

WELCOME TO
TEACHER EDUCATION
2015

WELCOME TO TEACHER EDUCATION:

The preparation of school professionals is a complex process. Prospective educators must acquire a body of general knowledge, professional knowledge and content specific knowledge. Education professionals must also develop skills and dispositions necessary for working effectively with diverse students and adults. A combination of classroom work and laboratory experiences has proven to be the most effective framework for accommodating this combination of theory and practice.

In an effort to develop this kind of functioning program for prospective educators, Teacher Education at East Carolina University provides opportunities for candidates to learn and evaluate theories and principles of sound educational practice. Preparation in the university setting is augmented by the collaboration with classroom teachers and other professionals who guide these prospective educators through many hours of practical application in real world settings. Without this partnership of university and local school personnel, a critical dimension of our educator preparation program would be lost.

We are glad to have you as a candidate in teacher education. This handbook is designed to assist you as you progress through the various steps which lead to your licensure as a professional in education. PLEASE READ THIS ENTIRE HANDBOOK CAREFULLY.

It is important that you follow the procedures outlined in this how-to manual. Please note specifically the schedules and processes for submitting various applications and/or report forms.

Although your advisor, along with other faculty and staff members will help you in any way possible, YOU ARE RESPONSIBLE for meeting the requirements associated with the teacher education program. Use this handbook to assist you in meeting your goals.

Write down the important dates as you progress, step-by-step, through teacher education. We hope you have an enriching, positive growth experience as you progress toward your goal of becoming an education professional. Again, welcome to teacher education.

With best wishes for your success,

A handwritten signature in black ink that reads "Vivian Martin Covington". The signature is written in a cursive, flowing style.

Vivian Martin Covington, Executive Director
Office of Teacher Education

**MISSION STATEMENT
EAST CAROLINA UNIVERSITY
TEACHER EDUCATION PROGRAM**

THE MISSION OF TEACHER EDUCATION IS TO PREPARE AND DEVELOP PROFESSIONALS THROUGH PARTNERSHIP WITH THE EDUCATIONAL COMMUNITY. TEACHER EDUCATION IS COMMITTED TO THE VISION OF PREPARING EDUCATION AND HUMAN SERVICES PROFESSIONALS WHO ARE ACADEMICALLY AND TECHNICALLY PROFICIENT; KNOWLEDGEABLE, SKILLED, AND REFLECTIVE IN THEIR PRACTICE; COMMITTED TO THE EMPOWERMENT OF ALL PEOPLE TO DEVELOP THEIR FULL POTENTIAL; AND COMMITTED TO THE ROLE OF PUBLIC EDUCATION IN A DEMOCRATIC SOCIETY.

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Welcome

This handbook is designed to guide the progression of the prospective teacher candidate from early field experiences, to graduation, and in the application for a teaching license. It is the candidate's responsibility to use the information in this handbook to meet successive requirements to progress in a timely manner through the teacher preparation program at East Carolina University. Please be reminded that education is a highly regulated and accredited program of study, which requires many detailed checks and balances along the way to becoming a licensed teacher. Our program is very clinically based, and we are guests in the public school classrooms during clinical experiences. It is important for all prospective candidates to understand this, before beginning the program of study, and to agree to abide by the Code of Ethics for North Carolina Educators, as well demonstrating high moral, ethical, and legal practices at all times. Teaching is a privilege, and we hold our candidates to the highest standards. Welcome aboard the Pirate Education Nation, and we look forward to working with you as you begin this journey.

U. S. Department of Education Regulations Regarding Licensure in Other States Effective July 1, 2015

ECU cannot confirm whether any of its courses or programs meets requirements for professional licensure outside the State of North Carolina. ECU strongly encourages students to contact applicable licensing boards in states they wish to pursue licensure prior to seeking admission or beginning study in an academic program.

Procedures for Admission to Upper Division of Teacher Education

All portfolio requirements are electronic and housed in the commercial product called Taskstream®. Students will be required to purchase a subscription to Taskstream® at the time specified to begin uploading evidences (www.taskstream.com).

Upper Division is the official step in applying and being formally admitted into a teacher education program. Students seeking undergraduate teacher education degrees or non-degree students (Post Bach Teacher Certification) seeking initial licensure in education must be admitted to Upper Division of Teacher Education. Admission includes the completion of the following:

- (a) grade of 2.0 or better in Early Experience course (must be taken at East Carolina University),
- (b) adequate individual scores or the composite total score on the PRAXIS Core Academic Skills for Educators tests (CORE) in reading, writing and mathematics beginning August 2014; or Scholastic Aptitude Test (SAT); or American College Testing Program (ACT),
- (c) satisfactory interview, including a spoken English evaluation,
- (d) a minimum 2.5 or better overall grade point average, no rounding
- (e) meeting technology competencies requirement,
- (f) essay (250 words) outlining reasons for wishing to pursue a career in education
- (g) disclosure and documentation of any prior criminal background, and
- (h) meet all Technical Standards (see [Appendix 12](#)).

The Upper Division process normally begins during the second semester of the sophomore year. At this time, students have (1) either completed or are enrolled in the Early Experience course, (2) applied to take the *Praxis Core* (www.ets.org/praxis/nc/requirements), if applicable, and (3) met the technology

competency. When the student has met the above criteria, the student should contact their advisor for an interview. The completed Application to Upper Division (Appendix 1), copy of SAT or ACT scores (if being used in lieu of any or all of the *Praxis Core* test scores), and CPL Data Form (Appendix 3) should be given to the department chair or coordinator when the student registers for the departmental interview.

After satisfactorily completing requirements for admission to Upper Division (early clinical experience, appropriate GPA, adequate test scores, technology competencies, and satisfactory interview), students can view their admission status on OneStop under Profile, Student Profile. A 2.5 GPA must be maintained at all times to remain in Upper Division.

OR

Students not admitted to Upper Division are notified in writing (email) by the Office of Teacher Education. It is the student's responsibility to eliminate the deficiency and notify the Office of Teacher Education.

In alignment with NC Program Approval Standards, students must be admitted to upper division and submit their Senior I Internship Application to the Office of Clinical Experiences by:

- July 1 for Fall/Spring internships or the last business day prior to July 1, if July 1 is a Saturday or a Sunday.
- By 5:00 p.m. on the first day of classes for the Spring semester for Spring/Fall internships

Transfer Students

Transfer students must meet the same requirements and follow the same procedures as all teacher education majors. They must successfully complete a minimum of one semester (12 semester hours minimum) at ECU with the appropriate grade point average prior to admission to Upper Division. Transfer credit from junior colleges and/or community colleges will not be accepted for the Early Experience course ____2123, DNCE 2190, FREN 2611, GERM 2611, or SPAN 2611.

Second Degree Students

Second degree students with a 2.5 or higher overall GPA from their first degree are exempt from teacher education admission tests.

Licensure Only Students (Post Bach-Teacher Certification)

SDPI requires a 4-year bachelor degree from *regionally accredited* institutions. Additional prerequisites are required of students with foreign degrees.

Licensure Only Students are defined as those with degrees in fields other than education seeking initial North Carolina licensure, licensed persons who want undergraduate or graduate licensure in an additional area, or students (undergraduate or graduate) who seek licensure in addition to their non-teaching degree.

Admission Procedures for Licensure Only (Post Bach-Teacher Certification) Students:

Students seeking licensure only should send official transcript(s) to East Carolina University, Coordinator of Alternative Licensure, Office of Teacher Education, Speight 109, Greenville, NC 27858

Students will receive a letter and a Plan of Study indicating requirements needed for North Carolina licensure. The program area advisor will be identified. A copy of the Plan of Study will be filed in the Office of Alternative Licensure also.

Students should apply for admission as an undergraduate Post Bach Teacher Certification student through the Undergraduate Admissions Office. <http://www.ecu.edu/cs-acad/admissions/dev/Post-Baccalaureate-Teacher-Licensure.cfm>

Admission and Retention Requirements for Licensure Only Students:

All licensure only students seeking an initial license must be admitted to Upper Division. Procedures are the same as degree seeking students with the exception of testing requirements. Students who hold a degree from a regionally accredited institution and achieved a minimum 2.5 GPA overall are not required to take the teacher education admissions tests. See pages 1-11 for details about admission to upper division, internship and other procedures.

Licensure Only students must complete at least 12 semester hours at ECU prior to enrolling in an internship.

Criminal Background Disclosure

It is the responsibility of the student to disclose all criminal background issues (other than minor traffic violations) to the Assistant Director of Teacher Education **prior to** Admission to Upper Division **and at any other point in time a crime is committed after** admission to Upper Division has been granted.

Crimes to be reported include, but are not limited to: underage drinking tickets, urinating in public, public intoxication, resisting arrest, failure to stop for a blue light, open container violation, giving alcohol to or buying alcohol for a minor, DUI or DWI, assaults, larceny, possession of drugs or drug paraphernalia and all misdemeanor and felony charges. It is important for students to understand that paying a fine or ticket (such as in the case of underage drinking) is a plea of guilty.

Any student who has incurred charges that have been dismissed or who has pled guilty using prayer for judgment or *nolo contendere* (no contest) must also submit a signed statement explaining the nature, date, and outcome of the charges. This statement must accompany the upper division application. Any student who has been convicted or pled guilty to any crime must meet with the Assistant Executive Director of Teacher Education to discuss the nature of the charges. The Office of Teacher Education will review the criminal disclosure of each student. Upper division applications of students who have pled guilty using prayer for judgment or *nolo contendere* (no contest) will not be processed unless the student schedules an appointment with the Assistant Director of Teacher Education. Upper division applications of students who have pending criminal charges will not be processed until their case is disposed.

Students must complete a criminal background check prior to their Senior II internship at their own expense. Instructions for completing the Criminal Background Disclosure will be given to students in the Senior I Seminar. **Failure to disclose criminal history at any time may result in removal from the teacher education program.**

Students should be aware that public schools will not allow placements for field experiences or internships for students with multiple and/or serious criminal background issues regardless if they have been cleared for readmission to the university or to the teacher education program. Failure to be accepted for field experiences or internship will preclude the student from completing the degree and a change of major must be completed.

It is possible that a student could complete a teacher education degree and not be awarded a license by the State of NC (or any other state) due to criminal background issues. **Thus, it is mandated that all potential students and current students disclose any criminal behavior as soon as it occurs so as not to risk wasting time, effort, and finances on a degree and/or licensure program, which will not allow one to teach in this state or any other.**

Early Clinical Experience & Other Practica Placements

Early clinical experience is provided in departmental courses designated 2123-Early Experience for Prospective Teachers, DNCE 2190, FREN 2611, SPAN 2611, or GERM 2611. It is designed to provide prospective teachers with the opportunity to observe various school activities in the actual teaching/learning setting. This course must be taken at East Carolina University.

A minimum of sixteen (16) clock hours must be spent in guided observation or limited non-instructional participation in public schools or agencies in North Carolina. No out of state or private school placements will be made.

Students are required to keep a record of their observation hours and have it verified by the classroom teacher or other appropriate individuals at the school, to complete observation form provided by the instructor, and to evaluate their experiences (use forms provided by the instructor).

Observation and non-instructional experiences will be determined by the university instructor and the classroom teacher. In addition to the observations, a minimum of eight (8) hours of class meetings are required.

Courses beyond the Early Field Experience course may require additional clinical/field experiences. All placements are initiated through the Office of Clinical Experiences in Speight 110 using the appropriate forms. These courses are designed to build upon the early field experience to provide increased classroom and teaching experience as a bridge to the Senior Year Experience. Each course will have a required number of clinical hours along with varied assignments designated by the program area.

If an intern is asked to be removed from any field experience placement (practicum or internship) by a school or a school system, this may be grounds for dismissal from the ECU teacher education program. This can be result of a dispositional, technical standard and/or performance issue.

Upper Division Interview

The interview process provides the committee (advisor plus two teacher education faculty members) an opportunity to know the student better. It allows them to assist in identifying and proposing options for problems or concerns that may deter admission into Upper Division and/or completing degree/licensure requirements.

Contact the appropriate department for the interview schedule. An Interview Report Sheet is completed by each of the interviewers (see [Appendix 2](#)).

Technology Competency for Upper Division

The technology skills needed for admission to teacher education are 1) word processing, 2) spreadsheet, and 3) database.

Certification of technology competencies is achieved in one of four ways:

- 1) existing coursework in program area (check with advisor in program area); **or**
- 2) successfully demonstrating the competencies by passing the BITE 2000 Challenge Exam* (results will be available on OneStop under Profile, Student Profile) **or**
- 3) successfully completing BITE 2000, BITE 2112 (formerly ASIP), or MIS 2223 (formerly DSCI) **or**
- 4) transfer of equivalent technology course as determined by the Office of Teacher Education.

* Contact the Dept. of BITE, 2318 Bate Bldg. The challenge exam may be attempted only once. Those failing or voluntarily quitting must take one of the above courses.

Technology Competencies Required for Admission to Upper Division

Word Processing

Demonstrate basic skills and knowledge through practical application of the following: Enter and edit text, copy and move blocks of text; change text format and style, set margins, line spacing, tabs; check spelling, grammar, word usage; create header and footer; insert date, time and page number; and add columns to a document.

Spreadsheet

Demonstrate basic skills and knowledge through practical application of the following: Interpret and communicate information in an existing spreadsheet; enter data in an existing spreadsheet; create a spreadsheet with rows, columns, headings; create/copy formulas and functions to perform calculations; and create a graph from spreadsheet data.

Database

Demonstrate basic skills and knowledge through practical application of the following: Use information from an existing database; sort a database by specific fields, add and delete records; and create databases with multiple fields and records.

Testing Requirements

Admission Testing

SAT and ACT scores may be used in lieu of **or** in combination with *Praxis* Academic Skills for Educators tests (Core) scores. Students with a score of 1100+ on the SAT or a composite score of 24+ on the ACT will be exempt from *Praxis* Core. A score of 550+ on the mathematics part of the SAT or 24+ on the mathematics part of the ACT exempts a student from the mathematics section of *Praxis* Core. A score of 550+ on the verbal part of the SAT or 24+ on the English part of the ACT exempts a student from the reading and writing parts of *Praxis* Core (the writing section of the SAT or the reading section of the ACT do not count in any way). It will be the student's responsibility to supply a copy of the scores (either a printout from OneStop, if available, or a copy of the score) to their advisor to attach to the Upper Division application.

Deadlines in the Office of Teacher Education will not be extended, nor will conditional admits to Upper Division be made, pending the receipt of scores. It may take several weeks to receive official scores from the testing company; therefore, students should plan ahead and take tests with plenty of lead time to ensure score will be received prior to deadlines, **as only official score reports will be accepted.**

The *Praxis* Core covers basic reading, writing and mathematics skills required of all teachers. If scores on one or two tests of *Praxis* Core are less than the minimum, a composite score of 468 may be used.

Test Name	Test #	Minimum Score
CORE-Reading	5712	156
CORE-Writing	5722	162
CORE-Mathematics	5732	150
Composite Score on all three tests		468

SAT	To be exempt from all three tests	1100
SAT Verbal	To be exempt from CORE-Reading & Writing	550
SAT Mathematics	To be exempt from CORE-Mathematics	550
The writing section of the SAT does not count in any way.		

ACT	To be exempt from all three tests	24
ACT English	To be exempt from CORE-Reading & Writing	24
ACT Mathematics	To be exempt from CORE-Mathematics	24
The reading section of the ACT does not count in any way.		

Registration information for all of the forms for the *Praxis* Core, as well as, information booklets may be downloaded from <http://www.ets.org/praxis/nc/requirements>. *Study Companions* are available at the ETS website. These publications will help individuals with the structure and content of the tests. Test results should be sent to East Carolina University, **Code 5180, when completing the registration form. Scores received at ECU are received electronically for reporting purposes. Paper copies are not mailed to students or the university. Students must keep copies of all score reports.**

ETS Student Score Reports

Plan ahead to ensure scores will be returned in time to meet deadlines. No deadlines will be extended due to pending score reports. Official score reports for students will be available online via their praxis

account, [My Praxis account](#), approximately three to four weeks after the test date. Online scores are downloadable for one (1) year. After one year, scores will no longer be available and students will need to request additional score reports for a \$40 fee (per request). ETS recommends saving a hard copy of the score report for future reference. ***Paper copies are not mailed to students or the university.***

Students may receive scores by phone for a fee (1-877-386-8322); **however, a hard copy of the score is needed for East Carolina University.**

LICENSURE TESTING--PRAXIS SUBJECT ASSESSMENTS (formerly PRAXIS II) AND PEARSON TESTING

Application forms for the *Praxis* Subject Assessments and information booklets may be downloaded from <http://www.ets.org/praxis/nc/requirements>. *Study Companions* are available at the ETS website. These publications will help individuals with the structure and content of the tests. Official score reports from ETS will be available online via their *Praxis* account, [My Praxis account](#), approximately three to four weeks after the test date. It is recommended that you save a hard copy of the score report for future reference. Students must keep copies of all score reports. Tests taken through ETS are available online and downloadable for one (1) year. After one year, scores will no longer be available and students will need to request additional score reports for a fee (per request).

The Pearson Education website is www.nc.nesinc.com. Test results of all tests taken by candidates should be sent to East Carolina University, **Code 5180**. These results are electronic for reporting purposes. ***Paper copies are not mailed to students or the university.*** If requested, Pearson test results are emailed to individuals and are available online through an account for only 45 days. Additional score reports are available for a fee (per request).

Paper copies are not mailed to students or the university by ETS or Pearson.

Always check NC test requirements for the latest information. The tests listed in this book are accurate at the time of printing.

Upon passing the test(s), students are required to bring a copy of Praxis Subject Assessments and Pearson score reports to the Office of Teacher Education, Speight 105.

N.C. General Statute 115C-296 Section 9.3 (c) directs the State Board of Education to permit applicants to meet licensure exam requirements during their second year of teaching provided the exam(s) were taken at least once during the first year of teaching. Given the need to adhere to both state and national requirements, refer to the information below to learn how this change applies to specific licensure areas.

Middle, Secondary, K-12 Licensure Areas

Middle, secondary, and K-12 (with the exception of Special Education: General Curriculum; Special Education: Adapted Curriculum; B-K; Dance; and Theatre) candidates recommended for an initial teaching license are NOT required by the SBE/DPI to pass the required licensure exam(s) prior to being recommended by the IHE. Candidates are strongly encouraged to take and pass the required tests prior to recommendation to be as marketable as possible for direct employment upon graduation. All tests are computer delivered and are given within specific testing windows. These tests and testing windows can be found at: www.ets.org/praxis/nc/requirements and http://www.ets.org/praxis/register/centers_dates/

Candidates who do **NOT** pass the exam(s) prior to IHE recommendation are required:

- 1) To take the exam(s) at least once during their first year of teaching.
- 2) To pass the exam(s) in order to convert the Standard Professional I license to the Standard Professional II license.

Special Education: Adapted Curriculum

Special Education: Adapted Curriculum initial teaching licensure candidates MUST pass the *Praxis Subject Assessment 5545 Core Knowledge and Severe to Profound Applications* exam and the *Praxis Subject Assessment 5511 Fundamental Subjects: Content Knowledge* exam PRIOR to being recommended by the IHE. These exams are used to meet the federal requirement of highly qualified. All tests are computer delivered and are given within specific testing windows. These tests and testing windows can be found at: www.ets.org/praxis/nc/requirements and http://www.ets.org/praxis/register/centers_dates/

Special Education: General Curriculum

Special Education: General Curriculum initial teaching licensure candidates MUST pass the *Praxis Subject Assessment 5543 Core Knowledge and Mild to Moderate Applications* exam PRIOR to being recommended by the IHE. This exam is used to meet the federal requirement of highly qualified. The test is computer delivered and is given within specific testing windows. This test and testing windows can be found at: www.ets.org/praxis/nc/requirements and http://www.ets.org/praxis/register/centers_dates/

Special Education: General Curriculum licensure applicants must then meet the remaining licensure exam requirements (Pearson's Foundations of Reading and General Curriculum exams*) in compliance with NC General Statues. These new tests are **not** offered by the Educational Testing Service (ETS); rather they are administered through Pearson Education, Inc. at www.nc.nesinc.com.

Special Education: General Curriculum candidates who do **NOT** pass the Pearson Foundations of Reading and General Curriculum exams prior to IHE recommendation are required:

- 1) To take the exam(s) at least once during their first year of teaching.
- 2) To pass the exam(s) in order to convert the Standard Professional I License to the Standard Professional II License.

Elementary Education

Elementary Education initial teaching licensure candidates must PASS the Pearson Foundations of Reading and General Curriculum exams* PRIOR to being recommended by the IHE. These exams are used to meet the federal requirement of highly qualified. These new tests are **not** offered by the Educational Testing Service (ETS); rather they are administered through Pearson Education, Inc. at www.nc.nesinc.com.

Always check NC test requirements for the latest information. The tests listed in this book are accurate at the time of printing. ETS and Pearson do not mail hard copies of score reports to you OR the university. Pearson emails a copy to you, if requested. It is your responsibility to bring a copy to the Office of Teacher Education, Speight 105.

Area of Licensure & Code	Required Tests	Required Score
Art (00810)	5135, Art Content and Analysis	161
Birth-Kindergarten (00014)	5025, Early Childhood Education (<i>effective 9/1/2015</i>)	156 *
Business Ed (00760)	5101, Business Education	154
Dance (00805)	N/A	N/A
Elementary (00025) Effective 10/1/2014	(3) Pearson Tests Pearson Test 090, Foundations of Reading, Pearson Test 103, Multi-Subjects Subtest, and Pearson Test 203, Mathematics Subtest	229 227 227
English (00100)	5038, English Lang, Arts: Content Knowledge & 5624, Principles of Learning and Teaching: Grades 7-12	167, 157 **
Family & Consumer Sci. (00710)	5122, Family and Consumer Sciences	153
French (00511)	5174, French: World Language	162
German (00531)	5183, German: World Language	163
Health & Physical Ed (00095)	5857, Health and Physical Education: Content Knowledge	160
Health Specialist (00098)	5551, Health Education	156
History (0420) (MAT students)	5081, Social Studies Content Knowledge & 5624, Principles of Learning and Teaching: Grades 7-12	158, 157 **
Marketing (00730)	5561, Marketing Education	169
Mathematics (00200)	5161, Math: Content Knowledge & 5624, Principles of Learning and Teaching: Grades 7-12	160, 157 **
Mid. Grades Lang. Arts (78180)	5047, Middle School English Lang. Arts	164
Mid. Grades Math (78200)	5169, Middle School Math	165
Mid. Grades Science (78300)	5440, Middle School Science	150
Mid. Grades Soc. Std. (78400)	5089, Middle School Social Studies	149
Music (00800)	5114, Music Content and Instruction	162
Physical Education (00090)	5091, Physical Ed Content Knowledge	152
Reading-bachelor level (00190)	5204, Teaching Reading	159
Science (00300)	5435, Gen. Science Cont. Knowledge & 5624, Principles of Learning and Teaching: Grades 7-12	151, 157 **
Social Studies (00400)	5081, Social Studies Content Knowledge & 5624, Principles of Learning and Teaching: Grades 7-12	158, 157 **
Spanish (00521)	5195, Spanish: World Language	168
Spec. Ed--Adapted Curr. (88092)	5511, Fundamental Subjects: Content Knowledge & 5545, Special Ed: Core Knowledge and Severe-to-Profound Applications	148, 158 **
Spec. Ed--General Curr. (88091) Effective 10/1/2014	5543, Special Ed: Core Knowledge and Mild-to-Moderate & (3) Pearson Tests Pearson Test 090, Foundations of Reading, Pearson Test 103, Multi-Subjects Subtest, and Pearson Test 203, Mathematics Subtest	158 229 227 227
Theater Arts (00108)	N/A	N/A

All tests are computer based and available at a Prometric Testing Center during specific testing windows. Check the site for Center locations and test dates at http://www.ets.org/praxis/register/centers_dates/

* Test for B-K is not required for license. It is required for B-K licensed individuals to teach kindergarten

** Score required for each test

As a State Board of Education requirement, individuals must meet the score requirement in effect at the time recommendation is made, regardless of the score in effect at the time a test is taken. It is the individual's responsibility to know current testing requirements. Testing websites are www.ets.org/praxis/nc for ETS testing and www.nc.nesinc.com for Pearson Testing. Test scores are an important item in a professional file. Print and keep a copy. Access to *Praxis* scores are available on ETS site for a year. A printable Pearson score report is available for 45 days. Additional copies of scores are available from each reporting service for a fee.

Requirements during Upper Division

Students should check with their advisor at least once each month to be certain that they are meeting all requirements for licensure and/or graduation. Students must maintain a minimum 2.5 GPA on all college work attempted at ECU. In addition, certain program areas may require a minimum 2.5 GPA or higher in the major. Students must meet department GPA requirements for major/minor fields/academic concentrations and professional education courses.

Students who fall below the required 2.5 GPA will not be allowed to enroll in upper division courses or remain in pre-registered upper division courses, including the Senior II semester. Students will not be allowed to progress to Senior II without all required pre-requisite courses completed with a grade of 2.0 or better, no incompletes, and an overall 2.5 or higher GPA.

Students should check with their Academic Advisor about the completion of a Senior Summary (recommended completion is second semester of junior year; must be completed by first semester senior year). The OFFICIAL review of students' degree requirements will be done by the Office of the Registrar. Students will be held accountable for all requirements for their major according to their catalog year unless an approved substitution is submitted to the Registrar by the Academic Advisor/Department. Students will need to apply for graduation and register for Commencement online at www.ecu.edu/cs-acad/registrar/graduation-information.cfm and <http://www.ecu.edu/commencement>.

Passing scores on appropriate tests are needed for licensure ([see page 9](#)).

Request for Exceptions

NOTE: PETITIONS FOR EXCEPTIONS ARE GRANTED ONLY IN EXTREME, DOCUMENTED EXTENUATING CIRCUMSTANCES.

To request an exception to procedures and policies, file a Petition for Exception with the Executive Director of Teacher Education. (Forms are available in the Office of Teacher Education). Petitions must include the signatures of the student, advisor, and Department Chair/Coordinator. A copy of the approved/disapproved petition will be returned to the student's folder and the advisor notified.

Exceptions shall not be made for the minimum 2.5 GPA or passing PRAXIS CORE (ACT, SAT) scores.

Add-On

Students currently enrolled in a teaching degree program, and wish to add an additional licensure area, should contact the Office of Alternative Licensure in Speight 109.

Licensed individuals seeking additional licensure do *not* have to meet upper division admission requirements. Individuals may add an additional teaching area to an existing teaching license by completing the appropriate teacher education program and meeting the Highly Qualified definition, either by taking 24 hours of the approved courses or taking less than 24 hours *and* passing the appropriate test(s). Students adding elementary or special education to an existing license have to take the appropriate tests regardless of the number of hours taken (see page 9 for [required tests and scores](#)). Individuals may also

add an additional teaching area to an existing teaching license with no coursework by passing the appropriate test(s). These individuals must work directly with SDPI or their local school system.

Lateral Entry License

Lateral Entry teachers are individuals employed in a North Carolina school system and hold at least a bachelor's degree from a regionally accredited institution in the subject area they are employed to teach. Graduates of approved education programs in North Carolina who are not recommended for licensure by their college or university are not eligible for a lateral entry license. Lateral entry teachers who affiliate through East Carolina are advised through the Office of Alternative Licensure in the Office of Teacher Education. http://www.ecu.edu/cs-educ/alternative_licensure/IndividualLateralEntry.cfm

Internship

[\(see page 15 also\)](#)

The internship, one of the most significant requirements of the Teacher Education Program, is viewed as the culminating aspect of the professional component of teacher preparation. Achievement of program objectives requires a carefully planned sequence of laboratory experiences, including directed observation, participation, and full-time responsible teaching under the direction of a master teacher and a university supervisor.

An effective intern experience provides opportunities (1) to synthesize and apply previous learning and experience, (2) to develop and apply analytical and problem-solving skills to the various activities of teaching, including self-evaluation and (3) for professional growth by observing, planning, and teaching with an outstanding teacher.

Prior to Senior I interning, the applicant must (1) be classified as a senior, (2) meet all departmental requisites, have overall minimum 2.5+ GPA, (3) be in good standing according to the University records (those with pending University disciplinary action or legal action will be accepted pending the outcome of the action). Applicants who have been arrested or convicted of violation of local, state, or federal drug laws or of other serious offenses involving moral turpitude will not be admitted. Prior to Senior II, the candidate must have (1) all incompletes removed with the appropriate grade for the course, (2) completed the criminal background check, and (3) completed all content area coursework. Administration of this phase of the students' work is provided by the Office of Clinical Experiences working with the Executive Director of Teacher Education, department chairpersons, the teacher education staff of the University and local school systems to provide a program of internship experiences for all prospective teachers.

Procedures for the Internship

Internship Application

Attend an internship application meeting or meet with the Program Area Coordinator. The application must be submitted to the student's advisor in the major department no later than one (1) year prior to designated internship semester (Senior II). The program coordinator will attach verification of admission to upper division. **Assignments will be located within the Latham Clinical Schools Network at East Carolina University.** In alignment with NC Program Approval Standards, students must be admitted to upper division and submit their Senior I Internship Application by specific dates set by the Office of Clinical Experiences and approved by the Council for Teacher Education. Final application acceptance dates are:

- July 1 for Fall/Spring internships or the last business day prior to July 1, if July 1 is a Saturday or a Sunday.
- By 5:00 p.m. on the first day of classes for the Spring semester for Spring/Fall internships

Use of Summer Session Coursework

If a candidate fails a course that must be repeated prior to senior I or senior II Internship, the candidate may use the summer sessions at ECU to retake the required course if it is offered. If the course is not available, the candidate will have to delay internship. If the course is an UD course and the candidate's GPA falls below 2.5, the candidate must raise his/her GPA before retaking the course. No exceptions will be made to take UD courses if a candidate does not meet eligibility requirements.

Senior I spring/Senior II fall internship candidates, whose GPAs fall below 2.5 at the end of the spring semester or summer session 1, may use the remaining summer session at ECU to raise the GPA to regain eligibility for internship. However, Upper Division courses *may not* be used to raise the GPA, as the candidate is no longer in upper division.

Candidates who met the application deadline for the Senior I fall/Senior II spring internship and are removed from UD due to low GPA at the end of spring semester or summer 1 session, may use the remaining summer session at ECU to raise the GPA to regain eligibility for internship. However, Upper Division courses *may not* be used to raise the GPA, as the candidate is no longer in upper division.

Read sections below on Criminal Background Checks and New Charges after Admission to Upper Division prior to completing the Internship Application.

Criminal Background Checks

Students must complete a criminal background check (CBC) prior to their Senior II internship at their own expense. Instructions for completing the Criminal Background Disclosure will be given to students in the Senior I Seminar. **Failure to disclose criminal history at any time, prior to or after the CBC has been completed, may result in removal from the teacher education program. CBCs are due:**

- October 15 for fall/spring internships or the last business day prior to October 15 if October 15 is a Saturday or Sunday.
- March 15 for spring/fall internships or the last business day prior to March 15 if March 15 is a Saturday or Sunday.

New Charges after Admission to Upper Division

Any student who has incurred **new charges** after admission to Upper Division, and those charges have been dismissed; or any student who has pled guilty using prayer for judgment or nolo contendere (no contest) must submit a signed statement explaining the nature, date, and outcome of the charges. This statement must accompany the internship application. ***Any student who has been convicted of any crime or pled guilty to any crime using prayer for judgment or nolo contendere (no contest) must print a copy of their completed background check and submit it with their final licensure paperwork.*** Students with any **new criminal charges** since admission to Upper Division will be required to meet with the Assistant Director of Teacher Education to discuss the nature of the charges.

Medical Examination for Internship

Schedule an appointment for the internship physical examination in plenty of time to meet the deadline given at the seminar. Physicals are good for one year only. Tuberculosis (TB) testing is required and the

test must be completed in the given window so as to be in effect the full internship year. Appointments may be made through the Student Health Center at ECU by calling (252) 328-6841. The examination **must** be completed before the Senior I internship semester and **shall** be on file before the student can report to the internship site (see [Appendix 4](#)). The examination may be completed by a personal physician, using the appropriate form. **Make and keep a copy of the physical form, as the Office of Clinical Experiences does not make copies.**

Seminars

Attend the required seminars for Interns scheduled by the Office of Clinical Experiences and the major department. Check OneStop, Courses, Teacher Education for dates and times of all senior seminars.

Required Assessments

Students should successfully complete the internship and submit the required assessments via Taskstream®. It is the interns responsibility to upload all assessments, view and review in depth all progress reports uploaded by the University Supervisor, and to submit all required lessons plans, teaching schedules, and reflections as deemed required by the Office of Teacher Education, the Program Area, department, Clinical Teacher and/or University Supervisor.

Removal from Internship

If you are asked to be removed from any field experience placement (practicum or internship) by a school or a school system, this may be grounds for dismissal from the ECU teacher education program. This can be the result of dispositional, technical standard, code of ethics, and/or performance issues.

Withdrawal and Cancellation of the Internship

If it is necessary to withdraw the internship application, notify the Office of Clinical Experiences and the department/advisor immediately ([see Appendix 7](#)). If unable to complete the internship, the student should consult with the university supervisor and the department/advisor regarding necessary procedures for dropping course(s) associated with internship as ECU cannot drop your courses for you. Cancelling the internship and dropping courses are two separate processes.

Readmission to Internship

Revise or complete a new internship application to be submitted to the department by the appropriate date for approval by the Admissions and Retention Committee of the Council for Teacher Education ([see page 22](#)).

Procedures for Completion of Degree and/or Licensure

Degree and Licensure Requirements

Complete the state-approved program with the overall, major/minor field, and professional course GPAs identified earlier. Meet all University requirements for graduation and meet all NC requirements for licensure. Achieve satisfactory scores on the appropriate test(s) for ELEM, SPED GC and SPED AC tests as required. Request test results be sent to ECU, **Code 5180** (see page 9), as well as hard copy sent to the Office of Teacher Education, Speight 105. **NOTE:** Students must have a minimum 2.5 GPA and a grade of 2.0 or better in the internship and internship seminar courses to be recommended for licensure, in addition to program area requirements. Master of Arts in Teaching (MAT) students must have a minimum 3.0 GPA and a grade of 3.0 or better in internship to remain in the MAT program.

Licensure Forms

Licensure forms will be available at the final Senior II Seminar. Students will need to complete Form A, Application for a North Carolina License and Form V, Verification by Institution. A \$55 check made payable to SDPI is also required. Both forms necessitate the social security number (SSN). The State of North Carolina requires disclosure of the SSN in order to issue a teaching license.

Degree Completion but No License

Degree completion and obtaining a license in the State of North Carolina or any other state are separate processes. A student may complete a teacher education degree and not seek a license in the State of NC for various reasons, such as moving to another state to work, not seeking employment in public schools of NC, or not having a grade of 2.0 or better in the internship at the undergraduate level.

Graduation for Undergraduate Students

For the graduation ceremony, the cap and gown can be ordered through the ECU Student Store. Be sure to apply for graduation (<http://www.ecu.edu/cs-acad/registrar/graduation-information.cfm>) by the university deadline. Unit recognition ceremonies vary as to times, dates, and locations. Consult your advisor, your program area or check the ECU website. Licensure only/Post Baccalaureate students do not participate in graduation.

Licensure Only/Post Baccalaureate Candidates

All licensure only candidates are responsible for providing the Office of Teacher Education with a copy of all transcripts, including the final ECU transcript. Because there is no graduation, transcripts are not automatically sent to the Office of Teacher Education. Licensure only/Post Baccalaureate students do not participate in graduation.

Second Degree Earning Candidates

Students completing a second degree must furnish a copy of first degree transcript to the Office of Teacher Education, if completed at an institution other than ECU.

Clinical Experiences

Appearance

There may be a difference between the accepted patterns of professional dress in the public schools and the prevailing pattern on the university campus. Appearance as a participant in any of the clinical experiences (including the internship) should not interfere with student learning. The first impression made is important in reflecting a professional image.

With regards to personal appearance, keep in mind, the individual should reflect cleanliness, the appropriate choice of clothes, a role model for the students, and the individual shall be required to follow the dress code of the school system in which he or she is placed, if it differs from the ECU prescribed one found in Appendix 9.

Attendance

Participation in any clinical experience requires a commitment by the individual to the program, the clinical teacher, and most importantly, the students. Lessons are planned in advance and schedules made on the assumption of the individual's attendance.

Clinical experience assignments are made by the Office of Clinical Experiences in cooperation with the public schools. **Students are not allowed to solicit their own clinical placement.** Students will determine observation schedules for specific times and dates with the assigned teacher during the first visit. If there is an emergency that requires an absence, notify the classroom teacher in advance according to a pre-arranged method.

Senior Year Experience

The internship for all teacher education majors is a two-semester experience in a public school classroom with a specially trained clinical teacher. The first semester (Senior I) is to acclimate the intern to the public school environment - i.e., to understand policies and procedures, to understand the multiple roles of the classroom teacher, to begin to understand the diverse needs of students, and to begin the process of long-range curricular planning, delivery of instruction, and assessment. Senior I interns are expected to be in their clinical school one full day per week the entire semester. During Senior I, the department chair/program coordinator should serve in the place of the university supervisor for the purpose of policies and procedures. The second semester (Senior II) is a full semester of teaching, with the clinical teacher providing constant feedback to the intern about the teaching and learning process. In addition, the interns, with support from the clinical teacher and the university supervisor, develop a portfolio/electronic evidences to document their growth and development as a classroom teacher.

Interns **may not substitute** in their internship placement **during Senior I.**

As a general policy, interns **will not** be permitted to take courses on campus or online concurrently with the Senior II internship. Exceptions may be made in hardship cases, but only through the Petition for Exception process.

NOTE: INTERNS ARE STRONGLY ADVISED NOT TO WORK DURING THE SENIOR II EXPERIENCE OF THE INTERNSHIP. Work may not interfere with internship hours, seminars, or the required teacher workday.

Internship Procedures

The purpose of the internship is to afford the prospective teacher an opportunity to gain experience and attain a reasonable degree of competency in his/her major area of specialization. The internship is a 15-week experience in a public school in North Carolina.

All internship assignments must be approved by the Office of Clinical Experiences. Interns should not be assigned to schools they have attended, they have been employed, they have relatives employed, or they have children enrolled.

The university supervisor and clinical teacher will jointly plan the observation and teaching schedule for the intern, leading to assuming total responsibility for instruction and for other tasks normally performed by the clinical teacher. When feasible and appropriate, interns should have experiences teaching a variety of subjects (within their licensure area), different grade levels, and students of differing achievement levels. Middle Grade and Secondary students, when appropriate, are expected to have teaching experiences in each area of concentration. **Interns must complete a minimum of fifteen (15) consecutive days of full-**

time teaching responsibilities, unless placed in a co-teaching classroom. A minimum of 10 weeks in the same intern placement is required for all students.

Concrete and timely feedback focused on improvement, is essential for intern growth. Interns, clinical teachers and university supervisors share in this responsibility. It is the intern's responsibility to review their Progress Reports and other documents in Taskstream® throughout the internship and ask for assistance for their professional growth based on the NC Pre-Service Rubric and Standards (see [Appendix 11](#)).

The following procedures for the internship have been established by the University:

Attendance for Senior II Internship

1. If there are **emergencies** (personal illness, death in immediate family) during the internship requiring an absence, the clinical teacher, university supervisor, and the Office of Clinical Experiences (OCE) must be notified as soon as the intern knows they will not be at school. Responsibilities include:
 - a. Telephoning the clinical teacher immediately.
 - b. Sending plans to the school if the intern is responsible for teaching that day.
 - c. Telephoning the university supervisor immediately.
 - d. Emailing the Office of Clinical Experiences at oce@ecu.edu or telephoning 252-328-6051 immediately. The clinical teacher and university supervisor should be copied on the email sent to OCE. This is a 24 hour message line, so leave a voice message with detailed information.
 - e. After two consecutive days of absences for a personal illness, **a doctor's note** must be submitted to the OCE along with an absentee form signed by all required parties before the intern can return to the school on the next day.

2. **Excused absences:** Interns may be permitted up to two (2) excused absences for the **purposes** of scheduled medical appointments, job interviews, professional meetings, court appearances or others **approved by the Office of Clinical Experiences in advance**, without required make-up time, providing the university supervisor and the clinical teacher are properly notified and are in agreement. This is not guaranteed as all information must be taken into account. If additional absences from the internship are necessary, the **make-up time needed** should be arranged with the clinical teacher, the university supervisor and approved by the Office of Clinical Experiences. In the event that extended absences are necessary, the Office of Clinical Experiences should be notified **promptly**.

3. The clinical teacher, the university supervisor, the principal, and the Office of Clinical Experiences **prior to the date of the requested** absence must approve requests for absences for job interviews, professional meetings, scheduled medical appointments, or attendance in court. Forms are available in the Office of Clinical Experiences, http://www.ecu.edu/cs-educ/oce/upload/Absentee_Form.pdf, or see [Appendix 6](#). Any professional absence must be **approved two weeks in advance**.

4. When the clinical teacher is absent, a regular substitute teacher may be called to assume responsibility for the instruction and well-being of the students. So that this time will not be wasted, the intern should use it to observe the work of the substitute teacher. If the substitute teacher objects to the intern's observations, arrangements should be made to allow the intern to observe in other classes during the substitute's tenure. If a substitute teacher is present for an extended period of time, the Office of Clinical

Experiences must be notified **immediately**. Even in the absence of the regular clinical teacher, the intern is expected to continue with planned periods of instruction.

Substituting

When the clinical teacher is absent, a regular substitute teacher should assume responsibility for the instruction and well-being of the students. The substitute teacher may need the intern's assistance in the administration of the day's instructional program and keeping of records. If the teacher is to be absent for a period time, the Office of Clinical Experiences should be notified by the Clinical Teacher. Decisions about continuing the internship assignment will be made on an individual basis. In the absence of the regular clinical teacher, the intern is expected to continue his/her planned periods of instruction.

During Senior II, interns may serve as **substitute teachers** after meeting Local Education Agency (LEA) requirements under the following conditions:

1. The intern may substitute **only after** the first formal observation by the university supervisor, provided the progress report(s) indicates the intern is making adequate progress
2. The intern is authorized to substitute **only** for his/her clinical teacher.
3. The intern may substitute no more than **two consecutive days** and **no more than a total of five days during the entire Senior II experience**. The Clinical Teacher Conference is excluded from these 5 days.
4. When employed as substitute teachers, interns should be paid at the regular substitute rate, except for the Clinical Teacher Conference day as interns are a free sub that day for their clinical teacher only.

Intern-Legal Status

Interns in North Carolina are recognized as professional educators under the North Carolina General Statutes and are given full legal status similar to that of regular teachers with the exception of salary, tenure, retirement, workmen's compensation and other fringe benefit guarantees. This status legalizes the assignment of interns to public schools to delegate to them instructional and related responsibilities. It provides legal protection for the schools involved and for interns as long as there is no evidence of negligence by interns in the performance of their duties with the policies of the school or failure to comply with the appropriate guidelines of North Carolina Public School Laws. These legal provisions for professional status also provide a legal basis for the utilization of interns as substitute teachers.

Internship Policies

The following policies have been adopted for the Teacher Education Program at East Carolina University:

- A. Interns must conduct themselves in a professional manner in all activities that affect their relationship and that of the University with the public school to which they have been assigned.
- B. The intern must abide by the same policies of the local school as those required of regular teachers, plus those created by the local school system specifically for interns. Interns shall not administer medications to students.

- C. Interns may attend overnight field trips with their assigned Clinical Teacher after permission is obtained from the OCE. Interns shall not have the sole responsibility for any P-12 students while away from the internship site.
- D. The intern is expected to present an acceptable professional appearance in a school setting. He/she must also abide by any written code established by the local school or major department for professional personnel. Defiance of specific requests made by public school or university officials will be considered grounds for dismissal.
- E. The intern will maintain acceptable teaching proficiency. At any point in the internship experience that, in the judgment of the supervisors, the intern demonstrates such ineffectiveness that the progress of the student is seriously impaired, he/she will be withdrawn from the program.
- F. The intern must be punctual, prepared in advance, and ready to remain long enough after the close of the school day to participate in appropriate planning, preparation, and other professional activities.
- G. Interns must possess good health and have a current physical examination form on file in the Office of Clinical Experiences **before** beginning the Senior II internship experience. Any changes in the medical status of the intern prior to the internship should be reported to the Office of Clinical Experiences. The intern will be permitted to continue in the internship as long as changes in health do not reduce his/her effectiveness as a teacher.
- H. Interns who are arrested for violation of local, state, or federal laws or for serious offenses involving moral turpitude will be withdrawn from the teacher education program and internship immediately. It is the Interns responsibility to disclose to the Office of Clinical Experiences **all tickets, arrests, and convictions for all offenses incurred at any time while in any teacher education course** prior to and after the required Criminal Background Check. Failure to disclose all criminal activity, such as, but not limited to, underage drinking tickets; underage possession of alcohol; purchasing alcohol for a minor; drug or drug paraphernalia possession, purchase, sales, or manufacturing; driving while impaired, assault, larceny, breaking and entering, embezzlement, weapons charges, any misdemeanors or felonies, etc. will result in immediate removal from the Internship and probable removal from the teacher education program. Students may not be in any field experience (early field or Internship) with pending charges of any kind.
- I. Other offenses or conduct that causes the intern's character or fitness for admission to the teaching profession to be questioned, such as but not limited to, inappropriate use of social media to display inappropriate or illegal personal behavior, inappropriate comments or pictures about the clinical placement site, PK-12 students, clinical teacher, administration, university supervisor, or faculty; unauthorized posts about or pictures of, PK-12 students, etc. Refer to the NC Professional Teaching Standards (Appendix 11); the Technical Standards for Admission to, and Progression in Teacher Education at ECU (Appendix 12); and the Code of Ethics for North Carolina Teachers (Appendix 13).
- J. Interns shall refuse gifts having monetary value from any P-12 student **at any time** while enrolled in a teacher education program regardless if the intern teaches the student or not.
- K. Undergraduate and Licensure Only (Post Bach Teacher Certification) students must earn a 2.0 or better in the internship to meet licensure requirements and have an overall 2.5 GPA or better to meet

licensure requirements. Master of Arts in Teaching (MAT) interns must earn a 3.0 or better in the internship to continue in the MAT program.

Cancellation of Internship

If, for any reason the internship needs to be canceled, either the candidate, the Program Area Coordinator, or the Lead Coordinator of Clinical Experiences must complete one of the Cancellation of Internship Procedures Forms (see [Appendices 7 & 8](#)). Submit the forms to the Office of Clinical Experiences, Speight 110. Work with the advisor to drop all courses.

Internship Grading Procedures

Continuous guidance and evaluation of the intern is the joint responsibility of the university supervisor and the clinical teacher. The clinical teacher provides continuous, on-the-spot coaching and assistance. The university supervisor must formally evaluate the intern a minimum of four times, with additional visits as needed. The intern should participate in the discussion of the evaluations so that he/she is aware of his/her progress as perceived by the clinical teacher and university supervisor. The intern needs to review the Progress Report and seek assistance from the university supervisor and clinical teacher for continual growth.

A progress report is prepared by the university supervisor with input from the clinical teacher after each observation by the university supervisor. Student performance is rated (1) Below Proficient, (2) Proficient, or (3) Above Proficient. The report is uploaded by the university supervisor and viewed by the clinical teacher, and the intern. The progress report is viewable in the intern's Taskstream® Account.

A final evaluation is jointly prepared by the university supervisor and the clinical teacher. Undergraduate interns are assigned letter grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F. MAT interns are assigned letter grades of A, B, C, or F. See grading criteria [Appendix 10](#) and refer to the internship syllabus for the appropriate program area.

The final grade will not be revealed to the intern by the clinical teacher or university supervisor before the end of the semester. The intern may view his/her final evaluation in Taskstream® on the last day of the semester. University supervisors have the responsibility for issuing the final grade of the internship and submitting all required documents.

Policy for Early Release

- Early release occurs only in exceptional circumstances and is seen as a privilege to outstanding students.
- Requests for early release should originate from the employing school system and must go to the Office of Clinical Experiences at ECU and copied to the Latham Clinical Schools Network Liaison for the employing system.
- Before requests can be approved, the Office of Clinical Experiences will get approval from the University Supervisor. Approval must be given by the Department Chair or Program Area Coordinator, in cases where the University Supervisor is an adjunct faculty member.
- Interns must agree to be released and always retain the right to refuse the release in order to complete the internship and shall do so without repercussion from the University or school system.
- Interns may not request their own early release and are released only after approval by the OCE.

- If approved, no early release will be implemented any sooner than the date approved each semester by the Office of Teacher Education.
- **Prior to approval the student must have:**
 1. At least a 2 rating on all standards by the third progress report.
 2. One observation must have occurred during the 15 consecutive days of full-time teaching responsibility,
 3. 15 consecutive days of full-time teaching completed or co-teaching full days completed.
 4. All edTPA, Taskstream, signature assessments, EEs and required work completed, saved, scored, and passed before the date of early release.
 5. A mentor assigned from the employing school with the name of the mentor forwarded to the Office of Clinical Experiences prior to the release date for the student.
 6. Interns may be early released to substitute only in their licensure area.
 7. The intern must continue to follow all ECU policies and procedures in in the early release setting to be recommended for licensure.
- **After the release date:**
 1. A formal observation of the intern must be made by the principal of the employing school or his/her designee using the ECU progress report form sent to the principal, unless completed by the University Supervisor.
 2. This formal observation shall be forwarded to and filed with the Office of Clinical Experiences by the designated due date.
- Released interns are not considered licensed personnel until after the official date of graduation for the semester in which they graduate. Interns should be informed that they will only receive substitute pay for the early release period.
- ECU will not send any letters to confirm a student's status as graduated until after all grades have cleared the Registrar's computer system. This may take as much as three to four weeks after a semester ends.
- Interns are released from the internship placement only. They are still required to successfully complete all other courses/edTPA requirements, electronic evidences/signature requirements, and other requirements from the department, program area or university and attend mandatory seminars. A substitute will be provided for them to attend the mandatory final Senior II seminar (s).
- Interns shall be allowed to attend the ECU graduation and the Graduate Recognition Ceremony for their program area in May or December. A substitute shall be provided if they choose to attend.

Dismissal Policy for Senior I and Senior II

A. Policies

1. Interns in Senior I or Senior II may be dismissed for failure to meet any of the established intern standards including criminal issues. If the intern is asked to be removed from any field experience placement (practicum or internship) by a school or a school system, this may be grounds for dismissal from the ECU teacher education program. This can be the result of a dispositional, technical standard and/or performance issue.
2. Appropriate officials of the University or Local Education Agency (LEA) may initiate a recommendation for dismissal.

3. The intern may withdraw upon written request to the Office of Clinical Experiences (see [Appendix 7](#)). The Office of Clinical Experiences may also require the intern to complete a conference with the office and/or the university supervisor.
4. Copies of the cancellation letter submitted to the intern by the Office of Clinical Experiences will be provided for the designated LEA representative, the clinical teacher, the university supervisor, Department Chair/Program Coordinator and Executive Director of Teacher Education.
5. The intern has the right to appeal the internship grade, but not the removal, by following the university grade appeal process after the grade posts at the end of the semester. Refer to the Undergraduate or Graduate Catalogs as appropriate.

B. Procedures

1. Written recommendations for dismissal may be initiated by the clinical teacher and/or other appropriate LEA officials, or by the university supervisor and/or other appropriate university officials, such as the Department Chair/Program Coordinator. This recommendation, stating reasons, will be submitted to the Office of Clinical Experiences. For expediency, recommendations may be made orally and followed by the required written recommendations.
2. Dismissal for failure to maintain acceptable levels of teaching proficiency.
 - a. The clinical teacher should notify the university supervisor (Senior II) or Department Chair/Program Coordinator (Senior I) at the earliest possible moment following the development of a serious concern about the intern's competence. An evaluation and a conference with the clinical teacher and intern should follow this expressed concern. The Office of Clinical Experiences should be contacted immediately in these situations.
 - b. If the university supervisor develops a serious concern about the intern's competence, he/she should state these concerns in a conference with the clinical teacher and with the intern, as outlined on the Improvement Plan (see [Appendix 5](#)). Specific deficiencies should be identified with written suggestions and a time-line for improvement provided for the intern. The intern will be given an opportunity to improve based on the statement of deficiencies in the Improvement Plan. Anecdotal records may be necessary to supplement progress reports.
 - c. If the intern fails to improve during the specified period, or as soon as the deficiencies are deemed sufficiently acute to inhibit continued progress by pupils, termination of the intern's assignment should be recommended.
 - d. Supervisors may request an evaluation by the Office of Clinical Experiences or other program area faculty. The Coordinator may also choose to complete an evaluation on his/her own initiative.
3. Dismissal for significant dispositional, criminal or ethical violations do not warrant an improvement plan. Candidates are well informed of the consequences of their actions at three (3) definitive times prior to Senior II.
4. Upon a decision for dismissal, the Office of Clinical Experiences or Program Area Coordinator will notify the intern and the above policies will rule to assure provisions for due process where warranted.

Policy for Readmission to the Internship

Students who withdraw or are removed involuntarily from the internship or those who receive a grade of "C-, D+, D, D-,F " will not be allowed to repeat an internship except for unusual circumstances. A written *Petition for Exception* must be made to the Council for Teacher Education Admissions and Retention Committee prior to the internship application deadline. Interns will be placed in a county different from their original internship, except under documented extenuating circumstances.

Graduate Programs

East Carolina University offers a wide range of graduate programs in education. Masters Degrees are available in Art, Birth-Kindergarten, Business Education, Counselor Education*, Educational Administration and Supervision, Elementary Education, English, Health, History, Family and Consumer Sciences, Instructional Technology-Computers*, Marketing Education, Mathematics, Library Science*, Middle Grades, Music, Physical Education, Reading, Science, School Psychology*, School Social Work*, Special Education, and Communication Sciences and Disorders*. Master degrees in education are designed for practicing teachers who hold an "A" level license in North Carolina. **Applicants must hold or be eligible to hold a NC teaching license** except for areas indicated.* **Individuals with an expired Standard Professional I (SPI) License may pursue and complete the degree; however, an advanced license cannot be issued to someone holding an expired SPI license (State Board Policy).**

Students wishing to enter these graduate programs should contact the Graduate School, at their website <http://www.ecu.edu/gradschool/> for an application. The University *Graduate Catalog*, which is linked to their website, and individual departments can provide specific courses required for each Master's degree. Students are urged to teach at least one year before entering an advanced teacher education program.

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**APPLICATION FOR ADMISSION
TO UPPER DIVISION OF TEACHER EDUCATION
EAST CAROLINA UNIVERSITY**

Teacher education is committed to the integrity of the prospective teachers whom they admit to teacher education and recommend for a license to teach. Prospective teachers must be appropriate role models for the students they will teach. Therefore, any major violation of the student code of conduct found at www.ecu.edu/studenthandbook or any policies in this *Welcome to Teacher Education* handbook will result in denial of admission to teacher education. By signing below, you acknowledge your understanding of the consequences of violations of the rules described herein and authorize the release to the Office of Teacher Education any and all official records maintained by East Carolina University and waive any requirement that you be furnished a copy of those records prior to or concurrent with their release.

Student's Signature _____ B. _____
U. S. Citizen Yes No (if No, make appointment in Speight 105) ECU ID _____

In addition to the above, have you ever been convicted of a crime other than minor traffic violations? Yes No.
Have you ever had a certificate or license revoked or suspended by any state or governing body? Yes No.
If the answer is yes to either of the above, please make an appointment to see the Assistant Director of Teacher Education in Speight 105 prior to the completion of this application and your interview. I certify that the information provided in this application is correct and true.

Student's Signature _____ Date _____

SECTION I: *To be completed by student*

NAME _____
Last First Middle/Maiden Birthdate (MM/DD/YYYY)

ADDRESS (permanent) _____
Street City/State Zip
(local) _____
Street City/State Zip

PHONE: Permanent (_____) _____ Local (_____) _____

DEGREE _____ MAJOR _____ CLASSIFICATION _____ ADVISOR _____

College/department and major have been officially declared in Banner: Advisor's Initials _____

Hours attempted at ECU _____ Hours completed at ECU _____ GPA _____

Have you completed an EARLY EXPERIENCE COURSE? Yes No Grade _____

Testing—Passing PRAXIS CORE or a composite score of 468 or a combination of PRAXIS CORE, SAT or ACT scores are required (see page 6).

TESTING (PRAXIS CORE, SAT or ACT)

PRAXIS CORE Reading _____ PRAXIS CORE Writing _____ PRAXIS CORE Math _____ **OR** Composite Score _____

In order to process this application, electronic PRAXIS CORE scores must be received by ECU. Paper copies are no longer issued by ETS. Check your electronic score report for recipient code 5180 ECU or view through OneStop. If your score(s) are not listed on OneStop/Student Profile, you must print a copy from ETS site and attach a copy with this application.

SAT Verbal _____ SAT Math _____ SAT Total _____
ACT English _____ ACT Math _____ ACT Total _____

A copy of your SAT or ACT scores must accompany this application, only if being used in lieu of all or part of PRAXIS CORE scores. PRAXIS CORE, SAT/ACT scores may be found on OneStop/Student Profile.

Technology competencies must be met in **one** of the following ways.

Dept. Course _____ or BITE 2000 _____ or BITE 2112 _____ or MIS 2223 _____ (formerly DSCI)
(# and grade) (grade) (grade) (grade)
or BITE 2000 Challenge Exam _____ or transfer credit _____ ** (BITE courses were formerly ASIP)

**** Attach verification from major department showing *transfer credit*. ****

Are you here as a non-degree student? Yes _____ No _____
Are you here as a second degree student? Yes _____ No _____

IF YES, to **either** of the above, was previous school regionally accredited? Yes _____ No _____

Name of previous school and location _____ and GPA _____

If you are a transfer student, please complete:

When did you transfer to ECU _____ From _____
(Semester & Year) (Institution)

How many hours did you transfer _____

SECTION II: I have interviewed _____, verified the required information, and recommend him/her for admission to upper division of teacher education.

1. _____ Date _____
2. _____ Date _____
3. _____ Date _____

I have interviewed this student and am *unable* to recommend him/her for admission to upper division of teacher education. **Please make corrective suggestions on a separate sheet of paper.**

1. _____ Date _____ Reason: _____

2. _____ Date _____ Reason: _____

3. _____ Date _____ Reason: _____

SECTION III: I have reviewed this student's entire record and recommend him/her for admission to upper division of teacher education.

Department Chair/Coordinator

AFTER A SATISFACTORY INTERVIEW, THE ADVISOR WILL FORWARD **COMPLETED** APPLICATION, CPL DATA FORM, AND COPY OF SAT OR ACT SCORE (if required) TO THE OFFICE OF TEACHER EDUCATION, SPEIGHT BUILDING, ROOM 105. (Do not forward interview sheets or essay.)

**EAST CAROLINA UNIVERSITY
TEACHER EDUCATION
INTERVIEW REPORT SHEET**

STUDENT: _____ INTERVIEWER: _____

I have read this student's essay.

His/her writing skills: ____ are exceptional, ____ are adequate, ____ need improvement

(If improvement is needed, make recommendations to student during interview and write them in the **Comments** section including any speech and/or hearing issues noted).

The following characteristics and attitudes are desirable in an individual entering the teaching profession. During this interview you may be able to observe some or all of them. Please report your observations in the following manner:

S = Satisfactory

US = Unsatisfactory

UO = Unable to Observe

EVALUATION		
S	US	UO

I. Background / Preparation

A. Knowledge of specialty chosen			
B. Oral expression demonstrates effective use of English			
C. Clarity of expression			

II. Personal Characteristics

A. Self confidence (eye contact, posture, delivery)			
B. Enthusiasm			
C. Promptness			
D. Emotional demeanor			
E. Maturity (appropriateness of responses)			
F. Professional appearance			

III. Commitment Toward Teaching

A. Experience in working with people			
B. Sense of dedication to teaching			
C. Interest toward diverse groups			
D. Interest toward continued professional growth			

IV. Speech and Hearing

A. In expressing him/herself, the candidate's speech appears to be:			
B. In expressing him/herself, the candidate's hearing appears to be:			

V. Comments

CANDIDATE FOR PROFESSIONAL LICENSE DATA FORM (CPL)

(Fill in completely and attach to Upper Division Application)

Name: _____ (Please print) Last First Middle		
Social Security Number: _____ - _____ - _____ You are not required by law to disclose your social security number (SSN). However, your SSN is required by the North Carolina Department of Public Instruction (NCDPI) for purposes of issuing a NC teaching license. The NCDPI will not grant a teaching license without a valid SSN. U. S. Citizenship is required.		Degree Type: () Choose Only One U -- Bachelor M-- Master ULO – Licensure Only (Post Bach Teacher Cert)
ECU ID: <u>B</u> _____ Birthdate ____/____/____		U. S. Citizen ____ YES ____ NO (If NO, make appointment in Speight 105)
Gender: () M – Male F – Female	Race/Ethnic Origin: () (Choose Only One) W – White I - American Indian/Alaskan B – Black H – Hispanic A - Asian/Pacific Islander O – Other	GPA _____
EXPECTED Completion Date ____ / ____ / ____ Month Day Year		
TESTING		
_____ <i>Praxis Core Reading</i>	_____ <i>Praxis Core Writing</i>	_____ <i>Praxis Core Math</i>
Total composite score, if one or more scores are less than individual required score _____		
OR		
**SAT Verbal _____ or SAT Math _____ or SAT Total _____		
**ACT English _____ or ACT Math _____ or ACT Total _____		
** IF USED IN LIEU OF PRAXIS CORE SCORES, A COPY OF SCORE MUST BE SUBMITTED WITH APPLICATION		
Licensure Area(s) You are Seeking (Use Five Digit Code)	1st (should be linked to your major-Elem, Sped, etc.) Description	2nd Description
00014 Birth-K	Special Subject Areas (K-12)	
	00810 Art	
00025 Elementary (K-6)	00805 Dance	
	00511 French	
Exceptional Children (K-12)	00531 German	
88092 Adapted Curriculum	00098 Health Specialist	
88091 General Curriculum	00095 Health and PE	
	00800 Music	
Middle Grades (6-9)	00090 Physical Education	
78180 Language Arts	00190 Reading	
78200 Math	00521 Spanish	
78300 Science	00108 Theatre	
78400 Social Studies		
	Vocational Education	
Secondary Education (9-12)	00760 Business Ed	
00100 English	00710 Family & Consumer Science	
00420 History (MAT only)	00730 Marketing	
00200 Math		
00300 Science		
00400 Social Studies (Undergraduate or Post Bach Teacher Cert)		

Internship Physical Form

**Return to:**

ECU Office of Clinical Experiences, Speight 110

Senior I interns, who have not returned this form will **NOT** be able to do their Senior II internship. *Valid* for one year from date of physical.

Make sure you have a copy of this form. The Office of Clinical Experiences will NOT provide copies at any time.

The Health Examination form is required of all persons before their initial visit to their internship location.

Name: _____ ECU ID: B _____

Address: _____

Program Area: _____

I. Communicable Disease

By my signature I certify that the above **named person does not have any communicable disease, including tuberculosis**, that poses a significant risk of transmission in our schools or would impair this person's ability to perform the duties of the job, except as may be noted below. Further, I certify that this person is free of any physical or mental disability that would impair job performance.

If unable to certify the above, please comment:

II. Other Health Areas

Areas	Limitations		Nature of Limitations (continue on back as needed)
	Yes	No	
Vision			
Hearing			
Heart			
Lungs			
Lifting/Carrying			

Appropriate Immunizations	Yes	No	Any Immunization Recommendations
TD (tetanus), MMR, Hepatitis B, etc.			
Tuberculin (TB) test (Must be within 12 months of Internship) Note Date Given, Read, and Result.	Date Given	Date Read	Result

Physicians Office: _____ Telephone (____) _____

Physicians Name: _____ Fax Number (____) _____

(Please Print)

Physicians Signature _____ Date: _____

Improvement Plan

ECU College of Education, Office of Clinical Experiences
110 Speight, Greenville, NC 27858-4353

Intern _____ ECU ID: B _____

Clinical Teacher _____ University Supervisor _____

Specific Concern (s) _____

Plan for improvement

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

Source: Adapted from Maximum Mentoring: An Action Guide for Teacher Trainers and Cooperating Teachers by Rudney and Guillaume.

Signed and Dated:

University Supervisor _____ Date: _____

Clinical Teacher _____ Date: _____

Clinical Intern _____ Date: _____

Send copies to Program Area Coordinator and the Office of Clinical Experiences, 110 Speight Bldg.



OFFICE OF CLINICAL EXPERIENCES
 COLLEGE OF EDUCATION
 FAX (252) 328-2361

Absentee Form

NOTE:

This form must be returned to the Office of Clinical Experiences, Speight Bldg. Room 110 and approved **PRIOR** to leaving the internship site. Contact will be made only if absence is not approved.

_____ is hereby authorized to be
 Name (ECU email address)

absent from the internship site on _____ and return on
 Date/Time

_____ to go to _____
 Date/Time Destination

- | | |
|---|--|
| <input type="checkbox"/> Interview with employing official
(prior confirmation required) | <input type="checkbox"/> Professional Meetings/Conferences/Workshops
(documentation required) |
| <input type="checkbox"/> Scheduled medical/health care
appointments (documentation required) | <input type="checkbox"/> Serious immediate family illness/Death
(documentation required) |
| <input type="checkbox"/> Attendance in court
(documentation required) | <input type="checkbox"/> Other: (please explain in remarks)
(documentation required) |

Remarks:

Required signatures prior to faxing to Office of Clinical Experiences

1. _____ 2. _____
 Clinical Teacher University Supervisor
3. _____
 Principal or Designee, Internship Site

For final approval, fax signed form to (252) 328-2361, Office of Clinical Experiences.

 Lead Coordinator, Office of Clinical Experiences Date



Cancellation of Internship Placement (Program Area Request)

Internship Date: _____
Semester/Year

Office of Clinical Experiences
College of Education, 110 Speight
Greenville, North Carolina 27858-4353

Senior I

Senior II

Student Name	B	ECU ID#
Program Area	Advisor Name (Printed)	Advisor Signature
University Supervisor (Printed)		

Please cancel the internship placement for the above named student effective _____.
DATE

Please give reason for cancellation and indicate if the intern needs a new placement:

Program Area Coordinator Signature		Date
------------------------------------	--	------

Please complete this form and return it to the Office of Clinical Experiences, Speight 110.

Practica and Internship Dress Code for all ECU Education Majors

All students while on duty or in attendance at school functions, should dress professionally and appropriately and wear appropriate ECU approved identification at all times during all practica and internship responsibilities or anytime you are in the school as an ECU student.

It is considered inappropriate for ECU students to wear the following attire:

- Any mode of dress or appearance that is so unusual or lacking in cleanliness that it disrupts class or learning activities
- Clothing and/or tattoos that promote the use of alcoholic beverages, tobacco, or controlled substances by words or symbols; that contain profanity or nudity; that depict violence; that are sexual in nature by words or symbols; or that are disruptive in some other manner
- Any clothing material made of denim, e.g., pants, skirts, jumpers, or sport jackets
- Sweatpants, leggings, yoga pants or tights worn as pants
- Pierced jewelry anywhere other than in the ears (No gauges are allowed)
- Clothing that clings, is form-fitting, or exposes the midriff or chest when sitting, standing, or bending
- Shorts, skirts, or dresses that are higher than two inches above the top of the knee
- Flip-flops or bedroom slippers
- Tailored shirts that are untucked, unless worn as a jacket

Modifications may be made by the appropriate supervisor to accommodate ECU students who are engaged in specialized duties (such as physical education, vocational education, field-trips) or in specialized activities (workdays, spirit days, casual days, etc.) that require or permit a relaxed mode of dress.

Reasonable accommodation shall be made by the appropriate clinical teacher/principal for those ECU students who, because of a sincerely held religious belief, cultural heritage, or medical reason request a waiver of a particular part of this policy for dress or appearance.

Any ECU student who does not meet the standards of this policy will be required to take corrective action. Any time missed because of failure to comply with this policy will jeopardize the placement and repeated violations of this policy will be cause for disciplinary action as recommended by the principal, teacher or university contact.

There is no deviation from this dress code for any ECU student regardless of how employees of the school dress!

GRADING CRITERIA

1. An “A or A-” Intern

An intern is entitled to a grade of “A” when evaluators can confidently say that he/she is fully capable of beginning the first year of teacher in a highly successful manner. Work as an intern has been OUTSTANDING. The intern had vitality and enthusiasm. He/she met all the provisions of the “B” grade in a superior manner. The intern showed unusual aptitude for handling pupils and for stimulating learning. Moreover, the intern made him/herself a valuable, though temporary, member of the staff in both the curricular and extracurricular life of the school.

2. A “B+, B or B-” Intern

A grade of “B” in the internship is indicative of the kind of person that the university is proud to recommend as a beginning teacher. It is an above-average grade but within the reach of any intern who does a thorough, competent and imaginative job in the classroom and related programs of the school. It means that the intern can be expected to solve his/her problems in discipline, classroom management, and curriculum organization. The intern’s oral communication and written reports are without commonplace grammatical errors. Work is done with promptness, efficiency, and accuracy. The intern arrives at school on time and avoids letting personal considerations interfere with accepted responsibilities during internship. Specifically, “B” interns have succeeded in all the following:

- a. Knowledge of subject matter was adequate in the judgment of both the clinical teacher and university supervisor. They demonstrated correct oral and written English skills.
- b. An appropriate variety of techniques were used. They reflected knowledge of children and/or adolescents and of the psychology of learning.
- c. Teaching aids such as computers, bulletin boards, trips, models, movies, slides, filmstrips, cartoons, and maps were used when appropriate to advance the work of the class.
- d. Classroom control was efficient but seemed to grow out of the learning situation
- e. Personal qualities of a high caliber were manifested – professional appearance; ability to get along well with others; maturity in social, educational and personal affairs; cooperation; dependability; appropriate and positive attitude toward teaching and toward pupils, parents, and other educators.
- f. Lesson plans were carefully made for each lesson taught. They were submitted to the clinical teacher for approval and discussion prior to being taught.
- g. Interns were accurate in scoring papers and maintaining records (attendance, grade, etc.), helped with homeroom activities, helped with the curricular activities of the school, and attended professional meetings as part of their normal internship experiences.

A final grade of B- for MAT interns is not a passing grade to be recommended for licensure.

3. A “C+ or C” Intern

A grade of “C+ or C” in internship means that the intern has not met all of the qualifications listed for a “B” grade, such as knowledge of subject matter or classroom control. However, the intern demonstrates potential for average success as a teacher. He/she should have continued supervision during the first year of teaching.

A final grade of C- minus for the internship is not a passing grade to be recommended for licensure.

4. A “C-, D+, D or D-” Intern

5. A “C- or any grade of D” intern’s work has been inadequate and he/she is not recommended as a prospective teacher at this time.

6. An “F” Intern

7. The “F” intern clearly demonstrates such a lack of knowledge of the subject matter, the understanding of the principles of learning, and of children, and the ability to personally adjust to the teaching situation that he/she is withdrawn before the end of the internship and advised to consider other professions. On rare occasions, the “F” grade may be assigned to an intern who completes the internship but still fails to achieve minimum standards of performance acceptable for those entering the teaching profession.

- ❖ The final grade should be determined based on information/documentation from the course syllabus, edTPA, progress reports, Disposition Form C, clinical teacher input, the presence of an improvement plan, excessive absences, and any other supporting documentation, including inappropriate social media postings by the intern or about the intern.

North Carolina Educator Evaluation System



Teacher Candidate Evaluation Rubric

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

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

Standard 1: Teachers demonstrate leadership

Observation	Artifact	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.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		<p>Acknowledges the importance of high school graduation for students.</p> <p>Identifies the types of data that are commonly available to and used in schools.</p>	<p style="text-align: center;">AND</p> <p>Demonstrates how teachers contribute to students' progress toward high school graduation by following the North Carolina Standard Course of Study.</p> <p>Uses data to identify the skills and abilities of students.</p> <p>Describes the characteristics and importance of a safe and orderly classroom environment.</p> <p>Understands positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint.</p>	<p style="text-align: center;">AND</p> <p>The progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.</p> <p>Draws on appropriate data to develop classroom and instructional plans.</p> <p>Maintains a safe and orderly classroom that facilitates student learning.</p> <p>Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</p>	<p style="text-align: center;">AND</p> <p>Takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the North Carolina Standard Course of Study.</p> <p>Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners.</p>	

Observation	Artifact	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.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Recognizes opportunities for involvement in professional learning activities.	AND Attends professional learning activities.	AND 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 Participates in professional learning community (PLC) activities. Works with others in developing and/or implementing school improvement activities.	
Observation	Artifact	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.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Recognizes the responsibility of teachers for professional improvement and support.	AND Recognizes the need and identifies opportunities for professional growth.	AND Implements and adheres to policies and practices positively affecting students' learning.	AND Works with others to develop and/or revise policies and practices to improve students' learning.	
Observation	Artifact	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.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Demonstrates awareness of school practices and policies.	AND Identifies the policies and practices affecting students' learning.	AND Implements and adheres to policies and practices positively affecting students' learning.	AND Works with others to develop and/or revise policies and practices to improve students' learning.	

Observation	Artifact	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).							
		Emergent Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)		
		Recognizes the need for ethical professional behavior.	AND	Articulates the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	AND	Upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	AND	Models the tenets of the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct, and encourages others to do the same.	

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

Observation	Artifact	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.							
		Emergent Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)		
		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.	
Observation	Artifact	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.							
		Emergent Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)		
		Acknowledges that diverse cultures impact the world. Identifies the range and aspects of diversity of students in the classroom.	AND	Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. Acknowledges the influence of all aspects of diversity on students' development and attitudes.	AND	Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. Incorporates different points of view in instruction. Understands the influence of diversity and plans instruction accordingly.	AND	Consistently integrates culturally relevant and/or sensitive materials and ideas throughout the curriculum. Builds on diversity as an asset in the classroom.	

Observati	Artifact	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.										
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)		
		Articulates the need to treat students as individuals.		AND	Encourages and values individual student contributions, regardless of background or ability.		AND	Maintains a learning environment that conveys high expectations of every student.		AND	Enhances a learning environment that meets the needs of individual students.	
Observation	Artifact	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.										
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)		
		Recognizes that students have individual learning needs.		AND	Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.		AND	Cooperates with specialists and uses resources to support the special learning needs of all students. Uses research-verified strategies to provide effective learning activities for students with special needs.		AND	Coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students. Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	
Observation	Artifact	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.										
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)		
		Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools.		AND	Understands strategies for enhancing communication between home and school and for engaging parents, guardians, and community members in schools.		AND	Communicates and collaborates with the home and community for the benefit of students.		AND	Seeks and implements solutions to overcome obstacles to participation of families and communities.	

Standard 3: Teachers know the content they teach

Observation	Artifact	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.							
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)			
		Demonstrates awareness of the <i>North Carolina Standard Course of Study</i> . Understands the importance of literacy instruction across all subjects, grades and ages.	AND	Demonstrates knowledge of the <i>North Carolina Standard Course of Study</i> by referencing it in the preparation of lesson plans. Integrates literacy instruction in individual lessons and in particular subject areas.	AND	Develops and applies lessons based on the North Carolina Standard Course of Study. Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	AND	Develops and applies strategies reflecting the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant. Evaluates and reflects upon the effectiveness of literacy instruction within and across content areas.	
Observation	Artifact	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.							
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)			
		Successfully completes general education coursework across the required range of disciplines.	AND	Demonstrates a basic level of content knowledge in the teaching specialty.	AND	Demonstrates an appropriate level of content knowledge in the teaching specialty. Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	AND	Demonstrates extensive knowledge of content in the teaching specialty. Prompts students' curiosity for learning beyond the required coursework.	

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

Standard 4: Teachers facilitate learning for their students

Observation	Artifact	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.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Understands the developmental levels of students.	<p style="text-align: center;">AND</p> 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.	<p style="text-align: center;">AND</p> Identifies developmental levels of individual students and plans instruction accordingly. Assesses and uses resources needed to address strengths and weaknesses of students.	<p style="text-align: center;">AND</p> Appropriately differentiates instruction.	
Observation	Artifact	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.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Recognizes data sources important to planning instruction.	<p style="text-align: center;">AND</p> Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.	<p style="text-align: center;">AND</p> Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	<p style="text-align: center;">AND</p> Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment.	
Observation	Artifact	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 instruction.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Understands a range of methods and materials that can be applied in the classroom.	<p style="text-align: center;">AND</p> Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	<p style="text-align: center;">AND</p> Uses a variety of appropriate methods and materials to meet the needs of all students.	<p style="text-align: center;">AND</p> Consistently enables the success of all students through the selection and use of appropriate methods and materials.	

Observati	Artifact	4d. 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.									
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)	
		Demonstrates knowledge of methods for utilizing technology in instruction.	AND	Assesses effective types of technology to use for instruction.	AND	Integrates technology with instruction to maximize students' learning.	AND	Engages students in higher level thinking through the integration of technology.			
Observation	Artifact	4e. 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.									
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)	
		Demonstrates an understanding of the importance of developing students' critical-thinking and problem-solving skills.	AND	Demonstrates knowledge of processes needed to support students in acquiring critical-thinking and problem-solving skills.	AND	Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	AND	Creates or maintains instruction that consistently engages students in the processes of critical thinking and problem solving in meaningful contexts.			
Observation	Artifact	4f. 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.									
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)	
		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	Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.			

Observation	Artifact	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.							
		Emergent Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)		
		Communicates effectively both orally and in writing. Recognizes a variety of methods for communicating effectively with students.	AND	Demonstrates the ability to communicate effectively with students. Provides opportunities for students to articulate thoughts and ideas.	AND	Uses a variety of methods to communicate effectively with all students. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	AND	Establishes classroom practices that encourage all students to develop effective communication skills.	
Observation	Artifact	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.							
		Emergent Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)		
		Demonstrates awareness of multiple indicators or measures of student progress.	AND	Interprets data on student progress accurately and can draw appropriate conclusions.	AND	Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction. Provides evidence that students attain 21st century knowledge, skills and dispositions.	AND	Uses information gained from assessment activities to improve teaching practice and students' learning. Provides opportunities for students to assess themselves and others.	

Standard 5: Teachers reflect on their practice

Observation	Artifact	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.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Recognizes multiple sources of information on students' learning and performance.	AND	Identifies data sources to improve students' learning.	AND	Uses data to provide ideas about what can be done to improve students' learning.	AND	Based upon data, selects or develops instructional approaches that are intentionally tailored to students' learning needs.	
Observation	Artifact	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.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Acknowledges the importance of ongoing professional development.	AND	Attends required or expected activities for professional growth.	AND	Participates in recommended activities for professional learning and development.	AND	Seeks out and engages in opportunities to expand professional knowledge and build professional skills.	
Observation	Artifact	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.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Acknowledges the importance of using research-verified approaches to teaching and learning.	AND	Demonstrates knowledge of current research-verified approaches to teaching and learning.	AND	Uses a variety of research-verified approaches to improve teaching and learning.	AND	Investigates and implements innovative, research-verified approaches to improve teaching and learning.	

Glossary of Terms

- Accomplished Candidate:** The fourth of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects only those candidates who possess and demonstrate truly exemplary understanding, mastery, and consistent integration of relevant concepts and skills in their professional practice. Such candidates regularly engage in activities that intentionally and proactively encourage the professional growth of colleagues, continually evaluate their own performance, and actively seek ways to improve their performance.
- Artifact:** A product used to demonstrate a teacher candidate's performance or proficiency.
- Code of Ethics for North Carolina Educators:** The standards of professional conduct required of educators and adopted by the North Carolina State Board of Education, 6/5/97 (Appendix E).
- Developing Candidate:** The second of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects a candidate with the skills and knowledge of a student who has successfully completed some teacher education coursework. Such candidates have mastered important concepts and demonstrated the ability to apply these to concrete problems, but in contexts of limited complexity (e.g., case study analysis, simulations, early field experiences, etc.).
- Diversity:** Differences in the characteristics of people, places or things (e.g., age, race, ethnicity, culture, gender, education, learning styles, religion, and any other ways in which differences occur).
- Electronic Evidence:** The artifacts or other materials that are used by the institution to support licensure candidates' performance ratings and that are accessible by the North Carolina State Board of Education for programmatic review.
- Emerging Candidate:** The first of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects a candidate who is a new student to the field of education. Such candidates are engaged in their baccalaureate, and perhaps teacher education, coursework. However, the Emerging Candidate possesses only a limited or superficial knowledge and awareness of concepts associated with educational concepts.
- Evaluator:** The person or persons designated by an institution as responsible for overseeing and completing the summative evaluation of licensure candidate's performance.
- Formative:** Evaluation conducted during a program that produces information used primarily to make modifications and improvement; may be conducted as often as necessary.
- Literacy:** (i) Age-appropriate knowledge (reading, writing, comprehension, skills) in any particular content area or field; (ii) ability to understand, communicate, and apply principles associated with 21st Century Skills (e.g., financial, economic, business, and entrepreneurial literacy, civic literacy, information and media literacy, and ICT literacy). See *Framework for 21st Century Learning* and *Critical Elements for Creating 21st Century Skills*.
- North Carolina Standard Course of Study:** The materials that establish competencies for each grade and high school course to ensure rigorous student academic performance standards that are uniform across the state. Where this document is referenced in this manual and in the rubric, other state-approved standards (e.g., North Carolina Early Learning Standards, North Carolina Standards for Career and Vocational Technology, etc.) also apply.
- Performance Descriptor:** Discrete statements of specific competency that collectively reflect a performance level in the rubric.
- Performance Element:** A paragraph that describes in detail one constituent aspect of a performance standard. The rubric contains twenty-five performance elements.
- Performance Level:** The label (e.g., Emergent Candidate, Developing Candidate, Proficient Candidate, and Accomplished Candidate) applied to each of four categories used to rate a teacher candidate's overall performance for a performance element in the rubric.
- Performance Standard:** A statement reflecting a domain of professional practice against which educator performance is judged. The rubric contains five separate performance standards.

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

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

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

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

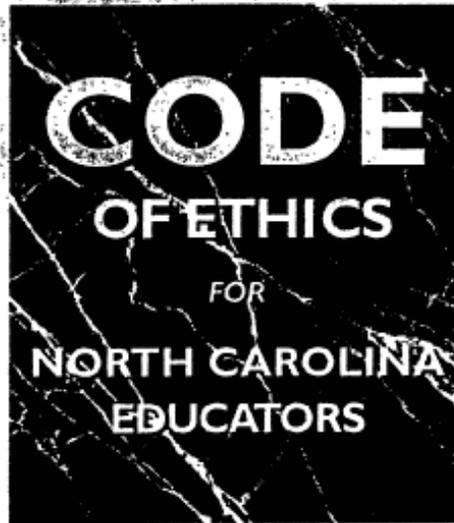
Summative: Evaluation conducted at the end of a program that leads to a concluding judgment about performance.

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

Technical Standards for Admission to, and Continued Progression in, Teacher Education at East Carolina University

The East Carolina University Teacher Education Program has interest and experience in accommodating certain disabilities without compromising the integrity of the curriculum or the academic achievement required of all students. The following *performance* standards describe the non-academic qualifications that the program considers *essential* for successful admission and progression in the teacher education program. These standards have been developed upon consideration of various factors, including the minimum competencies expected of any teacher, the demands of teacher education and training, and the welfare of children who are entrusted to teacher education candidates. Students accepted by the ECU teacher education program *need* to have sufficient abilities and skills in the core performance standards for this program listed below. The examples with each standard are not inclusive of all expected abilities and should be used only for comparative purposes by applicants and students currently enrolled in this program.

SKILL	EXAMPLES
Critical Thinking – critical thinking abilities sufficient for making critical judgments	Able to accurately assess students; correctly interpret findings and accurately create lesson plans; able to read and flex in situations inside and outside of the classroom
Communication - abilities sufficient for effective interaction in verbal, written and nonverbal form	Able to follow written and verbal instructions; able to read nonverbal cues in social and professional settings; able to provide effective teaching; able to consult with instructors, colleagues, clinical faculty, parents, principals, and PK-12 students in a professional manner
Mobility - Physical abilities sufficient to effectively deliver classroom instruction and maintain student safety	Able to maneuver in a variety of school settings including, but not limited to, the classroom, cafeteria, media center and recreational areas
Motor skills – gross and fine motor abilities sufficient to monitor and assess students	Ability to utilize a variety of equipment necessary for teaching in general, and for teaching in the specific program and/or content area
Visual - sufficient visual ability for observation and assessment necessary in provision of instruction and maintaining student safety	Able to assess student work, and other didactic and pedagogical materials; able to observe non-verbal communication; able to recognize when to make appropriate referrals
Hearing – sufficient auditory ability to monitor and assess classroom needs and to maintain student safety	Able to effectively respond to oral requests/instructions from PK-12 students, colleagues, instructors, principals, clinical teachers; able to interpret the language used to communicate lectures, instructions, concepts, narratives, questions, and answers; able to hear alarms and emergency signals
Communication and Relationship Skills - Effective interaction skills with superiors, peers, PK-12 students and colleagues including: cultural competence; resolution of group conflict during academic, practicum and internship work; and the ability to maintain effective working relationships at all levels	Able to effectively communicate with instructors, peers, team members, clinical faculty, principals, colleagues and PK-12 students; able to articulate detailed instructions to or from the groups mentioned above; able to acknowledge and respect individual values and opinions, and able to sensor self-expression in order to foster harmonious working relationships with above mentioned groups
Personal Behavior - emotional health sufficient for full utilization of intellectual abilities, effective functioning during stressful situations, ability to adhere to professional boundaries and ethical conduct in accordance with the <i>North Carolina Professional Teaching Standards</i> and the <i>Code of Ethics for North Carolina Educators</i>	Demonstrate honesty, integrity, accountability, flexibility, and the ability to adjust to changing situations and uncertainty in classroom situations; respect PK-12 student rights and avoid criminal behavior; avoid unprofessional behaviors such as chemical dependency; control emotions in order to function effectively under stress, and adapt in an unpredictable and changing environment; accept feedback and implement suggestions given by superiors



**Developed by the North Carolina Professional Practices Commission
In consultation with North Carolina educators.
Adopted by the North Carolina State Board of Education
June 5, 1997**

PREAMBLE

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

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

To uphold these commitments, the educator:

I. COMMITMENT TO THE STUDENT

- A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
- B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
- C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
- D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. COMMITMENT TO THE SCHOOL AND SCHOOL SYSTEM

- A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
- B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work

- collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
- C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.
 - D. Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.
 - E. When acting in an administrative capacity:
 - 1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
 - 2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
 - 3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
 - 4. Recommends 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.

Code of Professional Practice and Conduct for North Carolina Educators

The North Carolina State Board of Education (SBE) has adopted rules to establish uniform standards of professional conduct for licensed professional educators throughout the state. These rules have been incorporated into Title 16 of the North Carolina Administrative Code and have the effect of law. These rules shall be the basis for State Board of Education review of performance of professional educators and are binding on every person licensed by the State Board of Education. Violation of the standards shall subject an educator to investigation and possible disciplinary action by the State Board of Education or local school district.

SECTION .0600 - Code of Professional Practice and Conduct for North Carolina Educators

16 NCAC 6C.0601 - The Purpose and Applicability of the Rules of Professional Conduct for Educators

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

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

.0602 STANDARDS OF PROFESSIONAL CONDUCT

- (a) The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.
- (b) Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.
 - (1) Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.
 - (2) Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.
 - (3) Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:

- (A) statement of professional qualifications;
 - (B) application or recommendation for professional employment, promotion, or licensure;
 - (C) application or recommendation for college or university admission, 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 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

Websites

East Carolina University College of Education	http://www.ecu.edu/cs-educ/
East Carolina University Student Handbook	http://www.ecu.edu/studenthandbook
Alternative Licensure Add-on Lateral Entry Master of Arts in Teaching	http://www.ecu.edu/cs-educ/alternative_licensure/Index.cfm
Career Center	http://www.ecu.edu/e3careers/
Criminal Background Check	https://www.certifiedbackground.com
Educational Testing Service (ETS)	www.ets.org
Graduate School	http://www.ecu.edu/gradschool/
Graduation Application	http://www.ecu.edu/cs-acad/registrar/Graduation-Information.cfm
NC Testing through Pearson	www.nc.nesinc.com
Office of Clinical Experiences	http://www.ecu.edu/educ/teached/OCE.cfm
Office of Teacher Education	http://www.ecu.edu/cs-educ/teached/
Pearson Education, Inc.	http://www.pearsonassessments.com/pai/
Praxis for North Carolina	www.ets.org/praxis/nc
Taskstream	www.tasksteam.com