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INTRODUCTION

The mission of the Department of Education and Psychology is to ensure candidates have the knowledge, disposition, and repertoire of skills to prepare widely diverse students for lifelong learning. The Conceptual Framework of the Department of Education and Psychology has been transformed into the organizing theme of 21st Century Professional Educator. The Department of Education and Psychology supports and embodies the mission of the University by promoting excellence in educator training as its primary responsibility. The Teacher Education Program (TEP) expands beyond the 21 county service areas in North Carolina through collaboration, cooperation and partnerships.

The Department of Education and Psychology directs a high quality teacher education program within the Conceptual Framework of 21st Century Professional Educator. The primary purpose of the TEP at Elizabeth City State University is to produce educators who use the decision-making process to guide student outcomes. The Teacher Education Program reflects its decision-making emphasis in its four curricular components: (1) general education, (2) specialty area courses, (3) professional studies, and (4) academic concentrations. The governing body of the Department of Education and Psychology’s Teacher Education Program is the Teacher Education Advisory Council. The Council consists of representatives from each area having education licensure programs, members of the campus, community, and representatives from P-12 schools.

Teacher candidates engage in a structured sequence of field and clinical experiences throughout their coursework. During coursework, candidates examine professional development which includes: comprehension, observation of, and reflection on both theory and practice through a structured sequence of field experiences. EDUC210: Introduction to Education is the beginning point of the transition from recipient to active participant.

After the introduction to the foundations of teaching, candidates are involved in methods courses and internships. Candidates begin to examine many areas relevant to instruction and to analyze the planning needed to be effective in each area. Candidates learn to identify and sort appropriate and inappropriate instructional practices in simulations and micro-teaching settings. At this level of clinical and field experiences, candidates become familiar with:

- problems and decision-making within their specialty;
- best practices used in problem-solving and decision-making;
- instructional materials and strategies; and
- varied assessments and evaluations
- how to effectively use data

Clinical Practice, the culminating experience, is the full application of teaching knowledge and skill. At this point, candidates become educational decision-makers. During this practicum period, continuous staff meetings, debriefings, observation and conferences in conjunction with actual teaching allow and encourage evaluation of both theory and wisdom of practice. As candidates engage in teacher behavior, they have to execute content-specific problem-solving strategies appropriate to their discipline. The cooperating teacher and the university supervisor assist the candidate in reflecting upon the numerous decisions made. These reflective activities
demand that candidates analyze, clarify and synthesize their knowledge and skills, as they relate to decision making.

This handbook has been prepared to facilitate the development of the prospective teacher by focusing on the role of the candidates, cooperating teachers, and university supervisors. It provides the regulations governing the student teaching experience.
The Department of Education and Psychology educator preparation conceptual framework is consistent with ECSU's mission and was developed to describe its vision and purpose in preparing educators to work in P-12 schools. The focus of the conceptual framework is to prepare educators who are global competitors, advocates for diversity, healthy and responsible citizens, critical thinkers and innovators, embedded technology users, and effective communicators and collaborators. Supported by a strong knowledge base, the Conceptual Framework provides a system for ensuring coherence and a well-articulated professional commitment to student knowledge of content, teaching competence, leadership, and learning. This is reflected in the curriculum, instruction, and clinical experiences provided to develop the knowledge, skills, and dispositions that are valued in educators. The Conceptual Framework provides the direction for programs, courses, candidate performance, scholarship, service, and unit accountability. Coherence exists among the conceptual framework, courses, field experiences, clinical practice, internships, and learner outcomes—what candidates know and are able to do.

By design, the Conceptual Framework model is dynamic and is structured philosophically to embrace the changing contexts of teaching and learning. Supported by multiple forms of knowledge drawn from many disciplines, research, best practice, historical and cultural perspectives, and the dispositions valued by the educational and local community, its major tenets encompass the following three areas:

**Area One, the triangle**, includes the learning community collaborative partners that joined together to develop the 21st Century Professional Educator. These three equal partners include the university, local education agency, and family/community. These stakeholders believe in accountability, quality assurance, collaboration, diversity, and equity.

**Area Two, the hexagon**, includes the six dispositions that describe the educator who is a decision maker. These six dispositions are paramount throughout preparation and as such are the outcomes expected of the 21st Century Professional Educator. The knowledge, dispositions, and skills were refined in 2008 and are delineated for one who is a global competitor, advocate for diversity, healthy and responsible citizen, critical thinker and innovator, embedded technology user, and effective communicator and collaborator. These essential characteristics in the institutional standards are assessed both formally and informally and are aligned with North Carolina Common Core Standards, National Council for Accreditation Teacher Education (NCATE) standards and Interstate New Teacher Assessment and Support Consortium (INTASC).

**Area Three, the three interlocking circles**, includes the major components that encompass the knowledge and skills requirements of candidates at the initial and advanced levels of Professional Knowledge, Pedagogical Knowledge, and Content Knowledge. One of the most important determinants of student achievement is teacher expertise; skilled teachers are the most critical of all schooling inputs. At the initial level, the program at Elizabeth City State University seeks to produce skilled educators who demonstrate a potential for developing the expertise needed for high student achievement. At the advanced level, candidates must have completed an
equivalent liberal arts or science degree prior to entering the graduate program. Further, “master teachers” or “highly qualified teachers” must first be good teachers and demonstrate the knowledge and skills expected of beginning teachers as prerequisites for the advanced level.

**Candidate Proficiencies Aligned with Professional and State Standards**

All specialty areas reflect the unit’s Conceptual Framework and appropriate professional program standards for the NC Department of Public Instruction. These standards are correlated with the standards for beginning teachers (INTASC). In revising the Conceptual Framework, the team made special effort to include elements and language that would reflect the professional proficiencies required of all programs within the unit.

The elements of the Conceptual Framework are both independent and interdependent. Interdependency is the strength of the Conceptual Framework. Candidates must have the professional knowledge, content knowledge and pedagogical knowledge to enable them to teach diverse student populations in a highly technological learning environment. They must make myriad decisions that affect their learning and their students’ learning. The *21st Century Professional Educator* must abide by a code of professional ethics. Education candidates must have a strong desire for professional development and they should demonstrate a propensity for lifelong learning that includes those mental habits enabling them to learn on their own whatever they want or need to know.

To facilitate candidate progression toward the program disposition outcomes, an assessment system is used to collect information on candidate proficiencies outlined in the unit’s Conceptual Framework, state standards, and professional standards. Decisions about candidate performance are based on multiple assessments, internal and external, made at multiple points before program completion. Candidates are assessed at the transition points of admission to the teacher education program, prior to clinical practice, at the end of clinical practice, and one year after program completion. With the program disposition outcomes of global competitor, advocator of diversity, effective communicator and collaborator, healthy and responsible citizen, embedded technology user, and critical thinker and innovator, the candidate will have the knowledge, skills, and disposition to collaborate with colleagues to exemplify the *21st Century Professional Educator*. 
# POLICIES AND PRACTICES THAT GOVERN THE CLINICAL PRACTICE EXPERIENCE

| 1. Purpose | The purpose is to afford the teacher candidate an opportunity to gain experiences in applying informed decision making skills while obtaining competence in all areas of classroom teaching. |
| 2. Placement | Only one teacher candidate will be assigned a cooperating teacher during the school year. **Candidates will not be assigned clinical practice at their child’s nor immediate family members’ school.** |
| 3. Cooperating Teacher | A stipend will be given to the cooperating teacher upon the completion of student clinical practice assignment in which he/she works with a candidate full-time. |
| 4. Cooperating Teacher Qualifications | The cooperating teacher must be tenured. It is desirable that all cooperating teachers hold a master’s degree and/or National Board Certification. Additional LEA and state requirements may be requested. |
| 5. Clinical Practice Assignment | All assignments of clinical practice must be approved by the Director of Teacher Education, U-STEP Director and LEA *(when applicable)*. |
| 6. Student-ECSU Public School Relationship | Candidates engaged in clinical practice must conduct themselves in a professional manner as defined by the *Code of Ethics* for teachers in North Carolina and in collaboration with the public school partners *(please refer to pages 18-19)*. |
| 7. School District Policies | The candidate must abide by the same policies of the local school as those required of regular teachers, in addition to those created by the local school system specifically for candidates. |
| 8. Professional Appearance | The candidate is expected to present an acceptable professional appearance. He/she must also abide by any written dress code established by the local school or major department for professional personnel. Failure to do so or defiance of specific requests made by public school or university officials will be considered grounds for dismissal *(please refer to page 10)*. |
| 9. Professional Attitudes/Behavior | High standards of professional performance and attitude are expected of every candidate. The candidate should assume the role of classroom teacher as rapidly as evidenced by their professional demeanor and to think, dress, and act according to the ideals of a teacher. |
| 10. Courses During Student Teaching | Policy: Candidates will not be permitted to take courses concurrently with student teaching. |
| 11. Lesson Plans | Lesson plans are required and must be submitted to and approved by the Cooperating Teacher. A format can be used that is acceptable to both the University Supervisor and Cooperating Teacher. Effective teaching performance can only be achieved through adequate preparation. |
| 12. Triad Conference | Regularly scheduled professional conferences between the cooperating teacher and candidate are required. When the University Supervisor visits the school, three-way conferences prove valuable. A TRIAD Meeting will be held at the beginning of each semester. University Supervisors will confer with the Candidates and Cooperating Teachers immediately following an observation. |
| 13. Substitute Teaching | Candidates are not allowed to substitute teach during their student teaching experience. |
| 14. Access to Student Records | Under the guidance of the cooperating teacher, the candidate may have access to school records. It is important that the candidate learn to use cumulative and objective data and to interpret the various records, grades, test scores, etc., in a professional, tactful, and confidential manner. Student records are confidential! |
| 15. Discipline | School systems have specific, legal procedures in matters related to discipline. These “Codes of Student Behavior” provide the pupils their due process under this law, provide a legal process for appropriate acts or actions teachers may take, and are obligatory on the part of faculty members. Violations of school district policy may result in court action. Teacher candidates should be thoroughly familiar with these policies and procedures of the school system. |
| 16. Request for Absence | Request for leave of absence forms must be completed and submitted to the University Supervisor. Teacher candidates must notify the principal and cooperating teacher of any absences in advance when possible (telephone call, email). **All absences must be made-up before clearance of your clinical experience.** Candidates must complete 15 weeks (75 days) of clinical experience. |
17. **Standards of Behavior**  
Candidates are held to the same standards of behavior as expected of regular teachers employed by the local education agency including: social standards, dress, attendance, use of appropriate language, or cooperative relationships with the school system.

18. **Counseling Services**  
Student Services--Counseling is FREE to all candidates and is CONFIDENTIAL. Referrals to off campus counseling and support resources are also available. Walk ins or appointments are available from 8:00 am - 5:00 pm.

19. **Commitment**  
Clinical practice is the candidates’ major responsibility and demands total commitment. Attendance at local board of education meetings, seminars, PTA meetings, building faculty meetings, or co-curricular responsibilities may be expected of the candidate. These demands, along with the extensive requirements in lesson planning, learning the routines of the school, finding resources, grading papers and other demands made upon a teacher in a school day-will leave little time for outside activities.

20. **Full Teaching Responsibility**  
The induction of candidates into full responsible teaching should be a gradual process. In each case, the rate of induction to full responsible teaching will be governed by the readiness of the candidate. The cooperating teacher should promote readiness by providing participatory experiences immediately.

21. **Professional Community**  
The candidate’s informed decision making skills are expected to participate in all phases of the teacher’s responsibilities such as attending staff meetings, parent conferences (when appropriate), PTA or other similar meetings, staff development meetings, student club meetings.

22. **Criminal Background Check**  
A clear criminal background check is required prior to clinical practice and must be on file in the Office of Teacher Education. Any criminal activity engaged in after the initial background check clearance must be reported immediately to the Office of Teacher Education.
Elizabeth City State University  
Teacher Education  
Clinical Practice Dress Code Guidelines

All students visiting a school, to complete clinical practice for Elizabeth City State University, must dress appropriately and professionally at all times.

You must abide by the following when completing field experiences:

- Dress and appearance must be clean. Appearance must not disrupt class or learning activities.

- Clothing and/or tattoos should not promote alcoholic beverages, tobacco, controlled substances, profanity, nudity, violence or sex by words or symbols.

- Any clothing made of denim cannot be worn, this includes: pants, skirts and jumpers. Denim skirts and jumpers/dresses may be worn if allowed by the participating school. Denim may be worn on a designated spirit day, workday, or casual day, if this has been adopted by the school.

- Sweatpants cannot be worn.

- Piercings can be worn in ears only.

- Clothing cannot be tight-fitting nor short. This includes pants, dresses and shorts (for P.E. majors). Clothing cannot be low-cut in the chest area. Halter tops nor tube tops are permitted. The chest area cannot be exposed when standing, sitting or bending.

- Flip-flops, bedroom slippers nor sneakers may be worn (P.E. students can wear clean sneakers). Sneakers may be worn on a designated spirit day, workday, or casual day, if this has been adopted by the school.

- Shirts must be tucked inside. Ties must be worn for men, if required by the school.

- Hairstyles must reflect professionalism. Hairstyles cannot be a distraction to student learning (e.g., purple and pink hair color).

Students will be required to adhere to the dress code as stated above and must adhere to any additional policies set forth by the school where clinical practice is being completed. Those who choose to violate guidelines instituted will be subject to removal from field placement. Reasonable accommodations will be considered based on religion, cultural heritage or medical reasons. A request for waiver must be submitted to the Office of Teacher Education.
TIMELINE

The clinical practice internship is 15 weeks (75 days).

North Carolina Department of Public Instruction requires teacher candidates to complete teacher education programs in North Carolina Institutions of Higher Education (IHEs) have varied clinical practice experience at each level indicated on the designated license. An example would be Elementary Education: License is designated K-6.

The first placement will last for 13 consecutive weeks. The second placement (observation) will last for 2 weeks.

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Students are expected to work during teacher workdays, attend seminars, trainings, open house, after school participation (parent teacher conferences, PTO meetings, special school events). These days will be counted toward the 75 required student teaching days.

Inclement weather days must be made up.
ROLE AND RESPONSIBILITIES OF THE CLINICAL PRACTITIONER
GUIDELINES FOR CLINICAL PRACTICE

Clinical Practitioner – A student who has been admitted to the Teacher Education Program and has completed all required courses leading to Clinical Practice.

Clinical Practice – A period of time (75 days) candidates are assigned to a school for training under a certified cooperating teacher.

Rules and Regulations Regarding Clinical Practice

1. Candidate must complete 15 weeks (75 days) of Clinical Practice.
2. Candidates are not to be employed during the daytime while they are on the field.
3. Candidates cannot substitute teach while they are doing their Clinical Practice.
4. Candidates are required to attend meetings as they are scheduled by the University. These days will not count as a part of the “75” days.
5. Clinical Practitioners who need to be absent must complete the Request for Leave Form and have approval of the University Supervisor. In case of an emergency, the form must be completed immediately upon return.
6. All clinical practitioners must attend meetings at their assigned school.
7. The Clinical Practitioner is held accountable for the make-up days.
8. Clinical Practitioners shall dress appropriately for the profession, i.e., P.E. candidates should dress in P.E. clothing (see dress code on page 10).
9. Classes should not be taken during the Clinical Practice period. Only with permission from Administration may a candidate take classes while being engaged in Clinical Practice.
10. Clinical Practitioners must attend EDUC 478-Seminar in Contemporary Education Issues class once a month during student teaching.
11. Candidates who fail to meet the established guidelines may be removed from Clinical Practice.
ROLE OF THE CLINICAL PRACTITIONER

Clinical practice is a learning process in the teacher education curriculum. It involves the candidate, cooperating teacher, administrators, and the ECSU university supervisor working together. By accepting a clinical practice assignment candidates are acknowledging they have the necessary knowledge, skills, and dispositions to be successful as a candidate. Teacher candidates will progress from observer with minimal participation to full teaching responsibilities.

As a clinical practitioner, the candidate understands and cooperates with all stakeholders who collaboratively share the responsibility for his or her learning and performance during the clinical experience. The following list of suggestions concerning day-to-day activities and responsibilities will help facilitate these collaborative relationships:

- place school duties and responsibilities ahead of personal wishes and accept all assigned duties;
- strive to exemplify the attitudes and action of a teacher rather than those of a student;
- conform to school regulations and policies and to local standards of behavior and dress;
- report for all school appointments and duties on schedule;
- plan all work and submit plans to the cooperating teacher prior to the teaching of a class;
- safeguard all personal and confidential information concerning pupils and use it only for professional purposes;
- refrain from making unfavorable remarks about the college program, the cooperating school, and the community;
- be courteous to both adults and children;
- express appreciation for courtesies extended;
- practice continual self-assessment as means for improving teaching performance;
- treat everyone fairly and with respect; and
- strive for personal and professional growth through continued study and effort.

Plan for Guided Observations by the Clinical Practitioner

An important part of the student teaching experience is observing procedures and techniques of a master teacher. The master teacher will guide the candidate in observations. During pre-conferences identify specifics to observe, such as:

- Pay attention to students, their activities, and their reactions as well as to the subject matter being taught.
- Pay particular attention to the type of activities engaged in by those vitally interested in the lesson and by those who seem to have no interest. Prepare to discuss these with the cooperating teacher.
- Observe the different techniques and methods being used by the teacher.
- Observe things that add to the attractiveness of the teaching situation.
- Observe how the teacher relates class work to actual life situations.
- Observe the balance of student to student and teacher to student participation in classroom discussion and activities.
- Observe techniques used in handling student and group problems.
• See if you can discern the objectives of the teacher.
• Observe materials being used by the teacher to increase the effectiveness of the class.
• Observe how students of differing abilities are cared for.
• Observe how routine matters are cared for.
• Observe how assignments are made.
• Observe means being used to make the work of the class more interesting.
• Observe any evidence of student maladjustment such as excessive shyness, over-critical attitudes, extreme sensitivity, aggressiveness, and daydreaming. If the opportunity presents itself, talk to the teacher after class to see if conclusions concerning individual students are correct.
• Observe the different methods used by the teacher and students in evaluating the work of the class.
• Observe the same students in activities outside the classroom and give special attention to such things as peer acceptance, leadership or followership, identification with a group, and the general interest in life. Compare or contrast this with what you saw in class.

Equally important are follow-up conferences which allow for collaboration between the cooperating teacher and candidate to discuss what was observed and provide an opportunity to explain the “whys.” Talking through the decision-making process gives the candidate insight into the kinds of decisions teachers make and the contributing factors. These follow-up conferences provide opportunities for the cooperating teacher and the candidate to reflect on the observation such as what worked and why, what would be changed the next time, how student characteristics influenced the lesson.
EXPECTATIONS FOR CLINICAL PRACTICE EXPERIENCE

Early participation in the classroom helps teacher candidates gain confidence. Readiness is further developed through observing all classroom activities, critically analyzing what is seen, planning carefully and gradually assuming the responsibility of a teacher. During the beginning weeks of clinical practice one is expected to become acquainted with the school and students. The following are a few suggestions:

- reading to children;
- checking the roll;
- passing out and collecting papers;
- working with children who need individual or group assistance;
- assembling teaching materials for use in the classroom;
- writing assignments on the board;
- reviewing student records; and
- observing in other classrooms.

Clinical practitioners are expected to be on time for all assigned tasks and in attendance each day for school and classes. In case of illness or other emergencies that prevent attendance at school, the clinical practitioner must notify the University Supervisor and the Cooperating Teacher immediately. A record of all absences should be maintained by the University Supervisor and the Cooperating Teacher.

Clinical practitioners must attend all meetings and professional activities as the cooperating teachers. Such meetings and activities may include PTA and in-service workshops. If problems or concerns arise, involving the clinical practitioner such as tardiness, attendance, and participation during the internship, the cooperating teacher will contact the university supervisor immediately.

Planning is a continuous process. Since success in the classroom is paramount, the cooperating teacher and the clinical practitioner must collaborate to develop a program that utilizes the strengths of the clinical practitioner. The following are suggestions for planning sessions designed to accomplish this:

- the cooperating teacher and candidate should decide which units are to be taught by each and for how long;
- methods of teaching and evaluating the candidates should be discussed and agreed upon;
- the objective for each lesson should be cooperatively developed;
- references and study materials should be selected and reviewed;
- experience with a variety of teaching methods and techniques subject matter, kinds of candidates taught, and teaching aids should be planned;
- the theory of learning through participation should be practiced and plans should be made to involve the candidate in a wide variety of active teaching situations;
• the candidate should be allowed to teach from lesson plans without interference from the cooperating teacher unless situations develop which would be determined to the welfare of the pupils; and
• experiences should be provided for involving pupils in classroom planning.

The clinical practitioner will work cooperatively with the cooperating teacher in evaluating the students’ work. By working together skills are developed enabling the use of evaluation techniques for motivational purposes and measuring students’ academic achievement. The candidate must be knowledgeable of new trends in education and begin to develop skills necessary to become informed decision-makers.
CODE OF ETHICS FOR 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 will adhere to the following three commitments:

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 school district, 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.
LESSON PLAN GUIDE

Clinical practitioner instructional plans are to be submitted to the cooperating teacher for approval prior to teaching the class. Clarify with the cooperating teacher when and where the lesson plans are to be submitted. Time should be provided for the cooperating teacher to review the plans, make recommendations, if applicable, and return them to the clinical practitioner corrections or additions (initial and date the plans). Lesson plans should be neat, legible and free of grammatical errors. **CLINICAL PRACTITIONERS ARE NOT TO TEACH WITHOUT APPROVED LESSON PLANS BY THE COOPERATING TEACHER.**

This guide may be used to analyze planning strengths and areas needing improvement. It is not meant to be a checklist or a recipe for success. However, questions to guide the candidates thinking (reflection) in a productive manner are included in each section.

**Surroundings**
Sometimes the failure of the lesson is not the plan but what happened before or after the lesson. If candidates are moving from a maximum activity class such as physical education to a math class they will need a different transition than a language arts lesson to math. Closely related to the flow or transition from lesson to lesson are management expectations. Check instructions to be sure they do not include too many gray areas of behavior which are not easily identified or discriminated.

- Are behavior expectations specified?
- Are consequences of inappropriate behavior specified?
- What are the routines you will expect candidates to follow?
- What cues should be used?
- Have sponge activities or extended assignments been listed?

**Objectives**
Check your criteria for clarity. If it is too long and complex it will be difficult for you to teach to the objective. Secondly, check the level of the objective and the cognitive level of the evaluation for synthesis. Keep in mind that a good objective is effective only if a careful task analysis is done. The task analysis should be appropriate for the content and the students’ developmental level.

- Are objectives observable and measurable?
- Does the evaluation match (measure) the objective?

**Transfer**
It will be very difficult to gain students’ attention if they see no transfer of skills or knowledge from a previous lesson or their interests. The challenge is to integrate the lesson with the larger instructional goals. Comfortableness and a sense of control are both important to students learning. A lesson that is too different or too demanding may cause a mutiny.

- Should the lesson be two or three separate lessons?
- Should the task be redefined?
Checkpoints
It is very easy to assume the students know more than they do or less than they do. Unless you have extensive knowledge of the students, a guided practice step will save time and many headaches.

- Was guided practice used or did the lesson go directly from teacher input to independent practice?
- Did monitoring and adjusting continue throughout the lesson?
- Did the instructions and assignments allow for different learning styles?

Pacing
Probably the most difficult instructional skill to learn is correct pacing. There is no easy formula to memorize routine to establish. Pacing will depend on the students, the context and the day. If there is some indication that pacing may be a problem try changing to judge the effect. Fast paced lessons which require quick knowledge level response maintain high student involvement. However, it may be that the objective and the class require time to be more thoughtful and critical. A good class discussion requires patience and considerable risk by the teacher but can be the best way to reach the objective.

- Was the pace matched to the instructional approach?
- Was there collaboration with the cooperating teacher for best practices in pacing?

Materials
The arrangement and procurement of materials are often overlooked but can make or break a lesson.

- Are the materials within reach and control?
- Has consideration been given to the distribution and use of materials?
- Who is responsible for returning materials to the proper place?
- Are they too complicated for the developmental level of the students?
- Will there be time left for the lesson?

Summary
All teachers have certain topics that are especially difficult for them to teach. Perhaps there is a need to revise the objective or use a different goal structure. For example, cooperative learning or experimental learning may be a better approach for this particular lesson. Above all, do not make excuses or say “those students can’t learn.”
## Six-Step Lesson Plan

**Name** ________________________________________  **School** _______________________________________

**Class/Subject** ________________________________  **Block/Period** ______  **Date** ___________

**Objective** _______________________________________

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### Elements of Lesson Design

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description of Activities and Setting</th>
<th>Materials and Supplies</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Focus and Review</strong></td>
<td>&lt; Focus the learner’s attention &lt; Relate previous learning &lt; Diagnose prerequisite skills &lt; Give reasons why learning is important</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Statement of Objectives</strong></td>
<td>&lt; Let candidates know exactly what is expected &lt; Alert candidates to essential learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Teacher Input</strong></td>
<td>&lt; Presenting information (e.g., lecture, demonstration) &lt; Checking for understanding &lt; Monitoring and adjusting</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. Guided Practice</strong></td>
<td>&lt; Monitor all candidates’ first attempts at new learning &lt; Prevent candidates from repeating errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. Independent Practice</strong></td>
<td>&lt; Practice new learning alone &lt; Internalize new skills &lt; Acquire speed and fluency</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6. Closure</strong></td>
<td>&lt; Encapsulate lessons &lt; Summarize major concepts &lt; Allow learning to be expanded with later lessons or recalled for application</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5-E Lesson Plan Template

<table>
<thead>
<tr>
<th>Your Name:</th>
<th>Your E-Mail Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td>Subject Area:</td>
</tr>
<tr>
<td>Lesson Title:</td>
<td>Lesson Length:</td>
</tr>
</tbody>
</table>

THE TEACHING PROCESS

Lesson Overview

Unit Objectives:

Standards addressed (NC ES SCS or national)

List of Materials

INSTRUCTIONAL SEQUENCE

Phase One: Engage the Learner

These activities mentally engage students with an event or question. Engagement activities capture students' interest and help them to make connections with what they know and can do. The teacher provides an orientation to the unit and assesses students' prior understanding of the concepts addressed in the unit.

<table>
<thead>
<tr>
<th>What's the teacher doing?</th>
<th>What are the students doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging the students to use what they already know to make observations</td>
<td>Talking with their peers and with the teacher about observations</td>
</tr>
</tbody>
</table>

Phase Two: Explore the Concept

Next, students encounter hands-on experiences in which they explore the concept further. They receive little explanation and few terms at this point, because they are to define the problem or phenomenon in their own words. The purpose at this stage of the model is for students to acquire a common set of experiences from which they can help one another make sense of the concept. Students must spend significant time during this stage of the model talking about their experiences, both to articulate their own understanding and to understand another's viewpoint.

<table>
<thead>
<tr>
<th>What's the teacher doing?</th>
<th>What are the student's doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking around the room, talking to the students and encouraging them.</td>
<td></td>
</tr>
</tbody>
</table>

Phase Three: Explain the Concept and Define the Terms

Only after students have explored the concept does the curriculum and/or teacher provide the scientific explanation and terms for what they are studying. The teacher may present the concepts via lecture, demonstration, reading, or multimedia (video, computer-based). Students then use the terms to describe what they have experienced, and they begin to examine mentally how this explanation fits with what they already know.

<table>
<thead>
<tr>
<th>What’s the teacher doing?</th>
<th>What are the students doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking questions and listening to student's responses to assess their understanding.</td>
<td>Sharing their answers with the class.</td>
</tr>
</tbody>
</table>
### Phase Four: Elaborate on the Concept

The next stage of the model serves to help students elaborate on their understanding of the concept. They are given opportunities to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have accumulated so far. Interaction between the students is essential during the elaboration stage. By discussing their ideas with others, students can construct a deeper understanding of the concepts.

<table>
<thead>
<tr>
<th>What's the teacher doing?</th>
<th>What are the students doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring class behavior.</td>
<td>Encouraging and prompting students to make connections.</td>
</tr>
</tbody>
</table>

### Phase Five: Evaluate students' Understanding of the Concept

The final stage of the model has a dual purpose. It is designed for the students to continue to elaborate on their understanding and to evaluate what they know now and what they have yet to figure out. Although the key word of the stage is evaluate, the word does not indicate finality in the learning process. Indeed, students will continue to construct their understanding of these broad concepts throughout their lives. Evaluation of student understanding should take place throughout all phases of the instructional model. The evaluate stage, however, is when the teacher determines the extent to which students have developed a meaningful understanding of the concept.

<table>
<thead>
<tr>
<th>What's the teacher doing?</th>
<th>What are the students doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading the class in discussion about what they did and how it relates to them.</td>
<td>Sharing their work with the class and making connections about what they learned to what they already knew.</td>
</tr>
</tbody>
</table>
PRINCIPLES OF EFFECTIVE CLASSROOM MANAGEMENT

• Use clear instructional language so students understand the work and the procedures for accomplishing it.
• Establish accountability systems by monitoring work in progress, establishing routines for returning work, and providing regular feedback to students.
• Realize that each student has basic needs that must be met, including food, rest, self-respect, and freedom from fear.
• Avoid placing students in frustrating academic situations that will cause them to “act out.”
• Recognize that the manner in which a teacher addresses a student often affects the way the student responds.
• Monitor the behavior of the rest of the class while working with small groups.
• Use unobtrusive signals to inform students they are misbehaving.
• Know which distraction to ignore and which to act upon, since constant attention to monitor disturbances makes it more difficult to correct major ones.
• Talk with parents concerning their child’s problems.
• Use discipline methods appropriate to students’ maturity.
• Stop misbehavior before disciplinary measures becomes necessary.
• Refer discipline problems to the principal only in accordance with established procedures.
TIPS ON DISCIPLINE

- Never give an order you do not mean to enforce.
- The response of the child is action. Give your command to stimulate action, not to check it. Say, “do this” rather than don’t do that. Suggest an action which can be successfully obeyed.
- Give a child time for reaction.
- Be honest in what you say and do. A child’s faith in you is a great help.
- Be always fair, it isn’t punishment, but injustice that makes a child rebel against you.
- Be friendly. Always show an interest in what they are doing.
- Command good qualities and actions.
- Try being constructive, not responsive, in all dealings with children.
- Remember that a sense of humor is extremely valuable.
- Do not take your personal feelings and prejudices out on the children.
- Maintain poise at all times. Do not lose your temper.
- Look for good qualities – all children have them.
- Listen for suggestions and complaints from the children.
- Follow up all cases which have been disciplined. Be certain that you still have the respect and confidence of the child.
- Set a good example.
- Be sincere in your work.
- Intelligence in handling children consists of thinking faster than they do. If they can out think you, you are not using your maturity and the advantage of your higher education. You should see possibilities before they become results. This is the secret of leadership.
- Never hold a child up to public ridicule. It is the surest way of creating a discipline problem.
WHAT THE

COOPERATING

TEACHER

SHOULD KNOW
ROLE OF THE COOPERATING TEACHER

An important responsibility of the cooperating teacher is to oversee the progress of the clinical practitioner. At the same time, the cooperating teacher should accept the clinical practitioner as a professional associate and plan professional experiences that will enhance the clinical practitioner’s performance as a teacher. In carrying out his/her responsibilities, the cooperating teacher should plan for the initial orientation of the clinical practitioner to the classroom and to the school.

- Acquaint himself/herself with the program of clinical practice as proposed by the University.
- Create an atmosphere of acceptance of the student on the part of the cooperating teacher, the pupils, the faculty and the community.
- Introduce the clinical practitioner to classroom routines and instructional procedures.
- Develop the clinical practitioner’s awareness of teaching techniques and procedures.
- Provide opportunities and participation on the part of the teacher in various classes and extra-class activities.
- Introduce the clinical practitioner to the schedule of classes gradually.
- Help the clinical practitioner understand, the background of the students; the class schedules, curriculum, materials and equipment; and the school regulations, and reports to parents, etc.
- Orient the clinical practitioner to the accepted formats of planning.
- Establish a climate in which the clinical practitioner gradually develops skill in planning and continuously evaluates their planning procedures.
- Provide for the continuous evaluation of the clinical practitioner through frequently planned conferences, self-evaluation by the clinical practitioner evaluation forms, as well as self-evaluation.
- Guide the clinical practitioner in attaining cooperatively established objectives.
- Provide opportunities for professional growth through attending professional meetings, staff meetings, using of the library/Internet and building of a personal library.
CHARACTERISTICS OF AN EFFECTIVE COOPERATING TEACHER

The influence of the licensed teacher who helps the candidate develop from novice to expert cannot be emphasized too strongly. The teacher who is working everyday with pupils has credibility and an array of practices to share with this novice.

Criteria for Selecting Cooperating Teachers

The following are basic criteria recommended in the selection of cooperating teachers:

- A tenured teacher is required in the area of specialization with a demonstrated capacity for conveying both theoretical and practical ideas to others.
- At least one year in the current teaching assignment.
- An expressed willingness to accept clinical practitioners and a commitment to spend the time necessary for supervision.

In addition to the above basic criteria, the following criteria are suggested:

- Possess a Master’s degree and/or National Board Certified Teacher.
- Be skilled at demonstrating methodology of teaching.
- Be able to evaluate the work of candidates objectively.
- Allow the clinical practitioner to be a teacher in the classroom.
- Allow the clinical practitioner to experiment.
- Be flexible enough to develop new methods and approaches in cooperation with the clinical practitioner.

Desired Dispositions

The following modeling characteristics are not meant to be definitive. However, these dispositions in cooperating teachers are valuable for candidates:

- evidence of knowledge of content
- enthusiasm for teaching
- evidence of continuous professional development
- management of classroom behavior and atmosphere
- respect for the dignity and worth of all individuals
- use of effective human relations skills in dealing with students, candidates, parents, and other professionals
- ability to plan effectively in speaking and writing including: clarifying and explaining as necessary
- successful application of theory and research in planning, instructing, evaluating, and management to classroom practice
- utilization of school and community resources
- knowledge of overall curricular goals and objectives
- construction of appropriate evaluation instruments for candidates
• ability to utilize effective techniques in supervising and evaluating the candidate
• collaboration with the candidate as a professional colleague
• provision of written and oral progress reports and conference opportunities for the candidate
• provision of encouragement, understanding, and cooperation for the candidate
### NORTH CAROLINA STANDARDS FOR TEACHERS - 2013

#### Standard I: Teachers Demonstrate Leadership

**Teachers lead in their classrooms.**
Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

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

**Teachers demonstrate leadership in the school.**
Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

Teachers should:
- Work collaboratively with all school personnel to create a professional learning community
- Analyze data
- Develop goals and strategies through the school improvement plan
- Assist in determining school budget and professional development
- Participate in hiring process
- Collaborate with colleagues to mentor and support teachers to improve effectiveness

**Teachers lead the teaching profession.**
Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

Teachers should:
- Strive to improve the profession
- Contribute to the establishment of positive working conditions
- Participate in decision-making structures
- Promote professional growth
Teachers advocate for schools and students.
Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

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

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

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

Standard II: Teachers Establish A Respectful Environment For A Diverse Population Of Students

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

Teachers should:
- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

Teachers embrace diversity in the school community and in the world.
Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.

Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student’s development and personality.

Teachers strive to understand how a student’s culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

Teachers should:
- Demonstrate knowledge of diverse cultures
- Select materials and develop lessons that counteract stereotypes and incorporate contributions.
- Recognize the influences on a child's development, personality, and performance
- Consider and incorporate different points of view
**Teachers treat students as individuals.**

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

Teachers should:
- Maintain high expectations for all students
- Appreciate differences and value contributions by building positive, appropriate relationships

**Teachers adapt their teaching/or the benefit of students with special needs.**

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

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

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

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

Teachers should:
- Improve communication and collaboration between the school and the home and community
- Promote trust and understanding and build partnerships with school community
- Seek solutions to overcome obstacles that prevent family and community involvement

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**Standard III: Teachers Know the Content They Teach**

**Teachers align their instruction with the North Carolina Standard Course of Study.**

In order to enhance the North Carolina Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills.

Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

Teachers should:
- Teach the North Carolina Standard Course of Study
- Develop and apply strategies to make the curriculum rigorous and relevant
- Develop literacy skills appropriate to specialty area
**Teachers know the content appropriate to their teaching specialty.**
Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students’ natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines.
- Know subject beyond the content they teach
- Direct students’ curiosity into an interest in learning

**Teachers recognize the interconnectedness of content areas/disciplines.**
Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

Teachers should:
- Know links between grade/subject and the *North Carolina Standard Course of Study*
- Relate content to other disciplines
- Promote global awareness and its relevance

**Teachers make instruction relevant to students.**
Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

Teachers should:
- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
- Demonstrate the relationship between the core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

**Standard IV: Teachers Facilitate Learning For Their Students**

**Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.**
Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

Teachers should:
- Know how students think and learn
- Understand the influences on student learning and differentiate instruction
- Keep abreast of evolving research
- Adapt resources to address the strengths and weaknesses of students
**Teachers plan instruction appropriate for their students.**
Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

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

**Teachers use a variety of instructional methods.**
Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

Teachers should:
- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

**Teachers integrate and utilize technology in their instruction.**
Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

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

**Teachers help students develop critical thinking and problem-solving skills.**
Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

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

**Teachers help students work in teams and develop leadership qualities.**
Teachers teach the importance of cooperation and collaboration. They organize learning teams
in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

Teachers should:
- Teach the importance of cooperation and collaboration
- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

*Teachers communicate effectively.*
Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways, even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

Teachers should:
- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

*Teachers use a variety of methods to assess what each student has learned.*
Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students’ 21st century knowledge, skills, performance, and dispositions.

Teachers should:
- Use multiple indicators, both formative and summative, to evaluate student progress
- Provide opportunities for self-assessment
- Use assessment systems to inform instruction and demonstrate evidence of students’ 21st century knowledge, skills, performance, and dispositions

**Standard V: Teachers Reflect On Their Practice**

*Teachers analyze student learning.*
Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

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

*Teachers link professional growth to their professional goals.*
Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.
• Participate in continued, high quality professional development

*Teachers function effectively in a complex, dynamic environment.*
Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

• Actively investigate and consider new ideas that improve teaching and learning
• Adapt practice based on data

**Standard 6: Teachers Contribute to the Academic Success of Students**

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

A teacher’s rating on the sixth standard is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The End-of-Course assessments, End-of-Grade assessments, Career and Technical Education Post-Assessments, and the Measures of Student Learning provide the student data used to calculate the growth value.

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

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

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

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

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

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

**Effectiveness of Teachers**

Per federal requirements, the State must adopt definitions of effective and highly effective teachers.
A highly effective teacher is one who receives a rating of at least “accomplished” on each of the Teacher Evaluation Standards 1-5 and receives a rating of “exceeds expected growth” on Standard 6 of the Teacher Evaluation Instrument. The End-of-Course assessments, End-of-Grade assessments, Career and Technical Education Post-Assessments, and the Measures of Student Learning provide the student data used to calculate the growth value.

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

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

A three-year rolling average of student growth values generates the sixth standard rating to determine teacher effectiveness. Only student growth values based on the individual students taught by a teacher will be used to determine the three-year rolling average for that teacher.
PLANNING FOR THE CLINICAL PRACTITIONER

Introduction to School

- Prepare for the clinical practitioner; include a desk or work space.
- Introduce the clinical practitioner to administrative staff, fellow teachers, students, support staff and other building personnel.
- Supply the clinical practitioner with essential data concerning the student groups with whom he/she will work.
- Provide the clinical practitioner with information about school routine, policies and regulations; location of students’ records; co-curricular activities; your classroom policies on discipline, facilities; available teaching materials; sources of school supplies; policies regarding fund-raising and student purchasing supplies/materials. (Remind the clinical practitioner about limitations on supplies furnished by the schools and “ownership” of instructional materials made with school supplies).
- Acquaint the clinical practitioner with and monitor progress maintaining attendance registers, grade books, and other required records.
- Provide the clinical practitioner with a copy of the faculty handbook to read.
- Determine, with the clinical practitioner, procedures to follow in case of absences (clinical practitioners are to notify you as soon as possible if they are to be absent. They are also responsible for submitting lesson plans and materials to the school in case of absence).
- Help him/her realize that you are concerned about his/her problems with you.
- Help him/her feel free and at ease in discussing his/her problems with you.
- Help him/her to get acquainted with the community. Invite him/her to participate in school and community activities
- Help him/her to get acquainted with the other staff members and encourage him/her to feel at ease in the school.
- Plan to conference regularly with him/her about his/her duties and responsibilities during his/her clinical practice assignment.
- Plan to give some responsibilities immediately.
- The cooperating teacher should accept the clinical practitioner as a professional associate.
**Introduction into Teaching**

Inducting clinical practitioners into the instructional process is a gradual process that depends on variables such as ability of the clinical practitioner, the characteristics of the students, and teaching responsibilities.

The observation-teaching schedule should be collaboratively planned by the university supervisor and the cooperating teacher. However, since many of the candidates are at their sites before the first visit of the university supervisor, initial experience may need to be planned.
THE COOPERATING TEACHER’S
GUIDELINES FOR SUPERVISING CLINICAL PRACTITIONERS

Candidates begin clinical practice with varying degrees of readiness for assumption of responsibilities. Regardless of their preparation program, personal, and professional readiness varies widely. The supervising teacher must determine the readiness of the candidate to assume teaching responsibilities. Skill in determining readiness and providing for growth can greatly enhance the effectiveness of the supervising teacher’s work with candidates.

GUIDELINE 1: Help the clinical practitioner develop a professional attitude toward all roles of the teacher.

CONCEPT: A prospective teacher who is treated as a professional is more apt to behave like a professional.

PROCEDURE: Introduce the clinical practitioner as an equal (i.e., another teacher who is going to assist you for a period of time).

GUIDELINE 2: Help the clinical practitioner maintain a wholesome self-image, fully aware of his/her strengths and areas needing improvement.

CONCEPT: A good self-image is essential before desirable growth can take place.

PROCEDURES:

a. Encourage students to display courtesy, cooperation, and appreciation toward their candidate.

b. Observe and review the strengths and weaknesses of the candidate, never just weaknesses.

c. Refrain from imposing one’s own methods of teaching upon the candidate as a co-worker.

GUIDELINE 3: Develop a classroom atmosphere that will encourage acceptance of the clinical practitioner as a co-worker.

CONCEPT: An atmosphere of acceptance and security is conducive to wholesome growth.

PROCEDURES:

a. Arrange informal opportunities to get to know the clinical practitioner.

b. Demonstrate to the clinical practitioner that you are interested in him/her, and that you have faith in his/her abilities.

c. Maintain an open mind toward the clinical practitioners’ suggestions and act on those which appear to be promising.

d. Develop a good working relationship with the clinical practitioner.
GUIDELINE 4: Plan carefully for the gradual growth of the clinical practitioner.

CONCEPT: All beginning professionals tend to imitate their superiors but they should be encouraged to develop their own professional personalities.

PROCEDURES:

a. Provide opportunities for participation, first as a student and then as a teacher.
b. Demonstrate procedures and methods to increase skill in teaching and to show the many roles of the teacher.
c. Clinical practitioners must have something tangible to go by. Beginning teachers should have a detailed outline.
d. The clinical practitioner should know the plans a day in advance - - even if the teacher will be in charge of the class.
e. As the clinical practitioner gains confidence, more independence in planning can be exercised. Unit plans, however, can and should be made in advance.

GUIDELINE 5: Help the clinical practitioner develop positive, constructive approaches for student control.

CONCEPT: Students may not act appropriately because they do not have the conditions for proper action.

PROCEDURES:

a. Use the school day for work. It is easier to maintain good order when students are busy at worthwhile tasks when the hour is devoted to the hearing of assigned lessons.
b. Respect the personality of the student. Employ a procedure that is friendly and informal, but businesslike. Treat every student with the same degree of fairness, impartiality, and consideration.
c. Plan effectively all matters of routine management. The mechanics of the situation often stimulate students to mild forms of horseplay that develop into serious misbehavior.
d. Provide a variety of functional extra-curricular activities.
e. Use a variety of teaching procedures.
f. Give students a part in planning and appraisal.

GUIDELINE 6: Help the clinical practitioner recognize evaluation as the chief means of professional growth and improvement.

CONCEPT: If the clinical practitioner is to make improvements now and to continue to grow (with more experience) he must be willing to seek and receive help and to develop an attitude of self-appraisal.
PROCEDURES:

a. Establish good rapport with the clinical practitioner. Gain his/her confidence and respect; criticize with empathy; let him know that you have made mistakes and are still trying to learn.

b. Emphasize strengths and successes during the early phase of student teaching.

c. Never leave the clinical practitioner in doubt as to how he/she is getting along.

d. Progress reports and records can be used advantageously; trusting your memory for details is dangerous.

e. Make evaluation comprehensive; do not let a single factor (such as personality, effort, or scholastic record) overly influence the final judgment.

f. Treat evaluation of the clinical practitioner cooperatively. All who share in directing his experiences should contribute to the evaluation.

g. Assist the clinical practitioner in developing an acceptance of self evaluation.

CONCEPT: To offer constructive feedback and guidance to assist in meeting state requirements.
**ADDRESSING CONCERNS OF THE COOPERATING TEACHER**

The majority of clinical practice experiences are positive. Occasionally; however, there are incidents that need to be handled immediately. Those mentioned most often by cooperating teachers include:

<table>
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<tr>
<th>Concern</th>
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<tr>
<td>Failure to notify cooperating teacher before school day begins that he/she will be absent</td>
<td>Notify university supervisor immediately; warn clinical practitioner that this behavior will not be tolerated.</td>
</tr>
<tr>
<td>Arriving to school late</td>
<td>Talk with clinical practitioner; if this persist (2-3 times) notify university supervisor.</td>
</tr>
<tr>
<td>Failure to submit lesson plan accordingly</td>
<td>Do <strong>NOT</strong> allow clinical practitioner to teach without lesson plans approved by you in advance. If plans are late, but you reviewed them, remind clinical practitioner of schedule for submitting plans; if this occurs more than once, contact the university supervisor.</td>
</tr>
<tr>
<td>Planning is inappropriate/inadequate</td>
<td>Do not approve plans as written (No teaching without approved plan). Offer suggestions for improving plans. Notify the university supervisor as soon as possible.</td>
</tr>
<tr>
<td>Failure to incorporate suggestions, follow directions</td>
<td>Discuss expectations with clinical practitioner; if behavior continues notify the university supervisor.</td>
</tr>
<tr>
<td>Inadequate knowledge of content methodology</td>
<td>Offer help (books, resource materials, etc.); notify university supervisor immediately.</td>
</tr>
<tr>
<td>Students’ behavior becoming a problem.</td>
<td>Give clinical practitioner opportunity to “handle his/her way out” of the situation; discuss with clinical practitioner at first opportunity. If safety of students is a factor, step in immediately.</td>
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</table>

Discuss all concerns with the university supervisor (or call the Director of Teacher Education) before they become major problems. During these weeks, clinical practitioners will make mistakes. With your guidance, however, they can learn from unsuccessful experiences. Candidates’ incompetencies that interfere with your students learning should not be allowed to continue.
ROLE OF THE SCHOOL PRINCIPAL

The role of the principal is to develop within his/her faculty a cooperative effort for the education of beginning teachers. The principal will establish and maintain a strong positive environment for the clinical practitioner internship, will organize and manage school resources to support this effort, and will aid clinical practitioner in developing a sense of professionalism. The principal can help clinical practitioners understand all it means to be a member of a public school faculty and can also serve as an important resource toward the resolution of any problems that arise. The principal and the university supervisor working together will create those structures, policies or working procedures that make for ease in communication and strong professional experience. In addition, the principal’s role in the clinical practice experience involves the following dimensions:

- establishing a strong working relationship with the university supervisor;
- developing with his or her staff a sense of professional commitment to the clinical practitioner;
- working cooperatively with the university supervisor to place clinical practitioners in classrooms with cooperating teachers and in classroom situations which will best meet their individual needs;
- establishing a public relations policy to inform parents and the community of the purposes and activities related to clinical practitioner;
- providing space, materials, and time to support the clinical practitioner activities;
- taking an active interest in the progress of the clinical practitioner and work with cooperating teachers to solve special problems arising from clinical practice experiences;
- working with the university supervisor and cooperating teachers to solve problems that arise from clinical practice experiences.

SCHOOL COMMUNITY

- The administrators should be (a) willing to commit themselves to the importance of clinical practitioner in pre-professional experience, and (b) willing to share their wealth of experience with the clinical practitioner.
- The student body should be willing to accept the clinical practitioner as a teacher and show appropriate respect.
- The community, including civic organizations, churches, clubs, parents, and mass media should be willing to (a) accept the clinical practitioner as part of the community, (b) make a special effort to encourage community participation by the clinical practitioner as part of the community, and (c) cooperate in acquainting the community with the clinical practitioner.
ROLE OF THE UNIVERSITY SUPERVISOR
SUPERVISION OF CLINICAL PRACTICE

The University Supervisor is representative from Elizabeth City State University who is the direct link between the clinical practice site and the Department of Education. For the clinical practitioner, the University Supervisor provides support, instructs the clinical practitioner in theory and practical methods of teaching, and observes and evaluates performance.

University Supervisors confer with cooperating teachers to establish a visitation schedule appropriate for the particular situation and as nearly as possible, what is preferred by the host school. Observations by the University Supervisors should be supportive of the ongoing learning process for the students in the classroom. The emphasis will be on raising issues, possibilities and options to the level of consciousness for the candidate. Judgment of progress and prediction of success or failure will be made when necessary and in consultation with the certified teacher(s).

Finally, cooperating teachers and university supervisors need to assist the clinical practitioner to develop a concept of success in the classroom as something more than survival for fifteen weeks. A clinical practitioner who equates success with survival will probably be the teacher who shows very little professional growth.

The university supervisor’s responsibilities are:

- To visit, at least five times, each clinical practitioner who has been assigned to him/her specifically with the objectives of (a) initial visit/orientation, (b) three interim visits to check progress, and (c) a final visit during the full-time teaching period for evaluative purposes.

- To consult with cooperating teachers and other professionals in order to analyze the performance of clinical practitioners and plan experiences that will lead to their greater understanding and improvement of their teaching.

- To counsel with clinical practitioners concerning problems of adjusting to their teaching role.

- To consult with cooperating school personnel on curricular, instructional and organizational matters when requested.

- To turn in all evaluation forms, as they are completed, and other pertinent information to the Office of Teacher Education.

- To determine a final grade in conjunction with the cooperating teacher and submit to the assigned instructor so the mid-term and final grades will be submitted to the Registrar’s Office on time.

- To work with the clinical practitioner on the completion of the School Leadership Project and Impact on Student Learning Project.
• To evaluate Clinical Practitioner’s TaskStream Electronic Portfolio.

• To establish and maintain good relationships between Elizabeth City State University and the LEAs.

• To acquaint LEAs with the philosophy, objectives, organization and content of the Teacher Education Program.

**NOTE**: The final grade should be supported by a sufficient number of completed, dated and signed evaluation forms. The clinical practitioner should receive a copy of each evaluation form completed by the university supervisor and the cooperating teacher. The clinical practitioner should be informed of the final grade. In cases where the clinical practitioner challenges a final grade, the Director of Teacher Education should serve as the internal point of challenge.
OTHER POLICIES AND PROCEDURES

• EVALUATION & GRADING OF CLINICAL PRACTITIONERS

• WITHDRAWAL/DISMISSAL POLICIES

• POLICY FOR REINSTATEMENT OF CANDIDATES

• PROCEDURE FOR NOTIFYING ELIZABETH CITY STATE UNIVERSITY REGARDING CONCERNS

• WARRANTY PROGRAM PROCEDURE
EVALUATION AND GRADING OF CLINICAL PRACTICE EXPERIENCES

Clinical practice, feedback, and responses and reactions to the feedback are utilized to evaluate the candidate. Evaluation in the dynamic, classroom setting is considered an ongoing process to facilitate candidate development of knowledge, skills, and dispositions in becoming an effective teacher. Further, evaluation is considered an ongoing process used to assist clinical practitioners in becoming highly qualified teachers (HQT). The clinical practitioner, cooperating teacher, and university supervisor form the triad team involved in the evaluation process.

The evaluation and resulting grades should be based upon the goals of the Department of Education’s program which is inclusive of the Conceptual Framework and the goals of the institution. These criteria (rating forms) should be applied in the following manner:

- During the initial clinical practice visit, the university supervisor should provide an orientation to the clinical practice experience to the principal and the cooperating teacher. Expectations and processes are discussed.

- During the three interim visits, the university supervisor observes the clinical practitioner and completes the Candidate Formative Assessment Form. The triad team confers on the clinical practitioner progress.

- During the final week of the full-time teaching period, the IHE/LEA form should be completed and submitted directly to the Office of Teacher Education, by the cooperating teacher and university supervisor.

- Turn in all clinical practitioners’ evaluation forms as they are completed to the Office of Teacher Education.

- Turn in university supervisor evaluation forms at the conclusion of the clinical practice period to the Office of Teacher Education.

Results and information from the rating forms will be used to help determine a letter grade for the clinical practice. The following grading scale will be used: A; B; C; D; F. If the university supervisor and cooperating teacher grades differ, a numerical grade must be submitted.
STUDENT TEACHING EARLY RELEASE GUIDELINES

The North Carolina Department of Public Instruction gives IHEs the opportunity to allow students to be released early from student teaching to accept full-time teaching positions. Students at Elizabeth City State University may be released after completing 12 of the 15 required weeks.

Conditions to be met prior to releasing the student teacher/intern:

- At least 12 weeks of student teaching internship
- At least three satisfactory or better observations on file in the Office of Teacher Education
- One satisfactory observation during the 15 consecutive days of full-time teaching
- A mentor assigned from the employing school system
- The intern 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.
- The school system must inform the intern that he/she will only receive substitute pay.

Early Release Guidelines

- If a principal chooses to hire a student teacher early, the student must inform and seek approval from the Director of Teacher at ECSU. The Director of Teacher Education shall immediately notify the students’ current principal and cooperating teacher via telephone, email and/or school visit.
- The student will access the Request for Early Release Form on the Teacher Education website under forms and documents. The form is also located in the Clinical Practice II Handbook.
- If approval is granted, the following LEA personnel must sign the Request for Early Release Form:
  - Current principal
  - Cooperating Teacher
  - Employing District Principal/Superintendent
  - Employing District Mentor
  - Student
- ECSU signatures must be obtained from the University Supervisor, Chair-Department of Education and Psychology and Director of Teacher Education.

After all signatures have been attained and the form is in the Office of Teacher Education, the student may be officially released.

Student Teacher Seeking Early Release for Employment in Another School System

If a school system is seeking to employ a student who is currently completing student teaching in another school district, he/she must make the initial contact with the Director of Teacher Education. The Director of Teacher Education will then proceed as above.
### Elizabeth City State University
### Student Teaching Early Release Request Form

<table>
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<th>EMPLOYING AGENCY</th>
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<tr>
<td>Dr. Shelia H. Williams</td>
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<tr>
<td>Office of Teacher Education</td>
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<tr>
<td>Elizabeth City State University</td>
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<tr>
<td>Campus Box 856</td>
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<tr>
<td>Elizabeth City, NC 27909</td>
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<td>Fax: 252.335.3749</td>
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<th>Name of Student Teacher/Intern</th>
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<tr>
<td>Teaching Position Requested</td>
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<tr>
<td>Date Requested to Begin Employment</td>
<td></td>
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<tr>
<td>Name of the Assigned Mentor</td>
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### Clinical Practice Acknowledgement

__________________________          __________________________
Principal                        Cooperating Teacher

### Employing District

__________________________          __________________________
Principal/Superintendent          Student Teacher/Intern

__________________________
Mentor

### Elizabeth City State University Approvals:

__________________________          __________________________
University Supervisor          Chair, Department of Education and Psychology

__________________________
Director of Teacher Education
WITHDRAWAL/DISMISSAL POLICIES

A. Policies for Withdrawal

1. Appropriate officials of the University or Local Education Agency (LEA) may initiate a recommendation for dismissal.

2. The clinical practitioner may withdraw upon written request to the Director of Teacher Education. A response in writing and a conference will be held within 5 working days with Clinical Practice Committee.

3. Copies of the termination letter submitted to the Clinical Practitioner by the Director of Teacher Education will be provided for the designated LEA representative, the Cooperating Teacher, the University Supervisor.

B. Procedures

1. Clinical practitioner may be dismissed for failure to meet the established clinical practitioner standards.

2. Written recommendation for dismissal may be initiated by the cooperating teacher other appropriate LEA officials, the university supervisor, and/or appropriate university officials. This recommendation, stating reasons, will be submitted to the Director of Teacher Education.

3. Dismissal for failure to maintain acceptable levels of teaching proficiency.

   a. The cooperating teacher will notify the university supervisor regarding any serious concerns. The university supervisor will respond with an immediate site visit, evaluation and conference with the cooperating teacher and clinical practitioner.

   Specific deficiencies should be identified and written suggestions and a time line for improvement will be provided for the clinical practitioner.

   b. If the clinical practitioner fails to improve during the specified period, or as soon as the deficiencies are deemed sufficiently acute enough to inhibit pupil’s progress, termination of the candidate’s assignment should be recommended.

4. Upon making a decision for dismissal, the Director of Teacher Education will notify the clinical practitioner and the above policies will rule to assure provisions for due process.

5. The clinical practitioner has the right to appeal the dismissal to the Chair of the Department of Education.
POLICY FOR READMISSION TO CLINICAL PRACTICE II

Clinical practitioners removed involuntarily from clinical practice or those who receive a grade of “F” must go through the appeal process to repeat clinical practice. Students must appeal to the Chair of the Teacher Education Advisory Council.
PROCEDURE FOR NOTIFYING
ELIZABETH CITY STATE UNIVERSITY REGARDING CONCERNS

Procedure to follow for notifying ECSU of possible problems/concerns regarding assigned Clinical practitioner(s):

If after all the recommendations and implementation strategies have been exhausted without positive results, the clinical practitioner will be removed from the field with proper documentation.

Once the clinical practitioner has been removed from the field the Clinical Practice Committee will counsel the student regarding his/her options:

a. The clinical practitioner may elect to receive an “I” in clinical practice provided he/she is willing to rectify the identified areas of concern and problems in the current semester.

b. The clinical practitioner may remove the “I” in the following semester by successfully completing the clinical practice experience.

After the first five (5) week period, periodic reports will be made by the cooperating teacher in conjunction with the university supervisor.
ELIZABETH CITY STATE UNIVERSITY’S
EDUCATIONAL WARRANTY PROGRAM

NEEDS-BASED The Department of Education, through the Office of Teacher Education, has developed a beginning teacher assistance program. This program is designed to ensure excellence in teaching performance of the Teacher Education Program graduates by providing to them and to employing schools a system of needs-based professional improvement. The program, begun in the Spring of 1989, provides a three-year “warranty” for any teaching graduate who has achieved initial North Carolina licensure and who is employed in a participating North Carolina School System in the area of licensure.

TEAM Any graduate experiencing professional difficulties in demonstrating acceptable teaching performance during the first year of employment will be provided professional services through the first two years of teaching. The Office of Teacher Education, in collaboration with a clinical team consisting of appropriate university faculty and site personnel, will develop an individually-prescribed improvement plan.

INDIVIDUAL ASSISTANCE PLAN The Individual Assistance Plan is designed to include experiences to be pursued, and specifics for assessment. By providing such services as on-site direct assistance, counseling, campus-based workshops or courses, and individual assistance with university specialists, the Office of Teacher Education becomes an advocate for its graduates, a resource to local school systems, and an active participant in the evaluation of teaching by graduates in the real context of teaching and learning.

EXPECTED OUTCOMES • greater retention of beginning teachers in the teaching pool;
• improved public image of the ECSU Teacher Education Program;
• increased quality in the performance of teaching graduates;
• improved professional relationships between the Teacher Education Program and local school systems; and
• improved P-12 student learning
RELATED INFORMATION

- LICENSURE PROCESS
- UNIVERSITY-SCHOOL TEACHER EDUCATION PARTNERSHIP (U-STEP)
- 2 + 2 Teacher Prep Program
- TASKSTREAM
- SCHOOL LEADERSHIP PROJECT/IMPACT ON STUDENT LEARNING PROJECT
THE LICENSURE PROCESS

After successfully completing the clinical practice experience and all course requirements, candidates may seek licensure. In order for candidates to apply for their license, all documentation from the clinical practice experience must be submitted to the office specified below.

The following documents must be submitted to the Office of Teacher Education:

- Evaluation of University Supervisor by Cooperating Teacher
- Evaluation of University Supervisor by Clinical Practitioner
- Progress Report
- Mid-term Grade Report
- Observation Report
- Candidate Formative Assessment
- LEA/IHE Certification of Teaching Capacity
- Application for NC License (Form A)
- PRAXIS II Specialty Test Score Report, if applicable
- Official transcripts:
  - Elizabeth City State University
  - Licensure-only candidates transcript from where degree received
- Certified check or money order payable to NC Department of Public Instruction
  - Check with Office of Teacher Education for current amount

The Office of Teacher Education will complete documentation of successful clinical practice and program completion and submit license applications to the Licensure Section at the NC Department of Public Instruction the Friday following graduation. The license will be mailed to the candidate from the NC Department of Public Instruction. It will take 45-60 days for candidates to receive their license. Occasionally, you will receive a job offer before you receive your license. In that case your potential employer will ask for a license verification letter. The Office of Teacher Education will gladly generate a letter for you once you complete the licensure process and request a license verification letter.

**North Carolina’s Initial License**

**Standard Professional 1 (SP1) Licenses** are valid for three years. To be issued a SP1 License, an individual must have: 1) completed a state approved teacher education program from a regionally accredited college or university, or 2) completed another state's approved alternative route to licensure, met the federal requirements to be designated as “Highly Qualified,” and earned a bachelor's degree from a regionally accredited college.
Licensure Exam Requirements Update

At the June 2014 meeting, the State Board of Education approved technical corrections to TCP-A-003 that will impact undergraduate and graduate candidates recommended for an initial teaching license on/after July 1, 2014. N.C. General Statute 115C-296 Section 9.3 (e) 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

Effective July 1, 2014, middle, secondary, and K-12 (with the exception of Special Education: General Curriculum) 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 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: General Curriculum

Effective October 1, 2014 – Special Education: General Curriculum initial teaching licensure candidates MUST pass the Praxis II 0543/5543 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.

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 Statutes.

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

Effective October 1, 2014 – 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.

*NOTE: Passing scores for the Foundations of Reading and General Curriculum exams are expected to be set by the SBE no later than September 2014.

Approved by the N.C. State Board of Education
June 2014
UNIVERSITY-SCHOOL TEACHER EDUCATION PARTNERSHIP (U-STEP)

U-STEP is designed to unite the university education system to the public school system. In this collaboration, the University and the public school system will work together to train University students to become skilled teachers. The partnership focuses on the mutual goal of enhancing teaching, learning and research in schools.

The present partnership is between the Department of Education and Psychology at Elizabeth City State University and area school systems.

INITIAL PREPARATION
(Partners collaborating to prepare pre-service teacher education majors)

PHASE I- YEAR-LONG STUDENT CLINICAL PRACTICE

Field experiences in Elizabeth City State University’s Teacher Education Program are systematically planned to involve students in increasingly real teaching experience activities. Students begin their field experiences in the sophomore year in EDUC 210- Professional Studies I- Introduction to Education completing 15 hours and continue this process for each methods course. The field experience required for all methods courses is the basis for the time in the field during the first semester prior to the candidates’ student teaching experience. The courses in this sequence constitute the first semester of the year-long experience.

Cooperating teachers are chosen by the principals and central office administrators at the respective schools. The university selects university supervisors with extensive public school experiences. To enhance communication, the cooperating teacher and the university supervisor will have an orientation as part of the collaborative efforts to provide a workable productive experience for the candidates throughout the clinical process.

Candidates will benefit from a longer period of classroom clinical experiences. During the second semester of the candidate’s senior year, the candidate will complete 15 weeks of teaching with the cooperating teacher as mentor. This includes 2 weeks of observation. Candidates will develop a portfolio using TaskStream, keep a reflective daily journal and/or videotape conferences to use as tools for analysis and professional development. Performance of the candidates will be assessed by using rubric, observation, reflection, and feedback practices.
INDUCTION
(Partners collaborating to support new and beginning teachers)

PHASE II- SUPPORT FOR INITIALLY LICENSED TEACHERS

Faculty in institutions of higher education which prepares teachers are expected to be involved with the public schools in genuine ways that go beyond simply supervising candidates. Phase II of the U-STEP program is to ensure that faculty members support the initially licensed teacher through the first three years of teaching and beyond.

Assistance may include the following:

- Providing learning materials for new teachers
- Continue ongoing relationship with new teachers through school visits and email
- Collaboratively designing curriculums for public school students and teacher education programs
- Formalized partnerships
- Grant activities
- Conducting/sponsoring professional development activities or in service teachers which would offer CEU’s
- Working with groups of public school students on campus or at the school site
- Sponsor after-school programs for public school students

_Students are encouraged to contact the U-STEP office once a teaching contract has been signed._
2 + 2 TEACHER PREPARATION PARTNERSHIP PROGRAM

The 2 + 2 Teacher Preparation Partnership Program is a joint initiative that has been established with our community college partners. This collaborative initiative has been a significant step towards producing "home grown" teachers to meet the demand for classroom teachers in North Carolina.

College of The Albemarle (Manteo, NC) and Halifax Community College (Weldon, NC) are the two off-site programs that offer the Bachelor of Science/Elementary Education Degree at their locations through ECSU. Students earn an Associate of Arts Degree in pre-elementary education at the community college. Students in the 2 + 2 Teacher Preparation Partnership Program then complete their junior and senior level courses through ECSU for their Bachelor of Science/Elementary Education Degree at the community college site.
TASKSTREAM

TaskStream is web-based software used to manage curriculum design, assessment, evaluation, and monitoring in a single, systematic approach. TaskStream solutions are designed to support and improve processes such as assessment and reporting, the recording of achievement, and quality assurance (www.taskstream.com). All education majors are required to have a TaskStream portfolio. Students submit assignments by various checkpoints as they matriculate through the program. All checkpoints must be met preferably by mid-term during the final semester (during clinical practice).

SCHOOL LEADERSHIP PROJECT/IMPACT ON STUDENT LEARNING

The North Carolina Department of Public Instruction requires that all candidates seeking a teaching license through an approved Teacher Education Program submit evidence in four areas. Two of those areas are Impact on Student Learning (Evidence #5) and School Leadership (Evidence #6). Students must work with their advisors, program coordinators, and course instructors to ensure that they are meeting the minimum requirements.

The School Leadership Project’s proposal is completed the semester prior to clinical practice. The project is implemented during clinical practice. This requirement will show the evidence that the student demonstrates leadership and collaboration abilities. The Impact on Student Learning Project shows how teaching effectively has an impact on student learning and how analyzing data and using various assessment strategies should be used for driving instruction. Students will be required to complete the projects by the deadline given.

UNIT PLAN

The unit plan should demonstrate your ability pedagogical knowledge, specifically your ability to plan sequential lessons that are differentiated for a diverse population of students, utilize technology appropriately to enhance student learning, and integrate at least two subject areas, one of which must be literacy instruction (reading and/or writing) and the other which must be your content area. The unit plan serves as Electronic Evidence 3 (EE3) for the North Carolina Department of Education. It should have been completed and evaluated in one of your methods courses. Please use the evaluation feedback you received in the course to revise the unit plan if necessary and attach it here.
APPENDIX

FORMS
CLINICAL PRACTICE GUIDELINES AND RESPONSIBILITIES

1. The candidate must abide by the same policies of the local school as those required of regular teachers, in addition to those created by the local school system specifically for candidates.

2. The candidate is expected to present an acceptable professional appearance. He/she must also abide by any written dress code established by the local school or major department for professional personnel. Failure to do so or defiance of specific requests made by public school or university officials will be considered grounds for dismissal.

3. Candidates are not allowed to use cell phones during regular working hours.

4. Lesson plans are required and must be submitted to and approved by the Cooperating Teacher. A format can be used that is acceptable for both the University Supervisor and Cooperating Teacher.

5. Candidates are not allowed to substitute teach during student teaching experience.

6. Request for leave of absence forms must be completed and submitted to the University Supervisor. Teacher candidates must notify the principal and cooperating teacher of any absences in advance when possible (telephone, email). All absences must be made-up before clearance of clinical experience. Candidate must complete 75 days of clinical experience. Students who fail to contact the school when absent (“no show”) will be subject to removal from the field.

7. Candidates are held to the same standards of behavior as expected of regular teachers employed by the local education agency including: social standards, dress, attendance, use of appropriate language, or cooperative relationships with the school system.

8. All candidates must have a clear background on file. If changes occur, the Office of Teacher Education must be notified immediately.

9. Candidates must report to school and for all school appointments, duties and meetings on schedule.

10. Candidates must safeguard all personal and confidential information concerning students and use it only for professional purposes.

11. I have read the Elizabeth City State University Clinical Practice Handbook including the Code of Ethics for North Carolina Educators in the Clinical Practice Handbook.

12. I have read and the dress code guidelines required by Teacher Education at Elizabeth City State University.

I have read the above statement, CLINICAL PRACTICE GUIDELINES AND RESPONSIBILITIES, and agree to accept and abide by the policies and conditions stated herein.

Student Name: ___________________________ Date: ________________

ACKNOWLEDGE OF SIGNATURE

Cooperating Teacher: ___________________________ Date: ________________
Principal: ___________________________ Date: ________________
ELIZABETH CITY STATE UNIVERSITY
OFFICE OF TEACHER EDUCATION
21st Century Professional Educator

CLINICAL PRACTITIONER MID-TERM GRADE REPORT

Clinical Practitioner ____________________________

Date _____/_____/_____ 

Cooperating Teacher ____________________________

Recommended Mid-Term Grade ______

Comments:


ELIZABETH CITY STATE UNIVERSITY
OFFICE OF TEACHER EDUCATION
21st Century Professional Educator

CLINICAL PRACTITIONER OBSERVATION REPORT

<table>
<thead>
<tr>
<th>CLINICAL PRACTITIONER</th>
<th>Last</th>
<th>First</th>
<th>Middle</th>
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<tr>
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<th>ENDING:</th>
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<thead>
<tr>
<th>SCHOOL</th>
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<table>
<thead>
<tr>
<th>ADDRESS</th>
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<table>
<thead>
<tr>
<th>APPROVED BY:</th>
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<tbody>
<tr>
<td>Principal</td>
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</table>

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>__/<strong><strong>/</strong></strong></th>
<th>Date</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>__/<strong><strong>/</strong></strong></th>
<th>Date</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Director of Teacher Education</th>
<th>__/<strong><strong>/</strong></strong></th>
<th>Date</th>
</tr>
</thead>
</table>
ELIZABETH CITY STATE UNIVERSITY
OFFICE OF TEACHER EDUCATION
21st Century Professional Educator

CLINICAL PRACTITIONER REQUEST FOR LEAVE FORM

NAME ________________________________  DATE ____________________________

Date(s) of absences

Notified: Cooperating Teacher  ______Yes  ______No
University Supervisor  ______Yes  ______No

Nature of absence (Explain)
(For example: family emergency; personal illness; child care, etc.)

________________________________   ______________________________
University Supervisor

________________________________   ______________________________
Cooperating Teacher
Elizabeth City State University
Candidate Formative Assessment Rubric

Directions: This form is to be jointly reviewed by the university supervisor, clinical teacher, and teacher candidate during the Assessment Conference conducted at the completion of the observation. Descriptors indicate Proficient performance.

Candidate: ___________________________________ Date: ____________ Observation Number: __1__ __2__ __3
School: ____________________________ Grade: ____________ Time: ____________ Subject: ____________
Clinical Teacher: ____________________________ District: ____________
Evaluator’s Signature: ____________________________ Candidate’s Signature: ____________________________
Lesson Objective:

<table>
<thead>
<tr>
<th>Standard I: Teachers Demonstrate Leadership</th>
<th>Element</th>
<th>Target</th>
<th>Acceptable</th>
<th>Proficient</th>
<th>Not Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teachers lead in their classrooms.</td>
<td>Evaluates the progress of assigned high school students using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.</td>
<td></td>
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<tr>
<td></td>
<td>Draws on appropriate data to develop lesson plans and instructional plans.</td>
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<tr>
<td></td>
<td>Maintains a safe and orderly classroom that facilitates student learning.</td>
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<tr>
<td></td>
<td>Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communications for defining and de-escalating disruptive or dangerous behavior, and safe and appropriate seclusion and restriction.</td>
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<tr>
<td>B. Teachers demonstrate leadership in the school.</td>
<td>Engages in collaborative and collegial professional learning activities.</td>
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<tr>
<td></td>
<td>Identifies the characteristics of critical elements of a school improvement plan.</td>
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<tr>
<td></td>
<td>Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.</td>
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<tr>
<td>C. Teachers lead the teaching profession.</td>
<td>Participates in professional development and growth activities.</td>
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<tr>
<td></td>
<td>Begins to develop professional relationships with other teachers.</td>
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<tr>
<td>D. Teachers advocate for schools and students.</td>
<td>Implements and adheres to policies and practices positively affecting students’ learning.</td>
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</tr>
</tbody>
</table>
Elizabeth City State University  
Candidate Formative Assessment Rubric

Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

<table>
<thead>
<tr>
<th>Element</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Not Observed</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</td>
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<tr>
<td>Maintain a positive and nurturing learning environment.</td>
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<tr>
<td>B. Teachers embrace diversity in the school community and in the world.</td>
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<tr>
<td>Appropriately assess materials or lessons that counter stereotypes and acknowledges the contributions of all cultures.</td>
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<tr>
<td>Incorporate different points of view in instruction.</td>
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<tr>
<td>Understand the influence of diversity and adjust instruction accordingly.</td>
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<tr>
<td>C. Teachers treat students as individuals.</td>
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<tr>
<td>Maintain a learning environment that sets high expectations of every student.</td>
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<tr>
<td>D. Teachers adapt their teaching for the benefit of students with special needs.</td>
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<tr>
<td>Cooperate with specialists and liaise resources to support the special learning needs of all students.</td>
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<tr>
<td>Use research-informed strategies to provide effective learning activities for students with special needs.</td>
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<tr>
<td>E. Teachers work collaboratively with the families and significant adults in the lives of their students.</td>
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<tr>
<td>Communicate and collaborate with the home and community for the benefit of students.</td>
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</tbody>
</table>

Standard III: Teachers Know the Content They Teach

<table>
<thead>
<tr>
<th>Element</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Not Observed</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teachers align their instruction with the North Carolina Standard Course of Study.</td>
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<tr>
<td>Develops and applies lessons based on the North Carolina Course of Study.</td>
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<tr>
<td>Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students’ learning.</td>
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<tr>
<td>B. Teachers know the content appropriate to their teaching specialty.</td>
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<tr>
<td>Demonstrates an appropriate level of content knowledge in the teaching specialty.</td>
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<tr>
<td>Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</td>
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<tr>
<td>C. Teachers recognize the interconnectedness of content areas/disciplines.</td>
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<tr>
<td>Demonstrates knowledge of the links between grade/subject matter and the North Carolina Standard Course of Study by relating content to other disciplines.</td>
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<tr>
<td>Relates ideas and concepts to subjects.</td>
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<tr>
<td>D. Teachers make instruction relevant to students.</td>
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<tr>
<td>Integrates 21st century skills and content in instruction.</td>
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</table>
### Elizabeth City State University

**Candidate Formative Assessment Rubric**

#### Standard IV: Teachers Facilitate Learning for Their Students

<table>
<thead>
<tr>
<th>Element</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unsatisfactory</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 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.</td>
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<tr>
<td>B. Teachers plan instruction appropriate for their students.</td>
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<tr>
<td>C. Teachers use a variety of instructional methods.</td>
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<tr>
<td>D. Teachers integrate and utilize technology in their instruction.</td>
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<tr>
<td>E. Teachers help students develop critical thinking and problem-solving skills.</td>
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<tr>
<td>F. Teachers help students work in teams and develop leadership qualities.</td>
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<tr>
<td>G. Teachers communicate effectively.</td>
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<tr>
<td>H. Teachers use a variety of methods to assess what each student has learned.</td>
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</tbody>
</table>

#### Standard V: Teachers Reflect on Their Practice

| A. Teachers analyze student learning. | | | | |
| B. Teachers link professional growth to their professional goals. | | | | |
| C. Teachers function effectively in a complex, dynamic environment. | | | | |
Candidate Formative Assessment Rating Rubric

The following rubric was developed to align with and exemplify the North Carolina Professional Teaching Standards approved by the North Carolina State Board of Education on June 6, 2007.

This formative rating rubric uses the Performance Standards and Performance Elements of the teacher evaluation. The standards and elements are the same for teacher candidates. The Performance Level (Proficient) and Performance Descriptors are from the Teacher Candidate Evaluation Rubric (which will be used for the summative evaluation).

The rubric will be used to record university supervisor and clinical teacher ratings during candidate observations.

The Candidate Formative Assessment Rubric shows Proficient descriptors for each Element. To be recommended for licensure, a candidate must demonstrate professional performance at the Proficient level on each Element and on each Standard.

At the Proficient Performance Level, the candidate must demonstrate basic competence on standard(s) of performance. A Proficient teacher candidate must exhibit the skills and knowledge described under the Proficient header. The Performance Levels on this formative assessment follow:

**Target:** Candidate must exhibit basic competence consistently on standard(s) of performance. Candidate consistently meets performance expectations at an adequate and proficient level. Candidate performs all assigned responsibilities.

**Acceptable:** Candidate must exhibit competence most of the time on standard(s) of performance. Candidate demonstrates adequate growth toward achieving standard(s) during the period of performance. Candidate performs all assigned responsibilities.

**Unacceptable:** Candidate fails to exhibit basic competence on standard(s) of performance. Candidate’s performance is consistently inadequate or unacceptable and most practices require considerable improvement to meet minimum performance expectations. Candidate requires close and frequent supervision in the performance of all responsibilities.

**Not Observed:** If the “Not Observed” rating is used, the evaluator must comment about why it was used and provide a plan for observing the standard(s).
**LEA/IHE Certification of Teaching Capacity**

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

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

Candidate initials: _____
<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Teachers align their instruction with the North Carolina Standard Course of Study.</td>
<td>3a.2 Integrates effective literacy instruction throughout the curricular and across content areas to enhance students’ learning.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>3b. Teachers know the content appropriate to their teaching specialty.</td>
<td>3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>3d. Teachers make instruction relevant to students.</td>
<td>3d.1 Integrates 21st century skills and content in instruction.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>4c. Teachers use a variety of instructional methods.</td>
<td>4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>4d. Teachers integrate and utilize technology in their instruction.</td>
<td>4d.1 Integrates technology with instruction to maximize students’ learning.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>4e. Teachers help students develop critical-thinking and problem-solving skills.</td>
<td>4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>4f. Teachers help students to work in teams and develop leadership qualities.</td>
<td>4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
</tbody>
</table>

**Evaluation/Assessment**

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Teachers lead in their classrooms.</td>
<td>1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>4h. Teachers use a variety of methods to assess what each student has learned.</td>
<td>4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to inform instruction.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.</td>
<td>☐ Met ☐ Not Met</td>
<td></td>
</tr>
<tr>
<td>5a. Teachers analyze student learning.</td>
<td>5a.1 Uses data to provide ideas about what can be done to improve students’ learning.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
</tbody>
</table>

**Impact on Student Learning**

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1d. Teachers advocate for schools and students.</td>
<td>1d.1 Implements and adheres to policies and practices positively affecting students’ learning.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>2d. Teachers adapt their teaching for the benefit of students with special needs.</td>
<td>2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.</td>
<td>☐ Met ☐ Not Met</td>
</tr>
<tr>
<td>2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.</td>
<td>☐ Met ☐ Not Met</td>
<td></td>
</tr>
</tbody>
</table>

Candidate initials: _____
LEA/IHE Certification of Teaching Capacity

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

SIGNATURES

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

<table>
<thead>
<tr>
<th>Individual</th>
<th>Printed Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
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<tr>
<td>Cooperating Teacher</td>
<td></td>
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<tr>
<td>Principal (or designee)</td>
<td></td>
<td></td>
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<tr>
<td>University Supervisor</td>
<td></td>
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<tr>
<td>Comments (optional):</td>
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</table>
(A) Name of the University supervisor who observed you in your classroom: ____________________________ Date: __________________

(B) Subject or grades you are teaching: _______________________________________________________

(C) Number of times the University supervisor observed your teaching: _________________________

**EVALUATION OF THE UNIVERSITY SUPERVISOR BY THE CLINICAL PRACTITIONER**

**DEPARTMENT OF EDUCATION AND PSYCHOLOGY**

Please respond to the following statements by checking the appropriate response:

1. The length of the supervisor’s visits to my classroom was **Adequate**
2. The supervisor’s visits were frequent enough to regularly evaluate my teaching ability.
3. The quality of the supervisor’s conferences with me has been **Adequate**
4. The supervisor kept me informed about their evaluation of my teaching ability.
5. The supervisor informed me about the expectations of Elizabeth City State University for me throughout my clinical practice.
6. The supervisor did not attempt to impose a method of teaching, not permitting the development of my own unique style of teaching.
7. The supervisor offered many helpful suggestions and assistance regarding instructional materials and methodology.
8. The supervisor communicated with the appropriate persons in the school regarding my experiences as a clinical practicum.
9. The supervisor appeared genuinely interested in my welfare.
10. The supervisor was aware of any clinical practice concerns and was available for consultation whenever I experienced problems.

If you have any suggestions or comments for improvement of the clinical practice experience which has implications for the supervisor, please specify below or on an attached sheet of paper.

**COMMENTS:**

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

*21st Century Professional Educator*
ELIZABETH CITY STATE UNIVERSITY  
EVALUATION OF THE UNIVERSITY SUPERVISOR  
BY THE COOPERATING TEACHER  

(A) Name of the University supervisor who observed in your classroom:  

(B) Subjects or grades you are teaching:  

(C) Number of times the University supervisor observed your clinical practitioner:  

(D) Number of conferences between you and the university supervisor:  

Please respond to the following statements by checking the appropriate response.  

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>1. The length of the supervisor's visits to my classroom was ADEQUATE.</td>
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<tr>
<td>2. The supervisor's visits to my classroom were frequent enough to properly evaluate clinical practitioner teaching abilities.</td>
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<td>3. The quality of the supervisor's conferences with me regarding the status of the clinical practitioner was ADEQUATE.</td>
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<td>4. The supervisor kept me informed about the progress of the clinical practitioner.</td>
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<td>5. The supervisor kept me informed about the expectations of Elizabeth City State University for the clinical practitioner.</td>
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<td>6. The supervisor did not attempt to impose his/her method of teaching on either me or the student and permitted the clinical practitioner to develop his/her own unique technique.</td>
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<tr>
<td>7. The supervisor offered many helpful suggestions and assistance to the clinical practitioner regarding instructional materials and methodology.</td>
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<td>8. The supervisor communicated with the appropriate persons in the school regarding the clinical practitioner.</td>
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<tr>
<td>9. The supervisor appeared genuinely interested in the welfare of the clinical practitioner.</td>
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<tr>
<td>10. The supervisor was available for consultation when I experienced problems with the clinical practitioner.</td>
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</tbody>
</table>

If you have any suggestions or comments for improvement of the clinical practice experience which has implications for the supervisor, please specify below or on an attached sheet of paper.  

COMMENTS:  

__________________________________________________________________________  

__________________________________________________________________________  

__________________________________________________________________________  

--21st Century Professional Educator--
APPLICATION FOR A NORTH CAROLINA LICENSE

Type or print the following information.
(See reverse side for instructions)

- last name
- first name
- middle name
- maiden

- street address
- city
- state
- zip code

- social security number
- date of birth (month, day, year)
- telephone number (with area code)

- sex [ ] male [ ] female
- race [ ] American Indian [ ] Asian [ ] African American [ ] Hispanic [ ] Caucasian [ ] Other

List the areas of licensure for which you are applying.

________________________________________________________________________
________________________________________________________________________

STATEMENT OF APPLICANT

Have you ever had a certificate or license revoked or suspended by any state or other governing body? If yes, attach a statement giving full details and official documentation of the action taken.

[ ] yes [ ] no

Have you ever been convicted of a crime (excluding minor traffic violations)? If yes, you must submit court documents that indicate judgment and disposition of the case from the court of conviction and an explanation of the incident(s).

[ ] yes [ ] no

I certify that the information provided in this application is correct and true. I understand that the falsification of any statement or document will result in the revocation of my North Carolina license.

Signature

__________________________________________________________

Date

__________________________________________________________

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Licensure Section
6385 Mail Service Center
Raleigh, North Carolina 27696-6385

Form A
January 2003
VERIFICATION BY INSTITUTION:
COMPLETION OF APPROVED EDUCATION PROGRAM

TO THE APPLICANT: Fill in the information above the line. Please type or print.

last name
first name
middle name
maiden name
street address
city
state
zip code
social security number

-----------------------------

TO THE DESIGNATED COLLEGE OFFICIAL:
Fill in ONE of the boxes and BOTH sections at the bottom of the page.

The applicant completed requirements for the
☐ bachelor’s  ☐ master’s
☐ six year (educational specialist)  ☐ doctorate

degree and finished an approved education program in
the licensure area(s) of (e.g. elementary education, music, secondary mathematics, etc.)

Date program completed ____________
month, day, year

The applicant did not earn a degree from this institution but completed an approved education program at the degree level of
☐ bachelor’s  ☐ master’s
☐ six year (educational specialist)  ☐ doctorate

in the area(s) of (e.g. elementary education, music, secondary mathematics, etc.)

Date program completed ____________
month, day, year

The program completed meets the following accreditation, approval, or
program requirements (check all that apply):

☐ National Council for Accreditation of Teacher Education (NCATE)
☐ National Association of State Directors of Teacher Education and Certification Standards (NASDETC)
☐ Education program approval by the state of
☐ Regional accreditation by (name of body)

The applicant completed an education program approved in the
area(s) and at the level(s) recommended. The approved program
was in effect during the applicant’s period of study.

name of institution

designated official (licensure officer, dean of education)

signature
date
email address

Public Schools of North Carolina
Department of Public Instruction
Licensure Section
6305 Mail Service Center
Raleigh, North Carolina 27699-6305

perm V
August 2006