THE TEACHER EDUCATION HANDBOOK

A HANDBOOK
FOR ALL
TEACHER EDUCATION MAJORS
AT
NORTH CAROLINA WESLEYAN COLLEGE
Cape Fear Community College

2016-2017
Teacher Education Program
Rocky Mount, North Carolina

Wesleyan’s teacher education program is accredited by the North Carolina Department of Public Instruction and the National Council for the Accreditation of Teacher Education (NCATE).

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

Revised 5/2017
Acknowledgment of Receipt

Teacher Education Handbook

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

Name (Print): _________________________________________

Signature: ________________________________________________

Date: ___________________________

A copy of the signed acknowledgment should be emailed to Stephanie Hilton at shilton@ncwc.edu.
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Dear Student,

Welcome to the North Carolina Wesleyan College Teacher Education Program at Cape Fear Community College. We are pleased that you have chosen to be a part of our program, which prides itself on providing a caring, supportive learning community that prepares teachers who are reflective and effective.

Our Elementary Education Degree and Licensure Program builds on the first two years completed at Cape Fear Community College, or other two or four year institutions. Courses are designed to meet your needs as Wilmington residents as working adults. Because our program is regulated by both state licensure and national accreditation regulations, program admission is required. The Teacher Education Handbook further explains program admission requirements. Additionally, the handbook will provide valuable information and forms as you progress through the program. Please carefully review the handbook and make it a habit to have it with you when attending classes.

All students enrolled in the Elementary Education Program at Cape Fear Community College will be required to acquire and maintain throughout their program an account with TaskStream, our web-based program for accessing and submitting program required assignments and projects. You will find detailed instructions about acquiring your TaskStream account in the Teacher Education Handbook.

Additionally, all students will be required to join and maintain annual membership in the Student North Carolina Association of Educators (SNCAE) in order to gain experience and knowledge in professional association leadership. Information regarding membership in SNCAE can be found in the Education Handbook.

Most education courses will require a field placement in a public school. Students will be expected to log 15 hours in the field each session they are enrolled in an education course requiring a field placement. While in the field, students will assist the cooperating teacher and complete course field assignments. Students will be placed in one of the three public school districts in the Wilmington area for completion of the field hours. A negative TB Skin Test reading and criminal background check are required for field placement.

North Carolina has a great need for quality elementary teachers. We can help you achieve your career goals in a quality, accessible program designed for delivery at Cape Fear Community College and on line.

Again, welcome to the North Carolina Wesleyan College Teacher Education Program at Cape Fear Community College – where Teaching Matters! If you have questions, please do not hesitate to contact me at dmadrazo@ncwc.edu or call at (252) 985-5165.

Sincerely,

Danielle Madrazo
Director of Teacher Education
Incidental Fees

Below please find a table listing incidental fees above and beyond course enrollment fees.

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Approximate Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>TaskStream Account</td>
<td>$25 per semester or $42 per year</td>
</tr>
<tr>
<td>SNCAE Annual Membership</td>
<td>$32 per year</td>
</tr>
<tr>
<td>Cape Fear Parking Sticker</td>
<td>$10 per year</td>
</tr>
<tr>
<td>CFCC Library Copy/Print Fees</td>
<td>$.05 per sheet</td>
</tr>
<tr>
<td>TB Skin Test</td>
<td>Approx. $14 (Health Dept.)</td>
</tr>
<tr>
<td>Criminal Background Check</td>
<td>Approx. $15 (student account)</td>
</tr>
<tr>
<td>State License</td>
<td>$55</td>
</tr>
</tbody>
</table>
INFORMATION CONCERNING THE PROGRAM

Transfer Students

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

Licensure Only Students

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

NOTE: All students are required to complete 90 hours in the field prior to applying for admission to the student teaching portion of the program.
Student Resources

1. Curriculum Materials Center. This area houses the children’s literature collection, curriculum guides, samples of media used in public schools, idea books, and other materials of interest to an education major. Wilmington students should check with the CFCC downtown library for the location of these items.

2. Writing Lab. The North Carolina Wesleyan College Writing lab provides consultation and one-to-one tutoring in writing for all NCWC students. The ultimate goal of the Lab is to develop more able student writers. Wesleyan’s online tutoring program, Smarthinking, is another writing resource for students that is available 24/7. Smarthinking can be accessed through my.ncwc.edu, under the Students tab.

3. Student Support Center. Information on CLEP testing and individualized help in writing, improving reading skills, or academic tutoring is available during the day and evenings. Computers are also available. Information regarding career interest, job seeking skills, or development of a resume may be found in this office. The office works with the education faculty to post job vacancies. Although this office is located at the Rocky Mount campus, all Wesleyan campuses have access. NC Wesleyan students can also utilize Career Planning resources through Kuder Journey. Please contact your advisor to learn how to gain access to this online program.

4. Pearsall Library. The library houses books, journals, and other media for the use of all students and may be found using the online catalog. Interlibrary loan materials may be accessed. Numerous electronic databases are available via the library website at [http://www.ncwc.edu/adult/library-resources.php](http://www.ncwc.edu/adult/library-resources.php)

5. Students with disabilities who believe that they may need accommodations in this class are encouraged to speak privately with the instructor and contact Counseling and Disability Service at 252-985-5131 as soon as possible to coordinate and implement accommodations in a timely fashion. Information can also be accessed through the following link: [http://www.ncwc.edu/student-affairs/success/counseling-disability/index.php](http://www.ncwc.edu/student-affairs/success/counseling-disability/index.php)

6. Students at off-campus program sites also have an advisor on each campus and an ASPIRE director to provide guidance and support in completing program requirements. The Wilmington program also has personnel in place to support students during their field placements.
Teacher Education Program Overview

- Framework
- NC Professional Teaching Standards
- Key Assessments
- Common Assignments
- TaskStream
- 10 Step Lesson Plan
- Lesson Plan Rubric
Conceptual Framework

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

1. The teacher is a reflective practitioner and decision-maker who recognizes the need for and has the skills to pursue personal and professional growth. The teacher is able to recognize the link between professional development, personal growth, and professional reflection (NC Professional Teaching Standard V).

2. The teacher is sensitive to the needs of students with diverse intellectual, cultural, and physical characteristics and is willing to make decisions which respond to those needs. The teacher knows the content s/he teaches and provides, through differentiated instruction, an educational environment to enhance the social, emotional, cognitive, and physical development of individuals (NC Professional Teaching Standards II, IV, III).

3. The teacher leads effectively and ethically in the community and in the school environment by contributing to the academic success of students and by supporting site-based decision making and programs needed for effective schools (NC Professional Teaching Standards I, II, VI).

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

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

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

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

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

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

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

www.ncpublicschools.org/educatoreffectiveness (Educator Effectiveness Division)
THE TEACHER AS REFLECTIVE DECISION MAKER

The model of the teacher as a reflective decision maker presented in Figure 1 on page 11 identifies factors to be considered when a teacher makes decisions and interprets the effects of the decisions. The three phases of teachers’ reflective thinking are illustrated as a continuous cycle: 1) pre-teaching decisions, 2) during teaching, and 3) post-teaching and planning for future actions. Below are listed questions and comments which are to be considered during each phase.

<table>
<thead>
<tr>
<th>Pre-Teaching: Decisions for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s important to me in this lesson?</td>
</tr>
<tr>
<td>What are the key concepts, generalizations, and facts to be communicated?</td>
</tr>
<tr>
<td>What is the appropriate depth and scope of this material for students?</td>
</tr>
<tr>
<td>Which students will need special attention?</td>
</tr>
<tr>
<td>Which activities will help the students meet the objectives?</td>
</tr>
<tr>
<td>How will I know when students have achieved the objective(s)?</td>
</tr>
<tr>
<td>Is there any particular aspect of teaching that I am working to improve today?</td>
</tr>
<tr>
<td>Are there any problems I’m anticipating, and have I planned strategies to avoid them?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>As I am teaching, am I observing to see how students are responding?</td>
</tr>
<tr>
<td>Do modifications need to be made?</td>
</tr>
<tr>
<td>Have I noted any special needs that need consideration in the future?</td>
</tr>
<tr>
<td>Do I follow effective strategies (wait-time, levels of questions, feedback, closure, etc.)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post-Teaching: Reflection and Predictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did the lesson go? What happened as I planned? What didn’t?</td>
</tr>
<tr>
<td>What do I know about teaching and learning that might help me explain why the lesson turned out the way it did?</td>
</tr>
<tr>
<td>If there’s anything I’d like to change, what would it be?</td>
</tr>
<tr>
<td>Did the students accomplish my stated outcome? How do I know?</td>
</tr>
<tr>
<td>How did I do in the area of teaching I chose to work on? What does the information I gathered show?</td>
</tr>
<tr>
<td>Are there any puzzling questions that remain in my mind that I find myself mulling over during the day? How could I find answers to those questions?</td>
</tr>
</tbody>
</table>

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

The Reflection Cycle

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

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

2. DESCRIBE
Who?
What?
When?
Where?

The Reflective Practitioner

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

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

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

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

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

---

**Reflection Rubric**

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

*An expanded form of this rubric is used to assess level of reflection on the Program Admission Essay and Student Teaching Portfolio.*
North Carolina  
*Professional Teaching Standards*

**STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP**
- Teachers lead in their classrooms.
- Teachers demonstrate leadership in the school.
- Teachers lead the teaching profession.
- Teachers advocate for schools and students.
- Teachers demonstrate high ethical standards.

**STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS**
- Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- Teachers embrace diversity in the school community and in the world.
- Teachers treat students as individuals.
- Teachers adapt their teaching for the benefit of students with special needs.
- Teachers work collaboratively with the families and significant adults in the lives of their students.

**STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH**
- Teachers align their instruction with the North Carolina Standard Course of Study.
- Teachers know the content appropriate to their teaching specialty.
- Teachers recognize the interconnectedness of content areas/disciplines.
- Teachers make instruction relevant to students.

**STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS**
- Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- Teachers plan instruction appropriate for their students.
- Teachers use a variety of instructional methods.
- Teachers integrate and utilize technology in their instruction.
- Teachers help students develop critical thinking and problem solving skills.
- Teachers help students work in teams and develop leadership qualities.
- Teachers communicate effectively.
- Teachers use a variety of methods to assess what each student has learned.

**STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE**
- Teachers analyze student learning.
- Teachers link professional growth to their professional goals.
- Teachers function effectively in a complex, dynamic environment.

**STANDARD VI: TEACHERS CONTRIBUTE TO THE ACADEMIC SUCCESS OF STUDENTS**
- The work of the teacher results in acceptable measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.

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

*Standards developed by North Carolina Professional Teaching Standards Commission, 2006-2008, Revised May 2, 2013*  
[www.ncpublicschools.org/educatoreffectiveness](http://www.ncpublicschools.org/educatoreffectiveness) (Educator Effectiveness Division)
## NCWC Teacher Education Program Assessment System

<table>
<thead>
<tr>
<th>Admissions Data</th>
<th>GPA Interview PRAXIS CORE Writing Sample: Case Study (EDU 202) Recommendation Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Assessments: TaskStream</td>
<td>Depth of Content Research Paper (EDU 400, SPE 427) Mini Unit (EDU 321, 341) School Improvement Project Student Teaching Portfolio (EDU 416) Technology Portfolio (EDU 310) IGP I (SPE 300) IGP II (EDU 405) IGP III (EDU 416)</td>
</tr>
<tr>
<td>Key Assessments align to State program requirement strands and CAEP accreditation standards</td>
<td></td>
</tr>
<tr>
<td>NC Certification of Teaching Capacity</td>
<td>Completed by Cooperating Teachers, Principal, Supervising Faculty, and Director of Teacher Education at the end of Student Teaching</td>
</tr>
<tr>
<td>Field Placement Evaluations</td>
<td>Completed by Field Placement Teachers Completed by Cooperating Teachers during student teaching</td>
</tr>
<tr>
<td>Dispositions</td>
<td>Evaluated by the TEC at Key Transition Points (Posted to TaskStream)</td>
</tr>
<tr>
<td>Surveys</td>
<td>Program Completer Survey Survey of Graduate Employers Survey of Graduates 1 year after completion</td>
</tr>
<tr>
<td>Standardized Exams</td>
<td>PRAXIS CORE at entry Licensure Exams upon completion (Pearson and/or PRAXIS II)</td>
</tr>
</tbody>
</table>
## Common Assignments

*Common assignments are required course components.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Common Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 205</td>
<td>Classroom modules aligned to field placement</td>
</tr>
<tr>
<td></td>
<td>Lesson plans utilizing 10-step lesson plan and rubric (introduction)</td>
</tr>
<tr>
<td></td>
<td>PRAXIS CORE practice test</td>
</tr>
<tr>
<td>EDU 202</td>
<td>Case Study</td>
</tr>
<tr>
<td>EDU 210</td>
<td>Book Talks (in class and field placement)</td>
</tr>
<tr>
<td></td>
<td>Children’s Literature Unit: Group Project</td>
</tr>
<tr>
<td></td>
<td>Lesson plans utilizing 10-step lesson plan and rubric</td>
</tr>
<tr>
<td>EDU 312</td>
<td>Picture file project</td>
</tr>
<tr>
<td>EDU 313</td>
<td>Lesson plans utilizing 10-step lesson plan and rubric (phonics, phonemic</td>
</tr>
<tr>
<td></td>
<td>awareness, and comprehension)</td>
</tr>
<tr>
<td></td>
<td>Teaching Demonstration</td>
</tr>
<tr>
<td></td>
<td>Pearson Foundations of Reading Pre and Post test</td>
</tr>
<tr>
<td>EDU 310</td>
<td>*Digital Technology Portfolio (Cloud-Based)</td>
</tr>
<tr>
<td>EDU 344</td>
<td>Mini-Unit</td>
</tr>
<tr>
<td></td>
<td>Teaching Demonstration</td>
</tr>
<tr>
<td></td>
<td>Lesson plans utilizing 10-step lesson plan and rubric</td>
</tr>
<tr>
<td>EDU 321</td>
<td>*Mini-Unit</td>
</tr>
<tr>
<td>EDU 341</td>
<td>Philosophy of Education Statement</td>
</tr>
<tr>
<td></td>
<td>Classroom Behavior Plan</td>
</tr>
<tr>
<td></td>
<td>Lesson plans utilizing 10-step lesson plan and rubric</td>
</tr>
<tr>
<td>EDU 405</td>
<td>*School Improvement Plan</td>
</tr>
<tr>
<td></td>
<td>*IGP II: Data Driven Decision Making</td>
</tr>
<tr>
<td></td>
<td>Test Construction project</td>
</tr>
<tr>
<td></td>
<td>Student Assessment for Teaching and Learning (field placement component)</td>
</tr>
<tr>
<td>MAT 302</td>
<td>Lesson plans utilizing 10-step lesson plan and rubric</td>
</tr>
<tr>
<td></td>
<td>Pearson Mathematics Pre and Post test</td>
</tr>
<tr>
<td></td>
<td>Teaching Demonstration</td>
</tr>
<tr>
<td>SCI 307</td>
<td>Lesson plans utilizing 10-step lesson plan and rubric</td>
</tr>
<tr>
<td>HUM 303</td>
<td>Teaching Demonstration</td>
</tr>
<tr>
<td>SPE 300</td>
<td>*IGP I: Community Service Project</td>
</tr>
<tr>
<td>EDU 400</td>
<td>*Depth of Content Research Paper</td>
</tr>
<tr>
<td>EDU 416</td>
<td>*Student teacher portfolio</td>
</tr>
<tr>
<td></td>
<td>*IGP III: Professional Development</td>
</tr>
<tr>
<td></td>
<td>Mock Interviews</td>
</tr>
<tr>
<td></td>
<td>Exit Surveys</td>
</tr>
</tbody>
</table>

*TaskStream Key Assessment
TaskStream Account

The Teacher Education Department utilizes TaskStream, a web-based software and support service to maintain student information and work samples. (This is a requirement of all teacher education programs in North Carolina Institutions of Higher Education.) Therefore, you will be required to purchase an account with TaskStream once you have been admitted to the Teacher Education Program. Please note that you must have an active TaskStream account for the duration of your time in the Teacher Education program at North Carolina Wesleyan College. You may purchase your account by semester if you choose, however, once you have opened your account, do not open a new account. You will renew the existing account prior to its expiration. Below are instructions on purchasing and registering your account.

How to Create a TaskStream Account

To create a TaskStream account using your credit card, go to www.taskstream.com and click Create or Renew Account.

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

Step 2: Select college/university student.

Step 3: Enter your personal information.

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

You will need to choose the desired length of subscription, indicate if you wish to enable the Teaching Productivity Toolpack, and agree to the End-User Agreement. Click Continue.

Step 4: Confirm your Registration Information by clicking Continue.

Step 5: If you do not wish to add storage to the 500mb which are included with your subscription purchase, click Proceed to Checkout. If you would like extra storage, click the appropriate button.

Step 6: Enter your name, your credit card information, and your billing address and click Continue.

Step 7: Finally, click Place Order to finalize your subscription.

NOTE: The cost for a subscription to this service is $25 per semester, $42 for one-year, or $69 for a two-year subscription. Students must have access to this service each semester once they have been admitted to the Teacher Education Program.

Required Submissions on TaskStream

- EDU 310, SPE 300, EDU 321, EDU 341, EDU 400, EDU 405, SPE 427, and EDU 416 work samples
The Ten-Step Lesson Plan Design

ESSENTIAL QUESTION:

1. COMMON CORE / ESSENTIAL STANDARD(S) COVERED:

2. STUDENT LEARNING OUTCOME(S):
   - The student will be able to…
   - The student will be able to…

3. MATERIALS NEEDED:

4. PRE-ASSESSMENT (ACCESS PRIOR KNOWLEDGE): (Time: )

5. TEACHER INPUT: (Time: )

6. GUIDED PRACTICE: (Time: )

7. INDEPENDENT PRACTICE: (Time: )

8. CLOSURE: (Time: )

9. FORMATIVE ASSESSMENT: (i.e.: graphic organizer, exit ticket, journal, quick write, class discussion, conference, think-pair-share)

10. DIFFERENTIATION STRATEGIES:
### 2015 NCWC Lesson Plan Rubric*

<table>
<thead>
<tr>
<th>Standards</th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>No standards are mentioned in lesson or standards are alluded to in lesson. Lesson is loosely related to standards.</td>
<td>Some relevant standards are referenced. Lesson is influenced by standards. Too many or too few standards are included. (Lesson may name many standards instead of focusing on important, key standards; alternately, lesson may not name relevant key standards).</td>
<td>Appropriate key standards are referenced. Lesson is guided by standards.</td>
<td>All appropriate key standards covered are referenced. Standards steer the lesson.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Standards

**NC- North Carolina Professional Teaching Standards (2015)**

**Standard:** NCPTS.III - Teachers know the content they teach.

<table>
<thead>
<tr>
<th>Learning Targets/Objectives</th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Targets do not provide a clear sense of what students will know and be able to do as a result of the lesson. Some of the objectives are related to standards.</td>
<td>Learning Targets provide some sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards.</td>
<td>Learning Targets provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are clearly and closely related to standards.</td>
<td>Learning Targets provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are clearly and closely related to standards. Objectives are written as appropriate learning targets.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Standards

**NC- North Carolina Professional Teaching Standards (2015)**

**Standard:** NCPTS.III - Teachers know the content they teach

<table>
<thead>
<tr>
<th>Information and Technology Skills</th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of technology treats students as passive recipients of information, is not well-defined, does not support student learning, or is an inappropriate use of the medium.</td>
<td>Use of technology is focused but does not take full advantage of the medium. Students use technology but do not learn to manipulate the technology to express ideas or concepts.</td>
<td>Use of technology is appropriate for the medium while helping students reach Identified learning objectives. The choice of technology is age appropriate and supports different learning styles.</td>
<td>Use of technology helps students achieve learning objectives and is both appropriate and supports different learning styles and abilities. Students are engaged and demonstrate a deeper conceptual understanding of key concepts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Standards

**NC- North Carolina Professional Teaching Standards (2015)**

**Standard:** NCPTS.IV - Teachers facilitate learning for their students.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Emerging</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment is somewhat related to learning targets and standards. Assessment is not appropriate for all students' learning styles and strengths.</td>
<td>Assessment is related to learning targets and standards. Assessment is less accessible for students with certain learning styles and strengths.</td>
<td>Assessment is directly related to learning targets and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel.</td>
<td>Assessment is directly related to learning targets and standards. Both formative and summative assessment are included. Assessment provides opportunities for students with varying learning styles and strengths to excel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards</td>
<td>Developing</td>
<td>Proficient</td>
<td>Accomplished</td>
<td>Score/Level</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
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<td></td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>Activities relate peripherally to learning targets. Some activities are extraneous or irrelevant. Activities are not accessible to students with different learning styles and strengths.</td>
<td>Activities relate to learning targets. A few activities may be extraneous or irrelevant. Activities are accessible to students of more than one learning style of strength.</td>
<td>Activities provide a logical path to meeting learning targets. No activities are extraneous or irrelevant. Students of many learning styles and strengths can benefit from activities.</td>
<td>Activities follow best practices and provide a logical path to meeting learning targets. Students of many learning styles and strengths can benefit from activities. Activities use an inquiry or problem-based approach.</td>
<td></td>
</tr>
<tr>
<td>Instructional Activities</td>
<td>Lesson plan includes minimal differentiated instruction, but not specifically addressing designated students.</td>
<td>Lesson includes some differentiated instruction for designated students, but not all.</td>
<td>Lesson clearly offers appropriate challenges for students of all levels, including the designated diverse learners (EC, ELL, and AIG).</td>
<td>Lesson clearly offers appropriate, creative, and well-integrated challenges for all designated diverse learners and students of various learning styles.</td>
<td></td>
</tr>
<tr>
<td>Differentiated Instruction</td>
<td>Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson.</td>
<td>Supporting materials and student handouts are clear and complete. Materials enhance lesson.</td>
<td>Supporting materials and student handouts are clear, complete, and appealing to students. Materials encourage critical thinking. Materials enhance lesson significantly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher-Created Supporting Materials</td>
<td>Supporting materials and student handouts are clear and complete. Materials enhance lesson.</td>
<td>Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly.</td>
<td>Supporting materials and student handouts are clear, complete, and appealing to students. Supporting materials encourage critical thinking. Materials enhance lesson significantly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emerging</td>
<td>Developing</td>
<td>Proficient</td>
<td>Accomplished</td>
<td></td>
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<td>---------------------------------------------</td>
<td>----------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Many resources needed for lesson are not included in plan.</td>
<td>Some resources needed for this lesson are not included in plan.</td>
<td>Resources needed for this lesson, including media, are included in plan.</td>
<td>Resources needed for this lesson, including media, are included in plan, and notes about assembling materials, contacting outside guests, or locating additional resources are included, as well.</td>
<td></td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td><strong>NC- North Carolina Professional Teaching Standards (2015)</strong>&lt;br&gt;<strong>Standard:</strong> NCPTS.IV - Teachers facilitate learning for their students.</td>
<td><strong>NC- North Carolina Professional Teaching Standards (2015)</strong>&lt;br&gt;<strong>Standard:</strong> NCPTS.IV - Teachers facilitate learning for their students.</td>
<td><strong>NC- North Carolina Professional Teaching Standards (2015)</strong>&lt;br&gt;<strong>Standard:</strong> NCPTS.IV - Teachers facilitate learning for their students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Spelling and grammar are unacceptable.</td>
<td>The lesson plan contains spelling and grammar errors.</td>
<td>The lesson plan contains few spelling and grammar errors.</td>
<td>Spelling and grammar in lesson plan are flawless.</td>
<td></td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td><strong>NC- North Carolina Professional Teaching Standards (2015)</strong>&lt;br&gt;<strong>Standard:</strong> NCPTS.IV - Teachers facilitate learning for their students.</td>
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</tr>
<tr>
<td><strong>Grade Level Appropriateness</strong></td>
<td>Some, but not all, objectives and activities are appropriate for the intended grade level.</td>
<td>Most objectives and activities are appropriate for the intended grade level.</td>
<td>Objectives and activities are appropriate for the intended grade level.</td>
<td>All objectives and activities are appropriate for the intended grade level and various learning styles/needs of students.</td>
<td></td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td><strong>NC- North Carolina Professional Teaching Standards (2015)</strong>&lt;br&gt;<strong>Standard:</strong> NCPTS.IV - Teachers facilitate learning for their students.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Time Allotment</strong></td>
<td>Learning Targets may not all be accomplishable for many students in the time allotted.</td>
<td>Learning Targets are accomplishable by almost all students in the time allotted.</td>
<td>Learning Targets are accomplishable in the time allotted.</td>
<td>Learning Targets are accomplishable by all students in the time allotted.</td>
<td></td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td><strong>NC- North Carolina Professional Teaching Standards (2015)</strong>&lt;br&gt;<strong>Standard:</strong> NCPTS.IV - Teachers facilitate learning for their students.</td>
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</tbody>
</table>
Field Placements

- Field Placement Requirements
- Field Placement Prerequisites
- Criminal Background Disclosure
- Appropriate Attire
- Field Placement Instructions
Field Placement Requirements

• Field placement is a requirement for all Education courses with the exception of EDU 310, EDU 400, SPE 300, EXS 301, ENG 409, HIS 318/321, and HUM 303.

• ASPIRE students are required to log a minimum of 15 field placement hours each eight week session that they are enrolled in an education class requiring field placement. (Students should log a minimum of 2 hours per week.) Students will keep the same field placement for both A and B sessions of the semester. Students are required to complete a minimum of 90 hours in the field prior to student teaching.

• Field hours may be waived for students who are employed as teacher assistants in a public school by completing the Teacher Assistant Waiver for Field Placement form (page 32). Teacher assistants will receive 30 hours credit each semester for their time in the classroom as long as they are working in a classroom within the same licensure area that they are seeking. Teacher assistants are responsible for completing their assignments and must make arrangements with their principal for any special assignments that cannot be completed within the classroom where they are assigned. A new waiver must be completed each semester.

• Students are expected to actively participate in whatever tasks they are asked to perform by the cooperating teachers. Students should not be sitting and watching. They should be actively engaged.

• Students must have a criminal background check and negative TB Skin Test reading on file before a field placement can be assigned. Background checks are completed as a part of the North Carolina Wesleyan admission process. TB tests must be completed within one year of submission to the Education Department. TB test results are valid for 3 years (see pages 24-25 for additional information)

• Students placed in the Brunswick County Public School System must have a Health Form on file with the Education Office before a placement can be requested. A copy of the form is on page 33.

• The Field Placement form (copy on page 29) is to be completed and submitted at registration. Forms should be given to the Wilmington Campus Director whose office is at Cape Fear’s North Campus.

• Specific field placement requests will be considered and honored if possible, as we understand your time commitments if you are a working adult. However, during your time in the Teacher Education Program, plan to be assigned to each of the three public school districts (Brunswick County, New Hanover County, and Pender County) in the Wilmington area at least once.

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

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

- **Negative TB Skin Test**
- **Background Check**
- **Health Form – Brunswick County Only**

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

You may receive the TB Skin Test at your local Health Department or at your doctor’s office. I believe the most inexpensive place is the Health Department (approximately $14).

Your background check will be completed through NC Wesleyan College as a part of the admission process. Please review the Criminal Background Disclosure Policy on page 25. It is your responsibility to comply with all aspects of this policy.

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

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

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

Students requesting field placements in **Brunswick County Public School System** must complete a Health form (copy on page 33). This applies **only** to students requesting placements in the Brunswick County Public School System.
Criminal Background Disclosure

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

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

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

¹ Adapted from a policy in the ECU Teacher Education Handbook, 2014-15
Field Experience Guidelines
For
Appropriate Attire

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

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

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

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

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

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

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

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

On their first visit to the classroom, the students should:

- Establish a regular schedule for their classroom visits. Bring the Field Experience Verification form found on page 30 and complete it with your cooperating teacher. The completed form should be turned into the Stephanie Hilton at shilton@ncwc.edu.
- Complete their first entry on their Field Placement Time Record (hereafter referred to as the Time Record). Each visit is entered on the log and should include the dates and times of the visit, the activities or duties in which they participated, and the cooperating teacher’s signature. A copy of the Time Record form is on page 31.

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

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

Time Record

Students maintain the time record to track their hours spent at their field assignment. **ASPIRE students will maintain one Time Record for both A and B sessions with the exception of the term in which they take EDU 202/205.** If an ASPIRE student is enrolled in Education classes for only one session (only A or only B), they will submit their log at the completion of the session in which they are enrolled.

At the completion of the field assignment, the Time Records must be submitted to Stephanie Hilton in the Education Office at shilton@ncwc.edu.

Students should maintain a copy of every Time Record throughout their tenure in the Education Program.
Field Placement Forms

- ASPIRE Field Hours Acknowledgement
- Field Placement Form
- Verification of Field Placement
- Field Placement Time Record
- Teacher Assistant Waiver
- Brunswick County Health Form
Field Hour Requirements for ASPIRE Students

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

Required field placement hours are:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8-week course</td>
<td>15 hours</td>
</tr>
<tr>
<td>8-week online course</td>
<td>15 hours</td>
</tr>
</tbody>
</table>

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

Additionally, students must have completed a minimum of 90 field placement hours prior to admission to the Student Teaching block.

I ____________________________ understand the above requirements, and agree to

(student name)

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

______________________________  _____________________
(stUDENT signature)       (date)
Field Placement Form

*Name: ___________________________________   * Telephone: ___________________________   *Semester: _______________

*email: ___________________________________________________              * Advisor: __________________________________


 [  ] Middle Grades: Concentrations _______________________________  and ___________________________________

 [  ] Secondary: Subject: __________________________________________

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 202</td>
<td>EDU 313</td>
<td>EDU 444</td>
<td>SPE 427</td>
</tr>
<tr>
<td>EDU 205</td>
<td>EDU 321</td>
<td>SPE 325</td>
<td>MAT 302</td>
</tr>
<tr>
<td>EDU 210</td>
<td>EDU 341</td>
<td>SPE 326</td>
<td>EDU 310 – no field placement required</td>
</tr>
<tr>
<td>EDU 307</td>
<td>EDU 344</td>
<td>SPE 327</td>
<td>EDU 400 – no field placement required</td>
</tr>
<tr>
<td>EDU 312</td>
<td>EDU 405</td>
<td>SPE 328</td>
<td>SPE 300 – no field placement required</td>
</tr>
</tbody>
</table>

Provide information on all previous field placements (if this is your first field placement, leave this section blank):

<table>
<thead>
<tr>
<th>School</th>
<th>Grade Level / Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please indicate your preferences. Your assignment must be at the grade level and/or subject matter in which you are seeking licensure. We will make every effort to accommodate your request; however, we cannot guarantee placement at the requested school/grade.

1. *Check the School District you prefer to complete your field hours in:
   [ ] Nash-Rocky Mount   [ ] Brunswick   [ ] Pender   [ ] New Hanover   [ ] Wayne

2. Check the grade level or subject that you prefer:
   [ ] No Preference   [ ] K – 2   [ ] 3 – 4   [ ] 5 – 6   [ ] Special Education - indicate grade level: __________________________
   [ ] Middle Grades – indicate subject: ___________________________  [ ] Secondary – indicate subject: ___________________________

3. If you have a preference for a school in one of the districts listed above, please note it here: __________________________

4. [ ] I am a Teacher Assistant at __________________________ school in __________________________ county.

Phone number: __________________________ Grade level and teacher’s name: __________________________

5. [ ] I am employed at a school, but not as a Teacher Assistant. Name of school: __________________________

[ ] Check ONLY if you will be student teaching next semester.

If you are student teaching next semester, please indicate below if you have a preference for a school.

_________________________________________________________________________________________________________

*Indicates required information.
North Carolina Wesleyan College
Field Experience Verification Form

Semester ______________________________              Student ______________________________________________
Coopering Teacher ___________________________________     Field School ________________________________
Cooperating Teacher email address ________________________________________________________________

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

✓ Attached is the daily schedule for my cooperating teacher.

✓ The first time I went to my Cooperating Teacher’s classroom was ________________, and his/her signature below verifies my visit:

_________________________  ____________
(Cooperating Teacher)                          (Date)

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

_________________________  ____________
(Student)                          (Date)

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

Completed form should be returned to Stephanie Hilton in the Education Office at shilton@ncwc.edu.
Field Placement Time Record

Student Name: ____________________________  Semester/Year: ____________________________

Courses: __________________________________________________________________________________________

Cooperating Teacher Name: ____________________________  School/Grade: ____________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time in Classroom</th>
<th>Total Time</th>
<th>Cooperating Teacher’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td><em><strong><strong>/</strong></strong></em>/_____</td>
<td>: to :</td>
<td>_____ hr ___ min</td>
<td></td>
</tr>
<tr>
<td><em><strong><strong>/</strong></strong></em>/_____</td>
<td>: to :</td>
<td>_____ hr ___ min</td>
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<tr>
<td><em><strong><strong>/</strong></strong></em>/_____</td>
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<td><em><strong><strong>/</strong></strong></em>/_____</td>
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<td><em><strong><strong>/</strong></strong></em>/_____</td>
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<tr>
<td><em><strong><strong>/</strong></strong></em>/_____</td>
<td>: to :</td>
<td>_____ hr ___ min</td>
<td></td>
</tr>
</tbody>
</table>

Total number of hours

Traditional Students are required to attain 30 hours each semester. ASPIRE students are required to attain 15 hours each 8 week term.
**Teacher Assistant - Waiver for Field Placement**

Student Name: ____________________________________________  Semester/Year: _____________________

Student Email: ________________________________________________________________________________

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

School District: __________________________________________________________________________________

School: _________________________________________________________________________________________

Name of Teacher: ________________________________________________________________________________

Grade: _________________________________________________________________________________________

Email Address: __________________________________________________________________________________

Signature of Student: __________________________________________________________Date: _______________

Signature of Principal or School Designee: ________________________________________Date:________________

Signature of Director of Teacher Education: ______________________________________Date:________________
HEALTH EXAMINATION CERTIFICATE  North Carolina Public Schools
Required of all persons upon initial employment, separation from employment more than one school year, absence of more than 40 successive days because of a communicable disease, or when deemed necessary by a local school board or superintendent. (Ref. NCGS 115C-323)
Name:_______________________________________ Social Security Number:_____________
Address:______________________________________________________________________
______________________________________________________________________________

The above named individual is to be recommended for employment by ____________________
(local school board) in a position of _______________________. 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.

I. Communicable Disease
By my signature I certify that the above named person does not have any communicable disease, including

tuberculosis, that poses a significant risk of transmission in our schools or would impair this person’s ability to perform
the duties of the job, except as may be noted below. Further, I certify that this person is free of any physical or mental
disability that would impair job performance.
If unable to certify the above, please comment:
______________________________________________________________________________
______________________________________________________________________________

II. Other Health Areas

<table>
<thead>
<tr>
<th>AREAS</th>
<th>LIMITATIONS</th>
<th>NATURE OF LIMITATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Vision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lungs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lifting/Carrying</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPROPRIATE IMMUNIZATIONS</th>
<th>CURRENT?</th>
<th>ANY IMMUNIZATION RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Td (tetanus), Hep B, MMR, etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: ____________         _______________________________________________________

Physician, Physician’s Assistant, or Nurse Practitioner (Type or Print)

SIGNATURE: ________________________________________________________________

License/Registration #: ____________ State* Granting License/Registration: _____________

*For initial employment of an out-of-state applicant the certificate may be completed by a health care provider with an
out-of-state unrestricted current license or registration.
Admission to the Teacher Education Program

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

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

Admissions Criteria

Applicants to the Teacher Education Program are required to complete the following items in order to be considered for admission. You will find all required forms beginning on page 35 of the handbook.

✓ **Application to the Teacher Education Program** – Fill out the application and have the Education Coordinator sign it. The application must be submitted prior to the time of the Admission Interview (copy on page 36).

✓ **Recommendations (2)** - Two recommendations from faculty members are required. Instructors from the Teacher Education Program are preferred, however, instructors from other 4 year institutes or community colleges will be accepted. Recommendation forms should be submitted to the Wilmington Campus Director whose office is at Cape Fear’s North Campus (see page 37 for a copy of the form).

✓ **Field Placement Time Record** – submitted to the Education Office in Rocky Mount at the end of EDU 202 and EDU 205 (see pages 27 and 31). ASPIRE students enrolled in B session classes should begin a new Time Record for the B session field hours.

✓ **Cooperating Teacher Evaluation** – The Education Office will email an online student evaluation to cooperating teachers at the completion of field hours for EDU 202/205.

✓ **GPA** - Students must have a GPA of 2.7 or higher on coursework completed at NCWC to enter the Teacher Education Program. Typically this is your cumulative GPA for EDU 202, EDU 205, and any other NCWC class that you take prior to being accepted into the Education Program.

✓ **Praxis Core** - Passing PRAXIS Core scores (reading, writing, and math) as required by the North Carolina Department of Public Instruction (Cumulative Score 468) OR meet the required SAT/ACT scores (See page 38-39 for specific guidelines and requirements).

✓ **Writing Sample** – Students must submit an electronic copy of the case study from EDU 202 as a writing sample. The scoring rubric for the writing sample is on page 40.

✓ **Admission Interview** – Students will sign up for a day and time to interview. Dress nicely and be prompt. The interview questions and scoring sheet can be found on pages 43 and 44.
Application for Admission to Teacher Education Program

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

Social Security No.: ________________________       Last Name:_________________________________________________
First Name: _______________________  Middle Name: ________________________  Maiden Name: ____________________
Birth Date (mm/dd/yyyy): _____________________   Student Status (Circle One):  FT / PT   Gender (Circle One):   Male / Female
Personal email: ___________________________________________________   Cell phone: ___________________________
NCWC email _____________________________________________________    Home phone: _________________________
1.  Ethnicity: Are you Hispanic/Latino of any race ______ Yes      _____ No
2.  Race:  ____ American Indian or Alaskan Native          _____Asian         _____ Black or African American         _____ White
   _____Native Hawaiian or Other Pacific Islander

Home Address #_________________  Street/PO Box
City__ State    ZIP
Local Address, If Different from Above __________________________
          Street/PO Box
          City__ State    ZIP

Area of Study - Check One

   _____K-6 Elementary    _____K-12 Special Education    _____Elementary/Special Education Double Major
   _____6-9 Middle Grades: Concentration Area(s) __________________________________________________________
   _____9-12 Secondary: Major Area_______________________________________________________________________

1.  Degree Type (Choose One):  _____Batchelor's Degree (4 year degree)   _____Licensure Only (already have 4 year degree)
2.  Have you taken the PRAXIS Core test?   _____Yes       _____No
3.  Do you have qualifying SAT or ACT scores to exempt you from the PRAXIS Core test?  _____Yes     _____No
   (You must provide a copy of your SAT or ACT scores to the Education Office.)
4.  If you have not taken the PRAXIS Core test and you do not have qualifying SAT or ACT scores, please provide the date that
   you plan to take the PRAXIS Core test.         ___________________________________________

Student teaching is required the final semester of classes. Rocky Mount students must complete student teaching in the
Nash-Rocky Mount school system and Cape Fear students in either New Hanover, Brunswick, or Pender school systems.
(An exception may apply for teacher assistants.)

**THE STATE OF NORTH CAROLINA REQUIRES THAT YOU ANSWER THE FOLLOWING QUESTION:
Have you ever been convicted of a felony or crimes other than minor traffic offenses?  Yes_______  No_________
If the answer if yes, give the date, name of the offense, the trial court including city and state and any other pertinent
information on a separate sheet.

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

Applicant's Signature and Date

Advisor's Signature and Date
North Carolina Wesleyan College
Teacher Education Program
Recommendation Form

Student’s Name ____________________________________________

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

Use the following in rating this individual.

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

3 Above Standard: Performance is consistently high. The student exhibits a high level of competence, motivation and/or enthusiasm.

2 At Standard: Performance is consistently adequate or acceptable. The student exhibits a level of competence that is comparable to the beginning stages of teacher development.

1 Below Standard: Performance is often inadequate or unacceptable and needs improvement. There is little or no evidence of effort to improve.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expresses an interest in a variety of subjects</td>
<td></td>
</tr>
<tr>
<td>Uses examples and knowledge to support opinions</td>
<td></td>
</tr>
<tr>
<td>Expresses self effectively in written communications</td>
<td></td>
</tr>
<tr>
<td>Has realistic view of one’s own knowledge and skills in the subject.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains reasonable eye contact when talking with others</td>
<td></td>
</tr>
<tr>
<td>Is competent in using technology for assigned tasks</td>
<td></td>
</tr>
<tr>
<td>Works effectively in groups</td>
<td></td>
</tr>
<tr>
<td>Speech patterns reflect conventional language skills and standard dialect.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dispositions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates enthusiasm for learning</td>
<td></td>
</tr>
<tr>
<td>Demonstrates responsible behavior</td>
<td></td>
</tr>
<tr>
<td>Is prompt with assignments, appointments, and attendance to class</td>
<td></td>
</tr>
<tr>
<td>Exhibits qualities of fairness and consistency in relating to others</td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments

Your Name (Printed)________________________________________________________________________________________

Signature_________________________________________________________ Date________________________

Please include the name of your institution and position if not at NCWC:

_________________________________________                           _________________________________________
Position                                Institution
PRAXIS Core Information

All students seeking admission into the North Carolina Wesleyan Teacher Education Programs are required to take and pass all three sections of PRAXIS Core, unless their SAT or ACT scores allow them to be exempt. Passing scores on the PRAXIS Core tests are specified and mandated by the North Carolina State Board of Education. Students must request that their PRAXIS Core scores be sent to Wesleyan.

ABOUT the PRAXIS Core Exams:

- There are three required sections in the PRAXIS Core - Reading, Writing, and Math
- Test numbers are: Reading – 5712, Writing – 5722, Math – 5732, or the combined test (all three parts) – 5751
- Required passing scores are: **Reading** = 156, **Mathematics** = 150, **Writing** = 162 or a **combined** total of 468
- Allow 2-3 weeks for the writing test scores to be sent to Wesleyan. Reading and Math scores will be available within 2-3 days. Students must request that Wesleyan be listed as a score recipient.
- PRAXIS core exams can only be taken once every 30 days. Students should plan on taking the PRAXIS Core well **before** the end of the first session you enroll in education courses. It is advisable to allow yourself time to retake exam or sections of the exam.

COMPUTER BASED TESTING

- Can take each section of the PRAXIS Core once every calendar month, up to 6 times per year
- Can set up test times by locating the nearest test center through the ETS website
- Scores are available for student viewing immediately for Math and Reading, but take 4-6 weeks for official copies to be sent.
- Be sure to designate NC Wesleyan as a score recipient. Scores are only available to institutions designated by the student.

REGISTRATION

- Register at [www.ets.org](http://www.ets.org), the ETS website
- Registration deadlines are strictly enforced
- Accommodations are available upon request
Tips and Recommendations

- Accommodations can be made for students with disabilities by special request.
- Fee Waiver: If you are receiving Financial Aid and are enrolled in the college, you may be eligible to receive a fee waiver, but you must apply well in advance. See ETS website:
  https://www.ets.org/praxis/about/fees/fee_waivers/
- **DO NOT FORGET**, students **MUST** request that their PRAXIS Core scores be sent to NCWC since this is not automatically done. An additional fee is charged to have scores sent at a later date.

TEST-DAY TIPS

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

SAT or ACT Score Exemption Policy

Students with a composite SAT score of 1100 or higher (reading and math only) may be exempt from the PRAXIS Core exams. Students with a composite SAT score of less than 1100, but with SAT scores of 550 or better on Reading may be exempt from Praxis Core Reading and Writing. Students with a composite SAT score of less than 1100 but 550 or better on Math may be exempt from Praxis Core Math.

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

Students are required to provide the Education Department with official copies of SAT or ACT score reports. (Scores may be accessed at the College Board website: [www.collegeboard.org](http://www.collegeboard.org).)

Study Guides and Workshops

1. **Workshops**: Students may participate in workshops sponsored by SNCAE.
2. **Practice Essay**: Students may complete a practice essay, and ask the Director of Teacher Education to score it.
3. **Praxis Website**: [www.ets.org](http://www.ets.org). Click on Praxis and look at options on Praxis Core related to preparation, test dates, test locations, etc…
### 2016 Case Study Rubric and Writing Sample Rubric

<table>
<thead>
<tr>
<th>Diversity Awareness</th>
<th>Developing 1</th>
<th>Proficient 2</th>
<th>Accomplished 3</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chooses diverse student in accordance with assignment parameters and provides a general description of student’s background.</td>
<td>Provides descriptive detail about diverse student's background AND relates student's background with student's performance in the classroom.</td>
<td>Uses descriptive data about diverse student's background and classroom performance to identify specific instructional practices used by the classroom teacher to support the student's learning needs. This connection clearly demonstrates the impact of cultural responsiveness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of diverse student is vague, and does not reflect learning style, differentiation, or impact of diversity on classroom environment.</td>
<td>Makes clear connections between home and classroom environment, including diverse student’s learning style, classroom behavior, interaction with peers, and approaches to learning.</td>
<td>Makes clear connections between home and classroom environment, including diverse student’s learning style, classroom behavior, interaction with peers, and approaches to learning, AND identifies teaching practices that best support diverse student’s achievement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Standards

**NC- North Carolina Professional Teaching Standards (2015)**

- **Standard**: NCPTS.II - Teachers establish a respectful environment for a diverse population of students.
- **Indicator**: NCPTS.II.a - Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- **Indicator**: NCPTS.II.c - Teachers treat students as individuals.

### Content Knowledge: Grammar/Syntax, APA/Organization

- Case Study is adequately organized, yet contains glaring errors in mechanics, Case Study may also display lack of coherence and inadequate details.
- Case Study is generally well organized and coherently developed, explains or illustrates most key ideas, and contains some errors in mechanics, usage, and sentence structure.
- Case Study is well organized and coherently developed, clearly explains or illustrates key ideas, and is free from errors in mechanics, usage, and sentence structure.

- Missing or inaccurate research is given to support the assertions made in the Case Study. Errors or omissions in APA citations may also be present.
- Uses research to support at least one key idea. APA citation(s) are present and accurate.
- APA citation(s) are present and accurate. Utilizes more than one academic research source to support key ideas throughout the Case Study.

#### Standards

**NC- North Carolina Professional Teaching Standards (2015)**
<table>
<thead>
<tr>
<th>Score/Level</th>
<th>Developing 1</th>
<th>Proficient 2</th>
<th>Accomplished 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong> NCPTS.III - Teachers know the content they teach.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indicator:</strong> NCPTS.III.a - Teachers align their instruction with the North Carolina Standard Course of Study.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indicator:</strong> NCPTS.III.b - Teachers know the content appropriate to their teaching specialty.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indicator:</strong> NCPTS.III.c - Teachers recognize the interconnectedness of content areas/disciplines.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indicator:</strong> NCPTS.III.d - Teachers make instruction relevant to students.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Content Pedagogy and Skills: Connection of students background to approaches to learning | Identifies basic content and differentiated instruction used by the classroom teacher in the classroom. | Connects classroom teacher’s instructional practice to content knowledge, educational issues, and theories of child development. | Connects classroom teacher’s instructional practice to content knowledge, educational issues, and theories of child development. AND applies that knowledge specifically to the diverse student’s learning and home context. |
| Displays little or no knowledge of how data and assessment impact the educational practice related to the diverse student. | Uses data on assessments to support assertions about diverse student’s academic performance AND provides examples of how the classroom teacher monitors the diverse student’s data in order to impact achievement. | Uses data on assessments to support assertions about diverse student’s academic performance. AND provides examples of how the classroom teacher monitors the diverse student’s data in order to impact achievement. AND uses research to make broader connections between student achievement and the diverse student’s background. |

**Standards**

**NC- North Carolina Professional Teaching Standards (2015)**

**Standard:** NCPTS.IV - Teachers facilitate learning for their students.

**Indicator:** NCPTS.IV.a - Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

**Indicator:** NCPTS.IV.b - Teachers plan instruction appropriate for their students.

**Indicator:** NCPTS.IV.c - Teachers use a variety of instructional methods.

**Indicator:** NCPTS.IV.h - Teachers use a variety of methods to assess what each student has learned.
<table>
<thead>
<tr>
<th>Reflection</th>
<th>Developing 1</th>
<th>Proficient 2</th>
<th>Accomplished 3</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates minimal reflection or reflects solely on the procedure of completing the Case Study.</td>
<td>Makes connections to his/her future educational practices by reflecting on specific examples from the Case Study and how the school is meeting the needs of the diverse student.</td>
<td>Makes connections to his/her future educational practices by reflecting on specific examples from the Case Study and how the school is meeting the needs of the diverse student AND connects to a larger educational framework using relevant academic research.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Makes little or no connection to the impact of student performance on gender, parent income, socioeconomic status or digital divide.</td>
<td>Recognizes the impact of student performance on gender, parent income, socioeconomic status or digital divide.</td>
<td>Recognizes the impact of student performance on gender, parent income, socioeconomic status or digital divide AND connects with personal bias and future practice.</td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

- **NC- North Carolina Professional Teaching Standards (2015)**
  - **Standard**: NCPTS.V - Teachers reflect on their practice.
  - **Indicator**: NCPTS.V.a - Teachers analyze student learning.
  - **Indicator**: NCPTS.V.b - Teachers link professional growth to their professional goals.
  - **Indicator**: NCPTS.V.c - Teachers function effectively in a complex, dynamic environment.
1. **Standard I: Teachers demonstrate leadership**

   - What would you say are the most important things that you have learned from EDU 202 and EDU 205 that have prepared you for entering the Teacher Education Program?

   - What do you consider to be the qualities of an outstanding teacher? Which of these qualities do you feel you already possess? Which do you hope to develop?

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

   - What does a teacher need to take into consideration when preparing lessons for his/her students?

   - What is meant by the terms “instruction” and “classroom management”? How are they related to one another?

3. **Standard III: Teachers know the content they teach**

   - Assuming that you will teach in North Carolina, how will you know what you are expected to teach?

   - Why is it important that teachers help students relate what they learn in the classroom to real-world experiences?

4. **Standard IV: Teachers facilitate learning for their students**

   - What are some ways that you might provide for students’ different approaches to learning? List several examples.

   - How should teachers evaluate what their students have learned? List several examples.

5. **Standard V: Teachers reflect on their practice**

   - What do you see the role of the teacher being in communicating with colleagues and parents in supporting students’ learning in your classroom? What are some specific things you could do in working with colleagues and parents?

   - What does it mean to be a “reflective practitioner”?

   - Assume you just taught a lesson. You know that it was a disaster. What questions will you ask yourself to determine the actual problem?

   - How do good teachers become better teachers?
Student’s Name ________________________________

Rating Criteria:
1. Below Standard
2. At Standard
3. Above Standard

Summary of Ratings: NC Teaching Standards:
1. _____
2. _____
3. _____
4. _____
5. _____

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

Comments

Total Rating for Teaching Standards     _____

Total Rating for Disposition and Communication Skills     _____

Recommendation for Admission:
Without reservation    ___
With reservation       ___
Should re-apply later  ___
Should not re-apply    ___

_________________________________          ________________________________   _________________
Interviewer                                     Interviewer       Date
Teacher Education Policies

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

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

**ASPIRE 8-Week Course**

0-4 hours absent: No penalty

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

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

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

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

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

A. Talk to the instructor and see if he/she is willing to allow you to continue in the class.

B. Complete a Drop/Add form. You will still pay for the class, but receive a non-punitive grade of a “W”.

C. Do nothing – you will receive an “F” and will be responsible for paying for the class.

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

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

Once admitted to the Teacher Education Program, the student will be expected to maintain at least the entrance criteria throughout the program. Adequate language skills must be apparent. Grades must meet the entrance levels. Personal, professional, and social characteristics must be demonstrated in class work, extracurricular activities, and personal life. An action plan (see page 51) is completed by the student and advisor when concerns are identified. An action plan is designed to assist students in the demonstration of knowledge, skills, and dispositions needed to be effective teachers who are reflective decision makers. Continuous monitoring of academic performance will be done by the Teacher Education Council. The Education Department reserves the right at any time during the program and for cause, to remove a student from the Teacher Education Program. Any student removed will have the right to appeal to the Teacher Education Council.

All students will be expected to maintain a minimum GPA of 2.7 and a minimum GPA of 3.0 in Education and teaching area courses (see the next page for courses included in the calculation of GPA in the major), as required by the state for a teaching license.

Course grades in subject teaching field or in education courses below a C will not be accepted.
COURSES LIST FOR CALCULATING GRADE POINT AVERAGE
(IN THE ELEMENTARY EDUCATION MAJOR)

Introductory Education Courses:
EDU 202#      Educational Theory and Practice
EDU 205#      Introduction to Teaching

Related Courses in the Major:
EDU 210#      Books for Children K-6
SPE 300*#     Exceptional Children
EXS 301*#     Personal and Community Health
ENG 409*#     Systems of Grammar
HIS 321/318*# NC History (or History of the South)

Methods Courses:
HUM 303*      Integrated Arts in Classroom Teaching
EDU 312/313   Reading & Language Arts, K-6
EDU 321       Curriculum in Elementary Education
EDU 344       Elementary Methods & Materials in Social Studies
MAT 302       Teaching Mathematics in the Elementary School
EDU 307       Lab Methods in Science for the Elementary Teacher
EDU 310*      Technology in Education
EDU 405       Testing/Measurement in Education

Capstone Course:
EDU 400*      Education Foundations/Diversity

*indicates no field placement required
#indicates course may be taken prior to Program Admission
SNCAE Membership

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

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

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

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

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

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

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

The Student Teaching Semester

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

1. Students’ teaching assignments must be made in cooperation with local schools. It is imperative that information concerning interns be received in adequate time for these assignments to be completed. Students must apply for student teaching no later than three months prior to the term in which they plan to student teach.
2. All teaching area courses and methods courses must be completed before student teaching.
3. Applicants must have maintained high standards of performance in their collegiate program. Students with less than a 3.0 average in the subject teaching field or in education courses will be required to have a vote of confidence by the Teacher Education Council. Course grades in subject teaching field or in education courses below a C will not be accepted.
4. Students must complete a minimum of 90 hours in field placements prior to student teaching.
5. Teacher Assistants currently employed in a K-6 public (non-charter school) may apply to student teach in their current school setting.
6. The College reserves the right to refuse to admit or retain any student in the student teaching program.
7. Students must enroll for the full course load (EDU 416 and 418). Students must request permission to participate in any other program, course of study, collegiate athletics, or part-time work while student teaching.
8. Guidelines from the state require students to be admitted to teacher education one full semester prior to the student teaching semester.
9. Students with two unsuccessful student teaching attempts will not be permitted to reenroll in student teaching with North Carolina Wesleyan College.
10. SNCAE membership

Admission to student teaching:
1. Application to student teaching
2. One-page autobiography
3. Maintenance of entrance criteria outlined above

License:
1. Complete student teaching with a recommendation for license
2. Complete requirements for a degree
3. Complete required testing for licensure - Elementary
   a. Pearson Foundations of Reading
   b. Pearson General Curriculum tests
4. Submit online application with appropriate documents via DPI online website
5. Fee for license

Student Teaching Portfolio

During student teaching, materials will be organized into an electronic portfolio. The portfolio should be organized to verify the development of expected NC Professional Teaching Standards. It will be considered in the assignment of grades for student teaching and for the classroom management course. Specifics regarding the portfolio are included in the Student Teaching Handbook and syllabi. Students should save work products throughout the program that may be added to the Student Teacher Portfolio.
This action plan is designed to assist students in the demonstration of knowledge, skills, and dispositions needed to be effective teachers who are reflective decision makers. It is completed by the student and advisor when concerns are identified. A copy is to be placed on file in the education office. Progress is to be monitored at least each month.

<table>
<thead>
<tr>
<th>Areas of Concern:</th>
<th>Recommendations:</th>
<th>Progress:</th>
</tr>
</thead>
</table>

Signatures:

_________________________________________  _____________________________  _____________________________
(Student)            (Cooperating Teacher)        (College Supervisor)
From time to time, students have concerns about faculty or procedures in the Education Department. In a professional setting such as NCWC, complaints are handled through a procedure.

The procedure for submitting a complaint is as follows:

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

**Other Concern:** complete the Student Complaint Form, and return the form to the program coordinator at Cape Fear Community College.

Student Name: _______________________________ Graduation Year: _________

Street Address: ________________________________________________

City/State/Zip: _________________________________________________

Telephones   Home: __________________  Cell: __________________

E-mail Address: _______________________________________________

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

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

___________________________________      ___________________
Signature          Date

Upon completion, please place the Student Complaint Form in an envelope, seal and mark the envelope “Confidential” and deliver to the program coordinator at Cape Fear Community College.
Elementary Education Major Checklist (B.S.)

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

### BASIC PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111: English Composition I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 112: English Composition II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 409: Systems of Grammar</td>
<td>3</td>
<td></td>
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<tr>
<td>Literature: ENG 115, 201, 202, 203, 204, 205, 206, 215, or HUM 102</td>
<td>3</td>
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</tr>
<tr>
<td>ENG 130: Fundamentals of Communication</td>
<td>3</td>
<td></td>
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<tr>
<td>REL 101 or REL 115</td>
<td>3</td>
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<tr>
<td>Ethics: BIO 224, BIO 330, PHI 202, PHI 342, REL 340, REL 342, or REL 401</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ART 101/MUS 101/ENT 115</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>HUM 303 Integrating Arts in Classroom Teaching*</td>
<td>3</td>
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</table>

27 total semester hours

<table>
<thead>
<tr>
<th>COURSE</th>
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<th>HOURS</th>
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<tbody>
<tr>
<td>PSY 111: Introduction to Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 201: Psychological Development in Childhood</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GEO 101: World Geography</td>
<td>3</td>
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</tr>
<tr>
<td>HIS 111: The United States to 1865</td>
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<tr>
<td>HIS 318: History of the South OR HIS 321: North Carolina History</td>
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<tr>
<td>International Studies: SOC 210, SOC 420, HIS 225, HIS 315, HIS 360, HIS 405, HIS 414, REL 220, ENG 230, ANT 210, ANT 420, HSP 111, HSP 112, HSP 211, HIS 212, POL 313</td>
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18 total semester hours

<table>
<thead>
<tr>
<th>COURSE</th>
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<tbody>
<tr>
<td>BIO 101/102: Life Science with Lab</td>
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<tr>
<td>CHM 101/102,CHM 111/112, ERS 131/132, or ERS 141/142</td>
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<td></td>
</tr>
<tr>
<td>MAT 111: Survey of Mathematics</td>
<td>3</td>
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</tr>
<tr>
<td>MAT 302: Teaching Math in Elementary School*</td>
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</tbody>
</table>

15 total semester hours

<table>
<thead>
<tr>
<th>COURSE</th>
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<tr>
<td>CIS 310: IS Concepts</td>
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<tr>
<td>EXS 100</td>
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<td>EXS 301: Personal &amp; Community Health</td>
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<td>General Electives</td>
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16 total semester hours

<table>
<thead>
<tr>
<th>COURSE</th>
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<th>HOURS</th>
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</thead>
<tbody>
<tr>
<td>EDU 202: Education Theory &amp; Practice</td>
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<td></td>
</tr>
<tr>
<td>EDU 205: Introduction to Teaching</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 210: Books for Children K-6</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SPE 300: Introduction to Exceptional Children</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 307: Laboratory Methods in Science for the Elementary School Teacher*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 310: Technology in Education*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 312: reading K-6*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 313: Language Arts K-6*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 321: Curriculum in Education*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 344: Elementary Methods in Social Studies*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 400: Education Foundations and Diversity*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 405: Educational Assessment*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 416: Classroom Management*</td>
<td>3</td>
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<tr>
<td>EDU 418: Student Teaching*</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

48 total semester hours
North Carolina Wesleyan College
Licensure-Only Program Guidelines
(for persons with 4-year degrees)

To begin the program the applicant must hold a bachelor’s degree from a regionally accredited college or university.

To be admitted to the program the student must:
1. Have as a minimum a 2.7 GPA or complete course work to improve the GPA.
2. Pass PRAXIS Core tests.
3. Successfully complete interview with Teacher Education Council and have two (2) positive recommendations from faculty.
4. Earn at least a 2.7 on the first two education courses taken at Wesleyan.

A program of study will be individually developed to reflect the background of the student and the requirements of Wesleyan’s program. Below are listed the minimum courses which must be satisfied for the Elementary program:

**PSY 201** (Child Development)  
**EDU 205** (Intro. to Teaching)  
**EDU 202** (Educ. Theory and Practice)  
**SPE 300** (Exceptional Children)  
**EDU 321** (Curriculum/Elem.)  
**EDU 312** (Reading)  
**EDU 313** (Language Arts)  
**EDU 400** (Educ. Foundations)  
**EDU 405** (Assessment)  
**EDU 307** (Lab Methods/Elem.)  
**MAT 302** (Teaching Methods/Elem.)  
**EDU 344** (Elem. Methods & Materials)  
**HUM 303** (Fine Arts)  
**EDU 210** (Books for Children/K-6)  
**EXS 301** (Personal and Comm. Health)  
**EDU 310** (Technology in Educ.)

**Student Teaching:**
**EDU 416** (Classroom Mgmt.)  
**EDU 418** (Directed Teaching/Elem.)

To be admitted to student teaching a 3.0 average should be earned in all Wesleyan course work and a minimum of 90 hours of field placement must be completed.

**ADMITTANCE MUST BE ACQUIRED ONE SEMESTER PRIOR TO STUDENT TEACHING.**
Department of Public Instruction Ethical Codes for Educators
MEMORANDUM

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

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

Van B. Murray, Chief Consultant
Licensure Section

SUBJECT: Licensure Denial/Revocation Regulations

DATE: August 31, 1993

The State Board of Education recently modified the licensure revocation regulations to include a clause which states that a license can be denied for any of the same reasons that a license can be revoked. Another clause was added specifying that the local unit administrators knowing of the commission of an offense by an individual which involves the physical or sexual abuse of a child must report such an offense to the State Superintendent. Failure to do so is a revocable offense of the local administrator’s license.

Institutions of higher education (IHEs) have an obligation to advise teacher education students that revocation regulations can prohibit an individual from becoming licensed due to the commission of various offenses. Students also should be advised of the requirement to report any criminal convictions(s) on the application for a license.

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

Thank you.

VBM:
Code of Ethics of the Education Profession

PREAMBLE

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

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one’s colleagues, of student, or parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspirations of all educators and provides standards by which to judge conduct.

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

PRINCIPLE I

Commitment to the Student

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

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

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

Commitment to the Profession

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

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

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

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

-Adopted by 1975 Representative Assembly
The purpose of this Code of Ethics is to define standards of professional conduct.

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

To uphold these commitments, the educator:

1. COMMITMENT TO THE STUDENT

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

A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.
D. Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due-process proceedings.
E. When acting in an administrative capacity:
   1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
   2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
   3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate other in the exercise of rights protected by law.
   4. Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. COMMITMENT TO THE PROFESSION

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