

STUDENT TEACHING HANDBOOK

Revised Fall 2023

Department of Education

North Carolina Wesleyan University

Rocky Mount, North Carolina 27804



Association for **Advancing**
Quality in Educator Preparation

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PREFACE

This handbook has been designed to provide assistance to students who are entering student teaching, to the University supervisor, and to the cooperating teacher. The handbook describes the student teaching program, establishes guidelines that help unify the program as it is carried out in different schools, and provides suggestions which will aid all involved in the Student Teaching block.

The Department of Education at North Carolina Wesleyan University would like to express its gratitude to the administrators and teachers who make possible this critical portion of the preparation of students in professional education. Close communication and collegial working relationships between University and public school personnel enhances the success of the student teaching experience.

Best wishes during this exciting semester,

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Teacher Education Program Overview

- **Conceptual Framework**
- **Guidelines for Reflecting on Teaching Session**
- **Questions for Reflective Conferencing**

CONCEPTUAL FRAMEWORK

Framework

The framework for the teacher education program at NC Wesleyan is “Teacher as Reflective Decision-Maker.” The mission of the program is to prepare effective teachers, and the unit believes that effective teachers are reflective in the many decisions that are involved in teaching and learning. Chitpin (2006) explains that “reflective practice, by definition, involves critical examination by teachers of their own motivation, thinking, and practice” (p.75). The program envisions and describes in its handbooks a successful teacher as:

1. The teacher is a reflective practitioner and decision-maker who recognizes the need for and has the skills to pursue personal and professional growth. The teacher is able to recognize the link between professional development, personal growth, and professional reflection (NC Professional Teaching Standard V).
2. The teacher is sensitive to the needs of students with diverse intellectual, cultural, and physical characteristics and is willing to make decisions which respond to those needs. The teacher knows the content s/he teaches and provides, through differentiated instruction, an educational environment to enhance the social, emotional, cognitive, and physical development of individuals (NC Professional Teaching Standards II, IV, III).
3. The teacher leads effectively and ethically in the community and in the school environment by contributing to the academic success of students and by supporting site-based decision making and programs needed for effective schools (NC Professional Teaching Standards I, II, VI).

Goals

The unit has formulated six goals for students who major or minor in teacher education in any of the following forms: Elementary Education, Special Education, and Middle Grades Education (majors) or licensure in Secondary Education (minor). The goals are based on the role of the teacher as reflective decision-maker and were revised in the Fall 2014 review to align with the vision of the program and reflect course outcomes with a greater emphasis on knowledge, skills, dispositions, and technology. A graduate of the teacher education program:

Wesleyan Goal 1. Demonstrates an up-to-date body of professional knowledge, including 21st century technology skills and a commitment to continued professional development. (NC Professional Teaching Standard III)

Wesleyan Goal 2. Demonstrates appropriate communication skills and a professional disposition for interacting with students, parents, and members of the school community. (NC Professional Teaching Standard I)

Wesleyan Goal 3. Demonstrates a philosophy of reflective practice which considers both subject matter and differentiated instructional approaches that meet diverse learners’ needs in the classroom. (NC Professional Teaching Standard V)

Wesleyan Goal 4. Utilizes skills of effective decision making as needed for instructional planning, classroom management, and implementing active learning. (NC Professional Teaching Standard IV)

Wesleyan Goal 5. Leads effectively and in accordance with ethical codes in carrying out responsibilities of the profession within the school environment and community. (NC Professional Teaching Standard I)

Wesleyan Goal 6. Demonstrates an awareness of diversity and provides instruction, curriculum, and a classroom environment supportive of diversity. (NC Professional Teaching Standard II)

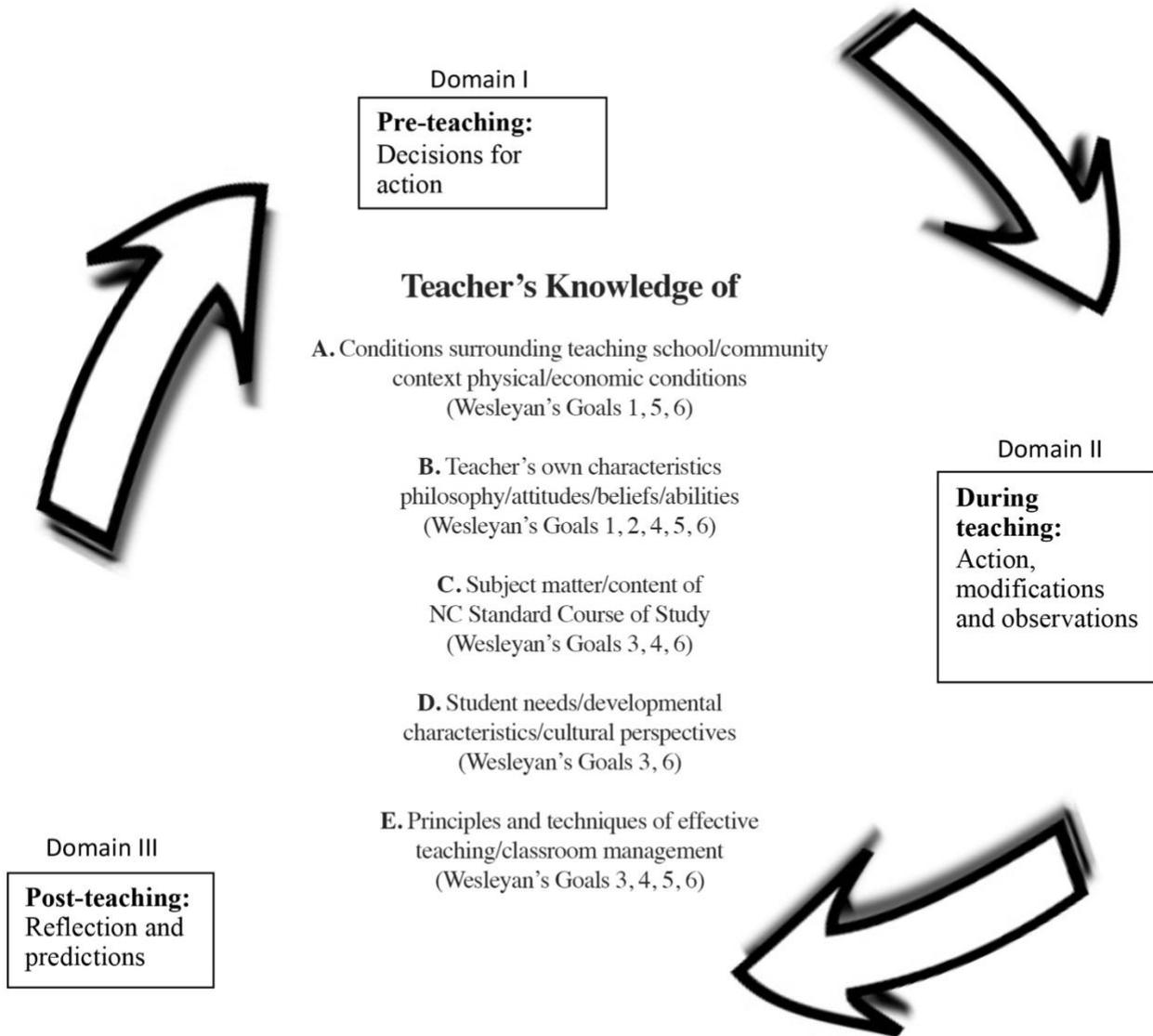
Standards developed by North Carolina Professional Teaching Standards Commission, 2006-2008, Revised May 2, 2013

www.ncpublicschools.org/educatoreffectiveness (Educator Effectiveness Division)

KNOWLEDGE BASE MODEL

THE EFFECTIVE TEACHER AS A REFLECTIVE DECISION MAKER

Figure 1



Course work and field-based experiences are organized in three Knowledge Domains to provide education students the opportunities to develop and to demonstrate the knowledge and skills for reflective decision making needed for effective practice. Knowledge Domain I is the general education component which addresses A, B, and C in the model. Knowledge Domain II is the specialty studies component which addresses C and E. Knowledge Domain III is the professional studies component which addresses A, B, C, D, and E. The content and activities for each Domain are based on the following: the mission of the University; the goals of the unit; the standards and guidelines developed by the North Carolina Department of Public Instruction; the research base for the North Carolina Effective Teacher Training Program; guidelines from professional learned societies; the North Carolina Common Core Standards; and, the knowledge base from professional literature.

Pasch et al. (1991).

THE REFLECTION CYCLE

1. SELECT

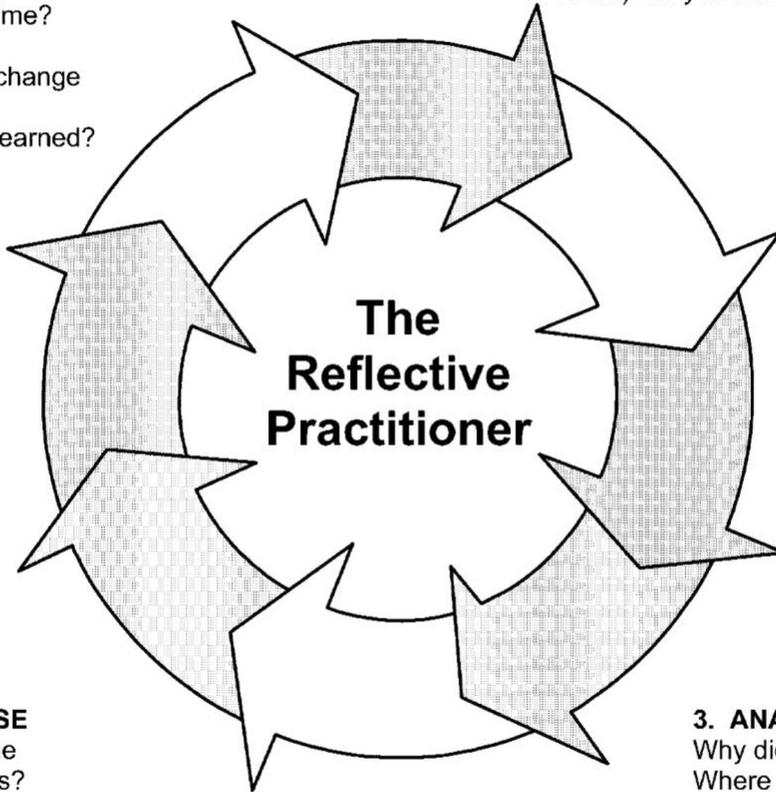
On what evidence (lesson, student, or event) are you reflecting?

2. DESCRIBE

Who?
What?
When?
Where?

3. ANALYZE

Why did you do this?
Where does it fit in?
How did you do this?
Why did you use these particular instructional practices?



5. TRANSFORM

What would you do differently next time?
Why?
How would this change be better?
What have you learned?

4. APPRAISE

What was the effectiveness?
What was the impact?
How did this relate to your goals?
What was the value of the unit/activity?

North Carolina Department of Public Instruction. (2007). *North Carolina mentor teacher's handbook: Activities and tools for supporting beginning teachers*, 11

THE TEACHER AS REFLECTIVE DECISION MAKER

The model of the teacher as a reflective decision maker presented in Figure 1 on page 6 identifies factors to be considered when a teacher makes decisions and interprets the effects of the decisions. The three phases of teachers' reflective thinking are illustrated as a continuous cycle: 1) pre-teaching decisions, 2) during teaching, and 3) post-teaching and planning for future actions. Below are listed questions and comments which are to be considered during each phase.

Pre-Teaching Decisions for Action

What's important to me in this lesson?

What are the key concepts, generalizations, and facts to be communicated?

What is the appropriate depth and scope of this material for students?

Which students will need special attention?

Which activities will help the students meet the objectives?

How will I know when students have achieved the objective(s)?

During Teaching

As I am teaching, am I observing to see how students are responding?

Do modifications need to be made?

Have I noted any special needs that need consideration in the future?

Do I follow effective strategies (wait-time, levels of questions, feedback, closure, etc.)?

Post-teaching: Reflection and Predictions

How did the lesson go? What happened as I planned? What didn't?

What do I know about teaching and learning that might help me explain why the lesson turned out the way it did?

If there's anything I'd like to change, what would it be?

Did the students accomplish my stated outcome? How do I know?

How did I do in the area of teaching I chose to work on? What does the information I gathered show?

Are there any puzzling questions that remain in my mind that I find myself mulling over during the day? How could I find answers to those questions?

Source: Pasch, M., Starko, A.J., Sparks-Langer, G., Gardner, T.G., & Moody, C. D. (1991). *Teaching as decision making: Instructional practices for the successful teacher*. New York Longman

GUIDELINES FOR REFLECTING ON TEACHING SESSION

The supervisory process we plan to use is one which emphasizes teacher growth and self-analysis. The goal is to enable the student teacher to become more self-directed and less dependent on the cooperating and university supervisors. The supervisor's role is to assist the student teacher in identifying the problems, analyzing the lesson, and developing improved lessons. This model of supervision is composed of four states—preconference, observation, analysis, and post-conference. A description of each stage follows:

1. Preconference
 - a. purpose of lesson
 - b. expected student outcomes and behaviors
 - c. planned teaching strategies
 - d. concerns about lesson/presentation
 - e. desired focus of observation

2. Observation—collects data on:
 - a. desired focus of observations
 - b. elements of North Carolina TPAI (Teacher Performance Appraisal Instrument)
 - 1) management of instructional time
 - 2) management of student behavior
 - 3) instructional presentation
 - 4) monitoring of student performance
 - 5) instructional feedback

 - c. Curricular content
 - 1) accuracy
 - 2) consistency with NC curriculum

3. Analysis
 - a. review of tape by student teacher
 - b. review of tape by cooperating teacher
 - c. review of tape by University supervisor

4. Postconference
 - a. reflect on actual student and teacher behaviors
 - b. discuss what happened as opposed to what was planned in terms of student and teacher behaviors
 - c. discuss what facilitated successful learning outcomes and why
 - d. discuss what hindered or interfered with learning process and why
 - e. identify alternative teaching strategies that could be used for similar lessons

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QUESTIONS FOR REFLECTIVE CONFERENCING

Pre-conference

1. What knowledge, skills, or attitudes are you hoping to develop in your students?
As you planned the lesson, what did you hope would happen to the students?
2. In developing your instructional ideas, how did you go about building your ideas into a teaching method?
3. What factors led you to think the method selected would work for this lesson? How do you predict students will respond?
4. If “X” doesn’t work, what might you do?
5. How will you know if students are getting what you want/achieving what you planned?
6. What is the relationship between this lesson and the long-range goals for the class?
7. What do you want me to watch for today? (NC-TPAI)

Post-conference

1. How did you feel about the teaching experience today?
2. What did you observe your students doing?
3. What was the reaction of the students to strategies you used for this lesson?
4. Why do you think they reacted this way?
5. What did you do to cause your students to perform that way?
6. How did what you observed your students doing compare with what you had planned for them?
7. What were you thinking of when _____(used a particular teaching behavior)?
8. Do you think the objectives for the lesson were achieved?
9. What did you observe that causes you to think so?
10. Why do you think your objectives were/were not achieved?
11. Do you believe that your students changed any of their attitudes or beliefs as a result of the lesson? If so, which ones?
12. Have you ever had a problem like that before that you solved?
13. What characteristics did the students have that contributed to their success today? What was there about the content of the lesson/methods used that contributed to its being successful?
14. In what way did the learning environment make a difference in the way students responded?

15. What characteristics, professional and personal, did you display that contributed to student achievement and satisfaction?
16. Did you make any changes during the lesson in your plans?
17. If so what was your reason for doing so?
18. Why do you think it is important for your students to learn this?
19. What did you learn from teaching this lesson?
20. What do you believe makes a teacher effective?

Teacher Behaviors

When teaching, you used one or more of many possible teacher behaviors. Here is a partial list of behaviors you may have used. Select one or two you used rather prominently and tell why you chose to use them.

- | | | | |
|----|-------------------------------------|----|------------------------|
| a. | analyzing | n. | explaining |
| b. | classifying | o. | inferring |
| c. | comparing/contrasting | p. | interpreting |
| d. | defining | q. | justifying |
| e. | demonstrating | r. | lecturing |
| f. | designating/labeling/naming/listing | s. | opining |
| g. | directing | t. | quoting |
| h. | discussing | u. | reacting |
| i. | elaborating | v. | reporting/stating |
| j. | enumerating | w. | responding |
| k. | evaluating | x. | soliciting |
| l. | expanding | y. | synthesizing |
| m. | generalizing | z. | structuring/organizing |

Student Teaching Program Overview

- **Admission to the Program**
- **Responsibilities of Participants**
- **Phases of the Student Teaching Program**
- **Orientation Reminders**
- **Student Teaching Timelines**
- **Policies and Regulations**
- **Procedures for Withdrawing from the Student Teaching Program**
- **Early Release Policy**
- **Student Teaching Contract**

STUDENT TEACHING PROGRAM

Each student is required to spend 16 weeks in student teaching. Elementary Education majors will be placed in an elementary classroom for 16 weeks. Special Education majors will be placed in a Special Education setting. Students double majoring in Elementary Education and Special Education will have one placement in Special Education and one in Elementary. Middle grade majors teach in both concentration areas during the semester. Students getting licensure in secondary education will spend 16 weeks in their concentration.

Admission to Student Teaching

The culminating experience of any student preparing to teach is the Student Teaching semester at the level of licensure being sought. A seminar in classroom management is taken simultaneously. Care should be taken to ensure that all prerequisites for the student teaching semester have been met prior to registration. Admission policies are as follows:

1. Students' teaching assignments must be made in cooperation with local schools. It is imperative that information concerning interns be received in adequate time for these assignments to be completed. Students must apply for the student teaching program no later than six months prior to the term in which they plan to enroll.
2. All teaching area courses, field placements, practicums, and methods courses must be completed before student teaching.
3. Applicants must have maintained high standards of performance in their collegiate program. Students must have a 3.0 grade point average. Course grades in subject teaching field or in education courses below a C will not be accepted.
4. Students must receive an average score of at least a 2 on dispositional assessment prior to student teaching.
5. Students must pass all required licensure exams (Pearson and/or PRAXIS) prior to admission to student teaching.
6. The University reserves the right to refuse to admit or retain any student in the student teaching program.
7. Students must enroll for the full course load. Students must request permission to participate in any other program, course of study, collegiate athletics, or part-time work.
8. Guidelines from the state require students to be admitted to teacher education one full semester prior to the student teaching semester.
9. Students with two unsuccessful student teaching attempts will not be permitted to reenroll in student teaching with North Carolina Wesleyan University.
10. Students enrolled in EDU 416 will have an Education course fee of \$300.00 added to their account. This fee will cover the cost of registering for the PPAT and is **nonrefundable after the first day of class.**

PLACEMENT AND ORIENTATION

The University Director of Field Experiences, in cooperation with local school systems and the University supervisor, arranges the placement of each student teacher. This assignment may not be altered without the approval of the Director.

Student teachers are notified of their placements by the Director of Field Experiences. The University supervisor also hosts an orientation session for cooperating teachers to distribute and review this handbook and required forms and to answer questions about the program. The orientation session is held on the University campus.

The supervisors also meet with the student teachers to plan the semester, schedule the seminars, and share information about the classroom management course, which is part of the student teaching semester.

Responsibilities of the Participants

Successful student teaching is a cooperative endeavor involving the student, the cooperating teacher, the University supervisor, and others. Each placement is unique, but certain responsibilities and roles are delineated for each participant to maximize the success of the experience.

The Student Teacher

Student teaching is designed as a transition from the role of a student to that of a teacher. In order to successfully make the transition, it is expected that the student teacher will, among other things:

1. Get to know, as quickly as possible, the cooperating teacher, the school principal, and pupils in the class.
2. Conform to the appropriate regulations and policies of the cooperating school and to those in this handbook.
3. Report on time for all school duties. Complete assignments accurately and promptly.
4. Plan in advance and consult with the cooperating teacher.
5. Engage in self-evaluation. Be receptive to suggestions and constructive criticism.
6. Dress appropriately and in keeping with faculty standards.
7. Seek the help and guidance of the cooperating teacher and the University supervisor as needed.
8. Provide the University supervisor with his or her teaching schedule and promptly inform the supervisor if changes occur.
9. Attend the on-campus seminars.
10. Seek to maintain a high level of teaching and learning in the classroom.
11. Participate in staff activities, demonstrating professional responsibility.
12. Complete application for licensure and other forms as requested.

The Cooperating Teacher

The cooperating teacher fills a significant role in the preparation of new teachers. Because he or she has daily contact with the student teacher, the cooperating teacher greatly influences the professional development of the student teacher. Some of the major responsibilities of the cooperating teacher are:

1. Help orient the student to the pupils, the school, school policies, and other personnel.
2. Acquaint the student teacher with materials, texts, library resources, and with his or her methods of instruction and discipline.
3. Be open to new and different techniques. Allow the student teacher to test out his or her ideas even though experience suggests their inadequacies.
4. Assist as the student teacher begins planning. Stress the importance of planning. Serve as a planning role model.
5. Consistently, honestly, and fairly evaluate the student's performance and share evaluations with the student. (Sample evaluation forms are in the Forms section.)

6. Confer and work with the University supervisor. Try to be available for conference following the supervisor's observation.
7. Help the student teacher develop a professional attitude toward the role of the teacher.
8. Share ideas and suggestions regarding Wesleyan's teacher education and student teaching programs with the University supervisor or Director of Field Experiences.
9. Provide opportunities for the student teacher to observe and work with exceptional or mainstreamed pupils.
10. Treat the student teacher in a manner that indicates to the pupils that the student teacher is to be viewed as the teacher's peer.

The School Principal

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

1. Helping in selecting cooperating teachers.
2. Assisting in the orientation of the student teacher and aiding the student teacher's short-term integration into the faculty and school-wide community.
3. Observing the student teacher working with pupils if possible.
4. Completing the student LEA/IHE Certification of Teaching Capacity form and returning it to the University supervisor or Director of Field Experiences. (See Forms section.)
5. Cooperating with the University in reviewing the student teaching program.

The University Supervisor

Each student teacher has a supervisor from the Education Department. Secondary and special subject area student teachers have a supervisor from their content area. The supervisors are expected to:

1. Act as liaisons between the University and the cooperating teacher.
2. Establish an effective collegial relationship with the cooperating teacher.
3. Help orient the student and the cooperating teacher with regard to each person's role.
4. Visit the student teacher weekly, making observations, monitoring progress, and completing evaluation records. (Samples are in the Forms section.)
5. Share observations with the student teacher and cooperating teacher following each observation. Meet with the principal as needed.
6. Enforce the regulations and policies pertaining to student teachers.
7. Assist the student in obtaining employment information upon request.
8. Assist in evaluating the student teaching program.

PHASES IN THE STUDENT TEACHING PROGRAM

Each placement for student teaching consists of four phases:

1. Orientation
2. Transitional Activities
3. Full-time Teaching
4. Debriefing

The length of time a student spends in each phase will vary based on the length of placement in a class, the readiness of the student, and the uniqueness of the class situation. The rate of movement from one phase to another will depend on the judgment of the cooperating teacher and the supervisor and the student. A projected schedule should be developed for the placement as soon as possible, and adjusted as needed.

PHASES

A. Orientation Phase

Activities during this phase set the tone for the whole student teaching experience. They should help reduce the anxiety that often occurs at the beginning of student teaching. A checklist for the orientation phase, that the cooperating teacher may find valuable, follow this section. The student teacher will spend much time in observing the teacher and the pupils at work. Activities for the first few days should include:

1. Learning the names of pupils, faculty, and other support personnel.
2. Making a seating chart.
3. Checking class rolls.
4. Studying and practicing the use of media resources.
5. Collecting and scoring pupils' work and tests.
6. Reviewing texts that will be used.
7. Reviewing the teacher's plans.
8. Planning first lessons that will be taught. (See Forms section for information on lesson planning.)
9. Conferring with your cooperating teacher and supervisor.
10. Submitting the schedule for the placement and the teacher's weekly schedule.
11. Beginning the reflective journal each student teacher is required to keep.

B. Transition Phase

The length of time in this phase will depend on the student's previous experience, feelings of security, and understanding of both the instructional program and the discipline procedures used by the teacher. The student should begin teaching during this phase. Some suggested activities for this phase include:

1. Tutoring individuals or small groups.
2. Making plans and teaching special assignments.
3. Preparing bulletin boards.
4. Assisting with homeroom activities.
5. Gradual assumption of a subject or period for day to day planning and teaching
6. Continuous evaluation of performance by conferences with teacher

C. Full-time Teaching Phase

As it becomes evident that the student is able to manage the class and provide quality instruction, the student should assume full responsibility. The student should do unit planning and daily plans for the teacher to review. Experiences at this phase should include:

1. Classroom instruction for most of the school day.
2. Managing large groups and small groups.
3. Developing tests and evaluating pupils.
4. Working with parents.
5. Consulting with others--special education teachers, librarians, etc.
6. Having teaching activities observed by the principal.

D. Debriefing Phase

The student should gradually return the teaching responsibilities to the cooperating teacher. Observations in other classes should be completed. All materials should be returned. The final evaluation forms should be completed and final conferences scheduled.

ORIENTATION REMINDERS FOR THE COOPERATING TEACHERS

The following checklist suggests some valuable reminders for the cooperating teacher:

1. Have I introduced the student teacher to the class and clarified her/his role to the students?

2. Have I acquainted the student teacher with course materials and objectives?

3. Does the student teacher fully understand the methods by which he/she will be evaluated?

4. Has the student teacher been given some type of work that he/she can do immediately so that he/she feels like a part of the class group and not just an observer?

5. Have I assigned the student teacher a work space/desk in the classroom that he/she can call his or her own?

6. Have a facility substitute badge so the student teacher has access to the building and classroom.

7. Have I made available to the student teacher a set of textbooks, curriculum guides, etc.?

8. Does he/she know what to do in case of fire and other emergencies?

9. Does he/she know the regulations concerning visitors to the classroom?

10. Does he/she know how to record and report pupil attendance?

11. Have I given the student teacher the school policy regarding the releasing of students from school?

12. Does he/she understand the procedures for obtaining supplies, equipment, and duplication services?

13. Is the student teacher fully aware of any duties involving study hall, playground, lunchroom, early morning and after school?

STUDENT TEACHING TIMELINE

Elementary, Middle Grades, and Secondary Education

Throughout the term, students will work on their journal, plans, and PPAT, as well as attending the seminar. The following outlines a suggested schedule. Individuals will work with the cooperating teacher and supervisor to plan a schedule based on the unique needs of the selected placement.

Weeks	Activity	Forms to Complete
1-4	<ul style="list-style-type: none"> • Observe • Begin journal • Begin PPAT • Send parent letter (week 1) • Learn student names • Begin to plan units • Help with small groups • Work closely with teacher to teach using her/his plans • Begin to plan and teach a class (week 3) • Submit section 1 of PPAT 	<ul style="list-style-type: none"> • Contextual Information Sheet • Daily Schedule • PPAT permission form • Letter to parents
5-8	<ul style="list-style-type: none"> • Full time in classroom (gradually add sections/blocks) 	<ul style="list-style-type: none"> • Certification of Teaching Capacity Form
8-12	<ul style="list-style-type: none"> • Continue full time teaching • Submit sections 2 and 3 of PPAT 	<ul style="list-style-type: none"> • Certification of Teaching Capacity Form
13-14	<ul style="list-style-type: none"> • Begin to return teaching to teacher • Finish PPAT • Complete journal • Complete IGP III 	
15-16	<ul style="list-style-type: none"> • Observe other classes 	<ul style="list-style-type: none"> • Certification of Teaching Capacity Form • Application for NC Licensure

STUDENT TEACHING TIMELINE
Special Education and Elementary/Special Education Double Major

The Department of Public Instruction requires student teachers to work in their field placement for a minimum of 10 continuous weeks in one grade level. In addition to one 10 week placement in an elementary grade, Wesleyan's Elementary/Special Education student teachers will be placed in a special education class for the remaining six weeks of the semester. Special Education majors will be placed in two special education classes.

10-week setting (1st placement)

Weeks	Activity	Forms to Complete
1-2	<ul style="list-style-type: none"> • Observation and orientation to the school • Learn students' names • Begin to plan units • Help with small groups • Work closely with the teacher to teach using his/her plans • Begin journal 	<ul style="list-style-type: none"> • Contextual Information Sheet • Daily Schedule • PPAT permission form • Letter to parents
3	<ul style="list-style-type: none"> • Assume responsibility for two instructional areas or time blocks 	
4	<ul style="list-style-type: none"> • Add another instructional area or time block 	<ul style="list-style-type: none"> • Certification of Teaching Capacity Form
5-8	<ul style="list-style-type: none"> • Full time planning, teaching, and evaluating 	
9	<ul style="list-style-type: none"> • Reduce teaching to two or three instructional areas or time blocks 	
10	<ul style="list-style-type: none"> • Observe other classes and teach on or two instructional areas 	<ul style="list-style-type: none"> • Certification of Teaching Capacity Form

6-week setting (2nd placement)

Weeks	Activity	Forms to Complete
1	<ul style="list-style-type: none"> • Observation and orientation to the school • Learn students' names • Begin to plan units • Help with small groups • Work closely with the teacher to teach using his/her plans 	<ul style="list-style-type: none"> • Contextual Information Sheet • Daily Schedule • PPAT permission form • Letter to parents
2	<ul style="list-style-type: none"> • Assume responsibility for two instructional areas or time blocks 	
3	<ul style="list-style-type: none"> • Add another instructional area or time block 	<ul style="list-style-type: none"> • Certification of Teaching Capacity Form
4-5	<ul style="list-style-type: none"> • Full time planning, teaching, and evaluating • Finish PPAT • IGP III 	
6	<ul style="list-style-type: none"> • Reduce teaching to two or three instructional areas or time blocks • Observe other classes 	<ul style="list-style-type: none"> • Certification of Teaching Capacity Form • Application for NC License

POLICIES AND REGULATIONS

In addition to responsibilities and ideas listed elsewhere in the handbook, the following guidelines have been established regarding student teaching:

1. Student Teachers are expected to conduct themselves in a professional manner which reflects high standards, in all of their activities.
2. The student teacher is to be punctual, prepared in advance, and willing to spend time needed in planning and conferencing.
3. Other than the courses in the student teaching block, the student teacher may not take other courses during the teaching semester.
4. Student teachers are responsible for their own transportation to the schools to which they are assigned.
5. Student teachers are required to join the National Education Association-Student North Carolina Association of Educators (NEA/SNCAE). The membership includes professional liability insurance and provides information concerning professional activities. Membership also meets a component of the Individual Growth Plan II; a required student teaching assignment.
6. Corporal punishment is not to be administered by the student teacher.
7. The student teacher may not be used as a legal substitute for a certified teacher.
8. Student teachers may not be placed with a cooperating teacher who is a relative, close personal friend, or one of their former teachers.
9. The student teacher is to maintain at least minimum levels of teaching proficiency. If the student teacher demonstrates ineffectiveness to the degree that the progress of the pupils is seriously impeded, he or she will be withdrawn. (See pages 26-27)

Policy on Absences During Directed Student Teaching

A student teacher is expected to be present in the assigned class each day. The student teacher may be excused no more than three (3) days during the directed student teaching experience. Any student teacher missing more than three days must make up the additional days at the end of the 16 week placement before credit for student teaching can be given. Any student that exceeds six (6) absences during the student teaching placement will be withdrawn from student teaching and their placement will be terminated.

NC Wesleyan Contract for Student Teaching

Student Name: _____

Student Teacher Responsibilities

1. I understand that student teaching must be my priority during the professional semester in order for me to meet my professional obligations and maximize my experience.
2. I understand that student teaching is a full-time commitment. I will put in significant and sufficient hours (planning, grading, conferencing, tutoring, etc.) to meet the needs of ALL of the students in my class.
3. I understand that I am expected to be present and on time every day in keeping with my Cooperating Teacher's schedule. If I must be absent, I will notify my Cooperating Teacher and University Supervisor immediately.
4. I understand that I am permitted 3 absences during the student teaching semester. If I exceed 3 absences, I must make-up those missed days at the end of the 16-week placement (end of the 2nd placement for EE/SPE and SPE majors). However, if I have more than 6 absences during the student teaching semester, my placement will be terminated.
5. I understand that I must develop thorough, well-written, and detailed lesson plans using the NCWU lesson plan format and that all lesson plans must be approved by my Cooperating Teacher, Seminar Instructor, and University Supervisor Thursday of the week prior to lesson plan implementation. My student teaching notebook, including all lesson plans, will be kept up-to-date and available at all times.
6. I will reflect on my teaching, and I will maintain a daily student teaching journal.
7. I must pass the PRAXIS Performance Assessment for Teachers (PPAT) during my student teaching semester. Failure to complete the PPAT will result in a failing grade for the directed teaching course and loss of eligibility for teacher licensure.

Student Teacher Expectations

8. I will be involved in all school activities expected of full-time teachers, including attendance at faculty meetings, duty, and school functions.
9. I will participate in all professional development opportunities offered by the school system.
10. I will seek and accept constructive feedback from my cooperating teacher, school principal, seminar instructor, and University supervisor.
11. I will be committed to serving all students and the school community. I will demonstrate high expectations for my students and work diligently to provide a learning environment conducive for their success.
12. I will maintain high standards of professionalism in the way I dress, speak, and behave in my school setting and in the larger community in which I am serving, including online. I also understand that maintaining confidentiality is part of having professional integrity.
13. I will complete 16 weeks of student teaching with the full understanding that in accordance with State law I must meet all criteria on the NC Certification of Teaching Capacity and must be recommended by my Cooperating Teacher, University Supervisor, the Director of Teacher Education, and Principal in order to apply for my teaching license. My grade in the student teaching seminar and directed teaching course will depend on my success on these criteria. These grades will also impact my graduation status.

Termination of Candidates from the NCWU Student Teaching Semester

The following constitute grounds for immediate withdrawal or termination of a teacher candidate from the student teaching placement at North Carolina Wesleyan University:

- False reporting of attendance and activities or plagiarism in required written assignments
- Use of profanity or demeaning language with colleagues, staff, students, parents, or faculty
- Sexual harassment or misconduct
- Conduct at the assigned school that would warrant suspension or termination of an employee by the school system where the candidate is placed
- Request for any reason by the school site administrator where the candidate is placed
- Request for any reason by the University Supervisor and the Director of Teacher Education
- Exceeding the allowed number of absences (6) for the student teaching semester

If the student teaching placement is terminated, Teacher Candidates may follow the appeals process outlined in the student teacher handbook.

I _____, accept my student teaching placement with full knowledge of the expectations and requirements. I am entering a professional school environment and will conduct myself accordingly. I understand that successful completion of the student teaching semester is not a guarantee and that I must be on time and prepared each day of my 16 week placement. I will meet all timelines and due dates. I will be open and willing to receive feedback from my Cooperating Teacher, University Supervisor, and Principal. I will conduct myself in accordance with the Code of Ethics for North Carolina Educators, the County School System Handbook, and the North Carolina Wesleyan Student Code of Conduct. I understand the criteria with which my grades will be based, and my responsibilities to the students entrusted to me. I will maintain my professional membership with the SNCAE and will follow all policies in place in my assigned school district and school. I acknowledge that policies within the education department at NC Wesleyan are subject to change in response to new laws and guidelines enacted via the NC General Assembly, State School Board, and North Carolina Department of Public Instruction.

Student Signature

Date

Evaluation

Continuous guidance and evaluation of the student teacher is the responsibility of both the cooperating teacher and the University supervisor(s). A written record is to be made for each visit by a University supervisor. Samples are included in the Forms section. The cooperating teacher is to complete in writing a mid-term and final evaluation form to supplement ongoing evaluations.

The student teacher should always be involved in the evaluation process so that he or she is well informed of his or her progress, as perceived by the cooperating teacher and the supervisor. The student should keep a growth plan that indicates areas to be worked on each week. These areas may come directly from either the student's self-evaluation or suggestions from the teacher or supervisor.

Rubric for Assessing Directed Teaching Courses

University Supervisors will input the final course grade based on the grading scale below. The scores of "1, 2, and 3" reflect the final designations given by the University Supervisor on the North Carolina Wesleyan University Student Teacher Observation Form:

A : All scores of "3"

A- : No more than two scores "2"; No scores of "1"

B+ : No more than eight scores of "2"; No scores of "1"

B : No more than ten scores of "2"; No scores of "1"

B- : No more than twelve scores of "2" ; No scores of "1"

C+ : More than fifteen scores of "2" ; No scores of "1"

C : More than sixteen scores of "2" ; No scores of "1"

C- and Below: Scores of "1" and any combination of scores of "2" and "3"

Recommendation for Licensure

Upon successful completion of student teaching, all required licensure tests, PPAT, and all other University requirements, the student must register on the NC Department of Public Instruction's online licensure program: <https://vo.licensure.ncpublicschools.gov> in order to apply for a teaching license.

Once registered, the student will attach the forms required for licensure*:

- Official transcript (final transcript with degree awarded and date)
- Passing licensure test scores
- Official transcript from undergraduate program, if seeking licensure only
- Passing PPAT scores
- Payment of licensing fee (credit or debit cards accepted)

*Please note: Passing test scores on all state specified licensure tests are **required** by NC Wesleyan University in order to approve your license request.

The student will submit the file to NC Wesleyan (IHE) for review and approval. Once the file has been submitted, the student will notify NC Wesleyan University by sending an email to Darleen Lamm at damm@ncwu.edu.

The Education Department is available to assist students as they complete the online licensure application.

The Director of Teacher Education has the responsibility in the final decision regarding recommendation. The decision will be based on the input of the University supervisor, the cooperating teacher and Local Education Agency official, and the faculty in the student's major department. The Local Education Agency (LEA) must endorse the candidate.

PROCEDURES FOR WITHDRAWAL FROM STUDENT TEACHING

School Request

When the school and/or the cooperating teacher request the removal of a student teacher, the following steps will be followed:

1. The University supervisor may meet with the cooperating teacher and with the student teacher.
2. The cooperating teacher may provide information in addition to weekly progress reports indicating the areas of deficiency and any problems related to behavior, attitude, etc.
3. Education faculty and University supervisor may meet with the student to determine his/her position.
4. The Director of Teacher Education will make a decision determining the next step for the student teacher.

If the student wishes to continue, the Field Placement coordinator and University supervisor must decide that there is the possibility of successful completion in a new location.

- a. If the decision is negative, the student teacher may appeal to the Teacher Education Council, one member of the Council (from another discipline), will serve as acting Chair for the meeting. If there is no appeal, the student, the Chair, his/her advisor, and the Registrar will negotiate the schedule for the semester.
- b. If the decision is positive, an action plan will be written that specifies the areas to be worked on and the tasks to be completed. The student teacher, the University supervisor, and the Field Placement Coordinator must all sign the action plan. The specific time frame and the details of evaluation and additional placements will be determined as a part of the plan.

Student Request

When the student teacher requests the withdrawal from student teaching or from the student teaching placement, the following steps will be followed:

1. The University supervisor may meet with the cooperating teacher and with the student teacher to determine if the situation can be resolved without the removal of the student teacher.
2. If the student teacher formally requests withdrawal, it will be honored and the teacher and school will be notified.
3. The Director of Teacher Education will determine if the student teacher will continue in the Teacher Education program at NC Wesleyan.

University Request

When the University requests the removal of a student from student teaching, the following steps will be followed:

1. The University supervisor may meet with the cooperating teacher and may meet with the student teacher to determine if the situation can be resolved without the removal of the student teacher.
2. The Director of Teacher Education requests a formal withdrawal and the teacher and school will be notified.
3. Progress reports indicating the areas of deficiency and any problems related to behavior, attitude, etc. will be used as supporting evidence.
4. Education faculty and University supervisor may meet with the student to determine his/her position.
5. The student teacher may be asked if he/she wishes to be placed in another placement or if he/she wishes to withdraw from the student teaching semester.

If the student wishes to continue, the Director of Teacher Education and University supervisor must decide that there is the possibility of successful completion; that is, that the problems can be remedied.

- a. If the decision is negative, the student teacher may appeal to the Teacher Education Council, one member of the Council (from another discipline), will serve as acting Chair for the meeting. If there is no appeal, the student, the Chair, his/her advisor, and the Registrar will negotiate the schedule for the semester.
 - b. If the decision is positive, an action plan will be written that specifies the areas to be worked on and the tasks to be completed. The student teacher, the University supervisor, and the Director of Teacher Education must all sign the action plan. The specific time frame and the details of evaluation and additional placements will be determined as a part of the plan.
6. The Director of Teacher Education will request immediate termination of the student teaching placement if at any time a student teacher violates a NC Wesleyan or school system policy.

EARLY RELEASE POLICY

Occasionally, schools request that a student teacher be released early from student teaching to fill a teaching vacancy in the school. The following procedures have been adopted to guide decision making regarding such requests.

1. The school principal should contact the Director of Teacher Education and/or University supervisor regarding such a request. After the initial contact is made the request must be submitted in writing to the Coordinator of Field Placement.
2. The University supervisor, the Director of Teacher Education, and other faculty involved in the student teaching block will review the requests.
3. Each case will be reviewed and considered individually. Items to be considered are: status of educational licensure, current performance, and previous experience as a teacher, long term substitute, or teacher assistant. Students seeking a degree will be required to complete 80% of their student teaching before a release will be considered. Early release is not guaranteed.
4. The student and school principal will be informed of the University's decision by the Director of Teacher Education.
5. Students will be expected to complete seminar and other course requirements.

Forms/Supporting Documents

- **Lesson Planning**
- **NCWU Lesson Plan**
- **NC Professional Teaching Standards**
- **Code of Ethics of the Education Profession**
- **Code of Ethics for NC Educators**
- **Criminal Background Disclosure**
- **Weekly Progress Report**
- **Student Teaching Observation Form**
- **Certification of Teaching Capacity**
- **PPAT Cycle**

LESSON PLANNING

A major objective of the student teaching experience is that the student teacher becomes a reflective decision-maker. Deliberation about student learning necessarily involves asking questions about how learning takes place and what behaviors are exhibited that yield such information. In support of this objective, student teachers are required to prepare daily lesson plans. The NCWU Lesson Plan design approved by the NCDPI is one format that is taught and practiced in education courses at the University. These daily plans must be reviewed by the cooperating teacher on a regular basis **prior** to being implemented to promote discussion and feedback. Lead time for such review should be at least the Thursday of the week prior to implementation.

DAILY AND WEEKLY REPORTS

Students are expected to be current on all reports while in the directed student teaching experience.

1. **Daily Lesson Plans:** Each student teacher is expected to write a lesson plan for each lesson taught.
2. **Reflective Student Teaching Journal:** The purpose of the *Student Teaching Journal* is to provide the student teacher a chance to record those occurrences that he/she considers noteworthy.

NC Wesleyan Lesson Plan Template

TEACHER:	GRADE:
CONTENT AREA:	TIME:
LEARNING GOAL:	LESSON LENGTH:
LEARNING OBJECTIVE:	
RESEARCHED-BASED INSTRUCTIONAL STRATEGY(S) (List instructional strategy(s) that will be used to teach learning objective):	RATIONALE FOR RESEARCHED-BASED INSTRUCTIONAL STRATEGY(S) (What does research state about strategy(s)? Include reference citation):
RESOURCES/MATERIALS:	BLOOM'S LEVEL(S) OF THINKING:
ESSENTIAL QUESTIONS:	
FORMATIVE ASSESSMENT (Assessment process that occurs during the lesson): <ul style="list-style-type: none"> • Formal (quizzes, small group work, worksheets, etc.) • Informal (asking questions, minute papers, exit tickets, etc.) 	
SUMMATIVE ASSESSMENT (Assessment process that occurs after the lesson):	
CONTEXTUAL DESCRIPTION OF PLACEMENT CLASSROOM (Composition of students, classroom resources, grouping patterns, routines, etc.):	

INTRODUCTION/PRE-ASSESSMENT (Assessing prior knowledge and review): (Time:)

TEACHER INPUT (Step-by-step process for teaching concepts/skills identified in objective): (Time:)

GUIDED PRACTICE (Practice and application of concepts/skills under teacher supervision): (Time:)

INDEPENDENT PRACTICE (Describe opportunity for students to practice concepts/skills independently): (Time:)

DIFFERENTIATED STRATEGIES (Specify learning activities, based upon data, related to concepts/skills of lesson to meet needs of individual and subgroups of students): (Time:)

- Above Grade Level Students
- At Grade Level Students
- Below Grade Level Students
- AIG
- ELL Students

- EC Students

REVIEW AND CLOSURE (Review central concepts/skills of lesson): (Time:)

RETEACHING PLAN (Specify plan if reteaching of skills is needed):

- **Instructional Data** (What data will be used to support reteaching?):
- **Action Plan** (Researched-based instructional strategy used for reteaching):

NORTH CAROLINA
Professional Teaching Standards

STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

- **Teachers lead in their classrooms.**
- **Teachers demonstrate leadership in the school.**
- **Teachers lead the teaching profession.**
- **Teachers advocate for schools and students.**
- **Teachers demonstrate high ethical standards.**

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 embrace diversity in the school community and in the world.**
- **Teachers treat students as individuals.**
- **Teachers adapt their teaching for the benefit of students with special needs.**
- **Teachers work collaboratively with the families and significant adults in the lives of their students.**

STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH

- **Teachers align their instruction with the North Carolina Common Core Standards.**
- **Teachers know the content appropriate to their teaching specialty.**
- **Teachers recognize the interconnectedness of content areas/disciplines.**
- **Teachers make instruction relevant to students.**

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 plan instruction appropriate for their students.**
- **Teachers use a variety of instructional methods.**
- **Teachers integrate and utilize technology in their instruction.**
- **Teachers help students develop critical thinking and problem solving skills.**
- **Teachers help students work in teams and develop leadership qualities.**
- **Teachers communicate effectively.**
- **Teachers use a variety of methods to assess what each student has learned.**

STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE

- **Teachers analyze student learning.**
- **Teachers link professional growth to their professional goals.**
- **Teachers function effectively in a complex, dynamic environment.**

STANDARD VI: 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.**

**For every student in North Carolina,
a knowledgeable, skilled compassionate teacher...
a star in every classroom.”**

*Standards developed by North Carolina Professional Teaching Standards Commission, 2006-2008, Revised May 2, 2013
www.ncpublicschools.org/educatoreffectiveness (Educator Effectiveness Division)

CODE OF ETHICS OF THE EDUCATION PROFESSION

PREAMBLE

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, or parents, and of the members of the community provides the incentive to attain and maintain the highest aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this CODE shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

PRINCIPLE I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly
 - a. exclude any student from participation in any program
 - b. deny benefits to any students
 - c. grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

CODE OF ETHICS FOR NORTH CAROLINA EDUCATORS

PREAMBLE

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

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

To uphold these commitments, the educator:

I. COMMITMENT TO THE STUDENT

- A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
- B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, not touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
- C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
- D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. COMMITMENT TO THE SCHOOL AND SCHOOL SYSTEM

- A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
- B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
- C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.

- D. Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due-process proceedings.
- E. When acting in an administrative capacity:
 - 1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
 - 2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
 - 3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
 - 4. Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. **COMMITMENT TO THE PROFESSION**

- A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
- B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.
- C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

Criminal Background Disclosure

Students should be aware that public schools will not allow placements for field experiences or internships for students with multiple and/or serious criminal background issues regardless if they have been cleared for admission to North Carolina Wesleyan University or to the Teacher Education program. Failure to be accepted for field experiences or internship will preclude the student from completing the degree and a change of major must be completed. It is also possible that a student could complete a teacher education degree and not be awarded a license by the State of NC (or any other state) due to criminal background issues. Additionally, it is also possible that a student may be awarded a teaching license by the State of NC but not be hired to teach in NC because of criminal background issues.

It is the responsibility of the student to disclose all criminal background issues (other than minor traffic violations) to the Department of Teacher Education prior to formal admission to the program and at any other point in time a crime is committed after admission is granted. Crimes to be reported include, but are not limited to: underage drinking tickets, urinating in public, public intoxication, resisting arrest, failure to stop for a blue light, open container violation, giving alcohol to or buying alcohol for a minor, DUI or DWI, assaults, larceny, possession of drugs or drug paraphernalia and all misdemeanor and felony charges. It is important for students to understand that paying a fine or ticket (such as in the case of underage drinking) is a plea of guilty.

Any student who has incurred charges that have been dismissed or who has pled guilty using prayer for judgment or nolo contendere (no contest) must also submit a signed statement explaining the nature, date, and outcome of the charges. Any student who has been convicted or pled guilty to any crime must meet with the Director of Teacher Education or faculty member designated by the Director of Teacher Education to discuss the nature of the charges. The Department of Teacher Education will review the criminal disclosure of each student. Teacher Education program admission applications of students who have pending criminal charges will not be processed until their case is disposed. Failure to disclose criminal history at any time may result in removal from the teacher education program.¹

¹ Adapted from a policy in the ECU Teacher Education Handbook, 2014-15

NORTH CAROLINA WESLEYAN UNIVERSITY

Weekly Progress Report
For
Student Teachers

Areas of Strength:

Area(s) to Improve:

Suggestions:

(signed by Cooperating Teacher)

(date)

(signed by Student Teacher)

(date)

Student Teacher Observation Form

Candidate Name: _____ **School:** _____

Cooperating Teacher Name: _____ **Grade:** _____

Date/Time _____ **Student Demographics** _____

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.

Rating Scale 3 = Above Standard (clear, convincing evidence of high performance)
 2 = At Standard (clear evidence of adequate/acceptable work)
 1 = Below Standard (needs improvement)
 NA = Not Observed

Standard	Developing Descriptor	Rating
Professionalism		
1e.	1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Classroom Climate/Culture		
1a.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
2a.	2a.1 Maintains a positive and nurturing learning environment.	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
2c.	2c.1 Maintains a learning environment that conveys high expectations of every student.	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
4g.	4g.1 Uses a variety of methods to communicate effectively with all students.	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Instruction		
2b.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
	2b.2 Incorporates different points of view in instruction.	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
3a.	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
3b.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
3d.	3d.1 Integrates 21st century skills and content in instruction.	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
4c.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
4d.	4d.1 Integrates technology with instruction to maximize students' learning.	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
4e.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
4f.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Evaluation/Assessment		
1a.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i> .	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
4h.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
5a.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Impact on Student Learning		
1d.	1d.1 Implements and adheres to policies and practices positively affecting students' learning	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
2d.	2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	<input type="checkbox"/> NA <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

University Supervisor _____ Conference followed observation yes _____ no _____

Main focus for next observation _____

North Carolina Wesleyan University LEA/IHE Certification of Teaching Capacity

Candidate Name: _____ Semester: _____ Year: _____
 Cooperating Teacher Name: _____ School: _____
 Grade level and/or Subject Taught: _____ Evaluator: _____

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

Standard/Element	Developing Descriptor	Rating
Professionalism		
1e. Teachers demonstrate high ethical standards.	1e.1 Articulates the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Classroom Climate/Culture		
1a. Teachers lead in their classrooms.	1a.3 Describes the characteristics and importance of a safe and orderly classroom environment.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	1a.4 Understands positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Recognizes and can explain aspects of a respectful and effective learning environment.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2c. Teachers treat students as individuals.	2c.1 Encourages and values individual student contributions, regardless of background or ability.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4g. Teachers communicate effectively.	4g.1 Demonstrates the ability to communicate effectively with students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4g.2 Provides opportunities for students to articulate thoughts and ideas..	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Instruction		
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2b.2 Acknowledges the influence of all aspects of diversity on students' development and attitudes.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Candidate initials: _____

Standard/Element	Proficient Descriptor	Rating
3a. Teachers align their instruction with the <i>North Carolina Common Core Standards</i> .	3a.2 Integrates literacy instruction in individual lessons and in particular subject areas.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3b. Teachers know the content appropriate to their teaching specialty.	3b.1 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3d. Teachers make instruction relevant to students.	3d.1 Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21st century.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4c. Teachers use a variety of instructional methods.	4c.1 Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Assesses effective types of technology to use for instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Demonstrates knowledge of processes needed to support students in acquiring critical thinking and problem-solving skills.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Evaluation/Assessment		
1a. Teachers lead in their classrooms.	1a.1 Demonstrates how teachers contribute to students' progress toward high school graduation by following the <i>North Carolina Standard Course of Study</i> .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Interprets data on student progress accurately and can draw appropriate conclusions.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
5a. Teachers analyze student learning.	5a.1 Identifies data sources to improve students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Impact on Student Learning		
1d. Teachers advocate for schools and students.	1d.1 Identifies the policies and practices affecting students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1 Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

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.

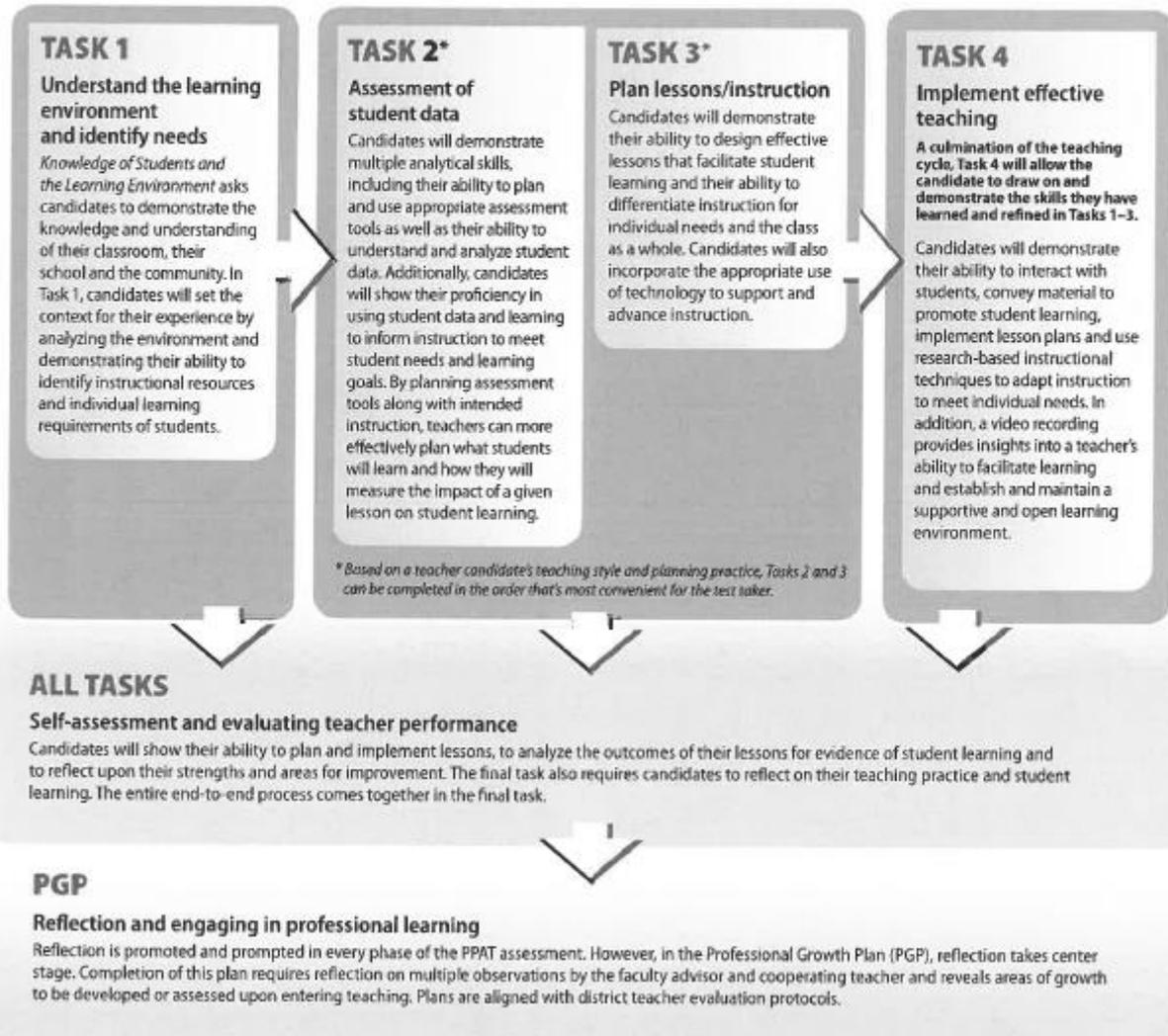
(Complete only with final evaluation)

Individual	Printed Name	Signature	Date
Candidate			
Cooperating Teacher			
Principal (or designee)			
University Supervisor			
Do you recommend this student for certification?		Yes	No
Comments (optional):			
<p>In a brief narrative statement, express whether or not you believe that the student teacher has the potential to continue to meet all the above competencies in his/her future professional career</p>			

PPAT® Assessment

Showing What Candidates Can Do in a Full Cycle of Teaching

Built for the profession by professionals in the field, the new PPAT® assessment is a performance-based assessment designed for beginning teachers. Comprised of four tasks, the PPAT assessment provides structure to teacher candidates' clinical practice — allowing them to learn and improve their skills throughout a complete cycle of teaching.



To learn more, visit www.ets.org/ppat or send an email to ppat@ets.org

TaskStream

- **Renewing a TaskStream Account**
- **Items Submitted on TaskStream**
- **IGP III**

TASKSTREAM

The Teacher Education Department utilizes TaskStream, a web-based software and support service to maintain student information and work samples. (This is a requirement of all teacher education programs in North Carolina Institutions of Higher Education.) Below are instructions on how to go about renewing your account.

How to Create a TaskStream Account

To renew a TaskStream account using your credit card, go to <https://www.watermarkinsights.com/signon/>, select TaskStream, then click on Create/Renew Account.

Step 1: Choose Renew a TaskStream subscription and click the Continue button under Option 1 to pay with a credit card.

Step 2: Enter your user name and password.

Step 3: Follow the instructions for renewing your account.

Step 4: Finally, click Place Order to finalize your subscription.

List of Items Submitted on TaskStream

Item/Form	Time Frame Due	Submit To:
Contextual Information Sheet I	2 nd week of 1 st placement	Seminar instructor
Contextual Information Sheet II	2 nd week of 2 nd placement	Seminar instructor
IGP III	10 th week	Seminar Instructor

Individual Growth Plan Level III

Semester/Year: _____

Traditional:
 Licensure Only:
 Adult Degree Student:

Name: _____

Licensure Area: _____

Degree: _____

A.	NC Professional Teaching Standards <ol style="list-style-type: none"> 1. Teachers Demonstrate Leadership 2. Teachers Establish a Respectful Environment for a Diverse Population of Students 3. Teachers Know the Content They Teach 4. Teachers Facilitate Learning for Their Students 5. Teachers Reflect on Their Practice 6. Teachers Contribute to the Academic Success of Students 	Standard(s) to be addressed: Elements(s) to be addressed:
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B. Student's Strategies

Goals for Elements	Activities/Actions	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1:				
Goal 2:				

Student's Signature: _____

University Supervisor's Signature: _____

Date: _____

Date: _____

Cooperating Teacher's Signature: _____

Date: _____