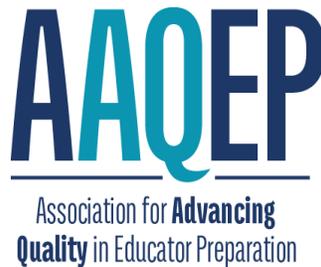


THE TEACHER EDUCATION HANDBOOK

A HANDBOOK
FOR ALL
TEACHER EDUCATION MAJORS
AT
NORTH CAROLINA WESLEYAN UNIVERSITY

Department of Education
Rocky Mount, North Carolina



North Carolina Wesleyan University's teacher education program is accredited by the North Carolina Department of Public Instruction and the council for the Association for Advancing Quality in Education Preparation (AAQEP).

North Carolina Wesleyan University does not discriminate on the basis of race, religion, creed, national or ethnic origin, age, sex, marital status or disability.

Revised August, 2023

Acknowledgment of Receipt

Teacher Education Handbook

By signing below, I acknowledge that I have reviewed the Teacher Education Handbook and am familiar with the requirements of the program.

My signature also indicates that I understand that there is an education course fee associated with the following courses:

- EDU 208: PRAXIS Core Academic Lab for Educators – Up to \$270.00* will be charged to my account for the PRAXIS Core exam
- EDU 406: Teacher Education Licensure Test Preparation Lab – Up to \$230.00 will be charged to my account for the Elementary majors' licensure test fees
- EDU 416: Classroom Management and Collaborative Leadership Seminar – Up to \$300.00* will be charged to my account for the PRAXIS Performance Assessment for Teachers (PPAT).

Course fees are the student's responsibility and will appear on the student's invoice from the Business Office. Education course fees are non-refundable after the first day of class.

My signature also indicates that I understand in order to be admitted to the Teacher Education Program I must fulfil all requirements as outlined on page 38 of this Handbook. **With this I understand I must maintain high standards of performance in my collegiate courses with a minimum GPA of 3.0. Additionally, a grade of C or higher is mandatory in all "major requirement courses."**

Name (Print): _____

Signature: _____

Date: _____

A copy of the signed acknowledgment should be emailed to Mrs. Darleen Lamm at dlamm@ncwu.edu .

*Test fees are subject to change in accordance with State Board of Education policy.

Table of Contents

Welcome.....	4
Program Information.....	5
Student Resources.....	6
Coordinators for Licensure Areas.....	7
Teacher Education Program Overview	
Conceptual Framework.....	9
North Carolina Professional Teaching Standards.....	14
INTASC Standards.....	15
Key Program Assessments.....	16
Common Assignments.....	17
TaskStream Account.....	18
NCWU Lesson Plan Template.....	19
NCWU Lesson Plan Rubric.....	21
Field Placements	
Field Placement Requirements.....	25
Field Placement Prerequisites.....	27
Criminal Background Disclosure.....	28
Appropriate Attire.....	29
Field Assignment Instructions.....	30
Field Placement Forms	
APS Field Hours Acknowledgement Form.....	32
Field Placement Request Form.....	33
Field Experience Verification Form.....	34
Field Placement Time Log.....	35
Teacher Assistant Waiver Form.....	36
Admission to the Teacher Education Program	
Admission Requirements.....	38
Application for Admission Form.....	39
Recommendation Form.....	40
PRAXIS Exam Information.....	41
Writing Sample Scoring Guide.....	43
Interview Questions.....	45
Interview Rating Form.....	46
Admission to Student Teaching	
Student Teaching Admission and Licensure Process.....	48
NC Licensure Test Requirements.....	49
Student Teaching Semester.....	50
Teacher Education Policies	
Teacher Education Absence Policy.....	52
Program Retention Policy.....	54
Disposition of the Reflective Practioner.....	55
Course List for Calculating Grade Point Average.....	56
SNCAE Membership.....	57
Action Plan for Education Student.....	58
Student Complain Form.....	59
Checklists in the Major.....	60
Department of Public Instruction Ethical Codes of Conduct	
Licensure Denial/Revocation Regulations.....	66
Code of Ethics of the Education Profession.....	67
Code of Ethics for NC Educators.....	69
DPI Education Preparation Provider Complaint Process.....	71
Addendum	
Frequently Used Research-Based Instructional Strategies.....	75

WELCOME TO TEACHER EDUCATION

The preparation of school professionals is a complex process. Prospective educators must gain a considerable body of knowledge, both general as well as specific to the subject area or age level being taught. They must also develop attitudes and skills needed for working in the multicultural schools of today. At North Carolina Wesleyan University a combination of theory and practice is provided in order to prepare prospective educators for the diverse roles teachers experience today.

The faculty in the Teacher Education program is glad you have chosen to be a student in this challenging program. This handbook is designed to assist you as you progress through the various steps in becoming a fully licensed, professional educator. It is intended to supplement the information provided in your University catalog. Although your advisor, along with other faculty and staff, will help you in any way possible, you are responsible for meeting the requirements associated with the teacher education program. We do hope you have a positive, enriching experience as you progress through your education program at Wesleyan.

Welcome to Teacher Education at North Carolina Wesleyan University.

Kelvin L. Spragley, Ph.D
Director of Teacher Education
Diversity & Inclusion Liaison
North Carolina Wesleyan University
252-985-5165



3400 N Wesleyan Blvd | Rocky Mount, NC 27804

INFORMATION CONCERNING THE PROGRAM

Freshman Year: Each student at Wesleyan has a freshman advisor who will assist the student in planning the first courses taken at Wesleyan. The student should let the advisor know that he or she is thinking of becoming a teacher. Students are encouraged to study the information about the teacher education program in the University catalog carefully and to come by and meet the faculty in the education program.

Sophomore Year: Students will be assigned an advisor in the education program based on their expressed areas of interest. Students will also enroll in three education courses, EDU 202, 205, and 208 lab. Students are required to purchase a TaskStream account after they have been admitted into the Education Program. EDU 205 is a field-based course; each student will be placed with a public school teacher for three hours each week to observe and see what “the real world of teaching” is all about (see pages 25-26 for field placement requirements). As a part of EDU 208, students will need to register for the PRAXIS Core test (see PRAXIS Core section). Passing PRAXIS Core scores are required for admission to the Education Program. After completing EDU 202 and 205 students will apply for admission to the program (see the admission requirements section in this Handbook).

Junior Year: Students admitted into the teacher education program will take varied courses which will enable them to demonstrate the competencies identified for each licensure area by the State of North Carolina. Many of the courses will provide continuing opportunities to work in the public schools. At the end of the year, students should apply for student teaching.

Senior Year: Students will finish all required courses, pass all required licensure tests, successfully complete PPAT, and complete a 75-hour internship the semester prior to student teaching. Students must complete their student teaching in Nash-Rocky Mount Schools. (Teacher Assistants currently employed in a K-6 public, non-charter, school may apply to student teach in their current school setting. The State of North Carolina has a reciprocal agreement with many other states which means that the students will be eligible for licensure in those states.)

Student teaching is one of the most important requirements of the teacher education program. A separate handbook has been developed to assist students during this phase of their teacher education program.

TRANSFER STUDENTS

Transfer students must meet the same qualifications and follow the same procedures as all teacher education majors. Transfer students will have a program of study developed by their advisor in the Education Department. Transfer students may not be able to complete all the requirements for the teacher education program in four years. Junior level transfer students should enroll in EDU 202, 205, and 208 during their first semester as well as take the PRAXIS Core entry tests.

LICENSURE ONLY STUDENTS

Students who have an earned degree (BA or BS) and come to work toward teacher licensure will be expected to meet the same admission criteria as degree seeking students. The first step is to submit your official transcripts to the Director of Teacher Education. Once credit has been awarded for courses taken, a program of study will be developed for your area of licensure.

Student Resources

1. Curriculum Materials Center (Library). This area in the library houses the children's literature collection, curriculum guides, samples of media used in public schools, idea books, and other materials of interest to an education major.
2. Educational Resource Center (Braswell room 234). This room houses state adopted texts, ideas for activities, journals, audio-visual equipment, art supplies, and materials useful for education class projects. The room is open several hours each week to students studying or doing projects. Students needing to use the room at other times may do so by arranging with a faculty member to use the room key.
3. Writing Lab. The North Carolina Wesleyan University Writing lab provides consultation and one-to-one tutoring in writing for all NCWU students. The ultimate goal of the Lab is to develop more able student writers.
4. Financial Aid Office. Information regarding scholarships and loan programs specifically for prospective teachers is available from the staff in this office.
5. Student Support Center. Information on CLEP testing and individualized help in writing, improving reading skills, or academic tutoring is available during the day and evenings. Computers are also available. Information regarding career interest, job seeking skills, or development of a resume may be found in this office. The office works with the education faculty to post job vacancies.
6. Computer Lab. The Computer Lab is used for class instruction and is available for individual use for word processing, Internet, e-mail and other activities. The lab is open Monday – Friday from 8:00 AM until 10:00 PM. Computers for individual student use are also available in the library, in the dorms, and in the student center.
7. Pearsall Library. The library houses books, journals, and other media for the use of all students and may be found using the online catalog. A computer lab is also available. Interlibrary loan materials may be accessed. Numerous electronic databases are available via the library website.
8. Health and Counseling Services. A licensed counselor is available to students desiring personal counseling. A nurse is employed to work with students needing medical care.
9. Students with disabilities who believe that they may need accommodations in class are encouraged to speak privately with the instructor and contact Counseling and Disability Service at 252-985-5369 as soon as possible to coordinate and implement accommodations in a timely fashion. Counseling and Disability Services is located in the Student Success Center, Pearsall Classroom Building 192.

Coordinators for Licensure Areas

Wesleyan offers teacher education programs leading to licensure in the following areas:

- **Elementary Education** (grades K-6)
- **Middle Grades Education** (grades 6-9)
- **Special Education General Curriculum** (grades K-12)
- **Secondary Education** (grades 9-12)
 - **History/Social Studies**
 - **Biology**
 - **Mathematics**
 - **English**

Students may major in elementary education, special education or middle grades education. Those majoring in middle grades education must complete two subject concentrations from the following: mathematics, science, social studies, or language arts. Those who want to teach at the high school level must major in history (with extra courses for social studies licensure), biology, mathematics, or English, and complete the minor in secondary education.

The following faculty members are designated as the coordinators for the various programs and serve as members of the Teacher Education Council:

Dr. Patricia Brewer
Member of the Education Division
Coordinator for Special Education
Advisor of Student NC Association of Education

Dr. Ami Thompson
Member of the Science/Mathematics Division
Co-coordinator for biology major

Dr. Lois Hart
Member of the Education Division
Coordinator for Middle and Secondary Education
Field Placement Coordinator

Dr. Jonathan Sarris
Member of the Social Sciences Division
Co-coordinator for history and social studies
licensure

Dr. Kelvin L. Spragley
Director Teacher Education
Diversity & Inclusion Liaison
Member of the Education Division
Coordinator for Elementary Education

Mrs. Darleen Lamm
Administrative Assistant

Students are encouraged to work closely with these faculty members in reviewing and following the programs of study listed in the Catalog and on the program checklists included in this Handbook. Members of the Teacher Education Council vote on admission to teacher education and to student teaching.

Teacher Education Program Overview

- Framework
- NC Professional Teaching Standards
- INTASC Standards
- Key Assessments
- Common Assignments
- TaskStream
- NC Wesleyan Lesson Plan Template
- Lesson Plan Rubric

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)

THE TEACHER AS REFLECTIVE DECISION MAKER

The model of the teacher as a reflective decision maker presented in Figure 1 on page 11 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)?

Is there any particular aspect of teaching that I am working to improve today?

Are there any problems I'm anticipating, and have I planned strategies to avoid them?

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?

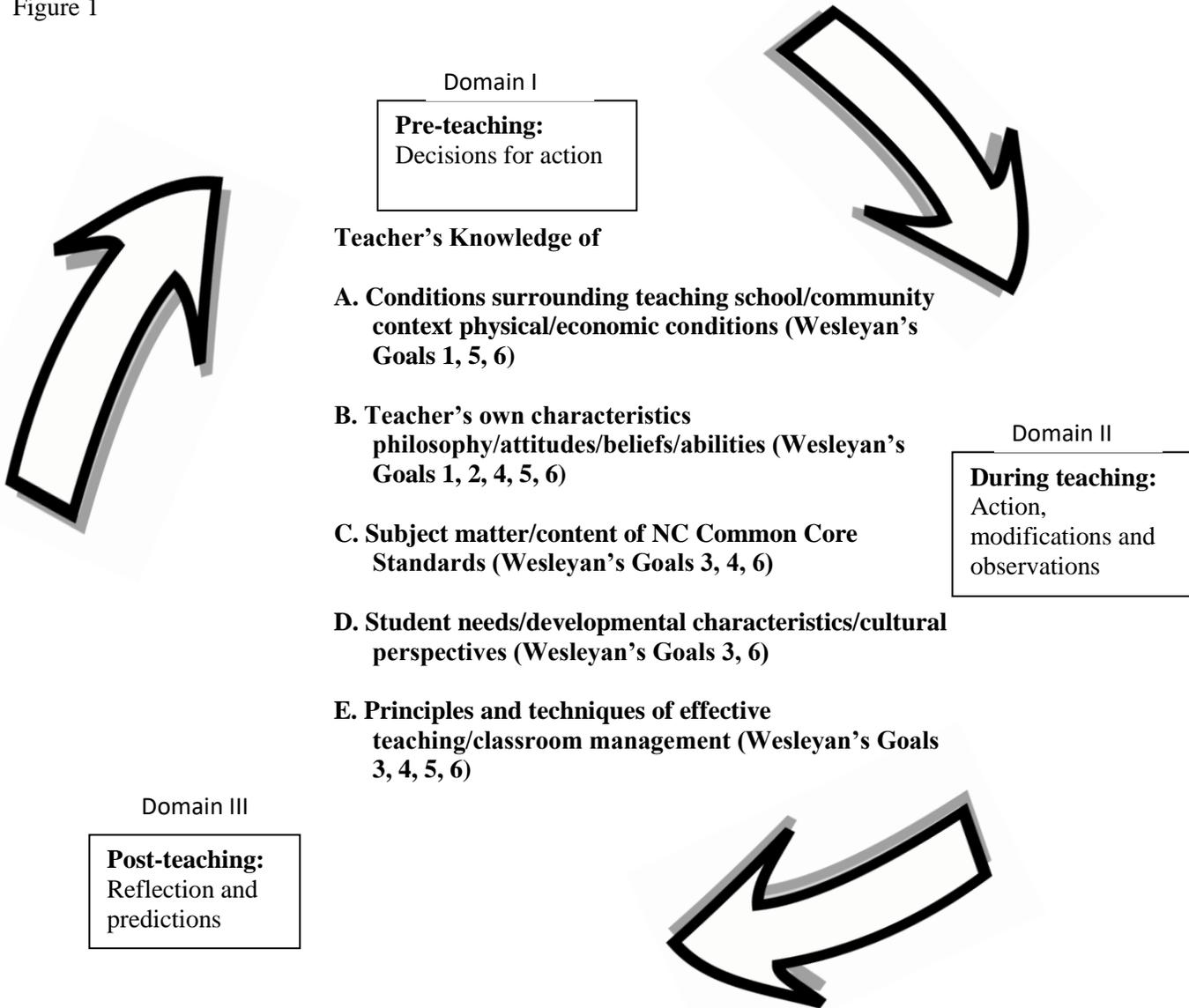
Are there any puzzling questions that remain in my mind that I find myself mulling over during the day? How could I find answers to those questions?

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.

KNOWLEDGE BASE MODEL

THE EFFECTIVE TEACHER AS A REFLECTIVE DECISION MAKER

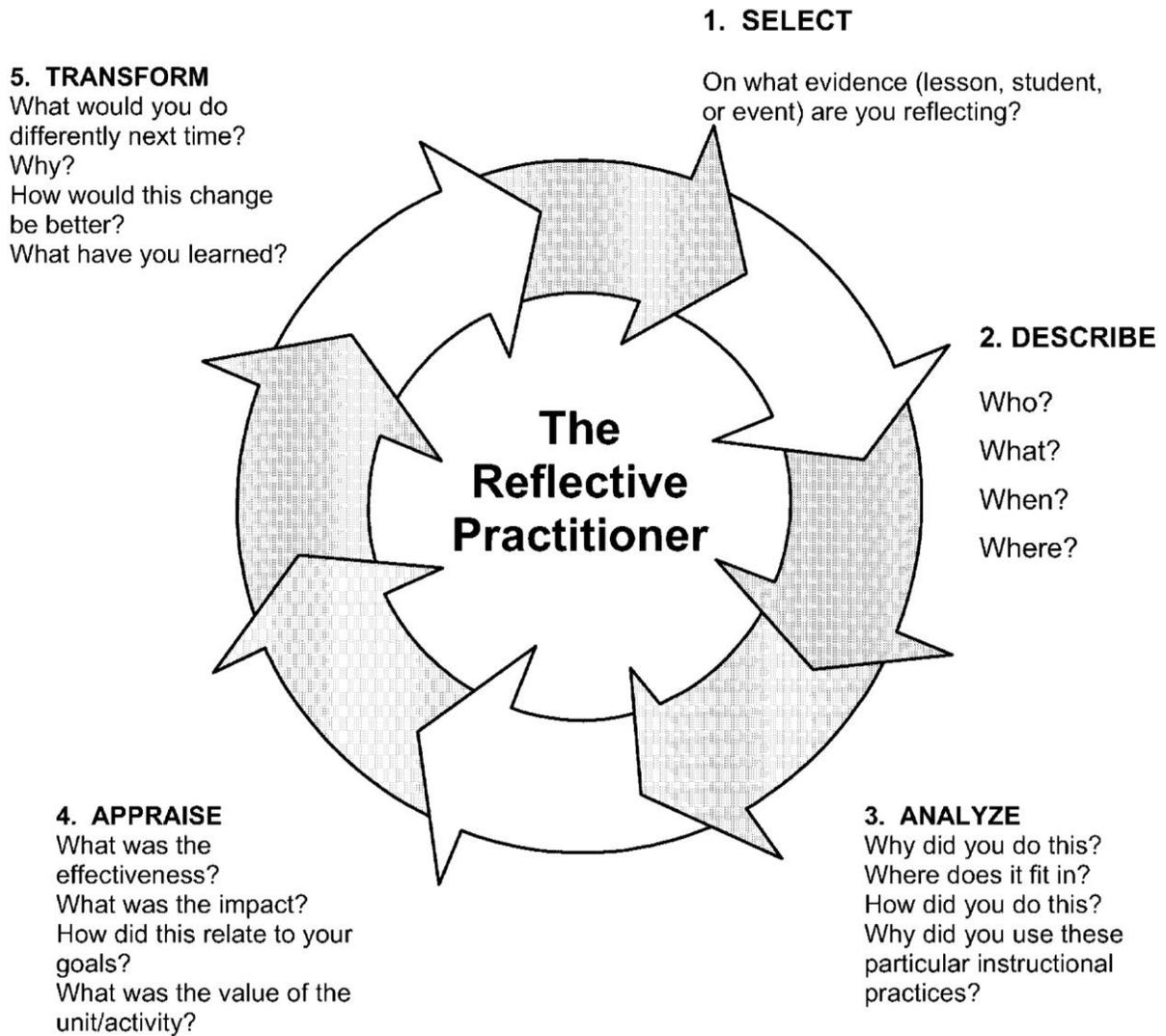
Figure 1



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



North Carolina Department of Public Instruction. (2007). *North Carolina mentor teacher's handbook: Activities and tools for supporting beginning teachers*, 118.

NORTH CAROLINA WESLEYAN UNIVERSITY
Department of Education
Reflection Rubric

Macro-Reflective: Distinguished by a search for relationships, connections, justifications, consequences, evaluation, and critical processes. The reflection is driven by a vision in the form of personal, pedagogical, or social conceptual and decision-making framework. Assertions are specific, supported with evidence from experience and conceptually connected. The writer’s perspective is multidimensional explaining how the event can be connected to a larger conceptual framework.

Micro-Reflective: Includes a self-awareness of the writers’ own meaning-making process but limited to the immediate situation or event, lacking connections to a broader educational theory or framework. Assertions are specific and supported with evidence from experience. The writer’s perspective may be multidimensional, representing more than one learner or groups of learners.

Pseudo-Reflective: A list, log, story, description or a narrative of an educational event. A reaction or retelling without thoughtful connection to other events. Assertions are general and not supported with evidence from experience, theory or research. The writer’s perspectives are undifferentiated and general regarding the needs of learners.

Reflection Rubric			
<u>Score</u>	Pseudo-Reflective (1)	Micro-Reflective (3)	Macro-Reflective (5)
	A reaction or retelling without thoughtful connection to other events.	Self-awareness of the writers’ own meaning-making process but limited to the immediate situation or event.	Search for relationships, connections, justifications, consequences, evaluation, and critical processes.
	Assertions are general and not supported with evidence from experience, theory or research.	Assertions are specific and supported with evidence from experience.	Assertions are specific, supported with evidence from experience and conceptually connected.
	The perspective is undifferentiated and general regarding the needs of learners.	The perspective is multidimensional, representing more than one learner or groups of learners.	The perspective is multidimensional in explaining how the event can be connected to a larger conceptual framework

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.**

**“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, Revised July 2015
<https://www.dpi.nc.gov/educators/recruitment-support/educator-standards> (Educator Effectiveness Division)

INTASC Standards

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

NCWU Teacher Education Program Assessment System

Admissions Data	Maintain GPA 3.0 Interview PRAXIS CORE Writing Sample: Case Study (EDU 202) Recommendation Forms 30 hours in the field Major Requirement Courses grade C or higher
Key Assessments: TaskStream <i>Key Assessments align to State program requirement strands and CAEP accreditation standards</i>	Depth of Content Research Paper (EDU 400, SPE 427) Mini Unit (EDU 321, 341) School Improvement Project (EDU 405, SPE 327) PPAT (EDU 416) Technology Portfolio (EDU 310) IGP I (SPE 300) IGP II (EDU 405) IGP III (EDU 416)
NC Certification of Teaching Capacity	Completed by Cooperating Teachers, Principal, Supervising Faculty, and Director of Teacher Education at the end of Student Teaching
Field Placement Evaluations	Completed by Field Placement Teachers Completed by Cooperating Teachers during student teaching
Dispositions	Evaluated by the TEC at Key Transition Points (Posted to TaskStream)
Surveys	Program Completer Survey Survey of Graduate Employers Survey of Graduates for three years after completion
Standardized Exams	PRAXIS CORE at entry Licensure Exams at admission to student teaching PPAT at completion

Common Assignments

Common assignments are required course components.

Course	Common Assignment
EDU 205	Classroom modules aligned to field placement Lesson plans utilizing NCWU Lesson Plan Template and Rubric (introduction) PRAXIS CORE practice test
EDU 202	Case Study
EDU 210	Book Talks (in class and field placement) Children's Literature Unit: Group Project Lesson plans utilizing NCWU Lesson Plan Template and Rubric
EDU 312 EDU 313	Lesson plans utilizing NCWU Lesson Plan Template and Rubric (phonics, phonemic awareness, and comprehension) Teaching Demonstration Pearson Foundations of Reading Pre and Post test
EDU 310	*Digital Technology Portfolio (Cloud-Based)
EDU 344	Mini-Unit Teaching Demonstration Lesson plans utilizing NCWU Lesson Plan Template and Rubric
EDU 321 EDU 341	*Mini-Unit Philosophy of Education Statement Classroom Behavior Plan Lesson plans utilizing NCWU Lesson Plan Template and Rubric
EDU 405	*School Improvement Plan *IGP II: Data Driven Decision Making Test Construction project Student Assessment for Teaching and Learning (field placement component)
MAT 302	Lesson plans utilizing NCWU Lesson Plan Template and Rubric Pearson Mathematics Pre and Post test Teaching Demonstration
EDU 307 EDU 303	Lesson plans utilizing NCWU Lesson Plan Template and Rubric Teaching Demonstration
SPE 300	*IGP I: Community Service Project Community Service and Professional Development Project
EDU 400	*Depth of Content Research Paper
EDU 416	PPAT *IGP III: Professional Development Mock Interviews Exit Surveys

*TaskStream Key Assessment

TaskStream Account

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.) Therefore, you will be required to purchase an account with TaskStream once you have been admitted to the Teacher Education Program. Please note that you must have an active TaskStream account for the duration of your time in the Teacher Education program at North Carolina Wesleyan University. Once you have opened your account, be sure to **renew** the existing account prior to its expiration. Below are instructions on purchasing and registering your account.

How to Create a TaskStream Account

To create a TaskStream account (credit card required to purchase) go to www.watermarkinsights.com and select Login/Sign up.

Step 1: Select the TaskStream block.

Step 2: Choose Create/Renew a new TaskStream subscription and click the Continue button under Option 1 to pay with a credit card.

Step 3: Select University/university student.

Step 4: Enter your personal information.

As a University student, you will need to choose your home state, institution type, the name of your school, and click Continue. Review your entry and click Proceed with Renewal.

Select the one year subscription and enable the Teaching Productivity Toolpack. Agree to the End-User Agreement. Click Continue.

Step 5: Confirm your Registration Information by clicking Continue.

Step 6: If you do not wish to add storage to the 500mb which is included with your subscription purchase, click Proceed to Checkout. **(We do not recommend purchasing additional storage.)**

Step 7: Enter your name, your credit card information, and your billing address and click Continue.

Step 8: Finally, click Place Order to finalize your subscription.

NOTE: The cost for a subscription to this service is \$50.00 for one-year. Students must have access to this service each semester once they have been admitted to the Teacher Education Program.

Required Submissions on TaskStream

- EDU 310, SPE 300, EDU 321, EDU 341, EDU 400, EDU 405, SPE 327, SPE 427, and EDU 416 work samples

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): *See addendum beginning on page 68 of handbook
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):

NCWU Lesson Plan Rubric

	Emerging	Developing	Proficient	Accomplished	Score/Level
Standards	No standards are mentioned in lesson or standards are alluded to in lesson. Lesson is loosely related to standards.	Some relevant standards are referenced. Lesson is influenced by standards. Too many or too few standards are included. (Lesson may name many standards instead of focusing on important, key standards; alternately, lesson may not name relevant key standards).	Appropriate key standards are referenced. Lesson is guided by standards.	All appropriate key standards covered are referenced. Standards steer the lesson.	
Standards NC- North Carolina Professional Teaching Standards (2015) Standard: NCPTS.III - Teachers know the content they teach.					
Learning Targets/ Objectives	Learning Targets do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to standards.	Learning Targets provide some sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards. Connection to research is unclear.	Learning Targets provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are clearly and closely related to standards and supported by a research-based strategy.	Learning Targets provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are clearly and closely related to standards. Objectives are written as appropriate learning targets. A research-based strategy and appropriate rational support the instructional activities.	
Standards NC- North Carolina Professional Teaching Standards (2015) Standard: NCPTS.III - Teachers know the content they teach					
Information and Technology Skills	Use of technology treats students as passive recipients of information, is not well-defined, does not support student learning, or is an inappropriate use of the medium.	Use of technology is focused but does not take full advantage of the medium. Students use technology but do not learn to manipulate the technology to express ideas or concepts.	Use of technology is appropriate for the medium while helping students reach identified learning objectives. The choice of technology is age appropriate and supports different learning styles.	Use of technology helps students achieve learning objectives and is both appropriate and supports different learning styles and abilities. Students are engaged and demonstrate a deeper conceptual understanding of key concepts.	
Standards NC- North Carolina Professional Teaching Standards (2015) Standard: NCPTS.IV - Teachers facilitate learning for their students.					
Assessment	Assessment is somewhat related to learning targets and standards. Assessment is not appropriate for all students' learning styles and strengths.	Assessment is related to learning targets and standards. Assessment is less accessible for students with certain learning styles and strengths.	Assessment is directly related to learning targets and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel.	Assessment is directly related to learning targets and standards. Both formative and summative assessment are included. Assessment provides opportunities for students with varying learning styles and strengths to excel.	

	Emerging	Developing	Proficient	Accomplished	Score/Level
	Standards NC- North Carolina Professional Teaching Standards (2015) Standard: NCPTS.IV - Teachers facilitate learning for their students. Standard: NCPTS.V - Teachers reflect on their practice.				
Lesson Plan	Does not utilize the NCWU lesson plan correctly.	Covers most of the NCWU lesson plan, but omits a required element.	Covers all points of the NCWU lesson plan thoroughly.	Covers all points of the NCWU lesson plan thoroughly, including use of best practices for instruction.	
	Standards NC- North Carolina Professional Teaching Standards (2015) Standard: NCPTS.IV - Teachers facilitate learning for their students.				
Instructional Activities	Activities relate peripherally to learning targets. Some activities are extraneous or irrelevant. Activities are not accessible to students with different learning styles and strengths.	Activities relate to learning targets. A few activities may be extraneous or irrelevant. Activities are accessible to students of more than one learning style of strength.	Activities provide a logical path to meeting learning targets. No activities are extraneous or irrelevant. Students of many learning styles and strengths can benefit from activities.	Activities follow best practices and provide a logical path to meeting learning targets. Students of many learning styles and strengths can benefit from activities. Activities use an inquiry or problem-based approach. A research-based strategy and appropriate rational support the instructional activities.	
	Standards NC- North Carolina Professional Teaching Standards (2015) Standard: NCPTS.IV - Teachers facilitate learning for their students.				
Differentiated Instruction	Lesson plan includes minimal differentiated instruction, but not specifically addressing designated students.	Lesson includes some differentiated instruction for designated students, but not all.	Lesson clearly offers appropriate challenges for students of all levels, including the designated diverse learners (EC, ELL, and AIG).	Lesson clearly offers appropriate, creative, and well-integrated challenges for all designated diverse learners and students of various learning styles.	
	Standards NC- North Carolina Professional Teaching Standards (2015) Standard: NCPTS.II - Teachers establish a respectful environment for a diverse population of students.				
Teacher-Created Supporting Materials	Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson.	Supporting materials and student handouts are clear and complete. Materials enhance lesson.	Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly.	Supporting materials and student handouts are clear, complete, and appealing to students. Supporting materials encourage critical thinking. Materials enhance lesson significantly.	
	Standards NC- North Carolina Professional Teaching Standards (2015) Standard: NCPTS.IV - Teachers facilitate learning for their students.				

	Emerging	Developing	Proficient	Accomplished	Score/Level
Resources	Many resources needed for lesson are not included in plan.	Some resources needed for this lesson are not included in plan.	Resources needed for this lesson, including media, are included in plan.	Resources needed for this lesson, including media, are included in plan, and notes about assembling materials, contacting outside guests, or locating additional resources are included, as well.	
	Standards NC- North Carolina Professional Teaching Standards (2015) Standard: NCPTS.IV - Teachers facilitate learning for their students.				
Mechanics	Spelling and grammar are unacceptable.	The lesson plan contains spelling and grammar errors.	The lesson plan contains few spelling and grammar errors.	Spelling and grammar in lesson plan are flawless.	
	Standards NC- North Carolina Professional Teaching Standards (2015) Standard: NCPTS.IV - Teachers facilitate learning for their students.				
Grade Level Appropriateness	Some, but not all, objectives and activities are appropriate for the intended grade level.	Most objectives and activities are appropriate for the intended grade level.	Objectives and activities are appropriate for the intended grade level.	All objectives and activities are appropriate for the intended grade level and various learning styles/needs of students.	
	Standards NC- North Carolina Professional Teaching Standards (2015) Standard: NCPTS.IV - Teachers facilitate learning for their students.				
Time Allotment	Learning Targets may not all be accomplishable for many students in the time allotted.	Learning Targets are accomplishable by almost all students in the time allotted.	Learning Targets are accomplishable in the time allotted.	Learning Targets are accomplishable by all students in the time allotted.	
	Standards NC- North Carolina Professional Teaching Standards (2015) Standard: NCPTS.IV - Teachers facilitate learning for their students.				

Field Placements

- Field Placement Requirements
- Required Field Placement Hours
- Field Placement Prerequisites
- Criminal Background Disclosure
- Appropriate Attire
- Field Assignment Instructions

Field Placement Requirements

- Field placement is a requirement for all Education courses.
- Traditional Students are required to log a minimum of 30 hours including one full day in the field each semester. (The hours from the full field day are counted towards the required minimum.) Students are required to complete a minimum of **150 hours** in the field prior to student teaching.
- APS students are required to log a minimum of 15 field placement hours each eight week session (students should log a minimum of 2 hours per week). Students are required to complete a minimum of **150 hours** in the field prior to student teaching.
- Field hours may be waived for students who are employed as teacher assistants in an approved public school by completing the Teacher Assistant Waiver for Field Placement form (page 36). Teacher assistants will receive 30 hours credit each semester for their time in the classroom as long as they are working in a classroom within the same licensure area that they are seeking. Teacher assistants are responsible for completing their assignments and must make arrangements with their principal for any special assignments that cannot be completed within the classroom where they are assigned. A new waiver must be completed each semester.
- Students are expected to actively participate in whatever tasks they are asked to perform by the cooperating teachers. Students should not be sitting and watching. They should be actively engaged.
- Students must have a criminal background check and negative TB Skin Test reading on file before a field placement can be assigned. Background checks are completed as a part of the North Carolina Wesleyan admission process. TB tests must be completed within one year of submission to the Education Department. TB test results are valid for 3 years (see pages 27-28 for additional information).
- The Field Placement Form (copy on page 33) is to be completed and submitted to the Education Office at the time of registration but no later than one week prior to the first day of class. Forms can also be emailed to Darleen Lamm at dlamm@ncwu.edu.
- Specific field placement requests will be considered and honored if possible. However, during your time in the Teacher Education Program, plan to be assigned to a variety of schools and grade levels in order to receive a well-balanced experience.
- **Students will enroll in EDU 415, a practicum course, the semester prior to student teaching. During this course, students will begin their PPAT for student teaching and will complete 75 hours of supervised pre-student teaching.**
- Students are responsible for making their own transportation arrangements to and from field placement, practicum, and student teaching.

Required Hours for Field Experience

Program	Face to Face Course	Online Course
Traditional Day Program	30 hours per semester Including 1 full field day	
APS Program	15 hours per 8 week term	15 hours per 8 week term

Assessment: Field Placement feedback is gathered through an online survey emailed to the cooperating teachers at the end of the field placement or each semester, whichever comes first. Cooperating teachers complete an evaluation for the student in all field courses. In all courses and Student Teaching they also provide feedback about the program. Students provide feedback about their placements throughout the program. University supervisors/instructors observe students in some of the early courses and during student teaching. Assignments are submitted to the instructor for grading.

Placement: The Coordinator of Field Placement coordinates placements working with school districts' Human Resource Departments. Students have opportunities to participate in multiple, diverse settings throughout the program.

Activities: The instructors set specific activities for the courses to guide the work of the students and to provide opportunities to observe, tutor, teach small and large groups, and reflect on all experiences.

Please note: Students must complete a minimum of 150 hours in the field prior to student teaching.

Field Placement Prerequisites

Public School policy requires all volunteers, tutors and interns to have the following in place:

- **Negative TB Skin Test**
- **Background Check**

Thus, all students enrolled in education courses and completing field placement hours **must comply** with the above policy **before** a field assignment can be made.

You may receive the TB Skin Test at the Health Department or at your doctor's office. The most inexpensive place is the Health Department (approximately \$14).

- **Nash County Health Department** is located at 322 South Franklin Street, Rocky Mount, NC 27804. Telephone number: 252-446-0027.
- **Edgecombe County Health Department** is located at 155 Atlantic Avenue, Rocky Mount, NC 27801. Telephone number: 252-985-1149.

Your background check will be completed through NC Wesleyan University as a part of the admission process. Please review the Criminal Background Disclosure Policy on page 28. It is your responsibility to comply with all aspects of this policy.

The background check is usually required one time over your career at NCWU. In certain circumstances, the Education Office may require a second or expanded background check to be completed.

The TB test is good for 3 years from the date it was administered.

Both requirements are in place for the protection of all school-aged children.

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

Field Experience Guidelines For Appropriate Attire

“What we wear is how we are perceived.” -Harry Wong

Throughout courses in the Teacher Education Program, you have many opportunities to observe and assist in the public school setting. While in the public schools, you are building your reputation as a professional in the field of education. Guidelines which apply to public school teachers and students, as well as Wesleyan students in their public school placements are as follows:

Dress or appearance may not be so unusual, inappropriate or lacking in cleanliness that it clearly disrupts class or learning activities. The following attire is considered **inappropriate**:

- A. Jewelry affixed to the nose, tongue, cheek, lip or eyebrow.
- B. Clothing which is disruptive, provocative, revealing, indecent, vulgar, or obscene.
 - 1. Shorts, jeans, and sweatpants should not be worn.
 - 2. Skirts and dresses may be no higher than 3 inches above the top of the knee
 - 3. Low necklines, bare midriffs, and overly tight clothing are not appropriate dress
- C. Clothing which promotes alcoholic beverages, tobacco, or the use of controlled substances by words or symbols, or is of a disruptive nature.
- D. Clothing that contains profanity, nudity, depicts violence or is sexual in nature by words or symbols.
- E. Flip-flops should not be worn.
- F. Undergarments worn as an outer garment or any see-through clothing.
- G. Hats, sweatband, bandannas, or sunglasses inside school buildings.
- H. Male students are expected to wear a collared SHIRT AND TIE when completing field hours.

Students who display inappropriate or unprofessional behavior may be pulled from the field placement and will receive zeroes for field assignments not completed. Partial credit may be given for field assignments in progress at the time the field placement is ended.

Adapted from Nash-Rocky Mount Schools Board of Education Policy Manual

Field Assignment Instructions

Students will receive an email from the Coordinator of Field Placements once a field assignment has been secured. As soon as possible after receiving the assignment information, the student is expected to contact the teacher and make an appointment for their first visit to the classroom. Students may contact their teachers by calling the school office and leaving a message for the cooperating teacher. Your message should include:

- your name
- your phone number and email address
- the day, date, and time you plan to make your first visit to the classroom
- a request that the teacher contact you if the planned visit time is not acceptable to their schedule

On the first visit to the classroom, the student should:

- Establish a regular schedule for their classroom visits. Bring the Field Experience Verification form found on page 34 and complete it with your cooperating teacher. The completed form should be either turned into the Education Office or emailed to Darleen Lamm at dlaamm@ncwu.edu.
- Complete the first entry on the Field Placement Time Log. Each visit is entered on the log and should include the date and time of each visit and the cooperating teacher's signature. A copy of the Time Log form is on page 35.

When arriving at the school, students must sign-in at the front office. When leaving the school, students must sign-out. Field placement Time Logs are verified against school sign-in sheets. Front office records and Time Logs must match in order for field hours to be counted toward the requirement.

At the end of semester, each cooperating teacher will receive a link to an online student performance evaluation.

Time Log

Students maintain the Time Log to track the hours spent at their field assignment. **APS students will maintain a separate Time Log for each session: A and B.** APS students should submit their completed Time Log at the end of each 8 week session.

At the completion of the field assignment, the Time Log must be submitted to Darleen Lamm in the Education Office at dlaamm@ncwu.edu. Students may also be required to submit a copy of their Time Log to their instructors.

Students should maintain a copy of every Time Log throughout their tenure in the Education Program.

Field Placement Forms

- APS Field Hours Acknowledgement
- Field Placement Form
- Verification of Field Placement
- Field Placement Time Log
- Teacher Assistant Waiver

APS Field Hours Requirements Acknowledgement

Field placement hours are required of all students taking Education courses at North Carolina Wesleyan University.

Required field placement hours are:

8-week course	15 hours
8-week online course	15 hours

In order to complete field hours, students **MUST** have on file a criminal background check and negative TB skin test reading (see Teacher Education Handbook for details). A copy of a current negative TB test may be submitted to the Education Office. The test must be dated within one year of the first day of class.

Additionally, students must have completed a minimum of **150 field placement hours prior to admission to the Student Teaching block**.

I _____ understand the above requirements, and agree to
(student name)

submit the negative TB skin test reading **one week prior to the first night of class** or I will be withdrawn from the course.

(student signature)

(date)

Field Placement Form

*Name: _____ * Telephone: _____ *Semester: _____

*email: _____

*Major: Elem. Ed. Special Education Elem. Ed./Spec. Ed. Double Major
 Middle Grades: Concentrations _____ and _____
 Secondary: Subject: _____

***Check ALL courses which you will be taking in the upcoming semester (both A and B terms):**

EDU 202		EDU 313		EDU 444		MAT 302
EDU 205		EDU 321		SPE 325		EDU 208 – no field placement required
EDU 210		EDU 341		SPE 326		EDU 406 – no field placement required
EDU 303		EDU 344		SPE 327		EDU 310 – no field placement required
EDU 307		EDU 405		SPE 328		EDU 400 – no field placement required
EDU 312		EDU 415		SPE 427		SPE 300 – Service Learning Project Required

Complete the information below:

- *Select one: I have access to transportation.
 I do not have access to transportation and will need to carpool with another student.
- If you have a preference for a school, provide the name of the school below (Nash Rocky Mount Schools Only):

- Elementary and Special Education majors only:** If you have a preference for a grade level placement, indicate it below:
 No Preference K – 2 3 - 5 Special Education - indicate grade level: _____
- I am a Teacher Assistant at _____ school in _____ county.
 Grade level and teacher's name: _____
- I am employed at a school, but not as a Teacher Assistant. Name of school: _____
- *Have you been charged with a felony in the last twelve months?** ___No ___Yes

Students are required to advise the Education Department of any pending criminal charges.

Student Signature: _____ **Date:** _____

**North Carolina Wesleyan University
Field Experience Verification Form**

Semester/Year _____ Student _____

Cooperating Teacher _____

Field School _____

Cooperating Teacher email address _____

- ✓ I have made contact with my cooperating teacher, and have decided to complete my field experience during the following day(s) and time(s) each week:

Weekly Schedule for Reporting to Field Placement School

Day of Week	Time	Notes if Applicable
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

- ✓ Attached is the daily schedule for my cooperating teacher.
- ✓ The first time I went to my Cooperating Teacher's classroom was _____, and his/her signature below verifies my visit:

(Cooperating Teacher)

(Date)

- ✓ I understand that in order to fulfill the requirements of my education courses, I must complete the required number of field experience hours. If I must be absent, I am to notify my cooperating teacher and my professor.

(Student)

(Date)

At the end of the each semester, an online student performance evaluation will be sent to the cooperating teacher.

Return completed form to the Education Office or via email to dlaamm@ncwu.edu.

Field Placement Time Log

Student Name: _____ Semester/Year: _____

Courses: _____

Cooperating Teacher Name: _____ School/Grade: _____

Weekly Schedule for Reporting to Field Placement School

Day of Week	Time	Notes (If Applicable)
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Date	Time in Classroom	Total Time	Cooperating Teacher Initials	NCWU Instructor Initials
____/____/____	: to :	____ hr ____ min		
____/____/____	: to :	____ hr ____ min		
____/____/____	: to :	____ hr ____ min		
____/____/____	: to :	____ hr ____ min		
____/____/____	: to :	____ hr ____ min		
____/____/____	: to :	____ hr ____ min		
____/____/____	: to :	____ hr ____ min		
____/____/____	: to :	____ hr ____ min		
____/____/____	: to :	____ hr ____ min		
____/____/____	: to :	____ hr ____ min		
____/____/____	: to :	____ hr ____ min		
____/____/____	: to :	____ hr ____ min		
____/____/____	: to :	____ hr ____ min		
Total number of hours				

Traditional Students are required to attain 30 hours each semester. APS students are required to attain 15 hours each 8 week term.

Teacher Assistant - Waiver for Field Placement

Student Name: _____ **Semester/Year:** _____

Student Email: _____

- Teacher Assistants can complete the required number of field hours in their classroom if they are working in a classroom within the same licensure area they are pursuing.
- Teacher Assistants are responsible for completing all assignments associated with their classes, but will not be required to submit a Time Log.
- Teacher Assistants will receive 30 hours credit each semester for their time in the classroom towards the minimum 90 hours required prior to EDU 415.
- Verification of continued employment as a Teacher Assistant must be submitted each semester.
- Teacher Assistants are responsible for making arrangements with their school for any special assignments that cannot be completed within the classroom where they are assigned.

School District: _____

School: _____

Name of Teacher: _____

Grade: _____

Email Address: _____

Signature of Student: _____ **Date:** _____

Signature of Principal or School Designee: _____ **Date:** _____

Signature of Director of Teacher Education: _____ **Date:** _____

Admission to the Teacher Education Program

- Criteria for Admission to the Program
- Application for Admission
- Recommendation Form
- PRAXIS Core Exams
- Writing Sample Rubric
- Admission Interview Questions
- Admission Interview Scoring Sheet

NCWU Teacher Education Program Admission

A student seeking admission to the NCWU Teacher Education Program should apply at the completion of EDU 202 and 205. A student must be admitted to the Teacher Education Program in order to be eligible to enroll in upper-level education courses. Students eligible to apply for admission to the Teacher Education Program will receive emails with instructions and deadlines. It is the student's responsibility to follow the instructions and adhere to all established deadlines.

Admissions Criteria

Applicants to the Teacher Education Program are required to complete the following items in order to be considered for admission. Required forms begin on page 39 of the handbook.

- ✓ **Application for Admission to the Teacher Education Program** – Fill out the application and have your advisor sign it. (Copy on page 39)
- ✓ **Recommendations (2)** - Two recommendations from faculty members are required. Instructors from the Teacher Education Department are preferred, however, instructors from other 4 year institutes or community colleges will be accepted. Recommendation forms should be submitted to the Education Office. (Copy on page 40)
- ✓ **Field Placement Time Log** – submitted to the Education Office at the end of EDU 202/EDU 205. (page 35) APS students enrolled in both A and B session classes should complete a separate Time Log for each 8 week session's field hours.
- ✓ **Cooperating Teacher Evaluation** – The Education Office will email an online student evaluation to cooperating teachers at the completion of field hours for EDU 202/EDU 205.
- ✓ **GPA**-Students must pass EDU 202 and EDU 205 with a C or higher; additionally, students must have a GPA of 3.0 or higher on coursework completed at NCWU to enter the Teacher Education Program. Typically this is your cumulative GPA for EDU 202, EDU 205, and any other NCWU class that you take prior to being accepted into the Education Program.
- ✓ **Praxis Core** - Passing PRAXIS Core scores (reading, writing, and math) as required by the North Carolina Department of Public Instruction (Composite score 468) OR meet the required SAT/ACT scores (see pages 41-42 for specific guidelines and requirements).
- ✓ **Writing Sample** – Students must submit an electronic copy of the case study from EDU 202 as a writing sample. The scoring rubric for the writing sample begins on page 43.
- ✓ **Admission Interview** – Students will sign up for a day and time to interview. Dress professionally and be prompt. The admission interview questions and scoring sheet can be found on pages 45 and 46.

Application for Admission to Teacher Education Program

BE SURE THAT YOU FILL OUT ALL SECTIONS OF THIS FORM AND SIGN BEFORE RETURNING IT.

Social Security No.: _____ Last Name : _____

First Name: _____ Middle Name: _____ Maiden Name: _____

Birth Date (mm/dd/yyyy): _____ Student Status (Circle One): FT / PT Gender (Circle One): Male / Female

Personal email: _____ Cell phone: _____

NCWU email _____ Home phone: _____

Ethnicity/Race: (enter the number(s) of the appropriate category that best describes your ethnicity) _____

1. Hispanic/Latino 2. American Indian or Alaskan Native 3. Asian 4. White 5. African-American
6. Native Hawaiian/Pacific Islander 7. Multiracial 8. Do not wish to provide

Home Address _____
Street/PO Box

_____ City State ZIP

Local Address, If Different from Above _____
Street/PO Box

_____ City State ZIP

Area of Study - Check One		
____ K-6 Elementary	____ K-12 Special Education	____ Elementary/Special Education Double Major
____ 6-9 Middle Grades: Concentration Area(s) _____		
____ 9-12 Secondary: Major Area _____		

1. Degree Type (Choose One): ____ Bachelor's Degree (4 year degree) ____ Licensure Only (already have 4 year degree)

2. Have you taken the PRAXIS Core test? ____ Yes ____ No

3. Do you have qualifying SAT or ACT scores to exempt you from the PRAXIS Core test? ____ Yes ____ No
(You must provide a copy of your SAT or ACT scores to the Education Office.)

4. If you have not taken the PRAXIS Core test and you do not have qualifying SAT or ACT scores, please provide the date that you plan to take the PRAXIS Core test. _____

5. THE STATE OF NORTH CAROLINA REQUIRES THAT YOU ANSWER THE FOLLOWING QUESTION:

Have you ever been convicted of a felony or crimes other than minor traffic offenses? Yes _____ No _____
If the answer is yes, give the date, name of the offense, the trial court including city and state and any other pertinent information on a separate sheet.

Student teaching is required the final semester of classes. Rocky Mount students must complete student teaching in the Nash- Rocky Mount school system. (An exception may apply for teacher assistants.)

I hereby certify that the information given on this form is correct and true.

Applicant's Signature and Date

Advisor's Signature and Date

**North Carolina Wesleyan University
Teacher Education Program
Recommendation Form**

Student's Name _____

The following list of qualities is thought to be appropriate for the individuals entering the Teacher Education Program at North Carolina Wesleyan University. Please record your observations and comments regarding the above named individual on this form. Please return the form to the Department of Education.

Use the following in rating this individual.

Directions

For each characteristic place the corresponding number in the rating column.

- 3 Above Standard: Performance is consistently high. The student exhibits a high level of competence, motivation, and/or enthusiasm.
- 2 At Standard: Performance is consistently adequate or acceptable. The student exhibits a level of competence that is comparable to the beginning stages of teacher development.
- 1 Below Standard: Performance is often inadequate or unacceptable and needs improvement. There is little or no effort to improve.

Knowledge	Rating
Expresses an interest in a variety of subjects	
Uses examples and knowledge to support opinions	
Expresses self effectively in written communications	
Has realistic view of one's own knowledge and skills in the subject.	
Skills	
Maintains reasonable eye contact when talking with others	
Is competent in using technology for assigned tasks	
Works effectively in groups	
Speech patterns reflect conventional language skills and standard dialect.	
Dispositions	
Demonstrates enthusiasm for learning	
Demonstrates responsible behavior	
Is prompt with assignments, appointments, and attendance to class	
Exhibits qualities of fairness and consistency in relating to others	

Additional Comments

Your Name (Printed) _____

Signature _____

Date _____ **Please include the name of your institution and position if not at NCWU:**

_____ **Position**

_____ **Institution**

PRAXIS Core Exams

All students seeking admission into the North Carolina Wesleyan Teacher Education Program are required to take and pass the PRAXIS Core exam, unless their SAT or ACT scores meet the criteria established by the NC State Board of Education for exemption from the PRAXIS Core test. Passing scores on the PRAXIS Core tests are specified and mandated by the North Carolina State Board of Education. Students **must request** that their PRAXIS Core scores be sent to Wesleyan.

ABOUT the PRAXIS Core Exams

- There are three required sections in the PRAXIS Core - Reading, Writing, and Math
- Test numbers are: Reading – 5713, Writing – 5723, Math – 5733, or the combined test (all three parts) – 5752.
- Required passing scores are: **Reading** = 156, **Mathematics** =150, **Writing** = 162 or a **combined** total of **468**
- Students scoring a composite total of 468 (sum of all three test scores) are considered to have passed PRAXIS Core. You are not required to pass all three sections of the test if you meet the composite score.
- Allow 2-3 weeks for writing test scores to be sent to Wesleyan. Reading and Math scores will be available within 2-3 days. Students must request that Wesleyan be listed as a score recipient
- PRAXIS Core exams can only be taken once every 30 days. Students should plan on taking the PRAXIS Core well **before** the end of the first session you enroll in education courses. It is advisable to allow yourself time to retake the exam or a portion of the exam before the deadline.
- There is an Education course fee associated with EDU 208, PRAXIS Core Academic lab for Educators. Up to \$270.00* will be charged to the student's account for the PRAXIS Core exam. Course fees are the student's responsibility and will appear on the student's invoice from the Business Office. Education course fees are non-refundable after the first day of class.

*This fee amount is subject to change in accordance with the State Board of Education policy.

COMPUTER BASED TESTING

- Can take each section of the PRAXIS Core once every calendar month, up to 6 times per year
- Can set up test times by locating the nearest test center through the ETS website
- Scores are available for student viewing immediately for Math and Reading, but take 2-3 weeks for the writing scores to be available
- Be sure to designate NC Wesleyan as a score recipient. Scores are only available to institutions designated by the student.
- The link, https://www.ets.org/s/praxis/flash/cbt/praxis_cdt_demo_web1.html, provides a demonstration of how to navigate the computer designed test screens.

REGISTRATION

- Register at www.ets.org, the ETS website
- Registration deadlines are strictly enforced
- Accommodations are available upon request (Please allow 6-8 weeks for the review and approval of accommodation requests.)

Tips and Recommendations

- Accommodations can be made for students with disabilities by special request.
- Fee Waiver: If you are receiving Financial Aid and are enrolled in the University, you may be eligible to receive a fee waiver, but you must apply well in advance. See ETS website: https://www.ets.org/praxis/about/fees/fee_waivers/
- Students **MUST** request that their PRAXIS Core scores be sent to NCWU. An additional fee is charged to have scores sent at a later date.

TEST-DAY TIPS

- Arrive at the test site **at least 30-minutes** prior to your test time. Late arrivals will not be allowed in.
- Test takers must bring all appropriate and required materials to the test. This includes (but not limited) to: 2 appropriate forms of picture ID, pencils, sweaters/coats, etc.
- Test takers are expected to be prepared and behave in a **professional** manner.
- **Review** the PRAXIS information on the website before coming to take the test - it provides vital and useful information. **It is your responsibility to be prepared for the test.**
- Be well-rested & eat before taking the exam, this allows you to concentrate on the test rather than your hunger and/or sleep.
- Make sure you know what the question is asking.
- Take a watch, time yourself, and manage your time wisely.

SAT or ACT Score Exemption Policy

SAT tests taken prior to March 2016: Students with a composite SAT score of 1100 or higher (reading and math) are exempt from the PRAXIS Core exams. Students with a composite SAT score of less than 1100, but with an SAT score of 550 or better on Reading are exempt from Praxis Core Reading and Writing. Students with a composite SAT score of less than 1100, but 550 or better on Math are exempt from Praxis Core Math.

SAT tests taken after March 2016: Students with a composite SAT score of 1170 or higher (reading and math) are exempt from the PRAXIS Core exams. Students with a composite SAT score of less than 1170, but with an SAT score of 600 or better on Reading are exempt from Praxis Core Reading and Writing. Students with a composite SAT score of less than 1170, but 570 or better on Math are exempt from Praxis Core Math.

Students with an **ACT** composite score of 24 or higher are exempt from the Praxis Core exams. Students with a composite score of less than 24, but with a score of at least 24 on the English test are exempt from the Praxis Core Reading and Writing. Students with a composite ACT score less than 24 but a score of at least 24 on the Math test are exempt from the Praxis Core Math.

Students are required to provide the Education Department with official copies of SAT or ACT score reports. (Scores may be accessed at the University Board website: www.Universityboard.org.)

Study Guides and Workshops

1. EDU 208 is a required course for all students who have not passed the PRAXIS Core and are seeking admission to the Education program.
2. **Braswell Library:** The library has access to online test preparation materials.
3. **Praxis Website:** www.ets.org Click on Praxis to look at Praxis Core related test preparation options. The website sells practice tests which simulate the actual exam. Additional information on these practice exams is available through the Education Office.

Writing Sample Rubric

	Developing 1	Proficient 2	Accomplished 3	Score/Level
Diversity Awareness	Chooses diverse student in accordance with assignment parameters and provides general description of student's background.	Provides descriptive detail about diverse student's background AND relates student's background with student's performance in the classroom.	Uses descriptive data about diverse student's background and classroom performance to identify specific instructional practices used by the classroom teacher to support the student's learning needs. This connection clearly demonstrates the impact of cultural responsiveness.	
	Standards NC- North Carolina Professional Teaching Standards (2015) Standard: NCPTS.II - Teachers establish a respectful environment for a diverse population of students. Indicator: NCPTS.II.a - Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Indicator: NCPTS.II.c - Teachers treat students as individuals.			
Content Knowledge: Grammar/Syntax, APA/Organization	Case Study is adequately organized, yet contains glaring errors in mechanics, Case Study may also display lack of coherence and inadequate details.	Case Study is generally well organized and coherently developed, explains or illustrates most key ideas, and contains some errors in mechanics, usage, and sentence structure.	Case Study is well organized and coherently developed, clearly explains or illustrates key ideas, and is free from errors in mechanics, usage, and sentence structure	
	Standards NC- North Carolina Professional Teaching Standards (2015) Standard: NCPTS.III - Teachers know the content they teach. Indicator: NCPTS.III.a - Teachers align their instruction with the North Carolina Standard Course of Study. Indicator: NCPTS.III.b - Teachers know the content appropriate to their teaching specialty. Indicator: NCPTS.III.c - Teachers recognize the interconnectedness of content areas/disciplines. Indicator: NCPTS.III.d - Teachers make instruction relevant to students.			
Content Pedagogy and Skills: Connection of students background to	Identifies basic content and differentiated instruction used by the classroom teacher in the classroom.	Connects classroom teacher's instructional practice to content knowledge, educational issues, and theories of child development.	Connects classroom teacher's instructional practice to content knowledge, educational issues, and theories of child development. AND applies that knowledge specifically to the diverse student's learning and home context.	

	Developing 1	Proficient 2	Accomplished 3	Score/Level
approaches to learning	Standards NC- North Carolina Professional Teaching Standards (2015) Standard: NCPTS.IV - Teachers facilitate learning for their students. Indicator: NCPTS.IV.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. Indicator: NCPTS.IV.b - Teachers plan instruction appropriate for their students. Indicator: NCPTS.IV.c - Teachers use a variety of instructional methods. Indicator: NCPTS.IV.h - Teachers use a variety of methods to assess what each student has learned.			
Reflection	Demonstrates minimal reflection or reflects solely on the procedure of completing the Case Study	Makes connections to his/her future educational practices by reflecting on specific examples from the Case Study and how the school is meeting the needs of the diverse student.	Makes connections to his/her future educational practices by reflecting on specific examples from the Case Study and how the school is meeting the needs of the diverse student AND connects to a larger educational framework using relevant academic research.	
	Standards NC- North Carolina Professional Teaching Standards (2015) Standard: NCPTS.V - Teachers reflect on their practice. Indicator: NCPTS.V.a - Teachers analyze student learning. Indicator: NCPTS.V.b - Teachers link professional growth to their professional goals. Indicator: NCPTS.V.c - Teachers function effectively in a complex, dynamic environment.			

**TEACHER EDUCATION PROGRAM
PRE-ADMISSION INTERVIEW QUESTIONS
Based on the NC Teaching Standards**

1. Standard I: Teachers demonstrate leadership

- What would you say are the most important things that you have learned from EDU 202 and EDU 205 that have prepared you for entering the Teacher Education Program?
- What do you consider to be the qualities of an outstanding teacher? Which of these qualities do you feel you already possess? Which do you hope to develop?

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

- What does a teacher need to take into consideration when preparing lessons for a diverse group of students?
- What is meant by the terms “instruction” and “classroom management”? How are they related to one another?

3. Standard III: Teachers know the content they teach

- Assuming that you will teach in North Carolina, how will you know what you are expected to teach?
- Why is it important that teachers help student relate what they learn in the classroom to real world experiences?
- Provide an example of a research-based strategy and describe how it supports instruction.

4. Standard IV: Teachers facilitate learning for their students

- Describe the reteach process and explain why having a re-teaching plan is important.
- How should teachers evaluate what their students have learned? List several examples.

5. Standard V: Teachers reflect on their practice

- What do you see the role of the teacher being in communicating with colleagues and parents in supporting students’ learning in your classroom? What are some specific things you could do in working with colleagues and parents?
- What does it mean to be a “reflective practitioner”?
- Assume you just taught a lesson. You know that it was a disaster. What questions will you ask yourself to determine the actual problem?
- How do good teachers become better teachers?

**TEACHER EDUCATION PROGRAM
PRE-ADMISSION INTERVIEW RATING FORM**

Student's Name _____

Rating Criteria:

1. Below Standard
2. At Standard
3. Above Standard

Summary of Ratings: NC Teaching Standards:

1. _____
2. _____
3. _____
4. _____
5. _____

Summary of Ratings: Dispositions and Communication Skills

- _____ Use of specific examples and knowledge to support answers
- _____ Maintains reasonable eye contact with both interviewers
- _____ Facial expression is relaxed and pleasant
- _____ Speech
 - Varies in volume for emphasis
 - Minimal vocalized pauses
 - Clear enunciation and correct pronunciation
 - Use of standard dialect
- _____ Properly attired

Comments

Total Rating for Teaching Standards _____

Total Rating for Disposition and Communication Skills _____

Recommendation for Admission:

- Without reservation _____
- With reservation _____
- Should re-apply later _____
- Should not re-apply _____

Interviewer

Interviewer

Date

Admission to Student Teaching

- Admission Requirements
- Licensure Tests
- The Student Teaching Semester

Admission to Student Teaching

The semester prior to student teaching, students will enroll in EDU 415, Practicum in School Settings. During this course, students will complete 75 hours in the field, as required by the NC State Board of Education, and draft Tasks 1 and 2 of the PPAT (PRAXIS Performance Assessment for Teachers).

The final semester at NC Wesleyan requires a student teaching placement for 16 weeks. Students will not be able to work during the hours of school (7:30-3:30pm) for the semester during student teaching. Students will also be required to take EDU 416 (usually offered from 4-6 pm) during the final semester.

In addition to maintaining the program admission standards throughout their time in the Education program, students must successfully complete all of the following prior to the student teaching semester:

1. Application to student teaching
2. One-page autobiography
3. Approved drafts of PPAT Task 1 and PPAT Task 2
4. Pass all required Pearson/PRAXIS/PRAXIS II licensure tests

In order to apply for licensure after graduation:

1. Complete student teaching with a recommendation for license
2. Complete requirements for a degree. Students must have earned a grade of C or higher in all Education courses.
3. Passing PPAT scores
4. Pass required testing for licensure
 - a. Elementary
 - i. Pearson Foundations of Reading
 - ii. PRAXIS Elementary Ed: Math – CKT test or Pearson General Curriculum Math Subtest
 - b. Special Education (DPI will **not** automatically add Elementary Education to the license. It must be specifically requested.)
 - i. Pearson Foundations of Reading
 - ii. PRAXIS Elementary Ed: Math – CKT test or Pearson General Curriculum Math Subtest
 - iii. Praxis II: 5543 Special Education: Core Knowledge and Mild to Moderate Applications
 - c. Middle and Secondary students are required to take the PRAXIS II test in the area of their concentration(s).
4. Submit online application with appropriate documents via DPI online website
5. Fee for license

LICENSURE TESTS

❖ ***Elementary Majors:**

Elementary majors must take two licensure tests:

1. Pearson Foundations of Reading test number SA 090, <http://www.nc.nesinc.com>, with a passing score of 229.
2. **EITHER** PRAXIS Elementary Education: Math – CKT test number 7813, www.ets.org, with a passing score of 150 **OR** Pearson General Curriculum Math Subtest number SA 203, <http://www.nc.nesinc.com> with a passing score of 227.

❖ ***Double majors in Elementary Education (K-6) and Special Education: General Curriculum (K-12) and majors in Special Education: General Curriculum (K-12):**

Double majors and Special Education majors must take three licensure tests:

1. Pearson Foundations of Reading test number SA 090, <http://www.nc.nesinc.com>, with a passing score of 229.
2. **EITHER** PRAXIS Elementary Education: Math – CKT test number 7813, www.ets.org, with a passing score of 150 **OR** Pearson General Curriculum Math Subtest number SA 203, <http://www.nc.nesinc.com> with a passing score of 227.
3. PRAXIS II: Special Education: Core Knowledge and Mild to Moderate Applications test number 5543, www.ets.org, with a passing score of 158.

*Students preparing to take the Elementary and Special Education licensure tests will enroll in EDU 406, Teacher Education Licensure Test Preparation Lab. There is an Education course fee associated with EDU 406. Up to \$235.00** will be charged to the student’s account for the Elementary license test fees. Course fees are the student’s responsibility and will appear on the student’s invoice from the Business Office. Education course fees are non-refundable after the first day of class.

**Test fees are subject to change in accordance with the State Board of Education policy.

❖ **Middle Grades and Secondary candidates must take the PRAXIS II test(s), www.ets.org, in their area(s) of concentration(s).**

Concentration Area	Test(s)	Test Code	Passing Score
Middle Grades Language Arts	Middle School English Language Arts	5047	164
Middle Grades Mathematics	Middle School Mathematics	5169	165
Middle Grades Science	Middle School Science	5440	150
Middle Grades Social Studies	Middle School Social Studies	5089	149
Secondary Biology	Biology: Content Knowledge	5235	150
Secondary English	English Language Arts: Content Knowledge	5038	167
Secondary History	Social Studies: Content Knowledge	5081	158
Secondary Mathematics	Mathematics: Content Knowledge	5161	160

The Student Teaching Semester

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 insure that all prerequisites for the 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 student teaching no later than three months prior to the term in which they plan to student teach. Guidelines from the state require students to be admitted to teacher education one full semester prior to the student teaching semester.
2. All teaching area courses and methods courses must be completed before student teaching.
3. Applicants must have maintained high standards of performance in their collegiate program. Students with less than 3.0 average in the subject teaching field or in education courses will be required to have a vote of confidence by the Teacher Education Council. Course grades in subject teaching field or in education courses below a C will not be accepted.
4. Students must complete a minimum of 150 hours in the field placements and internship prior to student teaching.
5. Teacher Assistants currently employed in an approved K-6 public school may apply to student teach in their current school setting.
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 (EDU 416 and the appropriate directed teaching course). There is an Education course fee associated with EDU 416, Classroom Management and Collaborative Leadership Seminar. Up to \$300.00* will be charged to the student's account for the registration fee for the PPAT (PRAXIS Performance Assessment for Teachers). Course fees are the student's responsibility and will appear on the student's invoice from the Business Office. Education course fees are non-refundable after the first day of class.
8. Students must request permission to participate in any other program, course of study, collegiate athletics, or part-time work while student teaching.
9. Guidelines from the state require students to be admitted to teacher education one full semester prior to the student teaching semester.
10. All required Pearson/PRAXIS/PRAXIS II licensure tests must be passed prior to admission to the student teaching semester.
11. Students with two unsuccessful student teaching attempts will not be permitted to reenroll in student teaching with North Carolina Wesleyan University.
12. SNCAE membership
13. Students must complete student teaching in the Nash-Rocky Mount school system.

Teacher Education Policies and Forms

- Teacher Education Absence Policy
- Program Retention Policy
- Dispositions
- Calculating GPA in the Major
- SNCAE Membership
- Action Plan Form
- Student Complaint Form
- Major Checklists

NCWU Teacher Education Absence Policy (Traditional)

Teacher Education students are expected to attend class regularly. The following attendance policy applies to all education classes and is designed to encourage maximum participation and engagement in course material.

In education classes, an absence includes missing class for ANY reason except those sanctioned by the University for athletic or academic activities approved through the Provost's office. Instructors are also encouraged to utilize participation grades in order to encourage maximum engagement and course attendance.

MWF Courses (Courses that meet 3 times per week):

0-4 course absences: No Penalty for students who attend $\geq 90\%$ of course meetings

5-7 course absences: Students will be dropped one full letter grade off of their final grade average and are ineligible to receive an A in the course

8-10 course absences: Students will drop 2 letter grades off of their final grade average and are ineligible to receive an A or B in the course*

Greater than 10 course absences: Students will fail the course.

TTH Courses (Courses that meet 2 times per week):

0-3 course absences: No Penalty for students who attend $\geq 90\%$ of course meetings

4-6 course absences: Students will be dropped one full letter grade off of their final grade average and are ineligible to receive an A in the course

7-9 course absences: Students will drop 2 letter grades off of their final grade average and are ineligible to receive an A or B in the course*

Greater than 9 course absences: Students will fail the course.

*Students must receive a grade of C or higher in all education courses in order to be eligible for a teaching license in the state of North Carolina.

Teacher Education APS Attendance Policy

Teacher Education students are expected to attend class regularly. The following attendance policy is used department wide and is designed to encourage maximum participation and engagement in course material.

APS 8-Week Course

0-4 hours absent: No penalty

5-8 hours absent: Students will be dropped one full letter grade off of their final grade average and are ineligible to receive an A in the course*

Greater than 8 hours absent (3 course meetings): Students will fail the course.

APS classes are accelerated and are offered in 8-week and 5-week sessions. Because of this, **students are required to attend every class session**. Missing any class will have a negative impact on the student's learning and course performance. In the event of an absence, the student is required to notify the instructor ahead of time and follow the instructor's course of action for dealing with the missed class time. This may include the completion of additional assignments or a reduction in the final grade due to the missed class.

Attendance on the first night/week is mandatory. During the first week of a term, if you are absent from a seated or online class, you have not contacted your instructor, and attempts by staff to reach you fail, you will be dropped from the course. This will (in most cases) reduce your financial aid and may create a balance owed to the University.

Once the seven-day drop period has passed, there will be no refund for a registered class. If you miss the second class, your options are:

- A. Talk to the instructor and see if he/she is willing to allow you to continue in the class.
- B. Complete a Drop/Add form. You will still pay for the class, but receive a non-punitive grade of a "W".
- C. Do nothing – you will receive an "F" and will be responsible for paying for the class.

An instructor may fail any student who misses more than twenty-percent of a course (6 hours for an 8 week course, 4 hours for a 5 week course) after the drop period.

*Students must receive a grade of C or higher in all education courses in order to be eligible for a teaching license in the state of North Carolina.

Program Retention Policy

Once admitted to the Teacher Education Program, the student will be expected to maintain at least the entrance criteria throughout the program. Adequate language skills must be apparent. Grades must meet the entrance levels. Personal, professional, and social characteristics must be demonstrated in class work, extracurricular activities, and personal life. An action plan (see page 58) is completed by the student and advisor when concerns are identified. An action plan is designed to assist students in the demonstration of knowledge, skills, and dispositions needed to be effective teachers who are reflective decision makers. Continuous monitoring of academic performance will be done by the Teacher Education Council. The Education Department reserves the right at any time during the program and for cause, to remove a student from the Teacher Education Program. Any student removed will have the right to appeal to the Teacher Education Council.

All students will be expected to maintain a minimum cumulative GPA of 3.0 in Education and courses within the major (see page 56 for courses included in the calculation of GPA in the major), as required by the state for a teaching license. Students receiving a grade below C in an Education (EDU) course must retake the class.

Dispositions

Dispositions are evaluated by the Teacher Education Council at key transition points in the program. Data from transcripts, recommendation forms, interview scores, writing samples/biographies, instructor feedback, and cooperating teacher surveys are all considered during the evaluation process. Data from dispositions are formative and should be used for self-reflection and personal growth. Students are expected to have an average overall score of at least “2.0” prior to student teaching.

**Dispositions of the Reflective Practitioner
Completed by Teacher Education Council**

Candidate:

DISPOSITIONS

BENCHMARKS

	Admission	Pre-student teaching	Post-student teaching
Date			
Personal and Professional Responsibility			
<ul style="list-style-type: none"> • Meets obligations and deadlines by appropriate planning 			
<ul style="list-style-type: none"> • Completes assignments, duties, and responsibilities in prompt and timely manner. 			
<ul style="list-style-type: none"> • Submits work that reflects high personal standards 			
<ul style="list-style-type: none"> • Responds constructively to evaluative comments from supervisory personnel 			
<ul style="list-style-type: none"> • Evaluates the effect of actions on student and others 			
Social and Emotional Well-Being			
<ul style="list-style-type: none"> • Solves problems in constructive ways 			
<ul style="list-style-type: none"> • Displays appropriate affect and emotions 			
<ul style="list-style-type: none"> • Reflects upon and takes responsibility for own behavior 			
<ul style="list-style-type: none"> • Accepts suggestions positively and modifies behavior appropriately 			
<ul style="list-style-type: none"> • Demonstrates awareness of self and provides rules and routines that are fair and appropriate to students 			
<ul style="list-style-type: none"> • Demonstrates a high energy level and generally positive attitude 			
Interpersonal Relationships			
<ul style="list-style-type: none"> • Demonstrates respect for the feelings, opinions, knowledge, and abilities of others 			
<ul style="list-style-type: none"> • Shows interest in the welfare and well-being of students 			
<ul style="list-style-type: none"> • Interacts effectively, and in accordance with ethical codes, in carrying out responsibilities of the profession within the school community 			
<ul style="list-style-type: none"> • Functions effectively in a variety of group roles 			
<ul style="list-style-type: none"> • Solicits and considers alternative viewpoints 			
<ul style="list-style-type: none"> • Speaks with clarity, fluency, and appropriate grammar 			
<ul style="list-style-type: none"> • Communicates clear expectations in effective manner to diverse students 			
AVERAGE			

Rating Scale: 1=needs improvement, 2= average (at standard), 3= above average

**COURSE LIST FOR CALCULATING GRADE POINT AVERAGE
(IN THE MAJOR)**

ELEMENTARY EDUCATION:

Introductory Education Courses:

EDU 202# Educational Theory and Practice
 EDU 205# Introduction to Teaching
 EDU 208##* PRAXIS Core Academic Lab

Related Courses in the Major:

EDU 210# Books for Children K-6
 SPE 300*# Exceptional Children
 ENG 409*# Systems of Grammar
 HIS 321 (or 318)*# NC History (or History of the South)

Methods Courses:

EDU 303 Elementary Methods for Integrating Arts,
 Movement, & Healthy Living, K-6
 EDU 312/313 Reading & Language Arts, K-6
 EDU 321 Curriculum in Elementary Education

 EDU 344 Elementary Methods & Materials in
 Social Studies
 MAT 302 Teaching Mathematics in the Elementary
 School
 EDU 307 Lab Methods in Science for the
 Elementary Teacher
 EDU 310* Technology in Education
 EDU 405 Education Assessment
 EDU 406* Teacher Ed. Licensure Test Prep. Lab
 EDU 415 Practicum in School Settings

Capstone Course:

EDU 400* Education Foundations/Diversity

**MIDDLE GRADES AND SECONDARY
EDUCATION:**

EDU 202# Educational Theory & Practice
 EDU 205# Introduction to Teaching
 EDU 208##* PRAXIS Core Academic Lab
 EDU 341 Curriculum & Instruction in Middle &
 Secondary School Curriculum
 SPE 300*# Exceptional Children
 EDU 400* Education Foundations/Diversity
 EDU 310* Technology in Education
 EDU 405 Education Assessment
 EDU 415 Practicum in School Settings

PLUS COURSES IN THE SUBJECT FIELDS

*indicates no field placement required

#indicates course may be taken prior to Program Admission

SPECIAL EDUCATION:

Introductory Education Courses:

EDU 202# Educational Theory and Practice
 EDU 205# Introduction to Teaching
 EDU 208##* PRAXIS Core Academic Lab

Related Courses in the Major:

EDU 210# Books for Children K-6
 SPE 300*# Exceptional Children
 HIS 321 (or 318)*# NC History (or History of the South)

Methods Courses:

EDU 303 Elementary Methods for Integrating Arts,
 Movement, & Healthy Living, K-6
 EDU 312/313 Reading & Language Arts, K-6

 EDU 321 Curriculum in Elementary Education
 EDU 344 Elementary Methods & Materials in Social
 Studies
 MAT 302 Teaching Mathematics in the Elementary
 School
 EDU 307 Lab Methods in Science for the Elementary
 Teacher
 EDU 310* Technology in Education
 EDU 406* Teacher Ed. Licensure Test Prep Lab
 EDU 415 Practicum in School Settings
 SPE 325 Research Based Learning Strategies
 SPE 326 Research Based learning Strategies for Math,
 Reading, Writing

 SPE 327 Assessment and Program Development

 SPE 328 Applied Behavior Analysis & Intervention
 SPE 427 Seminar in Special Education

Capstone Course:

EDU 400* Education Foundations/Diversity

SNCAE Membership

All students will be required to join and maintain annual membership in the Student North Carolina Association of Educators (SNCAE) in order to gain experience and knowledge in professional association leadership.

The Student North Carolina Association of Educators is a pre-professional organization for undergraduate and graduate students interested in a career in education. SNCAE is a division of the larger North Carolina Association of Educators, the leading professional organization for educators in North Carolina, representing over 65,000 members of the National Education Association, the largest education association in the United States.

SNCAE's goal is to prepare University students for their futures as educators. Through NCAE, workshops are offered free of charge in areas such as No Child Left Behind, PRAXIS preparation, Diversity in the Classroom, and Classroom Management for the New Teacher. Local chapters provide support with job interviewing skills, resume writing, student teaching, and advice for the first year teaching.

A spring convention is held each year at which SNCAE members can attend professional workshops, vote on an executive board for the upcoming year, and network with other future educators.

As a future educator in the state of North Carolina, join your professional organization, SNCAE, and make a difference with today's youth!

Students will receive most of their membership fees via **rebate** as a first year teacher. More specifically, students will receive a **\$20 rebate** from NEA (National Education Association) and a **\$10.00 rebate** from NCAE (North Carolina Association of Educators) for every year the student is a member.

Also, "SNCAE members are eligible for numerous benefits, one of the most important being coverage of up to **\$1,000,000** in liability insurance protection any time a student is working with school children as part of his or her pre-work training - even if simply observing a class" (North Carolina Association of Educators).

See <https://www.ncae.org/member-benefits> for additional information.

Action Plan for Education Student

Student _____

Advisor _____

Gateway _____

Date _____

Areas of Concern:

Recommendations:

Progress:

This action plan is designed to assist students in the demonstration of knowledge, skills, and dispositions needed to be effective teachers who are reflective decision makers. It is completed by the student and advisor when concerns are identified. A copy is to be placed on file in the education office. Progress is to be monitored at least each month.

Signatures:

(Student)

(Cooperating Teacher)

(University Supervisor)

Student Complaint Form
NCWU Education Department

From time to time, students have concerns about faculty or procedures in the Education Department. In a professional setting such as NCWU, complaints are handled through a procedure.

The procedure for submitting a complaint is as follows:

Faculty Concern: first talk with the faculty member, and then to the Director of Teacher Education, or the Division Chair.

Other Concern: complete the Student Complaint Form, and return the form to the Education Office.

Student Name: _____ Graduation Year: _____

Street Address: _____

City/State/Zip: _____

Telephones Home: _____ Cell: _____

E-mail Address: _____

In the space below, please state in detail your complaint. You may use additional pages if necessary.

In the space below, please state in detail what resolution or relief you are seeking. You may use additional pages if necessary.

Signature

Date

Upon completion, please place the Student Complaint Form in an envelope, seal and mark the envelope "Confidential" and deliver to the Education Department.

Elementary Education Major Checklist (B.S.)

*Permission is needed to enroll in courses marked with an asterisk. Students are expected to apply for admission into the program when they are in EDU 202 & EDU 205.

BASIC PROGRAM REQUIREMENTS

HUMANITIES		
<i>COURSE</i>	<i>GRADE</i>	<i>HOURS</i>
ENG 111: English Composition I		3
ENG 112: English Composition II		3
ENG 409: Systems of Grammar		3
Literature: ENG 115, 201, 202, 203, 204, 205, 206, 215, or HUM 102		3
ENG 130: Fundamentals of Communication		3
REL 101 or REL 115		3
Ethics: BIO 224, BIO 330, PHI 202, PHI 342, REL 340, REL 342, or REL 401		3
ART 101/MUS 101/ENT 115		3
<i>24 total semester hours</i>		
SOCIAL SCIENCES		
<i>COURSE</i>	<i>GRADE</i>	<i>HOURS</i>
PSY 111: Introduction to Psychology		3
PSY 201: Psychological Development in Childhood		3
GEO 101: World Geography		3
HIS 111: The United States to 1865		3
HIS 318: History of the South OR HIS 321: North Carolina History		3
International Studies: SOC 210, SOC 420, HIS 225, HIS 315, HIS 316, HIS 317, HIS 360, HIS 405, HIS 414, REL 220, ENG 230, ANT 210, ANT 420, HSP 111, HSP 112, HSP 211, HIS 212, POL 313		3
<i>18 total semester hours</i>		
SCIENCES		
<i>COURSE</i>	<i>GRADE</i>	<i>HOURS</i>
BIO 101/102: Life Science with Lab		4
CHM 101/102, CHM 111/112, ERS 131/132, or ERS 141/142		4
MAT 111: Survey of Mathematics		3
MAT 302: Teaching Math in Elementary School*		4
<i>15 total semester hours</i>		
OTHER		
<i>COURSE</i>	<i>GRADE</i>	<i>HOURS</i>
CIS 310: Computer Software		3
EXS 100: Fitness and Wellness		2
General Electives		8
<i>13 total semester hours</i>		
EDUCATION		
<i>COURSE</i>	<i>GRADE</i>	<i>HOURS</i>
EDU 202: Education Theory & Practice		3
EDU 205: Introduction to Teaching		3
EDU 208: PRAXIS Core Academic Lab for Educators		1
EDU 210: Books for Children K-6		3
SPE 300: Introduction to Exceptional Children		3
EDU 303: Elementary Methods for Integrating Arts, Movement, and Healthy Living, K-6*		3
EDU 307: Elementary Method in Science for the Elementary School Teacher*		3
EDU 310: Technology in Education*		3
EDU 312: Reading K-6*		3
EDU 313: Language Arts K-6*		3
EDU 321: Curriculum in Elementary Education*		3
EDU 344: Elementary Methods and Materials in the Social Studies*		3
EDU 400: Education Foundations and Diversity*		3
EDU 405: Educational Assessment*		3
EDU 406: Teacher Education Licensure Test Preparation Lab (TEP)*		1
EDU 415: Practicum in School Settings*		3
EDU 416: Classroom Management and Collaborative Leadership Seminar*		3
EDU 418: Student Teaching*		9
<i>56 total semester hours</i>		

SPECIAL EDUCATION MAJOR CHECKLIST (B.S.)

*Admission to the Education program is required to enroll in courses marked with an asterisk. Since the requirements for the program are extensive, those who are interested should discuss the program with an education advisor early in their University career and select courses carefully to meet program and General Education requirements.

BASIC PROGRAM REQUIREMENTS

HUMANITIES COURSES	GRADE	HOURS
ENG 111: English Composition I		3
ENG 112: English Composition II		3
ENG 130: Fundamentals of Communication		3
Literature: ENG 115, 201, 202, 203, 204, 205, 206, 215, or HUM 102		3
REL 101 or REL 115		3
Ethics: BIO 224, BIO 330, PHI 202, PHI 342, REL 340, REL 342, or REL 401		3
ART 101/MUS 101/ or ENT 115		3
EXS 100: Fitness and Wellness		2
<i>23 total semester hours</i>		
SOCIAL SCIENCE COURSES	GRADE	HOURS
PSY 111: Introduction to Psychology		3
PSY 201: Psychological Development in Childhood		3
GEO 101: World Geography		3
HIS 111: The United States to 1865		3
International Studies: SOC 210, 420, HIS 225, 315, 316, 317,360, 405, 414, REL 220, ENG 230, ANT 210, 420, HSP 111, 112, 211, 212, or POL 313		3
SCIENCE COURSES	GRADE	HOURS
BIO 101/102: Life Science with lab		4
CHM 101/102, CHM 111/112, ERS 131/132, or ERS 141/142		4
MAT 111: Survey of Mathematics		3
MAT 302: Teaching Mathematics in Elementary School		4
<i>15 total semester hours</i>		
EDUCATION COURSES	GRADE	HOURS
EDU 202: Education Theory & Practice		3
EDU 205: Introduction to Teaching		3
EDU 208: PRAXIS Core Academic Lab for Educators		1
EDU 210: Book for Children, K-6		3
EDU 303: Elementary Methods for Integrating Arts, Movement, & Healthy Living, K-6*		3
EDU 307: Elementary Methods in Science*		3
EDU 310: Technology in Education*		3
EDU 312: Reading, K-6*		3
EDU 313: Language Arts, K-6*		3
EDU 321: Curriculum in Elementary Education*		3
EDU 344: Elementary Methods in Social Studies*		3
EDU 400: Education Foundations & Diversity*		3
EDU 406: Teacher Education Licensure Test Preparation Lab (TEP)*		1
SPE 300: Introduction to Exceptional Children		3
SPE 325: Research Based Learning Strategies for Exceptional Students*		3
SPE 326: Research Based Learning Strategies for Math, Reading, and Writing*		3
SPE 327: Assessment and Program Development in Special Education*		3
SPE 328: Applied Behavior Analysis and Intervention*		3
SPE 427: Seminar in Special Education*		3
EDU 415: Practicum in School Settings*		3
EDU 416: Classroom Management*		3
SPE 428: Directed Teaching: Special Education		9
<i>68 total semester hours</i>		
CIS 310: Information System Concepts		3
General Electives		2

MIDDLE GRADES EDUCATION MAJOR CHECKLIST (B.S.)

***Admission to the Education program is required to enroll in courses marked with an asterisk.**

IMPORTANT: Students who wish to become licensed to teach in grades 6-9 will major in Middle Grades Education. Each person seeking a degree is required to complete **TWO** concentrations selected from the following four areas: **Language Arts, Social Studies, Mathematics, or Science.** Licensure only students are required to complete one concentration.

Please Note: The pairing of concentrations may require students to complete more than 124 hours for graduation.

BASIC PROGRAM REQUIREMENTS

HUMANITIES		
<i>COURSES</i>	<i>GRADE</i>	<i>HOURS</i>
ENG 111: English Composition I		3
ENG 112: English Composition II		3
ENG 130: Fund. Of Commun.		3
Literature: ENG 115, 201, 202, 203, 204, 205, 206, 215, or HUM 102		3
ART 101/MUS 101/ENT 115		3
REL 101 or REL 115		3
<i>18 total semester hours</i>		

SOCIAL SCIENCES		
<i>COURSES</i>	<i>GRADE</i>	<i>HOURS</i>
PSY 111: Introduction to PSY		3
PSY 201 or PSY 202		3
HIS 102, HIS 111, or POL 112		3
GEO 101 or ECO 211		3
<i>12 total semester hours</i>		

SCIENCES		
<i>COURSE</i>	<i>GRADE</i>	<i>HOURS</i>
BIO 101/102 or BIO 122/123		4
PHY, CHM, or ERS (with lab)		4
MAT 105, 111, 113, 115, 121, or 213		3
<i>11 total semester hours</i>		

EDUCATION		
<i>COURSE</i>	<i>GRADE</i>	<i>HOURS</i>
EDU 202: EDU Theory & Pract.		3
EDU 205: Intro. To Teaching		3
EDU 208: PRAXIS Core Lab		1
SPE 300: Intro. To Except. Child		3
EDU 310: Technology in EDU*		3
EDU 341: Middle/Sec. Curr.*		3
EDU 400: EDU Found/Diversity*		3
EDU 405: EDU Assessment*		3
EDU 444: Methods/Materials*		2
EDU 415: Practicum in School Settings*		3
EDU 416: Classroom Mgmt.*		3
EDU 438: Directed Teaching*		9
<i>39 total semester hours</i>		

OTHER		
<i>COURSES</i>	<i>GRADE</i>	<i>HOURS</i>
CIS 310: Information Systems		3
EXS 100: Fitness and Wellness		2
Ethics: BIO 224, 330, PHI 202, 342, REL 340, 342, OR 401		3
International Studies: SOC 210, 420, HIS 225, 315, 316, 317, 360, 405, 414, REL 220, ENG 230, ANT 210, 420, HSP 111, 112, 211, 212, OR POL 313		3
<i>11 total semester hours</i>		

A list of the courses required for each of the concentration options is on the next page.

Middle Grades Concentration Course Requirements

LANGUAGE ARTS		
<i>COURSES</i>	<i>GRADE</i>	<i>HOURS</i>
ENG 112		3
ENG 130		3
CHOOSE TWO: ENG 203, ENG 204, ENG 205, ENG 206, ENG 230		6
ENG 400		3
ENG 409		3
UPPER LEVEL WRITING COURSE		3
UPPER LEVEL LITERATURE COURSE		3
EDU 444 English*		2
<i>26 total semester hours</i>		

SOCIAL STUDIES		
<i>COURSES</i>	<i>GRADE</i>	<i>HOURS</i>
GEO 101		3
HIS 101		3
HIS 111		3
HIS 225		3
HIS 318 OR HIS 321		3
ECO 211		3
POL 112		3
HIS 314, HIS 405, OR HIS 410		3
EDU 444 History*		2
<i>26 total semester hours</i>		

MATHEMATICS		
<i>COURSES</i>	<i>GRADE</i>	<i>HOURS</i>
MAT 105		3
MAT 111		3
MAT 113		3
MAT 115		3
MAT 121		4
MAT 213		3
MAT 225		3
MAT 304 is recommended, but not required		
EDU 444 Mathematics*		2
<i>24 total semester hours</i>		

SCIENCE		
<i>COURSES</i>	<i>GRADE</i>	<i>HOURS</i>
BIO 101/102		4
BIO 224		3
EXS 301		3
ERS 131/132		4
ERS 141/142		4
CHM 111/112		4
PHY 211/212		4
EDU 444 Science*		2
<i>28 total semester hours</i>		

SECONDARY EDUCATION MINOR CHECKLIST

***Admission to the education program is required to enroll in courses marked with an asterisk.**

Students seeking to minor in Secondary Education will select a major from one of the following:

- Biology
- English
- History
- Mathematics

Students will work with their faculty advisor to identify the courses required in their respective major. These requirements can be found in the North Carolina Wesleyan University Catalog and will include the general education requirements towards a degree.

Below is the list of Education courses required to complete the minor in Secondary Education.

BASIC PROGRAM REQUIREMENTS

PROFESSIONAL EDUCATION REQUIREMENTS		
<i>COURSES</i>	<i>GRADE</i>	<i>HOURS</i>
EDU 202: Educational Theory and Practice		3
EDU 205: Introduction to Teaching		3
EDU 208: PRAXIS Academic Lab for Educators		1
EDU 310: Technology in Education*		3
EDU 341: Middle & Secondary School Curriculum*		3
EDU 400: Education Foundations & Diversity*		3
EDU 405: Educational Assessment*		3
EDU 444: Methods/Materials: Middle & Secondary Education*		2
EDU 415: Practicum in School Settings*		3
EDU 416: Classroom Management and Collaborative Leadership Seminar*		3
EDU 448: Directed Teaching: Secondary Education*		9
SPE 300: Introduction to Exceptional Children		3
<i>39 total semester hours</i>		

- **DPI Licensure Denial/Revocation Regulations**
 - **Ethical Codes for Educators**
- **DPI Education Preparation Provider Complaint Process**

North Carolina Department of Public Instruction

301 N. Wilmington Street, Education Building
Raleigh, NC 27601-2825

MEMORANDUM

TO: Deans/Chairs/Certification Officers/Departments/Schools of Education

FROM: Ione L. Perry, Directory
Division of Human Resource Management

Van B. Murray, Chief Consultant
Licensure Section

SUBJECT: Licensure Denial/Revocation Regulations

DATE: August 31, 1993

The State Board of Education recently modified the licensure revocation regulations to include a clause which states that a license can be denied for any of the same reasons that a license can be revoked. Another clause was added specifying that the local unit administrators knowing of the commission of an offense by an individual which involves the physical or sexual abuse of a child must report such an offense to the State Superintendent. Failure to do so is a revocable offense of the local administrator's license. Institutions of higher education (IHEs) have an obligation to advise teacher education students that revocation regulations can prohibit an individual from becoming licensed due to the commission of various offenses. Students also should be advised of the requirement to report any criminal convictions(s) on the application for a license.

If you have a student(s) who has committed an offense(s) for which it is uncertain whether or not a license would be issued, please request a ruling from Joann Champagne, Legal Specialist, Internal Operations, 301 N. Wilmington Street, Raleigh, NC 27601-2825, (919) 807-3369. Such a request should include an explanation of the offense and any official documentation appropriate to support the case (e.g. court documents). Hopefully this procedure will prevent individuals from pursuing a program of study for which they would be denied employment.

Thank you.

VBM:

Source for Revoked/Suspended License policies: <https://www.dpi.nc.gov/about-dpi/state-board-education/legal-affairs/revoked-license>

Code of Ethics of the Education Profession

PREAMBLE

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term ‘educator’ includes education support professionals.

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 student, or parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspirations of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violations 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 student
 - 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 action.

-Adopted by NEA 1975 Representative Assembly <https://www.nea.org/resource-library/code-ethics-educators>

**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, 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 other 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.

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

<https://www.dpi.nc.gov/educators/recruitment-support/educator-standards>

<https://www.dpi.nc.gov/media/55/download>



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*

WWW.NCPUBLICSCHOOLS.ORG

Education Preparation Provider Complainant Process

Pursuant to North Carolina General Statute 115C-269.55, the North Carolina State Board of Education (SBE) has the authority to receive reports of allegations of noncompliance regarding specific laws and rules associated with Educator Preparation Program (EPP) requirements. The SBE does not have the authority to receive complaints related to contractual arrangements with an EPP, commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP. The complaint process allows students to report allegations of noncompliance with Article 17D of Chapter 115C of the General Statutes.

The following is the current SBE process for addressing a formal complaint:

1. Students may submit the formal complaint form below to Thomas.Tomberlin@dpi.nc.gov
2. SBE staff will send confirmation of receipt within 30 days of receiving the submission.
3. SBE staff will forward all complaints to the North Carolina Department of Public Instruction's (NCDPI) division responsible for educator preparation for further action, including assessing the complaint, providing a severity status and prioritizing the complaint accordingly, and determining jurisdiction.
 - a. If staff determine that the complaint is not within the State Board of Education's jurisdiction, staff shall notify the complainant that the complaint will be closed without further action.
 - b. If staff determine the complainant knew or should have known about the events giving rise to a complaint more than three years before the earliest date the complainant filed a complaint with either NCDPI staff or the EPP, NCDPI staff will notify the complainant that the complaint will be closed without further action.
 - c. If a complainant has not exhausted all applicable complaint and appeal procedures that the EPP has established to address complaints, NCDPI staff may delay initiating an investigation until the EPP's complaint and appeal process is complete.
4. If NCDPI staff determine that the complaint falls within the jurisdiction of the SBE, staff will notify the EPP of the alleged complaint.
 - a. The EPP will have 30 days to submit a response and artifacts to dispute the complaint.
5. Upon completion of its review, NCDPI staff will notify both the individual and the EPP in writing of the findings of the review.
 - a. If NCDPI staff find that a violation occurred, the notice will specify the statute and/or rule that was alleged to have been violated.
6. Each party will have ten business days from date of notification to present additional information or to dispute the findings of the review.
 - a. After reviewing any additional information, if NCDPI staff find that no violation has occurred, the complaint will be closed and NCDPI staff will notify both parties in writing.
 - b. After reviewing any additional information, if NCDPI staff find that the EPP has violated SBE rules and/or state law, additional actions may be taken against the EPP.
7. The State Board of Education shall retain a copy of all alleged violations for use in EPP risk assessment.

Complainant Contact Information

Date: _____

Name: _____
Last *First* *M.I.*

Email: _____

Phone Number: _____

Mailing Address: _____

Additional Contact Information: _____

Educator Preparation Program: _____

Licensure Area: _____

Certain information is necessary to review a complaint. Please fill out this form carefully and as completely as possible. The North Carolina Department of Public Instruction (NCDPI) can only accept complaints that allege a violation of a federal or state education law or regulation over which the NCDPI has the jurisdiction, or authority, to regulate. The violation that is alleged must have occurred not more than three years prior to the date the complaint is received by the NCDPI.

Describe the alleged violation (describe the nature of the problem). Summarize the complaint within the space provided:

Describe the facts on which the allegation is based. Please be specific.

What are significant dates and events related to the allegation? Please be specific.

Describe the documents that support the described facts.

Describe your efforts to resolve the complaint in other ways, such as the district or charter school's local complaints process.

Addendum

North Carolina Wesleyan University
Teacher Education
Frequently Used Researched-Based Instructional Strategies

Researched-Based Instructional Strategy	Source	Content Area	Description
Blending and Segmenting Sounds to make Words (Word Work)	Chard and Osborn (1999)	Reading (K-3)	<p>Children who can segment and blend sounds easily are able to use this knowledge when reading and spelling. Teaching the skills of segmentation in isolation or in combination with blending instruction helps with successful reading development.</p> <p>When beginning readers sound out words, they slowly say each sound in a word (c-a-t), and then say the sounds quickly together to "read" the word (cat). In reading, teachers call this blending because sounds are being blended together. Blending (combining sounds) and segmenting (separating sounds) are skills that are necessary for learning to read.</p>
Phonics Instruction (Word Work): Analogy phonics	Blevins (2001)	Reading (K-3)	<p>The primary focus of phonics instruction is to help beginning readers understand how letters are linked to sounds (phonemes) to form letter-sound correspondences and spelling patterns and to help them learn how to apply this knowledge in their reading.</p> <p>Analogy phonics: Teaching students unfamiliar words by analogy to known words (e.g., recognizing that the rime segment of an unfamiliar word is identical to that of a familiar word, and then blending the known rime with the new word onset, such as reading <i>brick</i> by recognizing that <i>-ick</i> is contained in the known word <i>kick</i>, or reading <i>stump</i> by analogy to <i>jump</i>).</p>
Analytic Phonics (Word Work)	Blevins (2001)	Reading (K-3)	Teaching students to analyze letter-sound relations in previously learned words to avoid pronouncing sounds in isolation.
Embedded Phonics (Word Work)	Blevins (2001)	Reading (K-3)	Teaching students phonics skills by embedding phonics instruction in text reading, a more implicit approach that relies to some extent on incidental learning.
Phonics through Spelling (Word Work)	Blevins (2001)	Reading (K-3)	Teaching students to segment words into phonemes and to select letters for those phonemes (i.e., teaching students to spell words phonemically).
Synthetic Phonics (Word Work)	Blevins (2001)	Reading (K-3)	Teaching students explicitly to convert letters into sounds (phonemes) and then blend the sounds to form recognizable wording.

Analyze and interpret	Marzano (2017)	Literacy (3-12)	Teach strategies that emphasize analysis and interpretation -- examine author styles and use of language through literal and figurative analysis to get meaning from text.
Immerse students in the genre	Marzano (2017)	Literacy (3-12)	Provide adequate opportunity, one to two weeks, for students to examine text features and structures, and to read and learn from mentor texts and literature before writing.
Book Talks	Thompson (2001)	Literacy (K-12)	Book talks allow children to enthusiastically share their comprehension of books they have read. When children and teachers share books they have enjoyed, it is like “blessing a book.” When “blessing books,” children should: pick a book that they “loved” reading; share the author, title (and, sometimes, genre); think of a great lead statement, something to “grab” the audience; tell a bit about the book without giving away all the secrets; explain why the book was chosen to be shared.
Reciprocal Teaching (Comprehension)	Duke and Pearson (2002)	Literacy (K-12)	<p>Through reciprocal teaching, children working together learn how to read for meaning and self-monitor reading comprehension. Skills focus on predicting, questioning, monitoring comprehension, and summarizing.</p> <p>In reciprocal teaching, children take turns leading dialogues. Children, not just teachers, teach their peers how to engage in these dialogues. Reciprocal teaching, like most effective procedures, begins with a great deal of teacher modeling. As children catch on, they take turns stepping into the role of the teacher.</p>
Reading Logs	Alemi and Janatifar (2011)	Literacy (K-12)	<p>As children read, they jot down their responses, recording ideas, feelings, and questions about what they are reading. Children write, draw, diagram, and so on. Teachers may at times give more direction by asking children to: complete a graphic organizer or semantic map; compare and contrast the text being read with another text they have read; sketch their favorite part of the text and write about it; retell the story including a personal comment; etc.</p> <p>The most important part of a reading log is the blank page where the child chooses to write, draw, or diagram a personal response to the text.</p>
Using Prior Knowledge/Predicting	Tompkins (2000)	Literacy (K-12), Science, Social Studies	<p>Good readers know how to use their background knowledge and experiences to help them understand what they are hearing or reading. To help children think about what they know, teachers should:</p> <ul style="list-style-type: none"> •preview the text—look at and discuss the title and cover, note the author; introduce characters (narrative); introduce challenging vocabulary and do a picture walk (emerging and early readers) •make predictions •use graphic organizers •create a semantic map, or web

Using Text Structure—Story and Informational Text	Tompkins (2000)	Literacy (K-12), History (K-12)	There are five expository text structures: description, sequence, comparison, cause-and-effect, and problem-and-solution. Teaching these structures help children to develop an understanding that will help them in writing and reading and, of course, in summarizing.
Summarizing and Note Taking	Marzano, Pickering, and Pollock (2001)	Literacy and other content areas (K-12)	To summarize is to fill in missing information and translate information into a synthesized, brief form. Students need to know how to delete, substitute, and keep information. Reciprocal Teaching: After students have read a small section, a single student acting as teacher summarizes what has been read. Other students, with guidance from the teacher, can add to the summary. Note-taking is the process of students' using notes as a work in progress and/or teachers' preparing notes to guide instruction. Note taking verbatim is ineffective. Students need to analyze the incoming information and put it down in their own words.
Identifying Similarities and Differences: (Comparing, contrasting, classifying, analogies, and metaphors)	Marzano, Pickering, and Pollock (2001)	Literacy and other content areas (K-12)	These processes are connected as each requires students to analyze two or more elements in terms of their similarities and differences in one or more characteristics. This strategy has the greatest effect size on student learning. Techniques vary by age level.
Nonlinguistic Representation: (Graphic organizers, Pictographic representations, Mental images, Physical models, Kinesthetic representations, Flow Charts)	Marzano, Pickering, and Pollock (2001)	Literacy and other content areas (K-12)	Enhance students' ability to represent and elaborate on knowledge using mental images. Knowledge is generally stored in two forms—linguistic form and imagery. Simple yet powerful non-linguistic instructional techniques such as graphic organizers, pictures and pictographs, concrete representations, and creating mental images improve learning.
Student-Adult Reading: (Fluency)	Tompkins (2013)	Literacy (K-12)	In student-adult reading, the student reads one-on-one with an adult. The adult can be you, a parent, a classroom aide, or a tutor. The adult reads the text first, providing the students with a model of fluent reading. Then the student reads the same passage to the adult with the adult providing assistance and encouragement. The student rereads the passage until the reading is quite fluent. This should take approximately three to four re-readings.
Choral Reading: (Fluency)	Tompkins (2013)	Literacy (K-12)	In choral, or unison, reading, students read along as a group with you (or another fluent adult reader). Of course, to do so, students must be able to see the same text that you are reading. They might follow along as you read from a big book, or they might read from their own copy of the book you are reading. For choral reading, choose a book that is not too long and that you think is at the independent reading level of most students. Patterned or predictable books are particularly useful for choral reading, because their repetitious style invites students to

			join in. Begin by reading the book aloud as you model fluent reading.
Tape-Assisted Reading: (Fluency)	Tompkins (2013)	Literacy (K-12)	In tape-assisted reading, students read along in their books as they hear a fluent reader read the book on an audiotape. For tape-assisted reading, you need a book at a student's independent reading level and a tape recording of the book read by a fluent reader at about 80-100 words per minute. The tape should not have sound effects or music. For the first reading, the student should follow along with the tape, pointing to each word in her or his book as the reader reads it. Next, the student should try to read aloud along with the tape. Reading along with the tape should continue until the student is able to read the book independently, without the support of the tape.
Partner Reading (Fluency)	Tompkins (2013)	Literacy (K-12)	In partner reading, paired students take turns reading aloud to each other. For partner reading, more fluent readers can be paired with less fluent readers. The stronger reader reads a paragraph or page first, providing a model of fluent reading. Then the less fluent reader reads the same text aloud. The stronger student gives help with word recognition and provides feedback and encouragement to the less fluent partner. The less fluent partner rereads the passage until he or she can read it independently. Partner reading need not be done with a more and less fluent reader. In another form of partner reading, children who read at the same level are paired to reread a story that they have received instruction on during a teacher-guided part of the lesson. Two readers of equal ability can practice rereading after hearing the teacher read the passage.
Readers' Theatre (Fluency)	Tompkins (2013)	Literacy (K-12)	In readers' theatre, students rehearse and perform a play for peers or others. They read from scripts that have been derived from books that are rich in dialogue. Students play characters who speak lines or a narrator who shares necessary background information. Readers' theatre provides readers with a legitimate reason to reread text and to practice fluency. Readers' theatre also promotes cooperative interaction with peers and makes the reading task appealing.
Comprehension Modeling	Mercer, Mercer, and Pullen (2011)	Language Arts, History, Science	The teacher puts in place a system by which students monitor their own comprehension during reading. Students identify when they do and do not understand something and use strategies to resolve problems.
Generating Questions	Mercer, Mercer, and Pullen (2011)	Language Arts and History	Students are asked to generate their own questions as a pre-reading strategy
Number Sense	Siegler (1996) Coddling, Volpe, and	Math	Specific focus on building one-to-one correspondence between counting words and objects and the ability to count objects in any order. Instruction that focuses on knowing how to count, understanding the counting principals, and being able to strategically use counting to solve math problems.

	Poncy (2017)		
Visual Representation for Mathematics Problem Solving (i.e., Make a Drawing)	Shigematsu & Sowder (1994)	Math	Students generate and use their own diagrams to solve word problems.
Strategy Instruction (similar to Process Modeling)	Codding, Volpe, and Poncy (2017); Mercer, Mercer and Pullen (2011)	Math	Incorporates the use of think-alouds to model problem solving steps or procedures; Models the use of visual and verbal prompts as a mechanism for students to monitor their own problem solving; Teacher explains the out loud the reason and process for problem solving while providing strategy cues for each step of the problem solving process.
Flash Card Practice	Codding, Volpe, and Poncy (2017)	Math	Teacher provides students with opportunities to practice known facts with unknown or new facts.
Reform-Based Mathematics	Woodward (2006)	Math	Teacher provides multiple opportunities for students to work on math as group (no more than 4). Teacher discusses concepts with students before they practice a small set of problems in their groups.
Communication of Mathematical Ideas	Mercer, Mercer, and Pullen (2011)	Math	Teacher focuses instruction on the language and notation of math. Teachers present math ideas through the use of manipulatives, drawings, written work, and speech.
Algebraic Thinking	Mercer, Mercer, and Pullen (2011)	Math	Teacher focuses on helping students learn to use letters to represent math quantities and expressions and to represent mathematical relationships with graphs, tables, and equations. Students learn how one quantity changes as a function of another.
Visualization	Gardered and Montague (2003)	Math and Science	Students construct an image of the problem mentally or on paper.
Sequencing Instruction	Codding, Volpe, and Poncy (2017); Mercer, Mercer, and Pullen (2011)	Math, Science, Language Arts	Providing a sequence of tasks that build toward mastery; Teachers identify students' specific skill strengths and weaknesses and begin instruction at the appropriate level of challenge that builds upon previous knowledge.
Explicit or Direct Instruction	Codding, Volpe, and Poncy (2017); Mercer, Mercer, Pullen (2011)	Math and Language Arts; possibly Science	Used to facilitate the acquisition of a specific skill, involves teacher modeling of rules, concepts, and principals, as well as demonstration of step-by-step plans for solving specific problems. Problem-solving tasks are divided into separate skills and steps that are modeled and practiced. Used to ensure skill mastery.
Verbal Rehearsal	Smith (1998)	All Content Areas	A mnemonic strategy that enables students to memorize and recall automatically the labels and definitions of problem solving processes and strategies

			i.e., ROYGBIV (colors of a rainbow) or PEMDAS (parenthesis, exponent, multiplication, division, addition, and subtraction).
Process Modeling	Montague, Applegate, & Marquard (1993); Mercer, Mercer, Pullen (2011)	All Content Areas	Thinking aloud while demonstrating an activity.
Role Reversal	Jenkins and O’Conner (2003)	All Content Areas	Students “change places” with the teacher and model how to solve the problem for the class or small group Note: This is not the same as peer tutoring and usually takes place after a student has mastery of the content).
Performance Feedback	Swanson (1999); Mercer, Mercer, and Pullen (2011)	All Content Areas	Teacher provides immediate, corrective, and positive feedback. Students’ performance on regular progress checks, given throughout instruction, determines level of mastery.
Mastery Learning	Montague (2006); Mercer, Mercer, and Pullen (2011)	All Content Areas	A pretest is given before starting instruction to determine baseline performance. Then, throughout instruction, periodic mastery checks are given to monitor student progress and to determine effectiveness of the lesson. If some students are not making sufficient progress, the teacher must make modifications to ensure success.
Progress Monitoring	Foegen (2006); Mercer, Mercer, and Pullen (2011)	All Content Areas	An approach to formative assessment in which teachers regularly gather data on their students’ academic or behavioral performance and use the data to inform instruction.
Computer Assisted Instruction (CAI)	Krebs (2006)	All Content Areas	CAI programs can include instruction, drill and practice, and gaming.
Advanced Visual	Codding, Volpe, and Poncy (2017)	All Content Areas **specific differentiation strategy	Before instruction begins, learning objectives are provided to students, students are directed to key concepts, and students are allowed time to look over materials.
Control Difficulty or processing demands of tasks	Codding, Volpe, and Poncy (2017); Mercer, Mercer, and Pullen (2011)	All Content Areas **specific differentiation strategy	Materials are presented that matches the students’ instructional level (based on baseline data). Progress monitoring is used to assess students’ mastery. Prompts and cues are gradually faded as students’ independent learning improves.
Explicit Practice	Codding, Volpe, and	All Content Areas	Opportunities are given for students to drill and practice; daily feedback is given; Sessions are brief; Practice is sequenced and material is reviewed often.

	Poncy (2017)	**specific differentiation strategy	
Strategy Cues	Codding, Volpe, and Poncy (2017)	All Content Areas **specific differentiation strategy	Teacher provides reminders of strategies and procedural steps; Step-by-step prompts are given; Teacher models and says steps out loud.
Self-correcting Materials	Mercer, Mercer, and Pullen (2011)	All Content Areas	Self-correcting materials provide the student with immediate feedback without the teacher being present. These are often used in Centers. Examples include: answer keys, matching cards, puzzles, pocket calculators, foldables, windows, games, and computer applications).
Cooperative Learning	Mercer, Mercer, and Pullen (2011); Marzano, Pickering, and Pollock (2001)	All Content Areas	Students work on clearly defined tasks in small groups or as partners.
Graphic Organizers	Mercer, Mercer, and Pullen (2011)	All Content Areas	Graphic organizers display concepts and relationships among concepts through the use of diagrams or pictorial representation. Examples include: maps, webs, graphs, charts, clusters, or frames.
Multisensory Instruction	Mercer, Mercer, and Pullen (2011)	All Content Areas	Teacher combines auditory and visual instruction with movement and tactile activities to increase engagement and memory
Homework and Practice	Marzano, Pickering, and Pollock (2001)	All Content Areas	These provide students with opportunities to deepen their understanding and skills relative to presented content. Effectiveness depends on quality and frequency of teacher feedback, among other factors.