tr>
<tr>
<td>Local Address</td>
<td>Telephone Numbers</td>
</tr>
<tr>
<td>(Street):</td>
<td>(Home)</td>
</tr>
<tr>
<td>(City/State/Zip):</td>
<td></td>
</tr>
</tbody>
</table>

As initially anticipated, I plan to complete my student teaching during the following semester:

<table>
<thead>
<tr>
<th>Year:</th>
<th>(Choose One):</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
</table>

1. Has any information from your Preclinical application changed? Yes ____ No ____
   If yes, please explain:

2. Are there any circumstances/conditions that the Office of Field and Clinical Experiences should be aware of before you are approved to begin your student teaching? Yes ____ No ____
   If yes, please explain:

I fully understand that EDU 4981 Student Teaching is the capstone clinical experience and that I must maintain the highest level of professionalism at all times.

Candidate Signature: ___________________________    Date: ________________
APPENDIX L
Teacher Education

Undergraduate Student Teaching Checklist
(Please word-process all entries)

Name: ____________________________ School ID#: ____________________________
Local Address ____________________________ Telephone Numbers ____________________________
(Street): ____________________________ (Home) ____________________________
(City/State/Zip): ____________________________ (Cell) ____________________________

Circle area(s) in which you are seeking licensure: BKE    ELE    ENG    MATH    MUE-I …MUE-V   PED   SPE

MGE-Indicate subject areas in which you will have 24 hours: ___Language Arts   ___Social Studies   ___Mathematics   ___Science

Advisor: ____________________________

To be submitted by Teacher Candidate to Office of Field and Clinical Experiences

☐ Word processed hard copy of Undergraduate Student Teaching Application Update
☐ Word processed hard copy of Undergraduate Student Teaching Checklist (this form), signed by you and your advisor
☐ Proof of current professional liability insurance (Note: You are prohibited from reporting to your host school without professional liability insurance.)
☐ Updated Criminal Background Check (if incidents have occurred since submitting background check for entry into preclinical)
☐ I live on campus, and I will need residential accommodation to enable me to begin with my Cooperating Teacher on the first teacher work day.

*My signature below indicates I have met all requirements for EDU 4981. I understand that I will not be able to start the student teaching experience until all of the above documents have been submitted to the Office of Field and Clinical Experiences.

___________________________________________________                                                ________________________
*Candidate Signature                                                          Date

To be Verified by Advisor

☐ Completion of required courses - Attach unofficial transcript and Program of Study indicating when requirement was met
☐ Minimum 2.7 cumulative G.P.A.
☐ Minimum 2.7 G.P.A. each semester since admission to teacher education program
☐ Minimum grade of C in all professional courses
☐ Candidate scheduled to complete Student Teaching the semester immediately following preclinical
☐ No grades of I in required courses in Program of Study
☐ Approved for EDU 4981/4991
☐ Approved for EDU 4333 or capstone course in Program of Study

*My signature below indicates this teacher candidate has met all requirements for EDU 4981 Student Teaching.

___________________________________________________            ________________________
*Advisor Signature                     Date

DO NOT WRITE BELOW THIS LINE

Action Taken by Office of Field and Clinical Experiences

☐ Allowed to Complete Student Teaching
☐ Not allowed to Complete Student Teaching

___________________________________________________            ________________________
Director of OFCE Signature                        Date
AppENDIX M

**Educator Preparation Program**

**Student Teaching Application Guidelines for Graduate MAT Candidates**

- Submit fully completed and signed application materials as described on the application and retain these guidelines for your reference.

- If you are employed in the school or district where you plan to complete student teaching, please submit a completed and signed SEHP Employment and Placement Confirmation form with your application materials (form is included in this packet).
  
  **Note:** Your request to be placed at the school where you are employed will be pursued ONLY if this signed form is submitted as part of your application packet.

- Make a copy of the completed application packet for your records before submitting it to the Office of Field and Clinical Experiences.

- Only complete application packets (including all checked boxes and signatures) submitted by published deadlines will be accepted and processed. **Late applications, that is, applications submitted after the deadline, will not be accepted or processed.**

- North Carolina Department of Public Instruction’s Health Certificate must be submitted to assigned school prior to beginning student teaching.

- Proof of current professional liability insurance must be emailed to ofce@wssu.edu by the time application materials are submitted. One of the following options may be used to obtain liability insurance:
  
  o Student North Carolina National Association of Educators [https://www.nea.org/JoinNea](https://www.nea.org/JoinNea)
  o Specialty area professional organization
  o Place of employment

- Criminal Background Check (CBC) report from [CertifiedBackground.com](https://www.certifiedbackground.com) obtained within six months of the start of student teaching (See background check guidelines contained in this application packet).

- If a candidate does not successfully complete student teaching or drops out of student teaching for any reason, that candidate will be required to reapply for placement and meet all application requirements and deadlines for any subsequent placement.
Employment and Placement Confirmation Form

Important Note: A fully completed and signed form must be submitted by students who wish to do early field experiences, preclinical, or student teaching in classrooms or schools in which they are employed.

Name: ____________________________________________________________  Major: ___________________________

Banner ID: ___________________________________________  Semester: ____________  Year: ____________

Phone: ___________________________________________________________  Rams Email: _______________________________________

Type of Experience Sought
(Check all appropriate boxes)

☐ Course-related early field experiences
☐ Preclinical
☐ Student Teaching

Employing District and School:

Position during field experience:

Grade(s) taught:  Subject(s) taught:

Major/License Area:

Field Experience Course(s):

Principal’s/Director’s Information:

Name: ____________________________  Phone Number: ____________________________

Email: ____________________________

Cooperating Teacher’s Information:

Name: ____________________________  Phone Number: ____________________________

Email: ____________________________

Principal’s/Director’s Approval:

I permit __________________________________________ to use his/her classroom to fulfill requirements for early field experiences, preclinical, or student teaching as outlined above and in accordance with program guidelines and expectations described in the Field Experiences, Preclinical and Student Teaching Handbook. I also certify that the candidate has a clear health record, background check, and liability insurance (as applicable) on file (Please cross out those documents that you are not able to verify).

Principal’s/Director’s Signature: ____________________________________________  Date: ____________

Cooperating Teacher Approval (Preclinical and Student Teaching Only):

I permit __________________________________________ to complete early field experiences, preclinical or student teaching in my classroom where s/he is employed. I agree to allow him/her to assume teaching responsibilities as outlined in his/her program and in accordance with guidelines described in the Field Experiences, Preclinical and Student Teaching Handbook.

Cooperating Teacher’s Signature: ____________________________________________  Date: ____________

Student Approval:

I wish to complete early field experiences, preclinical, or student teaching (circle all that apply) in the classroom where I am employed. I have secured the necessary approvals above.

Student’s Signature: ____________________________________________  Date: ____________
STUDENT INSTRUCTIONS FOR WINSTON SALEM STATE UNIVERSITY

EDUCATOR PREPARATION PROGRAM

About CertifiedProfile.com

CertifiedProfile is a secure platform that allows you to order your background check online. Once you have placed your order, you may use your login to access additional features of CertifiedProfile, including document storage, portfolio builders and reference tools. CertifiedProfile also allows you to upload any additional documents required by your school.

Order Summary

- Required Personal Information
  - In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number and e-mail address.

- Payment Information
  - At the end of the online order process, you will be prompted to enter your Visa or Mastercard information. Money orders are also accepted but will result in a $10 fee and an additional turn-around-time.

Place Your Order

Go to: www.CertifiedBackground.com and click on “Students” then enter package Code: WC50

You will then be directed to set up your CertifiedProfile account.

View Your Results

Your results will be posted directly to your CertifiedProfile account. You will be notified if there is any missing information needed in order to process your order. Although 95% of background check results are completed within 3-5 business days, some results may take longer. Your order will show as “In Process” until it has been completed in its entirety. Your school’s administrator can also securely view your results online with their unique username and password.

If you have any additional questions, please contact Student Support by Phone (888) 914-7279 or Email: studentservices@certifiedprofile.com.
Candidate Name: ____________________________________    Banner ID: _______________________

Educator Preparation Program
Student Teaching Application for Graduate MAT Candidates

Pre-requisites: Completion of required courses
Faculty Advisor and Program Coordinator Approval

Directions: Submit the following to the Office of Field and Clinical Experiences according to the dates below:
- Completed and signed application packet
- Educational resume (Visit Career Services for assistance in generating a professional resume -- 301 Thompson; 336-750-3240)
- Criminal Background Check report from CertifiedBackground.com (obtained within 6 months of the start of the experience). Detailed explanation of any incidents appearing on the report must accompany submitted application.

<table>
<thead>
<tr>
<th>Student Teaching Semester</th>
<th>Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>March 30th of the preceding spring semester</td>
</tr>
<tr>
<td>Spring</td>
<td>October 15th of the preceding fall semester</td>
</tr>
</tbody>
</table>

GRADUATE MAT STUDENT TEACHING APPLICATION CHECKLIST

Information to Be Verified by Faculty Advisor

- Completion of required courses (Candidate provides unofficial transcript and program plan to faculty advisor)
- Minimum 3.0 cumulative G.P.A.
- Minimum 3.0 cumulative G.P.A. each semester since admission
- Candidate on schedule to complete student teaching next semester
- No grades of “I” in required courses for licensure
- Faculty advisor approval for student teaching placement

Documents to Be Submitted by Teacher Candidate to the Office of Field and Clinical Experiences

- Word-processed Student Teaching Checklist (this form)
- Word-processed hard copy of Student Teaching Application
- Word-processed hard copy of educational resume
- Proof of current professional liability insurance coverage (emailed to ofce@wssu.edu by application deadline)
- Criminal background check report from CertifiedBackground.com (Incidents appearing on report may affect a school’s/district’s willingness to host a candidate and/or the candidate’s eligibility for a teaching license. Detailed explanation of any incidents appearing on the report must be submitted with application and will be shared with school/district as part of the placement request process.)

____________________________  ___________  _________________    _______
Candidate’s Signature   Date             Faculty Advisor’s Signature   Date

DO NOT WRITE BELOW THIS LINE

Action Taken by Office of Field and Clinical Experiences

☐ Eligible for Student Teaching Placement    ☐ Not eligible for Student Teaching Placement

Signature of Director of Field and Clinical Experiences    Date
MAT Student Teaching Application

Name: ___________________________ Banner ID#: ___________________________

Local Address: ________________________________________________________________

(Street) ____________________________________________________________ (Home) ____________________________

(City/State/Zip) __________________________________________________________ (Cell) ____________________________

(Email) ____________________________

School District/Zone in which I live: ____________________________

School my children attend (if applicable): ____________________________

Faculty Advisor: ____________________________

Major: ____________________________

Overall GPA: ____________________________ Major GPA: ____________________________

Licensure-Only students: indicate area(s) of licensure: ____________________________

I am requesting to be placed for student teaching during the following year and semester:

Year: ____________________________ (Choose One): Fall __________ Spring __________

Grades Preferred: 1st Choice __________ 2nd Choice __________ 3rd Choice __________

(but not guaranteed)

I plan to complete student teaching in ____________________________ in grade(s)/subject(s) ____________________________

my place of employment at ____________________________

(Submit fully completed and signed SEHP Employment & Placement Confirmation Form)

I have met ALL student teaching application requirements (Check One): ☐ Yes ☐ No

In the grid below, list all courses you have left to take to successfully complete the licensure component of your program of study:

<table>
<thead>
<tr>
<th>Current Semester Year</th>
<th>Final Semester Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course # &amp; Prefix:</td>
<td>Course # &amp; Prefix:</td>
</tr>
<tr>
<td>Course # &amp; Prefix:</td>
<td>Course # &amp; Prefix:</td>
</tr>
<tr>
<td>Course # &amp; Prefix:</td>
<td>Course # &amp; Prefix:</td>
</tr>
<tr>
<td>Course # &amp; Prefix:</td>
<td></td>
</tr>
</tbody>
</table>

A professor or Program Coordinator may recommend placement schools for individual candidates to the Office of Field and Clinical Experiences.

Signature of Student: ____________________________ Date: __________

Signature of Faculty Advisor: ____________________________ Date: __________

Signature of Program Coordinator: ____________________________ Date: __________
# Student Teaching Evaluation Form

**Candidate:**

**School:**

**Cooperating Teacher:**

**Grade/Subject:**

**LEA:**

**Supervisor:**

**Instructions:** This evaluation is to be completed at the midterm and final by the Cooperating Teacher, the Student Teacher and the University Supervisor. The Student Teacher is to be rated on each element within the standard. By the end of student teaching, the candidate must be at “Proficient” in all areas. Hard copy and electronic versions of the evaluations must be submitted by all parties. During the final three-way conference, the University Supervisor will complete a hard copy of the LEA/IHE Certification of Teaching Capacity.

<table>
<thead>
<tr>
<th>P Proficient (3 pts)</th>
<th>Engages in, uses, demonstrates, participates, displays, moving to accomplished</th>
<th>Meets expectations at a satisfactory level: Met/Not Met Comment Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>D* Developing (2 pts)</td>
<td>Can identify, show understanding, acknowledges</td>
<td>Shows growth toward an acceptable level; Comment required*</td>
</tr>
<tr>
<td>E* Emerging (1 pt.)</td>
<td>Shows some awareness and recognition</td>
<td>Needs to focus and show improvement; Comment required*</td>
</tr>
</tbody>
</table>

The rating scores need to be totaled. If the total is below a score of 60, an intervention plan will be developed and outlined at the conclusion of this evaluation form during the three-way Midterm Conference.

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Midterm Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td>1e. Teachers demonstrate high ethical standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1e.1</td>
<td>Upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct. Collaborates, punctual, organized, dependable, good grooming and attire, accepts constructive criticism positively, learns from mistakes, attempts to correct.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Midterm Comment:**

**Final Comment:**

---

107
<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Midterm Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Classroom Climate/Culture

<table>
<thead>
<tr>
<th>1a. Teachers lead in their classrooms.</th>
<th>1a.3 Maintains a safe and orderly classroom that facilitates student learning. <em>Communicates explicit expectations and procedures for classroom and school order and safety.</em></th>
<th>P (3)</th>
<th>D* (2)</th>
<th>E* (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Midterm Comment:</td>
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<table>
<thead>
<tr>
<th>1a. Teachers lead in their classrooms.</th>
<th>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.</th>
<th>P (3)</th>
<th>D* (2)</th>
<th>E* (1)</th>
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<table>
<thead>
<tr>
<th>2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</th>
<th>2a.1 Maintains a positive and nurturing learning environment. <em>Frequently monitors behavior of all students.</em></th>
<th>P (3)</th>
<th>D* (2)</th>
<th>E* (1)</th>
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<td>Midterm Comment:</td>
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<tr>
<td>2c. Teachers treat students as individuals.</td>
<td>2c.1 Maintains a learning environment that conveys high expectations of every student. Conducts lesson at appropriate pace and makes smooth and clear transitions.</td>
<td>□ P (3) □ D* (2) □ E* (1)</td>
<td>□ P (3) □ D* (2) □ E* (1)</td>
<td></td>
</tr>
<tr>
<td>4g. Teachers communicate effectively.</td>
<td>4g.1 Uses a variety of methods to communicate effectively with all students. Speaks clearly and uses correct standard English, proficient write, calls upon all students, gives affirmative feedback, good use of probing.</td>
<td>□ P (3) □ D* (2) □ E* (1)</td>
<td>□ P (3) □ D* (2) □ E* (1)</td>
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<tr>
<td>4g. Teachers communicate effectively.</td>
<td>4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively. Actively listens to students and facilitates open, orderly discussion.</td>
<td>□ P (3) □ D* (2) □ E* (1)</td>
<td>□ P (3) □ D* (2) □ E* (1)</td>
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<td><strong>Midterm Comment:</strong></td>
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<td><strong>Final Comment:</strong></td>
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<tr>
<td>Classroom Climate/Culture</td>
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<tr>
<td><strong>Instruction</strong></td>
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<tr>
<td>2b. Teachers embrace diversity in the school community and in the world.</td>
<td>2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</td>
<td>□ P (3) □ D* (2) □ E* (1)</td>
<td>□ P (3) □ D* (2) □ E* (1)</td>
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<td>Standard/Element</td>
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| **Final Comment:** | | | |

| 2b. Teachers embrace diversity in the school community and in the world. | 2b.2 Incorporates different points of view in instruction. | | |
| | | □ P  (3) | □ P  (3) |
| | | □ D* (2) | □ D* (2) |
| | | □ E* (1) | □ E* (1) |
| **Midterm Comment:** | | | |

| **Final Comment:** | | | |

| 3a. Teachers align their instruction with the North Carolina Standard Course of Study. | 3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students’ learning. | | |
| | | □ P  (3) | □ P  (3) |
| | | □ D* (2) | □ D* (2) |
| | | □ E* (1) | □ E* (1) |
| **Midterm Comment:** | | | |

<p>| <strong>Final Comment:</strong> | | | |</p>
<table>
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<tr>
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<th>Final Rating</th>
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<tbody>
<tr>
<td>3b. Teachers know the content appropriate to their teaching specialty.</td>
<td>3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</td>
<td>☐ P (3) ☐ D* (2) ☐ E* (1)</td>
<td>☐ P (3) ☐ D* (2) ☐ E* (1)</td>
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<td>3d. Teachers make instruction relevant to students.</td>
<td>3d.1 Integrates 21st century skills and content in instruction. Leadership and collaboration skills, problem solving, knowledge of diversity and global issues, self-directed and reflective, capable technology user, innovative.</td>
<td>☐ P (3) ☐ D* (2) ☐ E* (1)</td>
<td>☐ P (3) ☐ D* (2) ☐ E* (1)</td>
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<tr>
<td>4c. Teachers use a variety of instructional methods.</td>
<td>4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students. Prepares clear and detailed lesson plans and links instruction to prior learning.</td>
<td>☐ P (3) ☐ D* (2) ☐ E* (1)</td>
<td>☐ P (3) ☐ D* (2) ☐ E* (1)</td>
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<td><strong>Final Comment:</strong></td>
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4d. Teachers integrate and utilize technology in their instruction.  
4d.1 Integrates technology with instruction to maximize students’ learning.  
☐ P (3)  
☐ D* (2)  
☐ E* (1)  

| **Midterm Comment:** | | | |
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| **Final Comment:** | | | |

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.  
☐ P (3)  
☐ D* (2)  
☐ E* (1)  

| **Midterm Comment:** | | | |
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| **Final Comment:** | | | |

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.  
☐ P (3)  
☐ D* (2)  
☐ E* (1)  

<p>| <strong>Midterm Comment:</strong> | | | |
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<tr>
<td><strong>Instruction</strong></td>
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<tr>
<td><strong>Evaluation/Assessment</strong></td>
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<tr>
<td>1a. Teachers lead in their classrooms.</td>
<td>1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.</td>
<td>P (3)</td>
<td>P (3)</td>
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<td>D* (2)</td>
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<td>E* (1)</td>
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<tr>
<td>4h. Teachers use a variety of methods to assess what each student has learned.</td>
<td>4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to inform instruction.</td>
<td>P (3)</td>
<td>P (3)</td>
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<td>D* (2)</td>
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<td>E* (1)</td>
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<tr>
<td>4h. Teachers use a variety of methods to assess what each student has learned.</td>
<td>4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions. P-12 students are: Self-directed, health focused, skilled mathematicians, proficient readers, science savvy, critical thinkers, capable technology users, curious researchers, globally aware</td>
<td>☐ P  (3)</td>
<td>☐ P  (3)</td>
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<td>☐ D* (2)</td>
<td>☐ D* (2)</td>
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<td>☐ E* (1)</td>
<td>☐ E* (1)</td>
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**Midterm Comment:**

**Final Comment:**

| 5a. Teachers analyze student learning.                                           | 5a.1 Uses data to provide ideas about what can be done to improve students’ learning. Maintain clear records of learning and progress.                                                                                      | ☐ P  (3)     | ☐ P  (3)      |
|                                                                                 |                                                                                                                                                                                                                       | ☐ D* (2)     | ☐ D* (2)      |
|                                                                                 |                                                                                                                                                                                                                       | ☐ E* (1)     | ☐ E* (1)      |

**Midterm Comment:**

**Final Comment:**

**Evaluation/Assessment**

| edTPA                                                                            | 1d. Teachers advocate for schools and students.                                                                                                                                                                     | ☐ P  (3)     | ☐ P  (3)      |
|                                                                                 | 1d.1 Implements and adheres to policies and practices positively affecting students’ learning                                                                                                                      | ☐ D* (2)     | ☐ D* (2)      |
|                                                                                 |                                                                                                                                                                                                                       | ☐ E* (1)     | ☐ E* (1)      |

**Midterm Total Score:**

**Final Total Score:**

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<td><strong>Final Comment:</strong></td>
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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.

- Midterm: P (3)
- Final: P (3)

2d. Teachers adapt their teaching for the benefit of students with special needs.

2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.

- Midterm: P (3)
- Final: P (3)

**edTPA**

<table>
<thead>
<tr>
<th>Midterm Total Score:</th>
<th>Final Total Score:</th>
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</table>
**Student Teaching Evaluation Form**

**Midterm Score:**

**SIGNATURES**

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.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Printed Name</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Candidate</td>
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<tr>
<td>Cooperating Teacher</td>
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<tr>
<td>University Supervisor</td>
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**Intervention Plan:**
Student Teaching Evaluation Form

Final Score:

SIGNATURES

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.

In addition to this form, the University Supervisor must complete the *LEA/IHE Certification of Teaching Capacity* at the final conference. That form must be signed by all participants as well.

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<tr>
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Final Overall Comments:
### APPENDIX O

**Standard 1: Teachers demonstrate leadership**

1a. **Teachers lead in their classrooms.** 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.

<table>
<thead>
<tr>
<th>Observation Artifact</th>
<th>Emergent Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledges the importance of high school graduation for students. Identifies the types of data that are commonly available to and used in schools.</td>
<td>Demonstrates how teachers contribute to students’ progress toward high school graduation by following the <em>North Carolina Standard Course of Study</em>. Uses data to identify the skills and abilities of students. Describes the characteristics and importance of a safe and orderly classroom environment. 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.</td>
<td>Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <em>North Carolina Standard Course of Study</em>. Draws on appropriate data to develop classroom and instructional plans. Maintains a safe and orderly classroom that facilitates student learning. 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.</td>
<td>Takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the <em>North Carolina Standard Course of Study</em>. Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners.</td>
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</tbody>
</table>
### 1b. Teachers demonstrate leadership in the school.
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.

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<thead>
<tr>
<th>Emergent Candidate</th>
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<tbody>
<tr>
<td>Recognizes opportunities for involvement in professional learning activities. AND</td>
<td>Attends professional learning activities. AND</td>
<td>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. AND</td>
<td>Participates in professional learning community (PLC) activities. Works with others in developing and/or implementing school improvement activities.</td>
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</table>

### 1c. Teachers lead the teaching profession.
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.

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<tr>
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<th>Not Demonstrated (Comment Required)</th>
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<tbody>
<tr>
<td>Recognizes the responsibility of teachers for professional improvement and support. AND</td>
<td>Recognizes the need and identifies opportunities for professional growth. AND</td>
<td>Participates in professional development and growth activities. Begins to develop professional relationships and networks. AND</td>
<td>Seeks additional opportunities for professional development and growth. Extends professional relationships and networks.</td>
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</table>

### 1d. Teachers advocate for schools and students.
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.

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<th>Not Demonstrated (Comment Required)</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates awareness of school practices and policies. AND</td>
<td>Identifies the policies and practices affecting students’ learning. AND</td>
<td>Implements and adheres to policies and practices positively affecting students’ learning. AND</td>
<td>Works with others to develop and/or revise policies and practices to improve students’ learning.</td>
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120
1e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the *Code of Ethics for North Carolina Educators* (effective June 1, 1997) and the *Standards for Professional Conduct* adopted April 1, 1998 (www.ncptsc.org).

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<tr>
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<th>Not Demonstrated (Comment Required)</th>
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<tbody>
<tr>
<td>Recognizes the need for ethical professional behavior. AND Articulates the importance of ethical behavior as outlined in the <em>Code of Ethics for North Carolina Educators</em> and the <em>Standards for Professional Conduct</em>. AND Upholds the <em>Code of Ethics for North Carolina Educators</em> and the <em>Standards for Professional Conduct</em>. AND Models the tenets of the <em>Code of Ethics for North Carolina Educators</em> and the <em>Standards for Professional Conduct</em>, and encourages others to do the same.</td>
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Standard 2: Teachers establish a respectful environment for a diverse population of students

2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers provide an environment for student learning that is inviting, respectful, supportive, inclusive, and flexible.

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<tr>
<th>Observation Artifact</th>
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<th>Not Demonstrated (Comment Required)</th>
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</thead>
<tbody>
<tr>
<td>Articulates the importance of appropriate and caring learning environments for children. AND Recognizes and can explain aspects of a respectful and effective learning environment. AND Maintains a positive and nurturing learning environment. AND Enhances an inviting, respectful, inclusive, flexible, and supportive learning environment.</td>
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2b. Teachers embrace diversity in the school community and in the world. 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.

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<tr>
<td>Observation Artifact</td>
<td>2c. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contribution of each student in the learning environment by building positive, appropriate relationships.</td>
<td>Emergent Candidate</td>
<td>Developing Candidate</td>
<td>Proficient Candidate</td>
<td>Accomplished Candidate</td>
</tr>
<tr>
<td>----------------------</td>
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<td>-------------------------------</td>
</tr>
<tr>
<td>Articulates the need to treat students as individuals. AND</td>
<td>Encourages and values individual student contributions, regardless of background or ability.</td>
<td>Maintains a learning environment that conveys high expectations of every student.</td>
<td>Enhances a learning environment that meets the needs of individual students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2d. Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.</td>
<td>Emergent Candidate</td>
<td>Developing Candidate</td>
<td>Proficient Candidate</td>
<td>Accomplished Candidate</td>
<td>Not Demonstrated (Comment Required)</td>
</tr>
<tr>
<td>Recognizes that students have individual learning needs. AND</td>
<td>Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.</td>
<td>Cooperates with specialists and uses resources to support the special learning needs of all students.</td>
<td>Coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses research-verified strategies to provide effective learning activities for students with special needs.</td>
<td>Effectively engages special needs students in learning activities and ensures their unique learning needs are met.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2e. Teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school, the home, and the community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

<table>
<thead>
<tr>
<th>Observation Artifact</th>
<th>Emergent Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools. AND</td>
<td>Understands strategies for enhancing communication between home and school and for engaging parents, guardians, and community members in schools. AND</td>
<td>Communicates and collaborates with the home and community for the benefit of students. AND</td>
<td>Seeks and implements solutions to overcome obstacles to participation of families and communities.</td>
<td></td>
</tr>
</tbody>
</table>
## Standard 3: Teachers know the content they teach

### 3a. Teachers align their instruction with the North Carolina Standard Course of Study.

In order to enhance the North Carolina Standard Course of Study, 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.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Artifact</th>
<th>Emergent Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Demonstrates awareness of the North Carolina Standard Course of Study.</td>
<td>AND</td>
<td>Demonstrates knowledge of the North Carolina Standard Course of Study by referencing it in the preparation of lesson plans.</td>
<td>AND</td>
<td>Develops and applies lessons based on the North Carolina Standard Course of Study.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understands the importance of literacy instruction across all subjects, grades and ages.</td>
<td>AND</td>
<td>Integrates literacy instruction in individual lessons and in particular subject areas.</td>
<td>AND</td>
<td>Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students’ learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Evaluator's and reflects upon the effectiveness of literacy instruction within and across content areas.</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Artifact</th>
<th>Emergent Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Successfully completes general education coursework across the required range of disciplines.</td>
<td>AND</td>
<td>Demonstrates a basic level of content knowledge in the teaching specialty.</td>
<td>AND</td>
<td>Demonstrates an appropriate level of content knowledge in the teaching specialty.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Prompts students’ curiosity for learning beyond the required coursework.</td>
</tr>
</tbody>
</table>
**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 North Carolina Standard Course of Study. 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.

<table>
<thead>
<tr>
<th>Observation Artifact</th>
<th>Emergent Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes the importance of interdisciplinary learning.</td>
<td>Articulates the links between grade/subject and the North Carolina Standard Course of Study.</td>
<td>Demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study by relating content to other disciplines.</td>
<td>Integrates the links and the vertical alignment of the grade or subject area and the North Carolina Standard Course of Study. Effectively and broadly relates content to other disciplines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands the importance of global awareness for students.</td>
<td>Displays global awareness.</td>
<td>Relates global awareness to the subject.</td>
<td>Integrates global awareness activities throughout lesson plans and classroom instructional practices.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 North Carolina Standard Course of Study and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

<table>
<thead>
<tr>
<th>Observation Artifact</th>
<th>Emergent Candidate</th>
<th>Developing Candidate</th>
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<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
</table>
## Standard 4: Teachers facilitate learning for their students

### 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.

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.

<table>
<thead>
<tr>
<th>Observation Artifact</th>
<th>Emergent Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td>Identifies developmental levels of individual students and plans instruction accordingly. Assesses and uses resources needed to address strengths and weaknesses of students.</td>
<td></td>
<td>Appropriately differentiates instruction.</td>
<td></td>
</tr>
</tbody>
</table>

### 4b. Teachers plan instruction appropriate for their students.

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 differences and individual learning needs.

<table>
<thead>
<tr>
<th>Observation Artifact</th>
<th>Emergent Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td>Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.</td>
<td></td>
<td>Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment.</td>
<td></td>
</tr>
</tbody>
</table>

### 4c. Teachers use a variety of instructional methods.

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 differentiated
<table>
<thead>
<tr>
<th>Observation Artifact</th>
<th>Emergent Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4d. Teachers integrate and utilize technology in their instruction. <strong>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.</strong></td>
<td>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.</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4e. Teachers help students develop critical-thinking and problem-solving skills. <strong>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.</strong></td>
<td>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.</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4f. Teachers help students work in teams and develop leadership qualities. <strong>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.</strong></td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**4g. Teachers communicate effectively.** 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.

<table>
<thead>
<tr>
<th>Emergent Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates effectively both orally and in writing. Recognizes a variety of methods for communicating effectively with students. AND</td>
<td>Demonstrates the ability to communicate effectively with students. Provides opportunities for students to articulate thoughts and ideas. AND</td>
<td>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</td>
<td>Establishes classroom practices that encourage all students to develop effective communication skills.</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Emergent Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates awareness of multiple indicators or measures of student progress. AND</td>
<td>Interprets data on student progress accurately and can draw appropriate conclusions. AND</td>
<td>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. AND</td>
<td>Uses information gained from assessment activities to improve teaching practice and students’ learning. Provides opportunities for students to assess themselves and others.</td>
<td></td>
</tr>
</tbody>
</table>
# Standard 5: Teachers reflect on their practice

## 5a. Teachers analyze student learning.
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.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Artifact</th>
<th>Emergent Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
</table>
|             |          | Recognizes multiple sources of information on students’ learning and performance. AND | 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. | |}

## 5b. Teachers link professional growth to their professional goals.
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.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Artifact</th>
<th>Emergent Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
</table>
|             |          | Acknowledges the importance of ongoing professional development. AND | 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. | |}

## 5c. Teachers function effectively in a complex, dynamic environment.
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.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Artifact</th>
<th>Emergent Candidate</th>
<th>Developing Candidate</th>
<th>Proficient Candidate</th>
<th>Accomplished Candidate</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Acknowledges the importance of using research-verified approaches to teaching and learning. AND</td>
<td>Demonstrates knowledge of current research-verified approaches to teaching and learning.</td>
<td>Uses a variety of research-verified approaches to improve teaching and learning.</td>
<td>Investigates and implements innovative, research-verified approaches to improve teaching and learning.</td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX P
### LEA/IHE Certification of Teaching Capacity

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher Name:</td>
<td>Grade:</td>
</tr>
<tr>
<td>LEA:</td>
<td>IHE: Winston Salem State University</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1e. Teachers demonstrate high ethical standards.</td>
<td>1e.1 Upholds the <em>Code of Ethics for North Carolina Educators</em> and the <em>Standards for Professional Conduct</em>.</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Classroom Climate/Culture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a. Teachers lead in their classrooms.</td>
<td>1a.3 Maintains a safe and orderly classroom that facilitates student learning.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>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 <em>safe</em> and <em>appropriate</em> seclusion and restraint.</td>
<td>Met</td>
</tr>
<tr>
<td>2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</td>
<td>2a.1 Maintains a positive and nurturing learning environment.</td>
<td>Met</td>
</tr>
<tr>
<td>2c. Teachers treat students as individuals.</td>
<td>2c.1 Maintains a learning environment that conveys high expectations of every student.</td>
<td>Met</td>
</tr>
<tr>
<td>4g. Teachers communicate effectively.</td>
<td>4g.1 Uses a variety of methods to communicate effectively with all students.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</td>
<td>Met</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b. Teachers embrace diversity in the school community and in the world.</td>
<td>2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</td>
<td>Met</td>
</tr>
<tr>
<td></td>
<td>2b.2 Incorporates different points of view in instruction.</td>
<td>Met</td>
</tr>
<tr>
<td>Standard/Element</td>
<td>Proficient Descriptor</td>
<td>Rating</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------</td>
<td>--------</td>
</tr>
<tr>
<td>3a. Teachers align their instruction with the North Carolina Standard Course of Study.</td>
<td>3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students’ learning.</td>
<td>Met Not Met</td>
</tr>
<tr>
<td>3b. Teachers know the content appropriate to their teaching specialty.</td>
<td>3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</td>
<td>Met Not Met</td>
</tr>
<tr>
<td>3d. Teachers make instruction relevant to students.</td>
<td>3d.1 Integrates 21st century skills and content in instruction.</td>
<td>Met Not Met</td>
</tr>
<tr>
<td>4c. Teachers use a variety of instructional methods.</td>
<td>4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.</td>
<td>Met Not Met</td>
</tr>
<tr>
<td>4d. Teachers integrate and utilize technology in their instruction.</td>
<td>4d.1 Integrates technology with instruction to maximize students’ learning.</td>
<td>Met Not Met</td>
</tr>
<tr>
<td>4e. Teachers help students develop critical-thinking and problem-solving skills.</td>
<td>4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.</td>
<td>Met Not Met</td>
</tr>
<tr>
<td>4f. Teachers help students to work in teams and develop leadership qualities.</td>
<td>4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</td>
<td>Met Not Met</td>
</tr>
<tr>
<td><strong>Evaluation/Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a. Teachers lead in their classrooms.</td>
<td>1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard.</td>
<td>Met Not Met</td>
</tr>
<tr>
<td>4h. Teachers use a variety of methods to assess what each student has learned.</td>
<td>4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to inform instruction.</td>
<td>Met Not Met</td>
</tr>
<tr>
<td></td>
<td>4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.</td>
<td>Met Not Met</td>
</tr>
<tr>
<td>5a. Teachers analyze student learning.</td>
<td>5a.1 Uses data to provide ideas about what can be done to improve students’ learning.</td>
<td>Met Not Met</td>
</tr>
<tr>
<td><strong>edTPA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1d. Teachers advocate for schools and students.</td>
<td>1d.1 Implements and adheres to policies and practices positively affecting students’ learning.</td>
<td>Met Not Met</td>
</tr>
<tr>
<td>2d. Teachers adapt their teaching for the benefit of students with special needs.</td>
<td>2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.</td>
<td>Met Not Met</td>
</tr>
<tr>
<td></td>
<td>2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.</td>
<td>Met Not Met</td>
</tr>
</tbody>
</table>
LEA/IHE Certification of Teaching Capacity

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.

**SIGNATURES**

*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.*

<table>
<thead>
<tr>
<th>Individual</th>
<th>Printed Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal (or designee)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Supervisor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments (optional):
APPENDIX Q
Sample Email to Send to Cooperating Teacher

To: _____________________________________________________________
    (Type name of your Cooperating Teacher; Type name of Course Instructor)

Cc: Dr. Fran Oates via email at: oatesfr@wssu.edu

Date: _______________________________________________________________________

Subject: Field Experience Assignment

Greetings!

I have been assigned to your school to do my field experience. I have read the requirements in the WSSU Field Handbook and I have completed the background check information on the WSFCS Volunteer’s website.

Please send me a return email with the days and times I may come to introduce myself and to bring a copy of my assignment. Thank you for hosting me. I look forward to coming and working under your supervision.

Student’s Signature ____________________________________________________________

(First Name, Middle Initial, Last Name)
APPENDIX R

Criminal Background Check Policy
Teacher Education

POLICY
For security reasons, the State of North Carolina requires criminal background checks of all teacher candidates entering preclinical and/or student teaching in childcare centers and P-12 institutions.

PROCEDURE
Early Course-related Field Experiences: Students enrolled in courses for which field experiences are required must comply with background check procedures of their host schools/districts.

Preclinical and Student Teaching: Teacher candidates entering preclinical or student teaching must undergo a criminal background check (CBC). The following procedures have been established by the Office of Field and Clinical Experiences to facilitate that process:

1. All teacher candidates are required to submit a criminal background check (CBC) report as part of their application for preclinical and/or student teaching placement. The criminal background check report must involve a nationwide criminal check process, including the state or states in which candidates have held official residence during the past 10 years.

2. Candidates are required to submit CBC reports done through CertifiedBackground.com.

3. Candidates will pay the required in-state and out-of-state fees for the CBC. Students will pay on-line when applying for the background check. The package fee is currently $12.00.

4. Written instructions detailing pertinent access information and package code for WSSU’s Faculty of Education account will be provided to students as part of the Preclinical and Student Teaching Application materials.

5. All submitted CBC reports must be done within six (6) months of the initial start of the preclinical and/or student teaching experience. A candidate who drops out of preclinical or student teaching will be required to submit a fresh CBC report.

6. Candidates are required to print, read, and submit a copy of their CBC reports with their Preclinical and/or Student Teaching Application.

7. Submitted CBC reports must be accompanied by written explanations for any and all incidents contained therein.

8. Incidents appearing on CBC reports will be shared with schools/districts where the individual candidate plans to complete the preclinical or student teaching experience.

9. Candidates may have to consider alternative professional routes if two districts or schools decline hosting them for preclinical or student teaching as a result of incidents on their CBC reports.
10. The Office of Field and Clinical Experiences has access to on-line results of the CBC from CerifiedBackground.com. Notwithstanding, candidates are still required to print, read and submit their background check reports as part of the preclinical or student teaching application paperwork, including written explanations of any and all incidents that appear in the CBC report.

11. All candidates applying for preclinical and/or student teaching placement will be issued a copy of the Faculty of Education background check policy.

12. Teacher candidates are required to inform the Director of Field and Clinical Experiences within five days of any (additional) charges/convictions/deferred judgments that occur during the period in which they are in preclinical or student teaching. Such charges may negatively impact their successful completion of those experiences.

13. The Office of Field and Clinical Experiences reserves the right to request submission of a new background check report from any candidate.

14. North Carolina’s Department of Public Instruction, the State’s licensing agency, may refuse to license a candidate as a result of a criminal history or incidents on the candidate’s CBC report. Successful completion of a Teacher Education Program at Winston-Salem State University, therefore, does not guarantee licensure.

15. This policy is subject to change as deemed necessary.