

Preparing Educators for Diverse Cultural Contexts

NCCU School of Education

Teacher Education Handbook

for Undergraduate and Licensure-only Programs

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Introduction

Teaching is a noble profession with many intrinsic rewards. However, it is not for those without commitment, fortitude and persistence. On the way to becoming a teacher, there are many **hoops**. Knowing the **hoops** makes it easier to take control of your destiny and navigate through the guidelines and requirements at the university, state, and national levels. While at times these guidelines and requirements feel like **hoops**, they have been designed to prepare competent teachers and ensure effective education for our PK-12 grade students. This is really your goal, too, and we can help you attain it. The purpose of this handbook is to inform you of the guidelines and requirements, along with other helpful information, to ensure your success.

Our national and state accreditation was successfully reaffirmed in 2002. Our faculty members are committed to excellence in teaching and modeling best teaching practices in their classes. The School of Education, in collaboration with the College of Arts and Sciences, has filled many schools and school systems with classroom teachers, special educators, administrators, counselors, speech pathologists, media specialists, and technology educators. We have served many local and remote school systems, including Durham Public, Wake County Public, Vance County, Warren County, Weldon City, Person County, Halifax County, Orange County, and Chapel Hill- Carrboro City. We are proud of our work and want you to be aware of the contribution North Carolina Central's School of Education, and teacher education programs in collaboration with the College of Arts and Sciences, have made to the education profession and, most importantly, to the lives of many children in North Carolina and beyond.

We also want you to feel successful and to represent yourself and this institution on campus and at school sites in the proud and professional manner of those who have come before you.

This handbook includes the School of Education's vision, mission, conceptual framework, along with state regulations, keys to success, candidate assessment information, field experience requirements, and student teaching highlights.

Vision

A Beacon for Educators in North Carolina and Beyond

Mission

The mission of the NCCU School of Education is to prepare education professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, and other related services. Central to our mission is the development of leaders who promote social justice and dedicate themselves to the well-being of a global community.

Conceptual Framework

Preparing Educators for Diverse Cultural Contexts

Conceptual Framework: In Detail

Preparing Educators for Diverse Cultural Contexts

All education is with a purpose and that purpose can only be political, for either we educate to liberate or we educate to dominate. ~ Paulo Freire

The Working Conceptual Framework: Unit Vision/Theme

Freire's quote communicates an essential focus of North Carolina Central University's School of Education (NCCU SOE) conceptual framework. We have operationalized this ideal by identifying elements of effective teaching that best serve underrepresented populations. These elements are embodied in the unit's theme, Preparing Educators for Diverse Cultural Contexts. Following is an in-depth explanation of the theme and an outline of these elements.

Preparing Educators

The NCCU SOE, working collaboratively with Arts and Sciences faculty and public schools, assumes responsibility for preparing candidates who are keenly aware of, sensitive to, and effective in teaching that is inclusive. Part of the preparatory process involves ensuring that educators know and are able to employ the appropriate content and pedagogical knowledge and clinical experiences that translate into excellent professional practices that promote student learning.

Focus on Diversity

The NCCU SOE acknowledges and attends to the multiple components of diversity (e.g., language, religion, region, age, sexual orientation, ethnicity, and/or race). The NCCU SOE, however, focuses on the dimensions of race, class, gender and exceptionalities because these dimensions have, historically, affected the academic achievement of particular groups. Additionally, the historical mission of the University has been to serve those populations the system has disenfranchised, particularly racial minorities. Responding to current realities, NCCU has expanded its mission to embrace multiple forms of diversity, but the issues of race, class, gender, and exceptionalities continue to remain in the forefront.

Focus on African Americans

Of particular importance is that the NCCU SOE is located in a community where over half of the student population is African American. The data shows that African Americans as a group under perform academically, are more likely to drop out of school, are more likely to be expelled or suspended, and are less likely to appear on the honor roll or to enroll in gifted and talented programs. These devastating statistics are especially true for many African American males. Another reason for this focus is the persistent academic achievement gap between African Americans and European Americans, between less affluent and more affluent students, between males and females (especially in math and science), and between mainstream students and students with disabilities.

Cultural Contexts

The NCCU SOE employs cultural contexts to refer to internal and external environments that affect the schooling process. Internally, cultural contexts refer to the personal cultural experiences that the

educator and the student bring to the educational milieu. Program planners suggest that the professional educator is one who reflects on and critically analyzes personal cultural experiences and identifies barriers these dimensions may pose for student learning. The committed, caring, culturally responsive educator is one who also makes use of a repertoire of instructional strategies to enhance the potential to increase student learning. Additionally, the educator is committed to capitalizing on students' strengths and cultural capital to promote learning. The NCCU educator views the professional role as a facilitator of learning and as a creator of an environment conducive to promoting learning. S/he endeavors to increase the possibility that the class is culturally inclusive.

Moreover the NCCU SOE employs cultural contexts to refer to the external environment's (e.g., urban, suburban, rural) emphasis on accountability and professional, national, and state standards. The NCCU SOE is committed to ensuring that these standards are infused in the program as evidenced by the alignment of the SOE's curriculum, clinical experiences, and assessment procedures.

Elements of the Culturally Responsive Educator: Knowledge, Skills and Dispositions

Following is an outline of knowledge, skills and dispositions of the NCCU SOE educator:

Knowledge

The NCCU Educator is a caring, committed, communicative, culturally competent educator who

- knows the subject that he/she teaches;
- understands varying pedagogical philosophies that support teaching and learning for diverse cultural contexts;
- knows the relationships between diversity, curriculum, and technology for teaching and learning;
- knows the interrelationships of curriculum, clinical experiences, and diversity for teaching and learning; and
- knows inquiry-based teaching that challenges assumptions regarding teaching and learning.

Skills

The NCCU Educator is a caring, committed, communicative, culturally competent educator who is

- capable of capitalizing on students' strengths to promote learning ;
- able to use a repertoire of instructional strategies which incorporate technology to promote learning;
- able to focus on academics and affect student learning;
- able to offer a global perspective;
- able to incorporate personal cultural experiences as a means of enhancing teaching and learning;
- able to demonstrate a variety of appropriate assessments which value the diversity of educational experiences of the students;

- engaged in inquiry that promotes improvements in teaching and learning;
- engaged in teaching that promotes student use of inquiry that challenges assumptions about teaching and learning ; and
- able to demonstrate facilitation of a learning experience that is culturally inclusive.

Dispositions

The NCCU Educator is a caring, committed, communicative, culturally competent educator who is

- sensitive to, understanding of, and prepared to effectively teach diverse student populations;
- committed to promoting social justice;
- able to view education as a political process;
- able to critique the system and advocate for change;
- understanding of the impact of culture in the teaching/learning process;
- understanding and accepting of colleagues' and his/her own personal cultural background;
- understanding and respectful of students' cultural backgrounds;
- accepting of and able to offer multiple perspectives in the teaching/learning process;
- able to offer a global perspective ; and
- consistently professional (i.e., collegial, responsible, reflective, fair-minded).

Philosophical Underpinnings

The theoretical constructs that underpin the NCCU SOE's conceptual framework include Bank's *Dimension Model* (1993) and the Sleeter and Grant *Education that is Social Deconstructionists Model* (1994). Following considerable collaborative reflection, and in an effort to respond to current realities, the SOE has added two other theoretical constructs: *Critical Race Theory* developed by Derrick Bell and *Postmodernism* as promoted by Giourox, McLauren, Williams, and others. Following is a description of the theoretical constructs.

Bank's *Dimensions Model*, consisting of five components, indicates that effective multicultural programs involve the total school program including curriculum, instructional strategies, staffing patterns, and school policies and procedures. Bank's model further suggests that schools be proactive in promoting positive intergroup relationships. He further advocates the importance of students examining the construction of knowledge. According to Banks, students should question what knowledge is most important, why it is important, and whose agenda this knowledge promotes.

Grant and Sleeter's *Education that is Multicultural and Social Deconstructionists Model*, suggests that the schooling process should target the improvement of both social and academic goals for all students.

As an added plus, it advocates that students analyze inequality and societal oppression and develop skills to change the existing social structure.

Critical Race Theory

Developed by legal scholars Derrick Bell and Alan Freeman, *Critical Race Theory* (CRT) places race at the center of critical analysis. In this regard, CRT scholars analyze the effects of racism on individuals, institutions, and culture. Several important theoretical components are that CRT (a) assumes racism is “normal” in American society; (b) challenges racial oppression; and (c) indicates that dominant groups tolerate and encourage racial progress only to the degree to which it promotes their self interest. Moreover, CRT offers tools, especially the use of stories, to critically analyze the educational environment. Using stories is significant for at least three reasons: (a) it recognizes that “reality” is socially constructed; (b) it considers stories to be a vehicle for psychic self-preservation for members of out-groups; and (c) it acknowledges that the exchange of stories from teller to listener can help overcome ethnocentrism and the dysconscious conviction of viewing the world.

Postmodernism

Deeply embedded within existentialism philosophy, *Postmodernism* promotes the following ideas: *Postmodernism* (a) rejects ultimate truth; (b) acknowledges the fluidity of reality and truth; (c) supports “pushing the envelope”; (d) accepts multiple ways of looking at things; and (d) provides the philosophical underpinnings for *Critical Race Theory*. *Postmodernism* encourages equity pedagogy (one of Bank’s five dimensions), and the serving of individual students’ needs as they arise, thus engaging the teacher/professor in an examination of another way of knowing. (Lyotand, 1984; Giroux, 1991; Belenky, et al., 1994).

Conclusion

It brings us back to Friere’s quote, that all education is with a purpose. The NCCU SOE conceptual framework acknowledges the past and incorporates a theoretical perspective that enables us to make significant changes in the future educational experiences for all students, especially underrepresented populations.

Policies and Practices

The School of Education at North Carolina Central University is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (NCDPI). NCATE requires a comprehensive unit and candidate assessment system. This system includes program **gateways** (or **checkpoints**) to ensure adequate progress through a program for teacher candidates with respect to the knowledge, skills, and dispositions.

NCDPI sets forth Teacher Education Program Approval Standards for each licensure area and the requirements for admission to Teacher Education programs. Coursework and field experiences are designed to achieve the approved standards and to prepare teacher candidates for successful completion of the program and licensure requirements.

NCDPI requires teacher candidates to

- ❑ Be formally admitted to the Teacher Education Program (TEP) a full semester before student teaching with the following four criteria for admission:
 - Pass Praxis I tests (or an SAT composite of 1100 OR ACT composite of 24; for subtest considerations, see your program coordinator). Required for candidates who are first-degree (bachelor's) seeking candidates and for licensure-only candidates and lateral entry teachers whose first degree was earned with a grade point average less than 2.5);
 - Maintain at least a 2.5 grade point average;
 - Have C's or better in the required English courses (1100, 1210, and 1250 or the equivalent if transferring in English courses) for admission to TEP;
 - Have completed the General Education Curriculum requirements (GEC) of the university (or the equivalent at another university).
 - Must sign the statement on the TEP application about whether or not you have been convicted of any crimes other than minor traffic offenses. (If so, a detailed account must be provided *in writing*, so that we can clear the candidate through the NC Department of Public Instruction before the candidate is admitted to the TEP.)
- ❑ Complete an internship in the area of licensure. (Serving as a teaching assistant does not meet the state requirement, as outlined by NCDPI). Criminal Background Checks are required in many school systems prior to student teaching placement. The cost varies depending on where and how many places a candidate has lived, but the candidate may responsible for the cost of the background check.
- ❑ Some program areas are required to have academic concentrations. For elementary teacher candidates entering on or after fall 2004, the approved concentrations must be 18 credit hours, but may vary by concentration area. Elementary education candidates in the program prior to fall 2004 must have 24 credit hours in the concentration. For middle, secondary, and K-12 programs that have concentrations, 24 hours is required.

The School of Education must comply with these terms to maintain accreditation. Therefore, teacher candidates need to take the Praxis I tests during their sophomore year to allow for timely admission to

the TEP. **EDU 2600: Orientation to Teaching** focuses solely on Praxis I preparation and is available to all teacher education candidates.

In order to successfully complete the program (and pass PRAXIS II for Birth-Kindergarten and Elementary Education candidates), it is imperative that teacher candidates view all coursework and field experiences as critical professional development opportunities. Additionally, conferences, seminars, and workshops are offered and encouraged.

Effective April 2005, Praxis II is required only for Birth-Kindergarten, Elementary, and Special Education licensure. While Praxis II is not required for other licensure areas (e.g., Middle, Secondary, and K-12 programs) when the candidate completes an approved teacher education program, **lateral entry teachers must take Praxis II regardless of the area of licensure.**

All forms and applications (e.g., TEP, Student Teaching Application, etc.) and special requests (course waivers, field experience and student teaching placement requests) should be submitted to the program coordinator in charge of each licensure area, who will forward it to the appropriate person in the School of Education. **All special requests must be *in writing*.** Action taken on special requests by program coordinators and/or the School of Education will be sent ***in writing*** to the candidate for his/her records.

Keys to Success

- ❑ **Know your program requirements.** Although all programs must follow NCDPI requirements, some majors have additional requirements for their students (e.g., major area tests, recitals, seminars).
- ❑ **Focus on each gateway as you work toward your ultimate goal.**
- ❑ **Take responsibility for following your program check sheet and guidelines.** Be responsible for taking courses ***in sequence*** and meeting any timelines (e.g., admission to TEP or the submitting application for student teaching).
- ❑ **Know who your advisor is.** If you do not know your advisor, find out who he/she is from the program coordinator or the department chair.
- ❑ **Make sure your advisor is the teacher education advisor or program coordinator for your area** (particularly in those programs monitored and housed in the respective departments of the College of Arts and Sciences).
- ❑ **Schedule appointments with your advisor early in pre-registration periods** because classes fill up quickly. Pre-registration for spring begins in mid-October and for summer and fall in mid-March. Note: Faculty time is significantly limited at the end of each semester because of administering exams, grading student work, submitting grades, and attending commencement activities. Do not expect faculty to be available between semesters; many are not available in the summer.
- ❑ **Keep a folder with copies of everything about your program** (e.g., a program check sheet you update each semester as you pre-register, “paid” financial statements, test score reports).
- ❑ **Keep copies of all submitted coursework!** Begin your electronic portfolio early.
- ❑ **Use your energy in positive ways** to stay on top of things. Blaming advisors for lack of

information, not being allowed in restricted classes, or not knowing deadlines takes time and energy away from working on the real goal -- earning your degree and becoming licensed. Within the state-approved program guidelines, you have control over your success.

Academic Advising and the *Academic Advisor*©

As highlighted in the *Keys to Success*, advising is essential for success throughout your program. With this in mind, the School of Education uses the *Academic Advisor*© system to help manage and monitor your progress through your program. This system will enable you to schedule appointments with your advisor without waiting for a return e-mail or phone call to confirm the appointment. The appointment is scheduled electronically based on the advisor's availability and yours. The system also allows you and your advisor to see exactly which gateway you are in and what you need to do to get to the next gateway. Gateways are explained more below in *Gateways at a Glance*, *Gateways in Detail: A Final Checklist*, and in the gateway forms and rubrics in the appendix. Additionally, most forms and applications are available through *Academic Advisor*©

Gateways at a Glance

As you follow these keys to success, use the following *Gateways at a Glance* chart as an overview to understanding gateway requirements and expectations. More detailed information about each gateway follows the chart.

<p><i>For Undergraduates – freshman year</i></p>	<ul style="list-style-type: none"> • Take prescribed GEC courses. • Maintain a 2.5 GPA or greater. 	<ul style="list-style-type: none"> • Get to know your advisor. • Complete community service requirements in Eagle Village Schools. Keep track of where you provide community service, what you do, and how many hours you provide.
<p>Gateway 1 Admission to Program</p>	<ul style="list-style-type: none"> • Complete all GEC courses. • Begin professional studies courses (EDU 2800/4300, 3000, 3010, 3030, 3120). • Choose concentration area (if required in your program). • Maintain a 2.5 GPA or greater. 	<ul style="list-style-type: none"> • Complete the Entrance Survey. • Successfully pass PRAXIS I. • Apply for admission to TEP. • Complete community service requirements in a prescribed school connected with EDU field experiences. (Alternative field experience sites require a written request to the instructor and program coordinator). • Complete technology portfolio in EDU 2800/4300 and set up INTASC portfolio. • Collect artifacts electronically for INTASC portfolio.
<p>Gateway 2 Mid-program and Gateway 3 Pre-Internship</p>	<ul style="list-style-type: none"> • Continue with professional studies and requirements for major or concentration. • Maintain a 2.5 GPA or greater. 	<ul style="list-style-type: none"> • Apply for student teaching. The complete application is submitted to the program coordinator. Special requests must be in writing to the coordinator who will forward the complete application and any special request to the Director of University-School Partnerships. Request for a special placement does not guarantee that placement. • Collect artifacts electronically for INTASC portfolio.
<p>Gateway 4 Program Completion</p>	<ul style="list-style-type: none"> • Complete pre-student teaching field experiences and student teaching. • Maintain a 2.5 GPA or greater. 	<ul style="list-style-type: none"> • Student teaching • Complete Exit Survey, Completer Surveys, etc. • Collect artifacts electronically for INTASC portfolio. • Submit electronic portfolio. • Participate in mock interviews.

See, also, *Gateways in Detail* at the end of this handbook.

Clinical Experiences (leading to and including student teaching)

The clinical experience program is designed to have continuity and fit within the broader teacher education framework. The range of experiences provides teacher candidates with the opportunity to participate in every aspect of school life, to increase awareness of community and its impact on the teaching-learning process, and to transition more smoothly from life as a student to life as a professional. These opportunities are linked with courses in order to allow for the necessary balance between experience and reflection required for professional growth. Teacher candidates should observe in diverse settings; teach individual student, small group, and whole class lessons; develop, administer, and analyze tests; design and implement specific subject area lessons and units; and manage classroom instruction and student behavior.

Field Experience Program Goal

The goal of the field experience program is to create opportunities for teacher candidates to

- ❑ relate principles and theories from the conceptual framework to actual practice in classrooms and schools;
- ❑ study and practice in a variety of communities with students of different ages and with culturally diverse and exceptional populations;
- ❑ reflect on the teaching and learning process and his or her own role in that process;
- ❑ observe best practices in the teaching and learning process;
- ❑ observe challenges and teachers' responses to challenges in the teaching and learning process;
- ❑ establish professional relationships with practicing educators;
- ❑ demonstrate proficiency in specific competencies;
- ❑ gain evaluative feedback relative to personal growth and proficiency as a professional; and
- ❑ develop leadership skills as a professional educator.

To achieve the desired program outcomes, the TEP has given special attention to the quantity, quality, and diversity of the teacher candidate's field experiences.

Quantity of Experiences

The following clinical experience requirements apply by academic year, but may be modified by the sequence of courses in specific program areas. In general, these requirements, which can also be used for **community service hours**, are as follows:

Freshman	30 hours
Sophomore	40 hours
Junior	55 hours
Senior	60 hours (elementary and middle grades programs) or 15 hours (secondary and K-12 programs), and a full-time 15-week student teaching semester (all program areas)

Quality of Experiences

Increasing the quantity of field experiences is not sufficient for excellent teacher preparation. The quality of the experiences is equally important and dependent upon an intentionally planned, related sequence of experiences in which teacher candidates participate and upon which they reflect. To gain maximum benefit from a more carefully designed and coordinated clinical program, attention must be given to the following:

- ❑ preparation of cooperating teachers, clinical supervisors, and other school-based educators;
- ❑ collaboration between university and school around coursework;
- ❑ redefinition of roles for teacher leaders and university faculty members;
- ❑ sharing of resources between the university and the school; and
- ❑ decision making equity between university and school faculty members and administrators around university and school-based program components.

The program makes every effort to place interns within a purposely structured professional development network where university and school-based educators have been specially trained to design and support those experiences. School-based supervisors must be nominated by their building administrators and recognized by their peers and administrators as exemplary teachers who employ best practices to ensure that all children learn. They must also be pre-disposed toward mentoring teacher candidates and new professionals.

Diversity of Experiences

Increased diversity among school populations, persistent gaps in standardized test scores, and other societal issues affecting schooling all clearly speak to the need for intense efforts to prepare teacher candidates to succeed in diverse cultural contexts. Therefore, a comprehensive clinical experience program allows candidates exposure to schools

- ❑ of various types, sizes, structures, and academic focuses;
- ❑ in urban as well as rural settings;
- ❑ that are making exemplary gains as well as those that are low performing;
- ❑ with traditional calendars as well as those with year-round calendars; and
- ❑ with ethnically and culturally diverse student and faculty populations.

In addition, the clinical experience should give teacher candidates a sense of place, i.e., of community as the context within which schooling takes place. In so doing, teacher candidates can experience the need for teachers to act as leaders within the school and community. Therefore, they should have the opportunity to

- ❑ study in-depth at least one community issue;
- ❑ take leadership in creating a solution/intervention for a classroom, school, or community issue;

- ❑ engage in meaningful interactions with parents;
- ❑ develop an awareness of and facility in the use of community resources.

Rationale for Varied Clinical Experience

Clinical experiences are organized by themes. Each year, the focus changes and builds upon the experiences of the year before. To ensure greater diversity, field experience sites are clustered and attached to specific academic year themes. Descriptions, focuses, and typical field experience sites are listed below. However, these may vary somewhat, as will quantity of experiences during any given semester, by course sequences in different teacher education programs. Additionally, guidelines and sites may be modified for licensure-only and lateral entry students, with the intention of ensuring that candidates have comparable experiences in meeting the program area competencies.

Note: While certain sites may be listed at each gateway, these may vary for different program areas or for different candidates. A teacher education candidate will have 3-4 different sites, but these may come in a different sequence for each candidate. For example, one English Education candidate may move through the following sequence of schools from early field experiences to student teaching: Hillside High, Southern High, Northern High, Riverside High. A second English Education candidate may move through the following sequence: Northern, Southern, Riverside, Hillside. A third English Education candidate may move through the sequence: Riverside, Northern, Southern, Durham School of the Arts.

Overview of Courses, by Gateway, that Provide Clinical Experiences

Freshman Year (Gateway 1): *Orientation to Schooling* (30 hours; 15 per semester)

Courses: General Education Curriculum

Description: Candidates who are seeking a first degree will meet their university community service requirements by providing one-on-one tutoring to low performing students. Tutoring may be provided on site or via computer. This experience is coordinated by the Community Service Office, including site arrangement, transportation, monitoring, and reflection sessions. The typical sites for field experiences coordinated by Community Service are the Eagle Village Schools.

Sophomore Year (Gateways 1 and 2): *Understanding the Learner and the School* (45 hours)

Courses: EDU 2800/4300, 3000, 3010, 3030, 3120

Description: Candidates engage in structured observations of teaching-learning interactions in a specific classroom or through other social interactions among children elsewhere within the school setting. Additionally, candidates observe the culture of the school; interview teachers and principals to determine how the school is structured and what educators do to meet the developmental needs of their student populations; and interview at least one child. Candidates interview and shadow a support teacher (e.g., exceptional children's teacher, Reading Recovery teacher, counselor, speech/hearing specialist) and assist a student with special needs. Candidates provide one-on-one tutoring and other direct services within the school setting, provided that ample time is also given for making and recording observations.

Junior Year (Gateways 2 or 3, depending on program): *Curriculum, Instruction, and Assessment*
(minimally 35 hours)

Courses: EDU 3150, 3170

Description: Candidates jointly plan (individual, small group, and whole group experiences) and implement with the clinical experience teacher. They observe the assessment process and (with the assigned teacher) construct, administer, and analyze criterion-referenced tests using the North Carolina Standard Course of Study as the table of specifications for each grade level.

Senior Year (Gateways 3 and 4): *Teaching and Learning, An Integrated Process*

(Elementary and Middle Grades -- approximately 60 hrs prior to student teaching; secondary and K-12 programs -- approximately 15 hrs. prior to student teaching. Note: student teaching is 5 days per week/40 hrs per week/15 weeks, totaling 600 hours)

Courses: Methods courses (vary by program area), then student teaching and methods seminar.

Description: Traditionally, in the fall semester, various content/pedagogy courses provide the basis for field experiences in the school site in which the teacher candidate will complete the full-time student teaching in the spring. The teacher candidate gets to know the school, the teacher, and the students. In the spring, teacher candidates complete full-time student teaching, described below. For some programs, this sequence could occur spring-fall, as well as the traditional fall-spring sequence.

General Guidelines:

- ❑ Report to the main office of the assigned school site each visit and sign in. Be sure to sign out as well.
- ❑ Maintain appropriate conduct, dress, and other professional standards.
- ❑ Follow the agreed upon schedule with the classroom teacher. Consistency is important to the students and the teacher because it maximizes the benefit of the field experience for the teacher candidate.

Note 1: **Contact the teacher at the school prior to the scheduled time for any unavoidable absences.**

Note 2: Teacher candidates are responsible for documenting field experiences through logs, reflections, and assignments. Copies should be provided to specific instructors as well as to the faculty advisor.

Student Teaching Internship: The Practicum

The student teaching internship is a NCDPI requirement. It is a full semester, unless someone has licensure in another area or extensive teaching experience as the “teacher of record.” In those situations, the candidate may submit a written request to the program coordinator for an abbreviated internship and provide clear evidence of his/her role and of effective teaching (e.g., formative and summative evaluations).

An application for student teaching is submitted early in the semester prior to the intended semester of student teaching (September 15th for spring student teaching; January 15th for fall student teaching). These applications are duplicated and sent to the school system in which the candidate is placed. Therefore, candidates should plan what they will write prior to completing the application. The

application should be completed very neatly with attention to details, because it is the first impression the cooperating teacher and principal will have of the candidate.

Candidates may submit a written placement request for a specific school system, school, or grade level, but **may not make their own placements**. While we make every attempt to accommodate special requests within reason, we do not guarantee that a candidate will get the specific requested placement.

The student teaching internship provides for an extended opportunity for the teacher candidate to practice applying the knowledge, skills, and dispositions learned throughout the program under the direct supervision of a master teacher (cooperating teacher) in the public schools. A university supervisor observes and provides feedback throughout the semester as well.

The student teaching internship includes

- ❑ full-time attendance in the school with gradually increasing responsibilities as the teacher;
- ❑ submission of student impact data (pre-test/post-test data);
- ❑ attendance at a weekly seminar for guided reflection and extending learning;
- ❑ Praxis II preparation (in applicable programs);
- ❑ completion of a portfolio (Note: electronic portfolios are required of students effective fall 2003);
- ❑ participation in Professional Development Day and workshops;
- ❑ participation in Mock Interviews;
- ❑ attendance at the Education Fair (required for spring semester student teachers)
- ❑ completion of all exit surveys, graduation application, licensure application.

Other Important Points Related to Student Teaching

- ❑ According to NCDPI guidelines, serving in the role of *Teaching Assistant* does not meet the requirements of the internship.
- ❑ The student teaching internship, as well as the roles of the student teacher, cooperating teacher and university supervisor, are described more fully in the *Manual for Student Teachers, Cooperating Teachers, and University Supervisors*.
- ❑ Teacher candidates register for *Directed Teaching* (EDU 4200 series) and the *Methods and Materials Seminar* (EDU 4100 series) according to their specific program area. For example, Middle Grades candidates register for EDU 4107 and 4207; Elementary candidates register for EDU 4108 and 4208.
- ❑ This is an unpaid internship. Student teachers should prepare financially to eliminate or minimize any work responsibilities that could deter their success in student teaching or any related requirements (e.g., the seminar, parent meetings scheduled in the evening, etc.)

Gateways in Detail: A Final Checklist

Whether you are an undergraduate or licensure-only teacher education candidate, you have a sequence of courses, experiences, and requirements as you work toward completing a degree or program leading to licensure. This following list, organized by Gateways (with some variation depending on the program area), should provide the big picture, in detail, of the stepping stones to earning your teaching licensure which we have covered throughout this handbook.

Gateway 1

- A. Courses: GEC, Professional Studies (EDU 2800, 3000, 3010, 3030, 3120 (and 2600, if undergraduate), and begin academic concentration courses

- B. Field experiences –while candidates are typically observing for key concepts and interviewing about practices, they also provide service to teachers and students through assisting individual students, working on projects, or assisting the teacher.
 - ❑ EDU 3000: Educational Psychology (10 hrs.) -- observing learning theories and research-based cognitive learning strategies in the classroom
 - ❑ EDU 3010: Human Growth and Development – observing different ages/grades of students and identifying successful strategies used with each developmental level (10 hrs.)
 - ❑ EDU 3030: Diversity, Pedagogy, and Social Change – observing diverse contexts and pedagogical practices, identifying needs of diverse groups within a school setting; creating an action project for meeting a need of a diverse group (15 hrs.)
 - ❑ EDU 3120: Inclusive Teaching of Students with Special Needs in the Regular Classroom – interviewing regular and special education teachers; observing instruction for students with special needs; informally assessing and tutoring students with special needs (15 hrs.)

- C. Portfolio requirements:
 - ❑ set up electronic portfolio in EDU 2800/4300;
 - ❑ technology related artifacts (database, spreadsheet, desktop publishing, PowerPoint);
 - ❑ field experience logs, reflections, and evaluations;
 - ❑ case studies pertaining to understanding the learner (developmental stages, exceptional children);
 - ❑ assessment and tutoring plans and reflections; and
 - ❑ action project (proposal and initial planning).

Requirements:

- ❑ Complete GEC (unless your program has those spread out in the 4- year program) if you are a traditional candidate or provide official degree-dated transcripts from each institution attended in completing a Bachelor's degree if you are a licensure-only candidate,
- ❑ Earn a 2.5 or greater GPA,
- ❑ Earn C's or better in ENG 1110, 1210, and 1250 (or the equivalent in a Bachelor's degree for licensure-only)
- ❑ Pass Praxis I – all three parts
- ❑ Submit the *Application for Admission to the Teacher Education Program*

Gateway 2

- A. Courses: EDU 3150, 3170, academic major or concentration courses

- B. Field experiences:

- ❑ EDU 3150: Instructional Planning and Classroom Management -- tutoring individuals, teaching small groups, or conducting whole class lessons; identifying classroom management plans (25 hrs.)
- ❑ EDU 3170: Assessment of Learning -- designing, administering, and analyzing the results of a test (15 hrs.)

C. Portfolio requirements

- ❑ lesson plans;
- ❑ accommodations for diverse learners;
- ❑ classroom management plans;
- ❑ test blueprint and analysis;
- ❑ other assessments;
- ❑ evidence of content knowledge;
- ❑ reflections; and
- ❑ field logs and evaluations.

D. Other Requirements:

- ❑ Maintain a 2.5 GPA
- ❑ Add electronic portfolio artifacts for this gateway.
- ❑ Prepare and submit *Application to Student Teach* no later than September 15th for spring student teaching and January 15th for fall student teaching.

Gateway 3

A. Courses: Methods, academic major, or concentration courses.

B. Field experiences (partial immersion in school site leading to student teaching)

- ❑ Field experiences relate specifically to the content area methods, providing candidates with more focused opportunities to observe and work closely with a classroom teacher to plan and implement lessons within specific subjects, for individual students, small groups, or the whole class. In many situations, this leads into the student teaching placement and enables the candidate to become familiar with the school, curriculum, classroom teacher, and students.

C. Portfolio requirements:

- ❑ lessons and units;
- ❑ accommodations for diverse learners;
- ❑ artifacts demonstrating use of technology; and
- ❑ field experience evaluations and logs.

D. Other Requirements:

- ❑ Maintain a 2.5 GPA
- ❑ Complete all coursework prior to student teaching
- ❑ Add electronic portfolio artifacts for this gateway
- ❑ Submit *Application to Student Teach* (if not already submitted)
- ❑ Schedule and present action research/service project begun in EDU 3030

Gateway 4

A. Courses: (Methods Seminar and Student Teaching -- EDU 4100 and 4200 series)

- B. Field experiences: 15-weeks at one school site (total immersion), with a cooperating teacher; 1-2 weeks may include observation of other teachers at the same school (or at different schools, at the discretion of the cooperating teacher and university supervisor)
- C. Portfolio requirements (outlined in a separate document):
- ❑ lessons and units demonstrating best practices;
 - ❑ ongoing assessment of learners;
 - ❑ evidence of impact on student learning;
 - ❑ evidence of knowledge of student development in planning and assessing;
 - ❑ accommodations for diverse learners;
 - ❑ integration of technology;
 - ❑ classroom management plans and evidence of use;
 - ❑ collaboration with parents, teachers, support personnel, and community;
 - ❑ professional development
- D. Other Requirements: Specific requirements for student teaching are outlined in the Student Teaching manual.
- ❑ Maintain a 2.5 GPA
 - ❑ Complete the electronic portfolio, which may include work samples from previous gateways.
 - ❑ Submit Intent to Graduate *degree checkout form*. For licensure-only candidates, inform program coordinator of intent to complete program and apply for licensure.
 - ❑ Complete and submit *Licensure Application, Completer Surveys*, etc.

Frequently Asked Questions

1. Q: What is an academic concentration and what does that have to do with being an elementary major, middle grades major, secondary education major, or K-12 program education major?
- A:
- For elementary education, an academic concentration is required by the NCDPI for public institutions to ensure that elementary majors have strong content knowledge in one area. A list of the concentrations from which you can choose are available in the School of Education.
 - For middle grades education, the academic concentrations are the areas that the teacher candidate will be teaching and comprise at least 24 hrs per concentration area. The courses for the four core concentration areas (language arts, social studies, mathematics, and science) are available in the School of Education. Undergraduates must select two of these four concentrations. Licensure-only candidates are only required to have one concentration; some of the concentration requirements may have been met in the first degree.
 - For other program areas (e.g., Physical Education), concentrations may also be required. Please see the university catalog and your advisor for information about whether or not your licensure area requires a concentration and what options you have.
2. Q: Why can't I take restricted classes without passing all parts of the Praxis I exam? I don't have anything else to take!

A: The Praxis I exam is an NCDPI requirement. All teacher education programs across the state must abide by these regulations or run the risk of being "shut down" for not following NCDPI guidelines and policies. If a teacher education candidate takes **EDU 2600: Orientation to**

Teaching and completes all the practice exercises, the candidate has a greater likelihood of passing the three subtests (Reading, Writing, Mathematics) in a timely manner. Additionally, there is plenty of time to take the test before "hitting the wall" of courses restricted to those who have been formally admitted to the TEP. One of the keys to success is planning ahead. Yes, these tests cost money, but it costs more to stay in college an extra semester taking "other" courses. It also costs a lot of money to keep taking a test; therefore, serious preparation early on can help a candidate avoid spending money on tests he/she has not prepared to take.

3. Q: Why can't I do all my field experiences in the same school? It is a great school and I have been working with a wonderful teacher.

A: In order to best prepare you for teaching, you will need a diverse set of field experiences, some of which can be done in the same school setting, but not all. It is important for you to experience different schools, teachers, students, and communities to be fully prepared. Each school has its own mission and culture. Different teachers have different teaching styles and strengths. Students and the community, together with the teacher and school, create a unique culture that varies from school to school. It is important to be able to experience and compare the strengths of each and see which ones fit with your personal teaching style and goals. Because it is so important in your preparation as a teacher, NCDPI had made this a requirement for all Teacher Education Programs statewide.

4. Q: Why can't I get credit for student teaching if I am a teaching assistant?

A: NC Dept of Public Instruction (NCDPI) has policies that prohibit colleges and universities from waiving student teaching based on one's role as a teacher assistant. This is due, at least in part, to the varying responsibilities that teacher assistants may have in the classroom. Teacher assistants are not supposed to have the same role or responsibilities as a teacher does. Although not guaranteed, in some instances school systems will work with a teacher assistant to keep the assistant "working" while completing student teaching. Individuals may discuss this with the principal, or school system representatives, if desired. However, it is not the university's responsibility to advocate for a candidate to student teach while working as a teacher assistant. If the candidate has support from the school principal and approval of the school system, the candidate must request, *in writing*, to use the placement for student teaching. If the principal is willing, then a discussion *must* take place between the program coordinator (or Director of Teacher Education) and the principal to ensure that the necessary student teaching requirements can and will be fulfilled in the requested placement.

5. Q: What if I am already licensed in one area and am adding on another area of licensure?

A: Your transcripts are reviewed and your previous education courses and experiences are taken into consideration. However, you must complete an internship in the area of licensure you are "adding-on." This internship is generally abbreviated in duration, depending on how much teaching experience you have.

Appendix A
Gateways and Performance Profiles

Teacher Candidate _____

Date _____

Gateway 1: Admission to TEP

Rating	Evidence
_____	Knowledge <ul style="list-style-type: none"> ○ GEC completed ○ GPA \geq 2.5 ○ Praxis 1 ○ “C” or better in English I, II & Speech ○ Other content area knowledge
_____	Skills <ul style="list-style-type: none"> ○ Field logs ○ Field experience ○ Reflections ○ Technology competencies
_____	Disposition <ul style="list-style-type: none"> ○ Interview ○ Reflection/essay
_____	Overall

Comments/Recommendations:

Reviewers	Affiliation	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____

1 = Below Standard
[limited evidence]

2 = At Standard
[clear evidence]

3 = Above Standard
[clear, convincing, &
concise evidence]

4 = Well Above Standard
[clear, convincing, concise &
demonstrated creativity]

Teacher Candidate Assessment: Initial Licensure

[Early Childhood, Elementary, Middle Grades, Secondary Education, and Special Subject Areas]

Gateway 1: Teacher Education Program (TEP) Admission

The scores 1, 2, 3, and 4 are used to measure candidate performance relative to indicators listed in the rubrics at gateways for admission, mid-program, pre-teaching internship and seminar, and post-clinical/completion.

1 = Below Standard	2 = At Standard	3 = Above Standard	4 = Well Above Standard
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Below Standard

Traditional students: The “below” standard performance provides *limited evidence* of the teacher candidate's knowledge, skill, or disposition from courses and field-clinical experiences achieved during the freshman and sophomore years.

Second degree/Lateral entry/Licensure only: The “below” standard performance provides *limited evidence* of the teacher candidate's knowledge; skill; or disposition from the evaluation of transcripts, and performance assessments of instruction in a teaching position.

The “below” standard performance provides limited evidence of the teacher candidate's knowledge of the critical foundations in writing, critical thinking, global focus and integrative learning. Candidate meets some of the requirements of the GEC program by completing the expected course of study outlined in the elementary program. The candidate achieved at least a "C" in English I, II, and Speech. Candidate's GPA is less than 2.5 and/or candidate met the GPA requirement but did not pass all sections of the Praxis I.

The “below” standard performance provides limited evidence of the teacher candidate's skill. The candidate demonstrates limited evidence of self-progress from the field-clinical experiences within a teaching environment. The candidate provides limited evidence of self-progress from the field-clinical experiences in the computer tech portfolio and/or course portfolio (e.g.: underdeveloped written reflections, some use of standard teaching strategies and artifacts, average presentation of ideas, adequate writing ability in standard English).

The “below” standard performance provides limited evidence of the candidate's disposition toward teaching based on the SOE theme, “preparing educators for diverse cultural contexts”. The candidate provides limited evidence of commitment to teaching diverse students, and willingness to accept input/feedback to inform his/her teaching practice. Sources for the candidate's disposition include an interview and essay citing examples of relevant field experiences.

At Standard

Traditional students: The “at” standard performance provides *clear evidence* of the teacher candidate's knowledge; skill; or disposition from courses and field/clinical experiences achieved during the freshman and sophomore years.

Second degree/Lateral entry/Licensure only: The “at” standard performance provides clear evidence of the teacher candidate's knowledge; skill; or disposition from the evaluation of transcripts, and performance assessments of instruction in a teaching position.

The “at” standard performance provides clear evidence of the teacher candidate's knowledge of the critical foundations in writing, critical thinking, global focus and integrative learning. Candidate meets all requirements of the GEC program by completing the expected course of study outlined in the

elementary program with a "B" or better. The candidate achieved at least a "C" in English I, n and Speech. Candidate met the $GPA \geq 2.5$ and passed all sections of the Praxis I.

The “at” standard performance provides clear evidence of the teacher candidate's skill. The candidate demonstrates clear evidence of self-progress from the field/clinical experiences within a teaching environment. The candidate provides clear evidence of self-progress from the field/clinical experiences in the computer tech portfolio and/or course portfolio (e.g.: substantive written reflections, adequate use of standard teaching strategies and/or artifacts, above average presentation of ideas, adequate and clear writing ability in standard English).

The “at” standard performance provides clear evidence of the candidate's expected disposition toward teaching based on the SOE theme, “preparing educators for diverse cultural contexts”. The candidate provides clear evidence of commitment to teaching diverse students, and willingness to accept input/feedback to inform his/her teaching practice. Sources for the candidate's disposition include an interview and essay citing examples of relevant field experiences.

Above Standard

Traditional students: The “above” standard performance provides *clear, convincing, and consistent evidence* of the teacher candidate's knowledge; skill; or disposition from courses and field/clinical experiences achieved during the freshman and sophomore years.

Second degree/Lateral entry/Licensure only: The “above” standard performance provides clear, convincing, and consistent evidence of the teacher candidate's knowledge; skill; or disposition from the evaluation of transcripts, and performance assessments of instruction in a teaching position. Candidate provides evidence of credit for comparable junior level courses taken outside the School of Education.

The “above” standard performance provides clear, convincing, and consistent evidence of the teacher candidate's knowledge of the critical foundations in writing, critical thinking, global focus and integrative learning. Candidate exceeds all requirements of the GEC program by completing the expected course of study outlined in the elementary program with a "B" or better in all courses. The candidate achieved at least a "B" in English I, II, and Speech and cumulative $GPA \geq 2.5 \leq 3.0$. Also, candidate achieved above the cut scores on combined sections of the Praxis I by 75 points.

The “above” standard performance provides clear, convincing, and consistent evidence of the teacher candidate's skill. The candidate demonstrates clear, convincing, and consistent evidence of self-progress from the tutoring experiences within a teaching environment. The candidate provides clear, convincing, and consistent evidence of self-progress from the field/clinical experiences in the computer tech portfolio and/or course portfolio (e.g.: substantive and convincing written reflections, substantive coverage of standard teaching strategies and/or artifacts, excellent presentation of ideas, clear and consistent writing ability in standard English).

The “above” standard performance provides clear, convincing, and consistent evidence of the candidate's disposition toward teaching based on the SOE theme, “preparing educators for diverse cultural contexts”. The candidate provides clear, convincing, and consistent evidence of commitment to teaching diverse students, and willingness to accept input/feedback to inform his/her teaching practice. Sources for the candidate's disposition include an interview and essay citing examples of relevant field experiences.

Well Above Standard

The “well above” standard performance provides *clear, convincing, consistent evidence, and*

demonstrated creativity of the teacher candidate's knowledge of the critical foundations in writing, critical thinking, global focus and integrative learning. Candidate exceeds all requirements of the GEC program by completing the expected course of study outlined in the elementary program with a "B" or better in all courses. The candidate achieved at least a "B" in English I, II, and Speech. Candidate has a cumulative GPA ≥ 3.0 . In addition, candidate achieved above the cut scores on combined sections of the Praxis I by 85 points.

The “well above” standard performance provides clear, convincing, consistent evidence, and demonstrated creativity of the teacher candidate's skill. The candidate demonstrates clear, convincing, and consistent evidence of self-progress from the tutoring experiences within a teaching environment. The candidate provides clear, convincing, consistent evidence and creativity of self-progress from the field/clinical experiences in the computer tech portfolio and/or course portfolio (e.g., substantive and convincing written reflections, creativity, and substantive coverage of standard teaching strategies and/or artifacts, excellent presentation of ideas, clear and consistent writing ability in standard English).

The “well above” standard performance provides clear, convincing, consistent evidence, and demonstrated creativity of the candidate's expected disposition toward teaching. The candidate provides clear, convincing, consistent evidence and creativity in his/her commitment to teaching diverse students, and willingness to accept input/feedback to inform his/her teaching practice. Sources for the candidate's disposition include an interview and essay citing examples of relevant field experiences.

Teacher Candidate _____

Date _____

Gateway 2: Mid-Program

Rating	Evidence
_____	Professional Knowledge <ul style="list-style-type: none"> ○ Written ○ Reflections on plans [field/clinical portfolio] ○ Modifications of plans for meeting the needs of diverse learners ○ Quizzes/tests ○ Instructional planning ○ Assessments
_____	Content Knowledge <ul style="list-style-type: none"> ○ Complete required course work for concentration with “C” or better
_____	Skills <ul style="list-style-type: none"> ○ Lesson Design and Implementation <ul style="list-style-type: none"> ◦ Micro-teaching/videotaped ◦ Lesson evaluations ◦ Use of a variety of teaching strategies ○ Assessment <ul style="list-style-type: none"> ◦ Create a test blueprint ◦ Construct and administer a test ◦ Analyze the test results ◦ Use alternative assessments for students with diverse abilities
_____	Disposition <ul style="list-style-type: none"> ○ Self-evaluation of lessons ○ Use of feedback to improve instruction ○ Willingness to meet the needs of all learners through varied instructional plans and strategies ○ Complete required field experiences ○ Demonstrate tracking of own professional growth
_____	Overall

Comments/Recommendations [write on back of this form]

Reviewers	Affiliation	Date
_____	_____	_____
_____	_____	_____

1 = Below Standard
[limited evidence]

2 = At Standard
[clear evidence]

3 = Above Standard
[clear, convincing, &
concise evidence]

4 = Well Above Standard
[clear, convincing, concise &
demonstrated creativity]

Teacher Candidate Assessment: Initial Licensure

[Early Childhood, Elementary, Middle Grades, Secondary Education, and Special Subject Areas]

Gateway 2: Mid-Program [end of junior year]

The scores 1, 2, 3, and 4 are used to measure candidate performance relative to indicators listed in the rubrics at gateways for admission, mid-program, pre-teaching internship and seminar, and post-clinical/completion.

1 = Below Standard	2 = At Standard	3 = Above Standard	4 = Well Above Standard
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Below Standard

The “below” standard performance provides *limited evidence* of the teacher candidate's knowledge, skill, or disposition from courses and field/clinical experiences achieved during the junior year.

The “below” standard performance provides limited evidence of the teacher candidate's knowledge of educational foundations, exceptionalities, cultural diversity, children's literature, planning, assessment, methods of teaching art/music/PE, the language of science, and content specific to the candidate's second major. The candidate may not have earned a "C" or better in each public school and second major course. Limited knowledge of the requisite knowledge can be gleaned from the field-clinical experience portfolio, videotape, or the teacher candidate's oral and written narratives.

The “below” standard performance provides limited evidence of the teacher candidate's skill in instructional planning, teaching, and assessment of learning. The major sources of evidence such as live portfolio, written reflections, and clinical instructor comments show limited skill in the requisite areas.

The “below” standard performance provides limited evidence of the teacher candidate's expected disposition toward teaching and learning based on the SOE theme, “preparing educators for diverse cultural contexts”. The candidate provides limited evidence of tracking personal and professional growth in the areas of teaching and learning. There is limited evidence from sources such as oral and written reflections and the Jive portfolio. Also, there may be evidence that the candidate has engaged in professional discourse regarding teaching and learning to a modest degree.

At Standard

The “at” standard performance provides *clear evidence* of the teacher candidate's knowledge, skill, or disposition from courses and field/clinical experiences achieved during the junior year.

The “at” standard performance provides clear evidence of the teacher candidate's knowledge of educational foundations, exceptionalities, cultural diversity, children's literature, planning, assessment, methods of teaching art/music/PE, the language of science, and content specific to the candidate's second major. The candidate earned a "C" or better in each public school and second content area course. Clear evidence of the requisite knowledge can be gleaned from the field/clinical experience portfolio, videotape, and the teacher candidate's oral and written narratives.

The “at” standard performance provides clear evidence of the teacher candidate's skill in instructional planning, teaching, and assessment of learning. The major sources of evidence such as live portfolio,

written reflections, and clinical instructor comments show skill in the requisite areas.

The “at” standard performance provides clear evidence of the teacher candidate's expected disposition toward teaching and learning based on the SOE theme, “preparing educators for diverse cultural contexts”. The candidate provides clear evidence of tracking personal and professional growth in the areas of teaching and learning. There is clear evidence from sources such as oral and written reflections, and the live portfolio. There is clear evidence that the candidate has engaged in professional discourse regarding teaching and learning.

Above Standard

The “above” standard performance provides *clear, convincing, and consistent evidence* of the teacher candidate's knowledge, skill, or disposition from courses and clinical experiences during the junior year.

The “above” standard performance provides clear, convincing, and consistent evidence of the teacher candidate's knowledge of educational foundations, exceptionalities, cultural diversity, children's literature, planning, assessment, methods of teaching art/music/PE, the language of science, and content specific to the candidate's second major. The candidate earned a “B” or better in each public school course and second content area course. Evidence can be gleaned from the field experience portfolio, videotape, and the teacher candidate's oral and written narratives.

The “above” standard performance provides clear, convincing, and consistent evidence of the teacher candidate's skill in instructional planning, teaching, and assessment of learning. The major sources of evidence such as live portfolio, written reflections, and clinical instructor comments show above standard level of skill in the requisite areas.

The above standard performance provides clear, convincing, and consistent evidence of the teacher candidate's expected disposition toward teaching and learning based on the SOE theme, “preparing educators for diverse cultural contexts”. The candidate provides clear, convincing, and consistent evidence of tracking personal and professional growth in the areas of teaching and learning, oral, and written reflections, and the live portfolio. The candidate has also engaged in professional discourse regarding teaching and learning at above standard level

Well Above Standard

The “well above” standard performance provides *clear, convincing, consistent evidence and demonstrated creativity* of the teacher candidate's knowledge, skill, or disposition from courses and clinical experiences during the junior year.

The “well above” standard performance provides clear, convincing, consistent evidence, and demonstrated creativity of the teacher candidate's knowledge of educational foundations, exceptionalities, cultural diversity, children's literature, planning, assessment, methods of teaching art/music/PE, the language of science, and content specific to the candidate's second major. The candidate earned a “B” or better in each public school course and second content area course. Evidence can be gleaned from the field experience portfolio, videotape, and the teacher candidate's oral and written narratives.

The “well above” standard performance provides clear, convincing, consistent evidence and demonstrated creativity of the teacher candidate's skill in instructional planning, teaching, and assessment of learning. The major sources of evidence such as live portfolio, written reflections, and clinical instructor comments show well above standard level of skill in the requisite areas.

The “well above” standard performance provides clear, convincing, consistent evidence, and

demonstrated creativity of the teacher candidate's disposition toward teaching and learning based on the SOE theme, “preparing educators for diverse cultural contexts”. The candidate provides clear, convincing, and consistent evidence of tracking personal and professional growth in the areas of teaching and learning; oral and written reflections, and demonstrates creativity in the live portfolio. The candidate has also engaged in professional discourse regarding teaching and learning at well above standard level.

Teacher Candidate _____

Date _____

Gateway 3: Pre-Internship

Rating	Evidence
_____	<p>Knowledge</p> <ul style="list-style-type: none"> ○ “B” or better in content area and pedagogy ○ Know developmentally appropriate instructional practices ○ Understanding of national and state standards for specific content areas ○ GPA \geq 3.0
_____	<p>Skills</p> <ul style="list-style-type: none"> ○ Design instructional units; lessons ○ Design instructionally appropriate instructional practices ○ Ability to integrate technology
_____	<p>Disposition</p> <ul style="list-style-type: none"> ○ Willingness and ability to teach diverse learners and in diverse cultural contexts ○ Willingness to accept input/feedback to inform teaching practices ○ Demonstrate ability to self-evaluate
_____	<p>Overall</p>

Comments/Recommendations:

Reviewers	Affiliation	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____

1 = Below Standard
[limited evidence]

2 = At Standard
[clear evidence]

3 = Above Standard
[clear, convincing, &
concise evidence]

4 = Well Above Standard
[clear, convincing, concise &
demonstrated creativity]

Teacher Candidate Assessment: Initial Licensure

[Early Childhood, Elementary, Middle Grades, Secondary Education, and Special Subject Areas]

Gateway 3: Pre-Internship

The scores 1, 2, 3, and 4 are used to measure candidate performance relative to indicators listed in the rubrics at gateways for admission, mid-program, pre-teaching internship and seminar, and post-clinical/completion.

1 = Below Standard	2 = At Standard	3 = Above Standard	4 = Well Above Standard
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Below Standard

The “below” standard performance provides *limited evidence* of the teacher candidate's knowledge, skill, or disposition from courses and field/clinical experiences prior to the student teaching internship and seminar.

The “below” standard performance provides limited evidence of the teacher candidate's knowledge of the content area (e.g., English education, elementary education, middle grades education, mathematics, science, etc.), curricula, or pedagogy appropriate for the developmental levels of the students with whom the teacher candidate worked. Candidate minimally maintains all requirements of the teacher education program by completing the expected course of study outlined in the program with a "C" or better in all courses and has a cumulative GPA at least 2.5. The course portfolios and work samples provide limited evidence that the teacher candidate is knowledgeable about the content area, curricula, or pedagogy.

The “below” standard performance provides limited evidence of the teacher candidate's skill. The candidate demonstrates limited evidence of the ability to design, implement, assess, and modify instruction and to meet diverse student needs within the teaching/learning environment of the pre-internship course work and field experiences. The candidate provides limited evidence of the ability to facilitate student learning at high levels; to collaborate with other professionals; and use higher levels of technology to support teaching within a constructivist framework. Examples: inadequate and uninformative written reflections; minimal coverage of teaching strategies, which may or may not be appropriate for the content and the learners and/or artifacts; inconsistent performance on presentation of ideas to students, peers, and professionals. Evidence of a below standard course work and pre-internship include limited, inaccurate, or inadequate teacher work samples (e.g., lesson plans, units, assessment instruments) to demonstrate any significant or consistent impact on student achievement or teacher candidate professional growth during the pre-internship; minimal reflections; minimal attendance or participation in pre-internship experiences; minimal participation in class.

The “below” standard performance provides limited evidence of the teacher disposition toward teaching based on the SOE theme, “preparing educators for diverse cultural contexts”. The candidate provides limited evidence of commitment to the profession, personal growth, teaching diverse students, or willingness to accept input/feedback to inform his/her preparation for teaching practice. Sources for the candidate's disposition include the course portfolios, work samples, field experience logs, reflections, and performance during the pre-internship.

At Standard

The “at” standard performance provides *clear evidence* of the teacher candidate's knowledge, skill, or disposition from courses and field/clinical experiences achieved during the senior year.

The “at” standard performance provides clear evidence of the teacher candidate's knowledge of the

content area (e.g., English education, elementary education, middle grades education, mathematics, and science), curricula, and pedagogy appropriate for the developmental levels of the students with whom the teacher candidate will be working. Candidate maintains all requirements of the teacher education program by completing the expected course of study outlined in the program with an average of “B” or better in course work and GPA of at least 3.0. The course portfolios and work samples provide clear evidence that the teacher candidate is knowledgeable about the curriculum and pedagogy.

The “at” standard performance provides clear evidence of the teacher candidate's skill. The candidate demonstrates clear evidence of the ability to design, implement, assess, and modify class instruction and to meet diverse student needs within the teaching/learning environment in the pre-internship. The candidate provides clear evidence of the ability to facilitate student learning at high levels; to collaborate with other professionals; and use higher levels of technology to support teaching within a constructivist framework. Examples: adequate and informative written reflections; coverage of a variety of teaching strategies appropriate for the content and the learners and/or artifacts; average to well-above average presentation of ideas to students, peers, parents, and professionals. Evidence of a successful pre-internship include teacher work samples (e.g., lesson plans, units, assessment instruments) which demonstrate the teacher candidate's impact on student achievement or the candidate's professional development during the courses and pre-internship; reflections; attendance or participation in parent conferences; participation in professional development activities.

The “at” standard performance provides clear evidence of the candidate's disposition toward teaching based on the SOE theme, “preparing educators for diverse cultural contexts”. The candidate provides clear evidence of commitment to the profession, personal growth, abilities to teach diverse students and willingness to accept input/feedback to inform his/her teaching practice. Sources for the candidate's disposition include the course portfolios, work samples, field experiences, logs reflections, and the performance during the pre-internship.

Above Standard

The “above” standard performance provides *clear, convincing, and consistent evidence* of the teacher candidate's knowledge; skill; or disposition from courses and clinical experiences achieved during the senior year.

The “above” standard performance provides clear, convincing, and consistent evidence of the teacher candidate's knowledge of the content area (e.g., English education, elementary education, middle grades education, mathematics, science, etc.), curricula, and pedagogy appropriate for the developmental levels of the students with whom the teacher candidate will be working. Candidate exceeds all requirements of the teacher education program by completing the expected course of study outlined in the program with an average of “B” or better in course work and GPA at least 3.5. The cumulative portfolio and mock interview provide clear, consistent evidence that the teacher candidate is knowledgeable about the content area.

The “above” standard performance provides clear, convincing, and consistent evidence of the teacher candidate's skill. The candidate demonstrates clear, convincing, and consistent evidence of the ability to design, implement, assess, and modify instruction to meet diverse student needs within the teaching/learning environment of the internship. The candidate provides clear, convincing, and consistent evidence of the ability to facilitate student learning at high levels; to collaborate with other professionals; to work with parents and the community; and use higher levels of technology to support teaching within a constructivist framework. Examples: substantive and convincing written reflections; substantive coverage of a variety of teaching strategies appropriate for the content and the learners and/or artifacts; excellent presentation of ideas to students, peers, parents, and professionals. Evidence of a successful internship include teacher work samples (e.g., lesson plans,

units, assessment instruments) which demonstrate the teacher candidate's impact on student achievement during the internship; reflections; attendance or participation in parent conferences; and participation in professional development activities.

The “above” standard performance provides clear, convincing, and consistent evidence of the candidate's expected disposition toward teaching based on the SOE theme, “preparing educators for diverse cultural contexts”. The candidate provides clear, convincing, and consistent evidence of commitment to the profession, personal growth, teaching diverse students and willingness to accept input/feedback to inform his/her teaching practice. Sources for the candidate's disposition include the performance during the internship (e.g., attendance and timeliness, initiative, enthusiasm), mock interview, and professional development plan (s).

Well Above Standard

The “well above” standard performance provides *clear, convincing, consistent evidence, and demonstrated creativity* of the teacher candidate's knowledge, skill, or disposition from courses and clinical experiences achieved during the senior year.

The “well above” standard performance provides clear, convincing, consistent evidence, and demonstrated creativity of the teacher candidate's knowledge of the content area (e.g., English education, elementary education, middle grades education, mathematics, and science), curricula, and pedagogy appropriate for the developmental levels of the students with whom the teacher candidate will be working.. Candidate exceeds all requirements of the teacher education program by completing the expected course of study outlined in the program with > "B" average on course work and GPA ≥ 3.5 . The cumulative portfolio and mock interview provide clear, consistent evidence that the teacher candidate is knowledgeable about the content area.

The “well above” standard performance provides clear, convincing, consistent evidence, and demonstrated creativity of the teacher candidate's skill. The candidate demonstrates clear, convincing, and consistent evidence along with demonstrated creativity of ability to design, implement, assess, and modify instruction to meet diverse student needs within the teaching/learning environment of the internship. The candidate provides clear, convincing, and consistent evidence of the ability to facilitate student learning at high levels; to collaborate with other professionals; to work with parents and the community; and creativity in the use of higher levels of technology to support teaching within a constructivist framework (e.g.: substantive and convincing written reflections; substantive coverage of a variety of teaching strategies appropriate for the content and the learners and/or artifacts; excellent presentation of ideas to students, peers, parents, and professionals.) Evidence of a successful internship include teacher work samples (e.g., lesson plans, units, assessment instruments) which demonstrate the teacher candidate's impact on student achievement during the internship; reflections; attendance or participation in parent conferences; and participation in professional development activities.

The “well above” standard performance provides clear, convincing, consistent evidence, and demonstrated creativity of the candidate's disposition toward teaching based on the SOE theme, “preparing educators for diverse cultural contexts”. The candidate provides clear, convincing, and consistent evidence of commitment to the profession, personal growth, creativity in teaching diverse students and willingness to accept input/feedback to inform his/her teaching practice. Sources for the candidate's disposition include the performance during the internship (e.g., attendance and timeliness, initiative, enthusiasm), mock interview, and professional development plan(s).

Teacher Candidate _____

Date _____

Gateway 4: Program Completion

Rating	Evidence				
_____	Formative Observations				
	<table border="0" style="width: 100%;"> <tr> <td style="width: 25%; border-top: 1px solid black;">1</td> <td style="width: 25%; border-top: 1px solid black;">2</td> <td style="width: 25%; border-top: 1px solid black;">3</td> <td style="width: 25%; border-top: 1px solid black;">4</td> </tr> </table>	1	2	3	4
1	2	3	4		
_____	Midterm Evaluation				
_____	Summative Evaluation				
_____	Portfolio				
_____	Mock Interview				
_____	Overall				

Comments/Recommendations:

Reviewers	Affiliation	Date

1 = Below Standard
[limited evidence]

2 = At Standard
[clear evidence]

3 = Above Standard
[clear, convincing, &
concise evidence]

4 = Well Above Standard
[clear, convincing, concise &
demonstrated creativity]

Teacher Candidate Assessment: Initial Licensure

[Early Childhood, Elementary, Middle Grades, Secondary Education, and Special Subject Areas]

Gateway 4: Post-Clinical/Program Completion

The scores 1, 2, 3, and 4 are used to measure candidate performance relative to indicators listed in the rubrics at gateways for admission, mid-program, pre-teaching internship and seminar, and post-clinical/completion.

1 = Below Standard	2 = At Standard	3 = Above Standard	4 = Well Above Standard
--------------------	-----------------	--------------------	-------------------------

Below Standard

The “below” standard performance provides *limited evidence* of the teacher candidate's knowledge, skill, or disposition from the student teaching internship and seminar.

The “below” standard performance provides limited evidence of the teacher candidate's knowledge of the content area (e.g., English education, elementary education, middle grades education, mathematics, science, etc.), curricula, or pedagogy appropriate for the developmental levels of the students with whom the teacher candidate is working during the internship. Candidate minimally maintains all requirements of the teacher education program by completing the expected course of study outlined in the internship manual and syllabus for the internship and seminar. The cumulative portfolio and mock interview provide limited evidence that the teacher candidate is knowledgeable about the content area, curricula, or pedagogy.

The “below” standard performance provides limited evidence of the teacher candidate's skill. The candidate demonstrates limited evidence of the ability to design, implement, assess, and modify instruction and to meet diverse student needs within the teaching/learning environment of the internship. The candidate provides limited evidence of the ability to facilitate student learning at high levels; to collaborate with other professionals; to work with parents and the community; and use higher levels of technology to support teaching within a constructivist framework. Examples: sometimes inadequate and uninformative written reflections; minimal coverage of teaching strategies, which may or may not be appropriate for the content and the learners, and/or artifacts; inconsistent performance on presentation of ideas to students, peers, parents, and professionals. Evidence of a “below” standard internship include limited, inaccurate, or inadequate teacher work samples (e.g., lesson plans, units, assessment instruments) to demonstrate any significant or consistent impact on student achievement by the teacher candidate during the internship; minimal reflections; minimal attendance or participation in parent conferences; and minimal participation in professional development activities.

The “below” standard performance provides limited evidence of the candidate's disposition toward teaching based on the SOE theme, “preparing educators for diverse cultural contexts”. The candidate provides limited evidence of commitment to the profession, personal growth, teaching diverse students or willingness to accept input/feedback to inform his/her teaching practice. Sources for the candidate's disposition include the performance during the internship (e.g., attendance and timelines, initiative, enthusiasm), mock interview, cumulative portfolio, performance during the internship, and professional development plan(s).

At Standard

The “at” standard performance provides *clear evidence* of the teacher candidate's knowledge; skill; or disposition from the student teaching internship and seminar.

The “at” standard performance provides clear evidence of the teacher candidate's knowledge of the content area (e.g., English education, elementary education, middle grades education, mathematics, science, etc.), curricula, and pedagogy appropriate for the developmental levels of the students with whom the teacher candidate is working. Candidate maintains all requirements of the teacher education program by completing the expected course of study outlined in the internship manual and syllabus for the internship and seminar. Candidate exceeds all requirements of the teacher education program by completing the expected course of study outlined in the program with a “B” average on course work and GPA at least 3.0. The cumulative portfolio and mock interview provide clear evidence that the teacher candidate is knowledgeable about the content area and applies that knowledge in the classroom.

The “at” standard performance provides clear evidence of the teacher candidate’s skill. The candidate demonstrates clear evidence of the ability to design, implement, assess, and modify instruction and to meet diverse student needs within the teaching/learning environment of the internship. The candidate provides clear evidence of the ability to facilitate student learning at high levels; to collaborate with other professionals; to work with parents and the community; and use higher levels of technology to support teaching within a constructivist framework. Examples: adequate and informative written reflections; coverage of a variety of teaching strategies appropriate for the content and the learners and/or artifacts; average to well-above average presentation of ideas to students, peers, parents, and professionals. Evidence of a successful internship include teacher work samples (e.g., lesson plans, units, assessment instruments) which demonstrate the teacher candidate's impact on student achievement during the internship; reflections; attendance or participation in parent conferences; participation in professional development activities.

The “at” standard performance provides clear evidence of the candidate’s disposition toward teaching based on the SOE theme, “preparing educators for diverse cultural contexts”. The candidate provides clear evidence of commitment to the profession, personal growth, teaching diverse students and willingness to accept input/feedback to inform his/her teaching practice. Sources for the candidate’s disposition include the mock interview, cumulative portfolio, and the performance during the internship.

Above Standard

The “above” standard performance provides clear, convincing, and consistent evidence of the teacher candidate’s knowledge; skill; or disposition from courses and clinical experiences achieved during the senior year.

The “above” standard performance provides clear, convincing, and consistent evidence of the teacher candidate’s knowledge of the content area (e.g., English education, elementary education" middle grades education, mathematics, science, etc.), curricula, and pedagogy appropriate for the developmental levels of the students with whom the teacher candidate is working. Candidate exceeds all requirements of the teacher education program by completing the expected course of study outlined in the program. with a "B" average in course work and GPA of ≥ 3.0 . The cumulative portfolio and mock interview provide clear, consistent evidence that the teacher candidate is knowledgeable about the content area and applies that knowledge in the classroom.

The “above” standard performance provides clear, convincing, and consistent evidence of the teacher candidate’s skill. The candidate demonstrates clear, convincing, and consistent evidence of the ability to design, implement, assess, and modify instruction and to meet diverse student needs within the teaching/learning environment of the internship. The candidate provides clear, convincing, and consistent evidence of the ability to facilitate student learning at high levels; to collaborate with other professionals; to work with parents and the community; and use higher levels of technology to support teaching within a constructivist framework. Examples: substantive and convincing written reflections; substantive coverage of a variety of teaching strategies appropriate for the content, and the learners

and/or artifacts; excellent presentation of ideas to students, peers, parents and professionals. Evidence of a successful internship includes teacher work samples (e.g., lesson plans, units, assessment instruments) which demonstrate the teacher candidate's impact on student achievement during the internship; reflections; attendance or participation in parent conferences; participation in professional development activities.

The "above" standard performance provides clear, convincing, and consistent evidence of the teacher candidate's disposition towards teaching based on the SOE theme, "preparing educators for diverse cultural contexts". The candidate provides clear, convincing, and consistent evidence of commitment to the profession, personal growth, teaching diverse students, and willingness to accept input/feedback to inform his/her teaching practice. Sources for the candidate's disposition include the performance during the internship (e.g., attendance and timeliness, initiative, enthusiasm), mock interview, cumulative portfolio, and professional development plan(s).

Well Above Standard

The "well above" standard performance provides *clear, convincing, consistent evidence, and demonstrated creativity* of the teacher candidate's knowledge, skill, or disposition from courses and clinical experiences achieved during the senior year.

The "well above" standard performance provides clear, convincing, consistent evidence and demonstrated creativity of the teacher candidate's knowledge of the content area (e.g., English education, elementary education, middle grades education, mathematics, science, etc.), curricula, and pedagogy appropriate for the developmental levels of the students with whom the teacher candidate is working. Candidate exceeds all requirements of the teacher education program by completing the expected course of study outlined in the program with a "B" average in course work and $GPA \geq 3.5$. The cumulative portfolio and mock interview provide clear, consistent evidence and demonstrated creativity ---that the teacher candidate is knowledgeable about the content area and applies that knowledge in the classroom.

The "well above" standard performance provides clear, convincing, consistent evidence and demonstrated creativity of the teacher candidate's skill. The candidate demonstrates clear, convincing, and consistent evidence of the ability to design, implement, assess, modify, and demonstrate creative instruction and meet diverse student needs within the teaching/learning environment of the internship. The candidate provides clear, convincing, and consistent evidence of the ability to facilitate student learning at high levels; to collaborate with other professionals; to work with parents and the community; and use higher levels of technology to support teaching within a constructivist framework. Examples: substantive and convincing written reflections; substantive coverage of a variety of teaching strategies appropriate for the content, and the learners and/or artifacts; excellent presentation of ideas to students, peers, parents and professionals. Evidence of a successful internship includes teacher work samples (e.g., lesson plans, units, assessment instruments) which demonstrate the teacher candidate's impact on student achievement during the internship; reflections; attendance or participation in parent conferences; participation in professional development activities.

The "well above" standard performance provides clear, convincing, consistent evidence and demonstrated creativity in the teacher candidate's disposition towards teaching based on the SOE theme, "preparing educators for diverse cultural contexts". The candidate provides clear, convincing, and consistent evidence of commitment to the profession, personal growth, creativity in teaching diverse students and willingness to accept input/feedback to inform his/her teaching practice. Sources for the candidate's disposition include the performance during the internship (e.g., attendance and timeliness, initiative, enthusiasm), mock interview, cumulative portfolio, and professional development plan(s).

Appendix B
Early Field Placement Request Form
and
Special Request Form

2006-2007 Academic Year

**EARLY FIELD PLACEMENT REQUEST FORM
NORTH CAROLINA CENTRAL UNIVERSITY
SCHOOL OF EDUCATION**

Please complete only **one** form each year. Complete and accurate information will speed the placement process.

SECTION 1:

Name: _____ Student ID #: _____

Local Address: _____

City: _____ Zip: _____ Phone #: (____) _____

NCCU Email: _____ Program Area: _____

Have you applied for student teaching for Spring 2007 _____ No _____ Yes

SECTION 2: Please complete this section with the information provided by your instructor. The school should be the same for all courses. For requests outside of Durham Public Schools, please see Chena` Flood in room 2083 School of Education, to complete a special request form.

Course/Instructor	School	Days/Time Commitment

Important dates to add to your calendar:

- August 31 Deadline to return this form to Office of University School Partnership via Professor
- September 24 Early field experience clearance granted begin school visits
- November 24 All field experiences should be completed by this date

For Office Use Only

CRC completed	No	Yes	Clearance Granted	No	Yes	Date

2006-2007 Academic Year

**EARLY FIELD PLACEMENT
SPECIAL REQUEST FORM
NORTH CAROLINA CENTRAL UNIVERSITY
SCHOOL OF EDUCATION**

Please complete only **one** form each year. Complete and accurate information will speed the placement process.

SECTION 1:

Name: _____ Student ID #: _____

Local Address: _____

City: _____ Zip: _____ Phone #: (____) _____

NCCU Email: _____ Program Area: _____

Have you applied for student teaching for Spring 2007 _____ **No** _____ **Yes**

SECTION 2: Please provide special explanation for your special request.

Please check the appropriate district you are requesting placement.

- | | |
|---|--------------------------------------|
| _____ Wake County Schools | _____ Orange County Schools |
| _____ Chapel Hill City Schools | _____ Vance County Schools |
| _____ Person County Schools | _____ Franklin County Schools |
| _____ Other: Specify School District _____ | |

SECTION 3: Please provide all information about school of preference. Note: You are required to have a diverse experience throughout your program of study. Therefore, you should review the demographics in the requested school system and plan for a minimum of 3 diverse settings.

School Name: _____

School Contact Person: _____ **Contact Telephone:** _____

School Address: _____

City: _____ **State:** _____ **Zip:** _____

School Demographics:

Number of students: _____ **Ethnic Breakdown:** _____

Magnet _____ **Magnet Focus:** _____ **Traditional** _____ **Year Round** _____

SECTION 4: Please complete this section with the information provided by your instructor. The school should be the same for all courses.

Course/Instructor	School	Days/Time Commitment

Important dates to add to your calendar:

- September 6 Deadline to return this form to Office of University School Partnership via Professor
- September 24 Early field experience clearance granted begin school visits
- November 24 All field experiences should be completed by this date

For Office Use Only

CRC completed	No	Yes	Clearance Granted	No	Yes	Date
School Contact Verified	No	Yes			Date	

Appendix C
Application to the Teacher Education Program

Application to the NCCU Teacher Education Program

Complete the top portion to the application and return it to your program coordinator. (Incomplete applications will be returned).

Name: _____ Social Security No: _____

Statement of applicant: Have you ever been convicted of a felony or crime(s) 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 of paper and attach criminal record**). Signature: _____ Date: _____

Local address: _____
Street City State Zip

Permanent address: _____
Street City State Zip

Local Phone: _____ Permanent Phone: _____ Date of Birth: _____

Gender: Female Male Race: African American Alaskan Native/Native American Asia/Pacific Islander
 Caucasian Hispanic, non-Black Other

Post-secondary degrees held: _____ Major: _____ Institution granting degree: _____ Date: _____

Do you hold...
 A current clear license? Yes No If yes, list the area(s): _____
 A current lateral entry or provisional license? Yes No If yes, list the area(s): _____
 Did you hold a license that has lapsed? Yes No If yes, list the area(s): _____
 Are you currently working in a school system? Yes No If yes, list the area(s): _____

E-mail Address: _____ School System Title/Position

Check the area in which you are seeking licensure and indicate second major if applicable.

Elementary Education <input type="checkbox"/> Elementary Education (K-6) Second Concentration _____	Secondary Education (9-12) <input type="checkbox"/> Comprehensive Science <input type="checkbox"/> Comprehensive Social Studies <input type="checkbox"/> English <input type="checkbox"/> Mathematics Vocational Education <input type="checkbox"/> Family & Consumer Science <input type="checkbox"/> Birth-Kindergarten	Special Education <input type="checkbox"/> General Curriculum <input type="checkbox"/> Add-On Special subject areas (K-12) <input type="checkbox"/> Art <input type="checkbox"/> French <input type="checkbox"/> Music <input type="checkbox"/> Physical Education (2 nd major _____) <input type="checkbox"/> Spanish <input type="checkbox"/> Theater Arts
Middle Level Education (6-9) <input type="checkbox"/> Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies		

Student's Signature: _____ Date: _____

NOTE: This section should be completed by the coordinator of the applicant's desired area of licensure.

____ **LICENSURE-ONLY STUDENT** (non-degree program)

1. Holds a bachelor's degree with a 2.5 overall average. Yes No
2. Holds a master's or doctoral degree. Yes No
3. Is a lateral entry teacher. Yes No
4. Holds a provisional license. Yes No

or

____ **UNDERGRADUATE STUDENT** (first or second degree)

1. Is a second degree student. Yes No
2. Has completed all courses in the CFAS program. Yes No
3. Has a minimum overall GPA of 2.5 on a 4.0 scale. Yes No
4. Has completed 1 speech/2 Eng. With min grade of C in each. Yes No

Praxis: PPST: Reading _____ Date: _____ Writing _____ Date: _____ Math _____ Date: _____	CBT: Reading _____ Date: _____ Writing _____ Date: _____ Math _____ Date: _____	GPA (upon application): _____ Expected completion date: _____ Submission (today's) date: _____
---	--	--

The student has met the above criteria and is recommended for admission to the Teacher Education Program.
 Attached are updated student program sheet PPST/CBT score sheet from ETS undergraduate transcript (licensure-only)

Coordinator's Signature _____ Date: _____ Program _____

To be initiated by Licensure Officer: Student approved by the Teacher Education Council: _____ Date of Admission _____

Appendix D
Student Teaching Application



- **Fall Student Teaching Applications are due November 3rd of the preceding year of the requested internship.**
- **Spring Student Teaching Applications are due April 20th of the preceding year of the requested internship.**

Example:

- a) *If you are requesting to student teach in the Fall of 2007 your student teaching application is due November 3, 2006.*
- b) *If you are requesting to student teach in the Spring of 2008 your student teaching application is due April 20, 2007.*

Applications received after the deadline will be assigned to student teach in Fall/Spring of the next year.

Example:

If a student turns in a student teaching application on November 3, 2006 requesting Fall 2007, that request will not be honored. The student will receive placement for Spring 2008.

All completed applications are to be returned to Program Coordinators by the due date.

Completed Applications Must Have:

1. **Current resume**
2. **Completed Triangle Alliance Application for Student Teacher**
3. **Completed Triangle Alliance Student Information Form**
4. **Completed NC Public Schools Student Teaching Health Examination Certificate indicating a current TB test with results are to be submitted on December 10th (for Fall) and May 5th (for Spring).** *TB tests must be less than one year old at the time student teaching assignment begins and runs through the semester of student teaching.*

For additional information please see Chena` Flood, Room 2083 School of Education (530-7541)

EDUCATION

(Provide School Name, City/County, State)

Undergraduate (if graduate student): _____

High School: _____

Middle/Junior High: _____

Elementary: _____

EMERGENCY CONTACTS

<i>Name</i>	<i>Relationship</i>	<i>Day Phone</i>	<i>Evening Phone</i>
_____	_____	_____	_____
_____	_____	_____	_____

<i>Name</i>	<i>Relationship</i>	<i>Day Phone</i>	<i>Evening Phone</i>
_____	_____	_____	_____

HEALTH *(Health Form must be completed and submitted.)*

Condition: _____ Have you been under a doctor’s care during the past two years?

___ Yes ___ No If “YES,” explain briefly. _____

TRANSPORTATION PROBLEMS? ___ Yes ___ No If “YES,” explain briefly. _____

1. Student teachers/interns are expected to abide by the participating agency’s calendar and by all the schedules and policies in effect in the school to which they are assigned.
2. Student teachers/interns will receive no financial remuneration for the student teaching/intern experience.
3. Student teachers/interns will be assigned to schools without regard to the sex or race of the applicant.

Signature of Student Teacher/Graduate Intern _____ *Date*

RECOMMENDATION OF INSTITUTIONAL REPRESENTATIVE

Signature of Institution of Higher Education Representative _____ *Date*

This application will be forwarded to participating school districts by the institution of higher learning contact person.

North Carolina Public Schools

Student Teaching/Graduate Internship Health Examination Certificate

Required of all persons upon initial employment, or separation from employment more than one school year, or deemed necessary by a local school board or superintendent. This certificate must be completed and signed by a physician licensed to practice medicine in the State of North Carolina (NCGS §115C-323). For student teaching purposes, this information may be provided by an out-of-state physician.

Name _____

Social Security Number _____ Subject Area _____

Address _____

Telephone: _____

The above named individual is to be recommended for employment by _____ (local school board) in a position of student teacher/graduate intern. In this position, the condition of certain physical capacities will be of importance. Please examine the areas listed below and report any limitations, deficiencies or related restrictions.

AREAS	LIMITATIONS		NATURE OF LIMITATIONS
	YES	NO	
Vision			
Hearing			
Heart			
Lungs			
Lifting/Carrying			
Other			

TB Test Information

Result (circle one): **POSITIVE** **NEGATIVE**

Test Date: _____

Name of person administering TB test (please type/print)

Telephone Number

Signature _____

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

If unable to certify, please comment:

Date _____

Physician name (please type/print)

Telephone Number

Physician's Signature _____ M.D.

North Carolina Central University
Teacher Education Program
Departmental Status and Recommendation for Student Teaching Assignment

This form is completed by the program coordinator and sent with the application to Ms. Flood.)

Name of Applicant _____ ID # _____

Applicant's Major _____

Teaching Area in which assignment is requested _____

Semester and year in which assignment is desired (e.g., fall 2007) _____

Status in Major Department

_____ This candidate has satisfactorily met the minimum prerequisites in this department and is recommended for a student teaching assignment.

_____ Passed Praxis I (undergraduate or Licensure-only without 2.5 in undergraduate degree)

_____ Admitted to TEP (Date: _____)
by August for Spring student teaching
by January for Fall student teaching

_____ Maintained a 2.5 GPA

_____ Completed all required course work satisfactorily

Comments:

Program Coordinator's Signature _____

Department _____ Date: _____

Appendix E
Licensure Application Process and Forms

- ❖ Form S (If you student taught this form will be provided by your university Supervisor)
- ❖ *An official transcript from each university you have attended is required by NCDPI*

6. If you were a licensure – only student, please submit the following to the Licensure Officer:

- ❖ Form A (included in licensure packet)
- ❖ Application for a Professional Education License (included in licensure packet)
- ❖ Licensure/Licensure Only Verification Form (included in licensure packet)
- ❖ A copy of your Praxis II Scores (if required by NCDPI for licensure)
- ❖ **A copy of your (provisional /emergency/or temporary license) if you are a lateral entry teacher**

or

- ❖ **Check for \$55 written to NCDPI**
- ❖ Form S (If you student taught this form will be provided by your university Supervisor)
- ❖ *An official transcript from each university you have attended is required by NCDPI*

7. If you completed a Master degree and qualify for a license, please submit the following to the Licensure Officer:

- ❖ Form A (included in licensure packet)
- ❖ Application for a Professional Education License (included in licensure packet)
- ❖ Licensure/Licensure Only Verification Form (included in licensure packet)
- ❖ A copy of your Praxis II Scores (if required by NCDPI for licensure)
- ❖ **A copy of your (provisional /emergency/or temporary license) if you are a lateral entry teacher**

or

- ❖ **Check for \$55 written to NCDPI**
- ❖ Form S (If you student taught this form will be provided by your university Supervisor)

❖ *An official transcript from each university you have attended is required by NCDPI*

Additional information:

- ❖ Licensure/Licensure Only Verification Form should be signed by your **Advisor**.
- ❖ All transcripts must be official/certified. Please request transcript to be sent directly to the licensure officer, using the address below.
- ❖ If you have postsecondary education experience credits please complete **Form CE** (request from Licensure Officer).
- ❖ If you have K-12 Experience complete **Form E** (request from Licensure Officer).
- ❖ Incomplete packets will be returned to applicant.

Kaye Thompson-Rogers
Director of Licensure and Data Management
North Carolina Central University
School of Education
712 Cecil Street
Durham, NC 27707
E-mail: krogers@nccu.edu
Phone: (919) 530-6417
Fax: (919) 530-7681

APPLICATION FOR A NORTH CAROLINA LICENSE

Type or print the following information.

(See reverse side for instructions)

last name	first name	middle name	maiden
street address		city	state
zip code	social security number		date of birth (month, day, year)
sex <input type="checkbox"/> male <input type="checkbox"/> female		race <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> Caucasian <input type="checkbox"/> Other	
telephone number (with area code)			

List the areas of licensure for which you are applying

STATEMENT OF APPLICATION

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

yes no

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

yes no

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

Signature _____

Date _____

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Licensure Section
6365 Mail Service Center
Raleigh, North Carolina 27699-6365

Form A
February 1999

Form A: Instructions

1. Fill in complete name, beginning with your last (no initials please).
 2. Give complete address, including zip code.
 3. Fill in your telephone number in case the Licensure Section needs to contact you about your application.
 4. Write in your social security number. This number serves as your license number.
 5. Fill in your date of birth (month, day, year).
 6. Check the correct box for sex and race. Racial and ethnic categories are defined as follows:
 - American Indian, Eskimo, or Aleut: a person who has origins in any of the original peoples of North America and maintains cultural identification through tribal affiliation or community recognition.
 - Asian or Pacific Islander: a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This category includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
 - African-American: a person having origins in any of the black racial groups of Africa.
 - Hispanic: a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish origin or culture.
 - Caucasian: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
 7. Indicate the areas of licensure for which you are applying.
 8. Answer the questions under Statement of Applicant. Your application will not be evaluated without this information. An answer of “yes” does not automatically exclude a person from obtaining a license.
 9. Sign the application. Your signature certifies that the information provided is correct and true. Falsification of any statement or document is grounds for revocation of a license.
 10. Write in the date of your application.
-

**North Carolina Central University
Licensure Office
Licensure/Licensure-Only Verification Form**

This is verification that _____, (_____)
Student's Name Social Security Number

has completed the _____, _____ in the
* Teacher Education Program (Example: Elementary-K-6) Date of Completion

_____. He/She is eligible to submit application and required
Department/School (Example: History, SOE, SLIS)

documents to the North Carolina Department of Public Instruction to be licensed by the State of
North Carolina in

_____ at the () initial () advanced level or () *6th year.
*Teacher Education Program (Example: Elementary-K-6)

_____ at the () initial () advanced level or () *6th year.
*Teacher Education Program (Example: Elementary-K-6)

Initial (A) Undergraduate
Advanced (M) Graduate

**This student is a Licensure-Only Student _____ (Yes) or (No)

North Carolina Central University Teacher Education Programs

***Birth to Kindergarten (B-K)**

***Elementary Education (K-6)** Concentrations: Art, Biology, Communication Disorders,
English, ESL, History, Literacy, Mathematics, French, Social Science, Spanish

***Middle Grades Education (6-9)** Concentrations: Language Arts, Social Studies,
Mathematics, and Science

***Secondary Education (9-12)** Comprehensive Science, Comprehensive Social Studies, English,
and Mathematics

***Special Subject Area (K-12)** Art, Family and Consumer Sciences, French, Spanish, Media
Coordinator, Music, Physical Education, Theatre Arts

***Special Education (K-12)** Behavioral Emotional Disabilities, General Curriculum, Mental
Disabilities Visual Impairment, Learning Disabilities, and *Speech-Language Pathologist

***Special Service Areas** Counselor Education, Instructional Technology Specialist-Computers
and School Administrator - Principal

Advisor: _____ Date: _____

Department _____

Programs Offered	Levels
Birth-Kindergarten	A
Elementary Education	A, M
Middle Grade Language Arts	A, M
Middle Grade Mathematics	A, M
Middle Grade Science	A, M
Middle Grade Social Studies	A, M
English	A, M
Mathematics	A, M
Comprehensive Science	A
Comprehensive Social Studies	A
Art	A
Music	A
Theater Arts	A
Physical Education	A, M
Second Language Studies French	A
Second Language Studies Spanish	A
Behaviorally-Emotionally Disabled	M
General Curriculum	A
Mentally Disabled	M
Specific-Learning Disabilities	M
Speech-Language Pathologist	M
Visually Impaired	A, M
Family and Consumer Sciences	A, M
School Administrator	M
School Counselor	M
Media Coordinator	M
Instructional Technology Specialist-Computers	M

