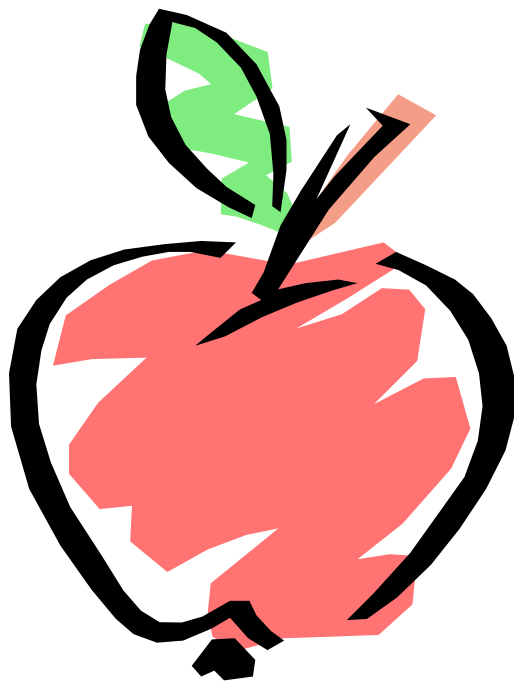


East Carolina University®



WELCOME TO
EDUCATOR PREPARATION
2024

Thirty-eighth Edition

Future Pirate Educators,

Preparing school professionals is a multifaceted endeavor. Prospective educators must acquire a foundation of general knowledge, professional expertise, and specialized content knowledge. Moreover, they must develop the skills and attitudes essential for effectively engaging with diverse students and adults. The integration of coursework, field experiences, and clinical practice forms the cornerstone of our approach, blending theory with hands-on learning.

At East Carolina University, the Educator Preparation Program (EPP) offers a robust framework designed to equip candidates with the theories and practices crucial to sound educational principles. This preparation is enriched through collaborative efforts with classroom teachers and professionals, who provide invaluable guidance during extensive practical applications in real-world settings. This partnership between our university and local schools is integral to the success of our educator preparation program.

We are pleased to welcome you as a candidate in educator preparation. This handbook serves as your guide through the steps leading to program completion and licensure in education. Please review this information thoroughly, noting that while current at the time of publication, updates may occur in response to changes in laws and policies governing educator preparation. It is vital to maintain regular contact with your advisor and program contacts for the latest updates.

Adherence to the procedures outlined in this handbook is crucial. Pay close attention to schedules and submission processes for applications and forms.

While your advisor and our faculty are here to support you, meeting the requirements of the educator preparation program is your responsibility. Utilize this handbook as a tool to navigate toward your goals.

We wish you a rewarding and transformative journey as you work toward becoming an education professional.

Best wishes for your success,

A handwritten signature in black ink that reads "Holly Heath Fales". The signature is written in a cursive, flowing style.

Dr. Holly Heath Fales, Assistant Dean
Office of Educator Preparation

**MISSION STATEMENT
EAST CAROLINA UNIVERSITY
EDUCATOR PREPARATION PROGRAM**

THE MISSION OF EDUCATOR PREPARATION IS TO PREPARE AND DEVELOP PROFESSIONALS THROUGH PARTNERSHIP WITH THE EDUCATIONAL COMMUNITY. EDUCATOR PREPARATION IS COMMITTED TO THE VISION OF PREPARING EDUCATION AND HUMAN SERVICES PROFESSIONALS WHO ARE ACADEMICALLY AND TECHNICALLY PROFICIENT; KNOWLEDGEABLE, SKILLED, AND REFLECTIVE IN THEIR PRACTICE; COMMITTED TO THE EMPOWERMENT OF ALL PEOPLE TO DEVELOP THEIR FULL POTENTIAL; AND COMMITTED TO THE ROLE OF PUBLIC EDUCATION IN A DEMOCRATIC SOCIETY.

TEACH. LEAD. INSPIRE.

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WELCOME

This handbook is designed to guide the progression of the prospective initial licensure candidate from early field experiences, to graduation, to application for a professional teaching license. It is the candidate's responsibility to use the information in this handbook to meet successive requirements to progress in a timely manner through the educator preparation program at East Carolina University. Please be reminded that education is a highly regulated and accredited program of study, which requires many detailed checks and balances along the way to becoming a licensed teacher. Our program is clinically based, and we are guests in public school classrooms and agencies during clinical experiences. It is important for all prospective candidates to understand this, before beginning the program of study, and to agree to abide by the Code of Ethics for North Carolina Educators, the Technical Standards for ECU Interns, as well as demonstrating high moral, ethical, and legal practices at all times as outlined in our teacher candidate disposition policy and rubric. Teaching is a privilege, and we hold our candidates to the highest standards. Welcome aboard the Pirate Education Nation, and we look forward to working with you as you begin this journey.

U. S. Department of Education Regulations Regarding Licensure in Other States

ECU cannot confirm whether any of its courses or programs meet requirements for professional licensure outside the State of North Carolina. ECU strongly encourages students to contact applicable licensing boards in states they wish to pursue licensure prior to seeking admission or beginning study in an academic program.

Key program assessments are electronic and will be submitted and housed in a commercial product called Taskstream. Student Taskstream accounts will be created automatically through the platform's integration with Canvas, ECU's Learning Management System. Students will access Taskstream and submit work to the platform directly through Canvas.

PROCEDURES FOR ADMISSION TO UPPER DIVISION OF EDUCATOR PREPARATION

Upper Division is the official step in applying and being formally admitted into an educator preparation program. Candidates seeking undergraduate educator preparation degrees, non-degree candidates (Licensure Only, Residency Post Baccalaureate Teacher Certification) seeking initial licensure in education, and Master of Arts in Teaching candidates must be admitted to Upper Division of Educator Preparation to take Upper Division coursework, enter internship, and complete the program. Upper division admission requirements are provided for each initial licensure pathway below.

UNDERGRADUATE DEGREE CANDIDATES

Upper Division Requirements effective July 1, 2024:

- (a) A grade of C or higher in Early Experience course taken at ECU or completion of NC Community College AA/AS in Teacher Preparation program with a grade of C or better in program approved course substitution (EDU 250). **Note:** A grade of C- will not be accepted.
- (b) Adequate individual scores or the composite total score on the *Praxis* Core Academic Skills for Educators tests (CORE) in reading, writing and mathematics; or Scholastic Aptitude Test (SAT); or American College Testing Program (ACT) as set forth in NC general statute.*
- (c) A minimum 2.7 or higher overall grade point average (GPA), no rounding.* (Candidates with a GPA of 2.8 or below will be required to have a Candidate Success meeting see pg. 9)
- (d) Disclosure and documentation of any prior or current criminal background, student code of conduct violations and/or unprofessional ratings on EPP candidate dispositions rubric (Appendix 2).
- (e) Acknowledgement of understanding of ECU Teacher Candidate Technical Standards (see Appendix 6).

*Minimum admission test scores and GPA requirements are set forth by the state of North Carolina and cannot be waived by the EPP. See § 115C-269.15. Minimum admissions requirements for educator preparation programs, item (b). <https://www.ncleg.gov/Sessions/2017/Bills/Senate/PDF/S599v7.pdf>

The Upper Division process normally begins during the second semester of the sophomore year for undergraduate candidates. At this time, candidates have either completed or are enrolled in the Early Experience course and applied to take the *Praxis* Core (www.ets.org/praxis/nc/requirements), if applicable. The Upper Division application is completed and submitted in the SONIA placement management system when requirements for admission have been met. The advisor and program coordinator will sign off on the application.

TRANSFER CANDIDATES

Transfer candidates must meet the same requirements and follow the same procedures as all undergraduate educator preparation majors (requirements a-e). They must have either (1) successfully completed a minimum of one semester (12 semester hours) at ECU with the appropriate grade point average, or (2) successfully completed the Associates of Arts/Science in Teacher Preparation from an North Carolina Community College with a 2.7 GPA or higher (no rounding) prior to admission to Upper Division.

SECOND DEGREE CANDIDATES

Second degree candidates with a 2.7 (no rounding) or higher overall GPA from their first degree are exempt from educator preparation admission tests (requirement b) but are required to meet all other Upper Division criteria (requirements a, c-e).

LICENSURE ONLY CANDIDATES

ECU requires a 4-year bachelor's degree from an institutionally accredited college, technical institute, or

university. Additional prerequisites are required of candidates with degrees from foreign countries. Licensure Only candidates must complete at least 12 semester hours at ECU prior to enrolling in an internship. Licensure Only candidates are defined as those with degrees in fields other than education seeking initial North Carolina licensure, licensed persons who want undergraduate or graduate licensure in an additional area, or undergraduate or graduate candidates who seek licensure in addition to their non-teaching degree. Licensure Only candidates with a 2.7 (no rounding) or higher overall GPA from their first degree are exempt from educator preparation admission tests (requirement b) but are required to meet all other Upper Division criteria (requirements a, c-e).

MASTER OF ARTS IN TEACHING CANDIDATES

The Master of Arts in Teaching (MAT) degree is a one year, fast-paced, highly demanding master's degree program that leads to an initial, A level license. Candidates in the MAT program must be admitted to Upper Division by the 1st day of the fall semester when Internship I begins. MAT candidates must meet requirements c, d, and e as detailed on page 6 of this handbook. MAT candidates must meet all requirements as noted in this handbook, except for the Internship II grade. For MAT candidates, grades of A or B in Internship II are required for licensure, which will be at the initial, A level. No MAT candidates will be allowed to move forward with the remaining summer coursework required after Internship II with any incompletes or unresolved edTPA scores. MAT candidates who do not earn a grade of A or B in Internship *shall not* complete the MAT degree and *may* qualify to complete the licensure only program as a post-baccalaureate teacher licensure candidate depending on the circumstances of the failure to meet Internship I or II requirements.

EDUCATOR RESIDENCY MODEL CANDIDATES

Candidates in the educator residency model must meet all requirements for an NC Residency License as outlined in NCSBE LICN-001. Individual must be hired by a NC public or NC public charter school, have a minimum of 24 hours of coursework in the content area that they teach or passing NCSBE required content exams, and affiliate with an Educator Preparation Provider (EPP). To be eligible for ECU's Educator Residency Program (ERM), candidates shall have an overall 2.7 or higher GPA (no rounding) on the Bachelor's or Master's degree. Candidates that meet all residency program eligibility requirements will be admitted to Upper Division upon admittance to the Residency program. Residency candidates must earn a C or better on coursework and have an overall GPA of 2.7 or higher (no rounding) and passing licensure exam(s) to be eligible for registration into the Residency 2 coursework. Policies pertaining to the Educator Residency Model can be found within the [Educator Residency Model Handbook](#).

UPPER DIVISION REQUIREMENT ADDITIONAL DETAILS

ADMISSION TO UPPER DIVISION TESTING

The SAT may be used in lieu of the *Praxis* Academic Skills for Educators (Core) tests or in conjunction with the *Praxis* Core to meet testing requirements. However, candidates may not use scores from the revised SAT (taken prior to March 2016) with scores from an SAT (taken after March 2016) to meet the requirements. Only one set of SAT scores may be used, **either** use all scores before March 2016 or use all scores after March 2016. Candidates may also use ACT scores in lieu of, or in conjunction with, *Praxis* Core scores to meet requirements as indicated in the narrative and tables following this section. PSAT scores are not acceptable.

Candidates with a score of 1170+ on the SAT (taken after March 2016) or a composite score of 24+ on the ACT will be exempt from *Praxis* Core. A score of 570+ on the Mathematics part of the SAT (taken after March 2016) or 24+ on the Mathematics part of the ACT exempts a candidate from the mathematics section of *Praxis* Core. A score of 600+ on the Evidence-Based Reading and Writing part of the SAT (taken after March 2016) or 24+ on the English part of the ACT exempts a candidate from the reading and writing parts of *Praxis* Core (the reading

section of the ACT does not count in any way). It will be the candidate's responsibility to upload a copy of the scores (either a printout from Pirate Port, if available, or a copy of the score report) to the Upper Division application.

The *Praxis* Core covers basic reading, writing and mathematics skills required of all teachers. If scores on one or two tests of *Praxis* Core are less than the minimum, a composite score of 468 may be used. Contact the COE Academic Success Center, 252-328-0067, to access free electronic *Praxis* Core study resources.

Praxis Core

Test Name	Test # Prior to 9-2019	Test # After 9-2019	Minimum Score
Core-Reading	5712	5713	156
Core-Writing	5722	5723	162
Core-Mathematics	5732	5733	150
Composite Score on all three tests			468

SAT taken prior to March 2016

Test Name	Praxis Core Exemption	Minimum Score
SAT	To be exempt from all three Core tests	1100
SAT Critical Reading	To be exempt from Core–Reading & Writing	550
SAT Mathematics	To be exempt from Core–Mathematics	550
The writing section of the SAT does not count in any way. PSAT scores are not acceptable.		

SAT taken after March 2016

Test Name	Praxis Core Exemption	Minimum Score
SAT	To be exempt from all three Core tests	1170
SAT EBRW*	To be exempt from Core–Reading & Writing	600
SAT Mathematics	To be exempt from Core–Mathematics	570
*EBRW = Evidence-Based Reading and Writing; PSAT scores are not acceptable.		

ACT

Test Name	Praxis Core Exemption	Minimum Score
ACT	To be exempt from all three Core tests	24
ACT English	To be exempt from Core–Reading & Writing	24
ACT Mathematics	To be exempt from Core–Mathematics	24
The reading section of the ACT does not count in any way.		

Registration information for the *Praxis* Core as well as information booklets may be downloaded from <http://www.ets.org/praxis/nc/requirements>. *Study Companions* are available at the ETS website. These publications will help individuals with the structure and content of the tests. **Test results should be sent to East Carolina University, Code 5180, when completing the registration form. Scores received at ECU are received electronically for reporting purposes. Paper copies are not mailed to candidates or the university. Candidates must keep electronic copies of all score reports.**

Deadlines in the Office of Educator Preparation will not be extended, nor will conditional admits to Upper Division or Internship be made, pending the receipt of scores. It may take several weeks to receive official scores from the testing company; therefore, candidates should plan ahead and take tests with plenty of lead time to ensure scores will be received prior to deadlines, as only official score reports will be accepted.

ETS CANDIDATE SCORE REPORTS

Plan testing dates to ensure scores will be returned in time to meet deadlines. **No deadlines will be extended due to pending score reports.** Official score reports for candidates will be available online via their Praxis account, [My Praxis account](#), approximately three to four weeks after the test date. Test results should be sent to East Carolina University, **Code 5180, when completing the registration form. Scores received at ECU are received electronically for reporting purposes. Paper copies are not mailed to candidates or the university.** ETS recommends printing a hard copy of the score report, as well as, saving an e-copy of the score report for future reference. Candidates are responsible for maintaining copies of all score reports. Online scores are downloadable for one (1) year. After one year, scores will no longer be available, and candidates will need to pay for and request additional score reports from ETS.

Praxis Core tests are only for admission into teacher education. Candidates also have NC State Board of Education required content area testing for licensure recommendation. Please see page 29 of this handbook for more information on licensure and required license tests.

GPA and CANDIDATE SUCCESS MEETING

Candidates must have a 2.7 or higher GPA (no rounding) at the time of admission to Upper Division. Candidates with a 2.8 or lower GPA when applying for Upper Division will be required to attend a Candidate Success Meeting to discuss maintaining an appropriate GPA, additional support resources, and to develop a growth plan for success during the remainder of the Teacher Education program. **Note: This does not apply to Residency candidates.**

Candidates must maintain a 2.7 GPA or higher (no rounding) to remain in Upper Division.

Candidates not admitted to, or removed from, Upper Division are notified in writing (email) by the Office of Educator Preparation. It is the candidate's responsibility to eliminate the deficiency and notify the Office of Educator Preparation when ready to be re-admitted.

In alignment with NC Program Approval Standards, candidates must be admitted to Upper Division and submit their Internship Application to the Office of Clinical Experiences by:

- **July 1** for fall/spring internships or the first business day following July 1, if July 1 is a Saturday or a Sunday.
- **By 5:00 p.m. on the first day of classes for the spring semester** for spring/fall internships.

CRIMINAL BACKGROUND DISCLOSURE (CBD) and STUDENT CODE OF CONDUCT

It is the responsibility of the candidate to disclose all criminal background issues (other than minor traffic violations) and any ECU Office of Student Rights and Responsibilities (OSRR) violations and outcomes to the designated CBD coordinator in the Office of Educator Preparation **prior to admission to Upper Division and at any other point in time a crime or campus violation is committed after admission to Upper Division** has been 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 candidates to understand that paying a fine or ticket (such as in the case of underage drinking) is a plea of guilty. All ECU OSRR violations must be reported.

The Educator Preparation Program communicates and shares information with the ECU Office of Student

Rights and Responsibilities regarding student conduct on campus. Candidates who have pending OSRR charges, have been found responsible for any OSRR violations, or are on probation for any violations may not be allowed to move forward in their program. Program progression will be halted until all violations and subsequent penalties have been served. These violations/disciplinary actions are considered criminal charges and candidates are required to disclose these charges on their Upper Division applications and internship applications or at any time in between these applications that charges occur. <https://osrr.ecu.edu/policies-procedures/>

The ECU Educator Preparation Program takes the illegal purchase, use, sale or distribution of drugs very seriously. Possessing drugs legally purchased in another state is a crime in NC. As future educators, illegal drug purchase, use, sale or distribution by candidates will not be tolerated. Documentation of any of the above listed or related actions may result in immediate removal from the program regardless of where the candidate is in his/her degree or licensure program progression.

Any candidate 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. This statement must accompany the Upper Division application. Any candidate who has been convicted or pled guilty to any crime must meet with the designated CBD coordinator in the Office of Clinical Experiences to discuss the nature of the charges. The Office of Educator Preparation will review the criminal disclosure of each candidate. Upper Division applications of candidates who have pled guilty using prayer for judgment or *nolo contendere* (no contest) will not be processed unless the candidate schedules an appointment with the designated CBD coordinator in the Office of Clinical Experiences. Upper Division applications of candidates who have pending criminal charges will not be processed until their case is disposed.

Candidates must complete a university criminal background disclosure prior to their Intern II at their own expense. Instructions for completing the criminal background disclosure will be given to candidates in the Intern I Seminar. **Failure to disclose criminal history or student code of conduct violations at any time, prior to or after the CBD has been completed, may result in removal from the educator preparation program.**

Candidates should be aware that public schools will not allow placements for field experiences or internships for candidates with multiple and/or serious criminal background issues regardless if the candidate has been cleared for readmission to the university or to the educator preparation program. Failure to be accepted for field experiences or internship will preclude the candidate from completing the degree and a change of major must be completed.

It is possible that a candidate 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. **Thus, it is mandated that all potential candidates and current candidates disclose any criminal behavior and ECU OSRR violations as soon as they occur so as not to risk wasting time, effort, and finances on a degree and/or licensure program, which will not allow one to teach in this state or any other.**

CANDIDATE PROFESSIONAL DISPOSITIONS

East Carolina University's Educator Preparation Program utilizes a professional dispositions plan and rubric (Appendix 2) based upon five categories of professional behaviors that candidates are expected to display as they progress through our program and become licensed educators:

1. Demonstrates Ethical Understanding, Behaviors, and Responsibility
2. Demonstrates Professional Commitment
3. Demonstrates Professional Communication
4. Participates in the Professional Community
5. Demonstrates Professional Relationships and Behaviors when working with PK-12 students

The process of documenting candidate dispositions moves from one of awareness and exploration early in the program to demonstration of professional behaviors as candidates progress in the program. The development and assessment of candidate dispositions and professional behaviors is a growth-model that provides multiple opportunities for early intervention, candidate remediation and growth, and reinforcement of desired professional behaviors. The process purposefully involves candidates, faculty, and key stakeholders in the disposition process.

The key dispositional gateways include: Early Field Experiences, Upper Division Admission, Program Area Junior Field Experience Course, Internship I (methods), and Internship II (Internship course). In addition to the gateway dispositional assessments, faculty are also encouraged to utilize the dispositions form in any course or circumstance with any candidate where there are concerns that would show a need for additional support and feedback to candidates.

Candidates that have repeated documented dispositional concerns and/or unprofessional behaviors and do not demonstrate growth through remediation opportunities are subject to dismissal from field experiences, internship, or the ECU Educator Preparation Program.

REQUIREMENTS DURING UPPER DIVISION

Candidates should check with their advisor at least once each semester to be certain all requirements for licensure and/or graduation are being met. Candidates must maintain a minimum of 2.7 GPA (no rounding) on all college work attempted at ECU. In addition, certain program areas may require a minimum 2.7 GPA or higher in the major. Candidates must meet department GPA requirements for major/minor/academic concentrations and professional education courses.

Professional Core courses are a series of courses covering content all educators in all program areas should know. These courses include:

- | | |
|--------------------------|----------------------------|
| • Special Education | • Internship I and II |
| • Reading/Literacy | • Classroom Management |
| • Educational Technology | • Foundations of Education |
| • Early Field Experience | • Diversity |
| • Methods of Instruction | • Assessment |

The courses designated as Professional Core courses require a grade of (2.0) C or higher or they must be repeated. Professional Core courses are denoted in the academic catalog.

Candidates who fall below the required 2.7 GPA (no rounding) will not be allowed to enroll in Upper Division courses or remain in pre-registered Upper Division courses, including the Intern II semester. Candidates will not be allowed to progress to Intern II without all required pre-requisite courses completed with a grade of C (2.0) or higher, no incompletes, and an overall 2.7 or higher GPA.

Candidates should check with their academic advisor about the completion of a Degree Works Audit (recommended completion is second semester of junior year; must be completed by first semester senior year). The official review of candidate's degree requirements will be done by the Office of the Registrar. Candidates will be held accountable for all requirements for the major according to the entrance catalog year unless an approved substitution is submitted to the Registrar by the academic advisor/department. Candidates will need to apply for graduation and register for commencement online at <https://registrar.ecu.edu/graduation-information/> and <https://commencement.ecu.edu/>.

Licensure Only (LO) and Residency candidates are required to keep track of their progress on the Plan of Study issued to them. It is strongly recommended that LO candidates contact their academic advisor frequently to remain on track for Internship and timely licensure completion. Residency candidates will follow the policies outlined in the Educator Residency Model Handbook.

Master of Arts in Teaching (MAT) candidates are reminded of the fast-track nature of the MAT program. It is designed to be done in one year, leads to **A level licensure**, and candidates must meet all the requirements that other candidates meet for admission and retention. To be licensed, MAT candidates must earn a grade of A or B in Internship. Failure to complete Internship successfully automatically removes a candidate from the MAT program.

NEW CHARGES AFTER ADMISSION TO UPPER DIVISION

Any candidate who has incurred ***new charges either through the ECU OSRR or the legal system*** after admission to Upper Division, and those charges have been dismissed; or any candidate who was found responsible for an OSRR charge, has pled guilty to criminal charges using prayer for judgment or nolo contendere (no contest) must submit a signed statement explaining the nature, date, and outcome of the charges. This statement must accompany the internship application in the SONIA system. ***Any candidate who has been charged with any crime or pled guilty to any crime using prayer for judgment or nolo contendere (no contest) must print a copy of their completed background disclosure and upload it with their online licensure application.*** Therefore, candidates must keep copies of their Criminal Background Disclosure (CBD) and Criminal Background Check (CBC) documents. Candidates with any ***new criminal charges*** since admission to Upper Division will be required to meet with the designated CBD coordinator in the Office of Educator Preparation to discuss the nature of the charges.

EARLY CLINICAL EXPERIENCE & OTHER PRACTICA PLACEMENTS

Early clinical experience is provided in departmental courses designated by course number 2123-Early Experience for Prospective Teachers or FREN 2611, SPAN 2611, or GERM 2611. It is designed to provide prospective teachers with the opportunity to observe various school or agency activities in the actual teaching/learning setting.

A minimum of sixteen (16) clock hours must be spent in guided observation or limited non- instructional participation in public schools or agencies in North Carolina. **No out of state or private school placements will be made.** ECU candidates at all levels are guests in the schools and schools are not obligated to accept them for placement or allow them to remain.

Candidates are required to keep a record of their observation hours; have the hours verified by the classroom teacher or other appropriate individual at the school or agency; complete observation forms provided by the instructor; and reflect on their experiences. Candidates are required to comply with health screening and reporting policies, including use of face coverings and/or other PPE, and any quarantine or isolation protocols as instituted at the site.

Observation and non-instructional experiences will be determined by the university instructor, the classroom teacher, and/or the agency contact. In addition to the observations, a minimum of eight (8) hours of class meetings are required.

Many courses beyond the Early Field Experience course require additional clinical/field experiences. Clinical experience assignments are made by the Office of Clinical Experiences in cooperation with public schools and agencies. **Candidates are not allowed to solicit their own field or clinical placements or be placed where they have children enrolled. No out-of-state placements will be made.**

These courses are designed to build upon the early field experience to provide increased classroom and teaching experience in public schools of NC as a bridge to the Internship Experience. Each course will have a required number of clinical hours along with varied assignments designated by the program area.

PROFESSIONAL APPEARANCE DURING FIELD EXPERIENCES

There may be a difference between the accepted patterns of professional dress in the public schools and the prevailing pattern on the university campus. Appearance as a participant in any of the clinical experiences (including the internship) should not interfere with the candidate's or the PK-12 students' learning. Appearance that causes a school, school system, or agency any undue disturbance will be cause for removal from the site and may result in removal from the educator preparation program. The first impression made is important in reflecting a professional image.

With regards to personal appearance, keep in mind, the candidate should reflect cleanliness, wear appropriate clothing, and serve as a role model for PK-12 students. The candidate shall be required to follow the dress code of the field experience or internship site, if it differs from the ECU prescribed one found in Appendix 3. Additionally, professional appearance is a component of the EPP Candidate Dispositions Rubric (Appendix 2).

ATTENDANCE IN FIELD EXPERIENCES

Participation in any clinical experience requires a commitment by the candidate to the program, the clinical teacher, and most importantly, the PK-12 students. Lessons are planned well in advance and schedules made

on the assumption of the candidate's attendance. Candidates should always remember that they are guests in the school site.

Candidates will determine observation and teaching schedules for specific times and dates with the assigned teacher during the first visit. If there is an emergency that requires an absence, notify the classroom teacher in advance according to a pre-arranged method. Clinical teachers are not obligated to accommodate candidates who miss times within the placements. Attendance is also a component of the EPP Candidate Dispositions Rubric (Appendix 2).

REMOVAL FROM FIELD OR CLINICAL EXPERIENCES

If a candidate is asked to be removed from any field experience placement (practicum or internship) by an agency, a school, or a school system; this may be grounds for dismissal from the ECU educator preparation program. This removal can be the result of a dispositional/behavioral, Technical Standard, Code of Ethics, and/or performance issue. Second attempts may be granted depending upon the circumstances for removal; however, no more than two attempts will be granted for any level clinical experience--early field, clinical, or internship.

A Petition for Exception must be submitted to the Office of Educator Preparation for a previously removed candidate to be placed in an early field, practica and/or Internship course. Documentation that the issue has been resolved will be required to accompany the petition, see page 25 for petition procedures.

INTERNSHIP EXPERIENCE AND GUIDELINES

The internship, one of the most significant requirements of the Educator Preparation Program, is viewed as the culminating aspect of the professional component of teacher preparation. Achievement of program objectives requires a carefully planned sequence of field and clinical experiences, including directed observation, participation, and full-time responsible teaching under the direction of a clinical teacher and a university supervisor.

An effective intern experience provides opportunities to synthesize and apply previous learning and experience, to develop and apply analytical and problem-solving skills to the various activities of teaching, including self-evaluation, and for professional growth by observing, planning, and teaching with a clinical teacher.

OVERVIEW OF INTERNSHIP EXPERIENCE

Prior to Intern I, the applicant must (1) be classified as a senior for UG candidates, (2) meet all departmental requisites and have an overall minimum 2.7 GPA (no rounding), (3) have completed all coursework except Internship for UG and LO candidates or have all Summer Session II coursework completed for MAT candidates and (4) be in good standing according to university records. For those with pending University disciplinary action or legal action, no field placements will be made while outcomes are being deliberated. Applicants who have been arrested or convicted of violation of local, state, or federal drug laws or of other serious offenses involving moral turpitude will not be admitted. Applicants with pending ECU OSRR violations, designated on probation by OSRR or found responsible for significant OSRR violations will not be admitted to Internship.

Prior to Intern II, the candidate must have (1) all incompletes removed with the appropriate grade for the course, (2) completed the criminal background disclosure and been cleared, and (3) completed all coursework. Administration of this phase of the candidate's work is provided by the Office of Clinical Experiences working with the department chairs, the educator preparation staff of the University and local school systems or agencies to provide internship experiences for all prospective teachers.

The internship for all educator preparation majors is a two-semester experience in a public school classroom or agency with a clinical teacher. The first semester (Intern I) is to acclimate the intern to the internship site environment i.e., to understand policies and procedures, to understand the multiple roles of the classroom teacher, to begin to understand the diverse needs of students, and to begin the process of long-range curricular planning, delivery of instruction, and assessment. Intern I candidates are expected to be in their clinical site one full day per week the entire semester. During Intern I, the department chair/program coordinator should serve in the place of the university supervisor for the purpose of policies and procedures. Interns **may not substitute** in their internship placement **during Intern I**.

The second semester (Intern II) is a full semester of teaching, with the clinical teacher providing feedback to the intern about the teaching and learning process. As a general policy, interns **will not** be permitted to take courses on campus or online concurrently with the Intern II semester. Exceptions may be made in hardship cases, but only through the Petition for Exception process.

NOTE: INTERNS ARE STRONGLY ADVISED NOT TO WORK DURING INTERN II. Work may not interfere with internship hours, seminars, or the required teacher workday.

INTERNSHIP APPLICATION

The semester in advance of internship I, candidates will be required to attend an internship application meeting or meet with the Program Area Coordinator. The internship application must be submitted via the SONIA system to the candidate's advisor in the major department no later than one year prior to the designated internship II semester. The program coordinator will verify admission to Upper Division. **Internship placements will be located within the Latham Clinical Schools Network at East Carolina University except for candidates in approved online programs; however, all placements will be in NC.** In alignment with NC Program Approval Standards, candidates must be admitted to Upper Division and submit their Internship Application by specific dates set by the Office of Clinical Experiences and approved by the Council for Educator Preparation. Final application acceptance dates are:

- **July 1** for fall/spring internships or the first business day after July 1, if July 1 is a Saturday or a Sunday.
- By 5:00 p.m. on the first day of classes for the spring semester for spring/fall internships

USE OF SUMMER SESSION COURSEWORK

If a candidate fails a course that must be repeated prior to Intern I or Intern II, the candidate may use the summer sessions at ECU to retake the required course if it is offered. If the course is not available, the candidate will have to delay internship. If the course is an Upper Division course and the candidate's GPA falls below 2.7, the candidate must raise the GPA before retaking the course. No exceptions will be made to take Upper Division courses if a candidate does not meet eligibility requirements.

Intern I spring/Intern II fall internship candidates, whose GPAs fall below 2.7 at the end of the spring semester or summer session 1, may use the remaining summer session at ECU to raise the GPA to regain eligibility for Intern II in fall. Candidates who met the application deadline for the Intern I fall/Intern II spring internship and are removed from Upper Division due to low GPA at the end of the preceding spring semester or summer 1 session, may use the remaining summer session at ECU to raise the GPA to regain eligibility for Intern I fall. However, Upper Division courses *may not* be used to raise the GPA, as the candidate is no longer in Upper Division.

CRIMINAL BACKGROUND CHECK AND DISCLOSURE

Candidates must complete a criminal background check (CBC) prior to their Intern II at their own expense. Instructions for completing the Criminal Background Check will be given to candidates in the Intern I Seminar.

Failure to disclose criminal history or ECU OSRR violations at any time, prior to or after the CBC has been completed, may result in removal from the educator preparation program.

CBCs are due:

- October 15 for fall/spring internships or the last business day *prior to* October 15 if October 15 is a Saturday or Sunday.
- March 15 for spring/fall internships or the last business day *prior to* March 15 if March 15 is a Saturday or Sunday.

MEDICAL EXAMINATION FOR INTERNSHIP

Candidates shall schedule an appointment for the internship physical examination in plenty of time to meet the deadline given at the seminar. Physicals are good for one year only. Tuberculosis (TB) testing is required, and the test must be completed in the given window to be in effect the full internship year. Appointments may be made through the Student Health Center at ECU by calling (252) 328-6841. The examination **must** be

completed before the Intern I semester and **shall** be on file before the candidate can report to the internship site. The examination may be completed by a personal physician, using the appropriate form. **Make and keep a copy of the physical form**, as the Office of Clinical Experiences does not make copies. Candidates are required to comply with health screening and reporting policies, including use of face coverings and/or other PPE, and any quarantine or isolation protocols as instituted at the site.

REQUIRED INTERNSHIP SEMINARS AND MODULES

Candidates shall attend any required seminars or complete any required online modules for Interns scheduled by the Office of Clinical Experiences, Office of Educator Preparation, or the major department.

REQUIRED INTERNSHIP ACTIVITIES AND ASSESSMENTS

Candidates should successfully complete the internship and submit all required assessments via the online management system. It is the intern's responsibility to upload all assessments, view and review in depth all progress reports uploaded by the University Supervisor, and to submit all required lesson plans, teaching schedules, and reflections as deemed required by the Office of Educator Preparation, the program area, department, clinical teacher and/or university supervisor.

WITHDRAWAL AND CANCELLATION OF INTERNSHIP

If it is necessary to withdraw the internship application, notify the Office of Clinical Experiences and the department/advisor immediately and complete the appropriate cancellation form. If unable to complete the internship, the candidate should consult with the university supervisor and the department/advisor regarding necessary procedures for dropping course(s) associated with internship as ECU cannot drop courses for the candidate. Cancelling the internship and dropping courses are two separate processes, both of which must be completed to officially cancel an internship.

If for any reason the internship needs to be canceled, either the candidate, the Program Area Coordinator, or the Lead Coordinator of the Office of Clinical Experiences must complete one of the Cancellation of Internship Forms (see Appendices 7 or 8). Submit the form to the Office of Clinical Experiences, Speight 104 and work with the advisor to drop all courses with the Registrar.

READMISSION TO INTERNSHIP

To be readmitted to the internship, the candidate must file a Petition for Exception by the appropriate date for approval by the Assistant Dean and/or the Admissions and Retention Committee of the Council for Educator Preparation depending on the reason and complete a new internship application in the SONIA system.

INTERNSHIP PLACEMENT PROCEDURES

The purpose of the internship is to afford the prospective teacher an opportunity to gain experience and attain a reasonable degree of competency in his/her major area of specialization. The internship is a 2-semester, 720+ hours experience in a public school or agency in North Carolina. All internship assignments must be secured and approved by the Office of Clinical Experiences. Interns will not be assigned to schools they have attended, in which have been employed, have relatives employed, or have children enrolled. (Note: Exceptions to placement policies will only be considered for current school employees, at the discretion of the employing district. See teacher assistant internship placement policy below). Interns shall not solicit their own placements. Classroom teachers shall not request certain interns. No out of state placements will be made.

Teacher Assistant Internship Placement Policy

ECU Educator Preparation has developed teacher assistant internship placement options to ensure equitable experiences for all candidates while supporting teacher assistants in transitioning to the teaching profession

(Appendix 10). Teacher Assistant placement decisions are made by the employing district, not the intern. Teacher Assistant placements will abide by statute set forth in NC G.S. 115C-269.30 as outlined in NC State Board of Education policy TCED-014. For all teacher assistant placements, the Intern, Clinical Educator, and Building Administrator will sign and acknowledge the ECU Teacher Assistant/Internship Contract (Appendix 11). **If an intern secures a Teacher Assistant position after the internship application is completed or after the placement has occurred, the intern must provide notice to the Office of Clinical Experiences within 2 business days.** The Office of Clinical Experiences will contact the district to confirm placement and the intern/administrator must sign the Teacher Assistant Internship Contract to continue the internship. East Carolina University is not involved in decisions related to Teacher Assistant employment. Continuing employment is at the sole discretion of the school district.

Intern Teaching Schedule and Responsibilities

The university supervisor and clinical teacher will jointly plan the observation and teaching schedule for the intern, leading to total responsibility for instruction and for other tasks normally performed by the clinical teacher. When feasible and appropriate, interns should have experiences teaching a variety of subjects (within their licensure area), different grade levels, and students of differing achievement levels. Middle Grades and Secondary candidates, when appropriate, are expected to have teaching experiences in each area of concentration. **Interns must complete a minimum of fifteen (15) consecutive days of full-time teaching responsibilities, unless placed in a co-teaching classroom. A minimum of 16 weeks in the same internship placement is required by NC law for all candidates.**

Concrete and timely feedback focused on improvement is essential for intern growth. Interns, clinical teachers, and university supervisors share in this responsibility. Interns should review the Progress Reports and documents in the online management system throughout the internship. Ask for assistance for professional growth based on NC Rubric and Standards in Appendix 5.

ATTENDANCE FOR INTERN II

1. If there are **emergencies** (personal illness, death in immediate family) during the internship requiring an absence, the clinical teacher, university supervisor, and the Office of Clinical Experiences (OCE) must be notified as soon as the intern knows they will not be at the site. Responsibilities include:
 - a. Communicating with the clinical teacher immediately in the agreed upon manner.
 - b. Sending plans to the internship site if the intern is responsible for teaching that day.
 - c. Communicating with the university supervisor immediately in the agreed upon manner.
 - d. Emailing the Office of Clinical Experiences at oce@ecu.edu. The clinical teacher and university supervisor should be copied on any email sent to OCE.
 - e. After two consecutive days of absences for a personal illness, **a doctor's note** must be submitted to the university supervisor along with an absentee form signed by all required parties before the intern can return to the site on the next day.

2. **Excused absences:** Interns may be permitted up to two (2) excused absences for the **purposes** of scheduled medical appointments, job interviews, professional meetings, court appearances or others **approved by the Office of Clinical Experiences in advance**, without required make-up time, providing the university supervisor and the clinical teacher are properly notified and agree. This is not guaranteed as all information must be considered. The clinical teacher, the university supervisor, the principal, and the Office of Clinical Experiences, **prior to the date of the requested absence**, must approve requests for absences for job interviews, professional meetings, scheduled medical appointments, or attendance in court. Forms are available on the Office of Clinical Experiences website: <https://education.ecu.edu/oep/clinical-experiences/oce-forms/>. Any professional absence must be **approved two weeks in advance**.

3. If additional absences from the internship are necessary, the **make-up time needed** should be arranged with the clinical teacher and the university supervisor and approved by the Office of Clinical Experiences. If extended absences are necessary, the Office of Clinical Experiences should be notified promptly. **Make-up days should be completed within 10 days of the final day of internship or the maximum allowable school days available per the district calendar if less than 10 school days remain on the calendar for the semester.**

4. When the clinical teacher is absent, a regular substitute teacher may be called to assume responsibility for the instruction and well-being of the students. The intern should use this time to observe the work of the substitute teacher. If the substitute teacher objects to the intern's observations, arrangements should be made to allow the intern to observe in other classes during the substitute's tenure. If a substitute teacher is present for an extended period, the Office of Clinical Experiences must be notified **immediately**. Even in the absence of the regular clinical teacher, the intern is expected to continue with planned periods of instruction.

5. Inclement Weather Guidelines for Internship II

If the internship site in which you are placed is:

- A) Closed for staff and students, ECU Interns do not report. The Intern will make up the day when the school makes up the day (even if that is a Saturday) if the internship is still in progress when the make-up day is designated, i.e. during the same semester as the internship.
- B) Closed for students, but staff are required to report on time, ECU Interns should report if conditions are safe. ECU Interns do not have "leave" or "optional workdays".
- C) Closed for students but staff are required to report on a delay, ECU Interns report at the same time teachers are required to report. ECU Interns do not have "leave" or "optional workdays".
- D) Closed for students, but staff are on an "optional workday," ECU Interns are required to report to the internship site regardless if their CT is there or not. ECU Interns do not have "leave" or "optional workdays".

For conditions B, C, and D above:

- i. If the ECU intern, using their best judgment, determines they can safely report to the Internship site, they should report for the required workday hours, regardless if the CT is there or not.
- ii. If the ECU intern, using their best judgment, determines they cannot safely report to the Internship site, they should not report.

If condition "ii" above is used:

- a. Interns shall be required to make-up the missed day (8 hours/day), in *no less than* 30-minute increments before or after the required internship workday hours during the two weeks immediately following the missed day(s).
- b. Allowable activities for make-up time are: working on lesson plans/unit plans; grading papers; entering and/or analyzing student achievement or assessment data; assisting with before school or after school care; assisting with bus duty; working the gate at an athletic event; assisting with any programs, such as prom preparations, choral or band events, athletic events, parent nights, fund raisers, yearbook, etc.
- c. Time spent working shall be recorded on the approved spreadsheet (downloadable Inclement Weather Log form can be found on the OCE website). Only time spent *working* on classroom duties (planning, grading, analyzing data, etc.) or time spent *assisting* with activities (keeping the gate receipts, assisting at rehearsals, etc.) shall be used for make-up. Time spent "watching events" shall not be used.

Interns shall notify, in writing via email, the clinical teachers, university supervisors, and copy the Office of Clinical Experiences, oce@ecu.edu, when they choose condition ii above. All documentation of make-up time using the required spreadsheet found at <https://education.ecu.edu/oep/clinical-experiences/oce-forms/> shall be forwarded to the university supervisor for verification of completion. Failure to notify all three parties or to submit documentation of make-up time is a dispositional issue and will affect this portion of the Intern's internship grade.

SUBSTITUTING DURING INTERN II

During Intern II, interns may serve as **substitute teachers** after meeting agency or Public School Unit (PSU) requirements under the following conditions:

1. The intern may substitute **only after** the first formal observation by the university supervisor, provided the progress report(s) indicates the intern is making adequate progress.
2. The intern is authorized to substitute **only** for the assigned clinical teacher.
3. The intern may substitute no more than **two consecutive days** and **no more than a total of five days during the entire Intern II experience**. The Clinical Teacher Conference is excluded from these 5 days.
4. When employed as substitute teachers, interns should be paid at the regular substitute rate, only if the system or agency allows it, except for the day of Clinical Teacher Conference as interns are a free substitute that day for the assigned clinical teacher only.

INTERN-LEGAL STATUS

Interns in North Carolina are recognized as professional educators under the North Carolina General Statutes and are given full legal status like that of regular teachers except for salary, tenure, retirement, workmen's compensation and other fringe benefit guarantees. This status legalizes the assignment of interns to public schools to delegate to them instructional and related responsibilities. It provides legal protection for the schools involved and for interns if there is no evidence of negligence by interns in the performance of their duties with the policies of the school or failure to comply with the appropriate guidelines of North Carolina Public School Laws. These legal provisions for professional status also provide a legal basis for the utilization of interns as substitute teachers.

INTERNSHIP POLICIES

The following policies have been adopted for the Educator Preparation Program at East Carolina University and apply to all field, clinical, and Internship experiences:

- A. Candidates must conduct themselves in a professional manner in all activities that affect their relationship and that of the University with the placement site to which they have been assigned. ECU candidates at all levels are guests in the schools and schools are not obligated to allow them to remain.
- B. The candidate must abide by the same policies of the public school unit or agency as those required of regular employees, plus those created by the public school unit or agency specifically for candidates, to include compliance with health screening and reporting policies, including use of face coverings and/or other PPE, and any quarantine or isolation protocols as instituted at the site. Candidates shall not administer medications to students.
- C. Interns may attend overnight field trips with their assigned Clinical Teacher after permission is obtained from the Office of Clinical Experiences. Interns shall not have the sole responsibility for any

PK-12 students nor share rooms overnight with students while away from the internship site.

D. The candidate is expected to present an acceptable professional appearance in a placement setting. The candidate must also abide by any written code established by the placement site, major department, or Office of Educator Preparation for professional personnel. Defiance of specific requests made by placement site or university officials will be considered grounds for dismissal from the internship and/or the overall program.

E. Candidate will maintain acceptable teaching proficiency, including any online or virtual learning and teaching required of them. If at any point in the clinical experience, in the professional judgment of the supervisors, the candidate demonstrates such ineffectiveness that the progress of PK-12 students is seriously impaired, then the candidate will be withdrawn from the program.

F. The candidate must be punctual, prepared in advance, and ready to remain long enough after the close of the placement site day to participate in appropriate planning, preparation, and other professional activities.

G. Candidates must possess good health and have a current physical examination form on file in the Office of Clinical Experiences **before** beginning the Intern II experience. Any changes in the medical status of the candidate prior to, or during, the placement should be reported to the Office of Clinical Experiences. The candidate will be permitted to continue in the placement if changes in health do not reduce the candidate's effectiveness as a teacher. Candidates must comply with all site requirements for any health-related protocols.

H. Candidates who are arrested for violation of local, state, or federal laws including those for serious offenses involving moral turpitude will be withdrawn from the educator preparation program and placement immediately. It is the candidate's responsibility to disclose to the Office of Clinical Experiences **all tickets, arrests, and convictions for all offenses incurred at any time while in any teacher education course** prior to and after the required Criminal Background Disclosure, including ECU OSRR actions. Failure to disclose all criminal activity, such as, but not limited to, underage drinking tickets; underage possession of alcohol; purchasing alcohol for a minor; drug or drug paraphernalia possession, purchase, sales, or manufacturing; driving while impaired, assault, larceny, breaking and entering, embezzlement, weapons charges, any misdemeanors or felonies, etc. will result in immediate removal from the placement site and probable removal from the educator preparation program. Candidates may not be in any field experience (early field or Internship) with pending charges of any kind, including ECU OSRR violations.

I. Other offenses or conduct that causes the candidate's character or fitness for admission to the teaching profession to be questioned, such as but not limited to, inappropriate use of social media to display inappropriate or illegal personal behaviors; inappropriate comments or pictures about the clinical placement site, any PK-12 students, clinical teacher, administration, university supervisor, or faculty; unauthorized posts about or pictures of, any PK-12 students; inappropriate physical contact or contact by phone, text, email, or social media apps of minors or PK-12 students; derogatory or character defaming posts of others, etc. may be grounds for dismissal from the program. Refer to the Professional Dispositions Plan for Initial Licensure Candidates (Appendix 2); NC Professional Teaching Standards (Appendix 5); the Technical Standards for Admission to, and Progression in Educator Preparation at ECU (Appendix 6); and the Code of Ethics for North Carolina Teachers (Appendix 7);

J. Candidates shall refuse gifts having monetary value from any PK-12 student or guardian **at any time**

while enrolled in an educator preparation program regardless if the candidate teaches the student or not.

K. Undergraduate and Licensure Only candidate must earn a grade of 2.0 or higher in the internship to meet licensure requirements and have an overall GPA of 2.7 or higher to meet licensure requirements. Master of Arts in Teaching (MAT) candidates must earn a 3.0 or higher in the internship to continue in the MAT program.

INTERNSHIP GRADING PROCEDURES

Continuous guidance and evaluation of the candidate is the joint responsibility of the university supervisor and the clinical teacher. The university supervisor must formally evaluate the intern a minimum of four times, with additional visits as needed. The intern should participate in the discussion of the evaluations so that the candidate is aware of progress as documented by the clinical teacher and university supervisor. The intern needs to review the Progress Report and Candidate Pre-Service Assessment of Student Teaching (CPAST) document and seek assistance from the university supervisor and clinical teacher for continual growth.

A progress report is prepared by the university supervisor with input from the clinical teacher after the 1st and 3rd observation by the university supervisor. Candidate performance is rated (1) Not Met, (2) Emerging, or (3) Meets or Exceeds. The report is documented in Taskstream by the university supervisor and viewable by the intern. The University Supervisor will share ratings with the Clinical Teacher. The CPAST document is completed at the 2nd and 4th observation points. Interns should self-evaluate along with input from the clinical teacher and the university supervisor on the CPAST rubric. Candidate performance on the CPAST rubric is rated (1) Not Met, (2) Emerging, (3) Meets, and (4) Exceeds. The university supervisor will provide final CPAST ratings in Taskstream.

The edTPA shall count 10% of the Internship course grade. The 10% is in the Internship Course syllabi and grade, not the Internship Seminar course. The full 10% shall be given to a candidate who passes the edTPA either on the 1st or 2nd attempt. Program areas may add additional percentages for submitting a complete and scorable edTPA on time, turning in Tasks at certain intervals, etc. but the actual passing of the edTPA shall only count 10%. This became effective fall 2019 and remains in effect for the future. Undergraduate interns are assigned letter grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F. MAT interns are assigned letter grades of A, B, C, or F. Refer to the internship syllabus for the appropriate program area.

The final grade will not be revealed to the intern by the clinical teacher or university supervisor before the end of the semester. The intern may view the final evaluation in the management system on the last day of the semester. University supervisors have the responsibility for issuing the final grade of the internship and submitting all required documents.

INTERN II EARLY RELEASE

Districts may request Intern II candidates with outstanding performance to be released from internship early to serve as a full-time substitute, instructional assistant, or other classified (non-licensure) position **only** in their licensure area. Policies for Early Release are outlined below, with no exceptions.

- Early release occurs only in exceptional circumstances and is seen as a privilege to outstanding candidates. No early release will be approved for private schools or out of state schools.
- Requests for early release should originate from the employing school system or agency and must go to the Office of Clinical Experiences at ECU and copied to the liaison for the employing system.
- Before requests can be approved, the Office of Clinical Experiences will get approval from the university supervisor. Approval must be given by the department chair or program area coordinator, in cases where the university supervisor is an adjunct faculty member.

- Interns must agree to be released and always retain the right to refuse the release to complete the internship and shall do so without repercussion from the University or school system.
- Interns may not request their own early release and are released only after approval by the Office of Clinical Experiences.
- If approved, no early release will be implemented any sooner than the date approved each semester by the Office of Educator Preparation.
- Interns with more than 2 excused absences will need to make up time prior to the start of their early release.
- Early release is only permitted for interns that will complete all coursework required for graduation during the internship II semester. Interns that have additional coursework after the internship II semester are not eligible for Early Release, this includes summer coursework.

Prior to approval the candidate must have:

1. At least a 3 rating (Meets or Exceeds) on all items of the third progress report, and both the CT and US must agree that all standards on the Certificate of Teaching Capacity will be marked “met”.
2. One observation must have occurred during the 15 consecutive days of full-time teaching responsibility.
3. 15 consecutive days of full-time teaching are completed, or co-teaching full days completed.
4. All degree coursework must be completed with an expected graduation date in the internship semester.
5. All edTPA and signature assessments, and required work complete, saved, scored, and passed before the date of early release.
6. A mentor assigned from the employing school or agency with the name of the mentor forwarded to the Office of Clinical Experiences prior to the release date for the candidate.
7. Interns may be early released to full-time substitute in their licensure area only.
8. The final CFAST observation document of the intern must be made by the University Supervisor prior to release. This formal observation shall be uploaded in the management system by the designated due date.
9. The intern must continue to follow all ECU policies and procedures in the early release setting to be recommended for licensure.

After the Release Date:

1. Released interns are not considered licensed personnel until after the official date of graduation for the semester in which they graduate. Interns should be informed that they will only receive substitute pay for the early release period.
2. ECU will not send any letters to confirm the candidate’s status as graduated or licensable until after all grades have cleared the Registrar’s official review. This may take as much as two weeks after a semester ends.
3. Interns are released from the internship placement only. Interns are still required to successfully complete all courses, edTPA requirements, signature assessments, and other requirements from the department, program area or university, and attend mandatory seminars. A substitute shall be provided by the employing site for the Intern to attend the mandatory final Intern II seminar(s).
4. Interns shall be allowed to attend the ECU graduation and the unit Graduate Recognition Ceremony for their program area in May or December. A substitute shall be provided by the employing site if the candidate opts to attend.

DISMISSAL POLICY FOR EARLY FIELD, INTERN I AND INTERN II EXPERIENCES

A. Policies

1. Candidates may be dismissed for failure to meet any of the established intern standards including criminal issues. If the candidate is asked to be removed from any field experience placement by a school or a school system, this may be grounds for dismissal from the ECU educator preparation program. This removal can be the result of a dispositional, social media, Technical Standard, Code of Ethics and/or performance issue.
2. Appropriate officials of the University, Public School Unit (PSU), or other agency may initiate a recommendation for dismissal.
3. The candidate may withdraw upon written request to the Office of Clinical Experiences. The Office of Clinical Experiences may also require the candidate to complete a conference with the office, instructor, or the university supervisor.
4. For internships, copies of the cancellation letter submitted to the candidate by the Office of Clinical Experiences will be provided for the designated PSU representative, the clinical teacher, the university supervisor, and department chair/program coordinator.
5. The candidate has the right to appeal the course grade, but not the removal from internship, by following the university grade appeal process after the grade posts at the end of the semester. Refer to the Undergraduate or Graduate Catalog as appropriate.

B. Procedures

1. Recommendations for dismissal may be initiated by the clinical teacher; other appropriate PSU or agency officials; the university supervisor; or other appropriate university officials, such as the department chair/program coordinator. This recommendation, stating reasons, will be submitted to the Office of Clinical Experiences. For expediency, recommendations may be made orally and followed by the written recommendations. Email is an acceptable form of written communication.
2. Dismissal for failure to maintain acceptable levels of teaching proficiency in Internship.
 - a. The clinical teacher should notify the university supervisor (Intern II) or department chair/program coordinator (Intern I) at the earliest possible moment following the development of a serious concern about the candidate's competence. An evaluation and a conference with the clinical teacher and candidate should follow this expressed concern. The Office of Clinical Experiences should be contacted immediately in these situations.
 - b. If the university supervisor develops a serious concern about the intern's competence, the US should state these concerns in a conference with the clinical teacher and with the intern, as outlined on the Improvement Plan. Specific deficiencies should be identified with written suggestions and a timeline for improvement provided for the intern. The intern will be given an opportunity to improve based on the statement of deficiencies in the Improvement Plan, provided the issue warrants additional time. Anecdotal records may be necessary to supplement progress reports.
 - c. If the intern fails to improve during the specified period, or as soon as the deficiencies are deemed sufficiently acute to inhibit continued progress by PK-12 students, then termination of the intern's assignment should be recommended.
 - d. Supervisors may request an observation and/or evaluation by the Office of Clinical Experiences or another program area faculty. The Lead Coordinator may also choose to complete an

observation or evaluation.

3. **Dismissal for significant criminal or ethical violations do not warrant an improvement plan.**

Candidates are well informed of the consequences of their actions at three (3) definitive times prior to Intern II.

4. **Dismissals for dispositional issues such as personal tardiness or lateness of required documents do not warrant improvement plans.** Notification will be given for the candidate to fix the behavior, and any further violation once notification is given is grounds for dismissal.

5. Upon a decision for dismissal, the Office of Clinical Experiences or program area coordinator will notify the candidate and the above policies will rule to assure provisions for due process where warranted.

POLICY FOR READMISSION TO THE INTERNSHIP

Undergraduate or Licensure Only candidates who receive a grade of C-, D+, D, D-, F or MAT candidates who receive a grade of "C or F" in internship or any of these candidates who withdraw or are removed involuntarily from the internship will not be allowed to repeat an internship except for unusual circumstances. A written **Petition for Exception** must be made to the Assistant Dean and/or Council for Educator Preparation Admissions and Retention Committee prior to the internship application deadline. If a second attempt is granted, Interns will be placed in a county different from the original internship, except under documented extenuating circumstances.

REQUEST FOR EXCEPTIONS

NOTE: PETITIONS FOR EXCEPTIONS ARE GRANTED ONLY IN EXTREME, DOCUMENTED EXTENUATING CIRCUMSTANCES.

To request an exception to procedures and policies outlined in this handbook, file a **Petition for Exception** with the Office of Educator Preparation. Candidates seeking a petition should request the petition for exception DocuSign form from their advisor. Petitions must include the digital signatures of the candidate, advisor, and department chair/program coordinator, then routed to the Assistant Dean of Undergraduate Affairs and Educator Preparation. **Petitions that are not approved by the department or program will not be considered by the Assistant Dean.** A copy of the approved/disapproved petition will be returned to the candidate via email, filed in the candidate's e-folder and the advisor notified. **Exceptions shall not be made for the minimum 2.7 GPA, non-passing *Praxis* Core or ACT or SAT scores, or delayed score reporting.**

PROCEDURES FOR COMPLETION OF DEGREE AND/OR LICENSURE

DEGREE AND LICENSURE REQUIREMENTS

Candidates must complete the state-approved program with the overall, major/minor field, and professional course GPAs identified earlier, meet all University requirements for graduation, and meet all NC requirements for licensure, including the edTPA. **NOTE:** Candidates must have a minimum 2.7 GPA and a grade of 2.0 or higher in the internship and professional core courses to be recommended for licensure, in addition to program area requirements. Master of Arts in Teaching (MAT) candidates must have a minimum 3.0 GPA and a grade of 3.0 or higher in internship to remain in the MAT program. MAT candidates who earn a grade below 3.0 in internship shall convert to undergraduate licensure only status.

All initial licensure candidates must achieve a passing score on the edTPA to be recommended for licensure. ECU uses the NC state-wide passing score for licensure, which is 38 for those completing the 18-rubric assessment. Foreign Language candidates complete a 13-rubric assessment with a NC passing total score of 32. These scores are in effect through 2023-2024.

The edTPA shall count 10% of the Internship course grade. The 10% is in the Internship Course syllabi and grade, not the Internship Seminar course. The full 10% shall be given to a candidate who passes the edTPA either on the 1st or 2nd attempt. Program areas may add additional percentages for submitting a complete and scorable edTPA on time, turning in Tasks at certain intervals, etc. but the actual passing of the edTPA shall only count 10%. This became effective fall 2019 and remains in effect for the future.

Candidates who do not achieve a passing score on the first edTPA submission or receive an incomplete score due to condition codes should submit an official full or partial retake of the edTPA at their own expense. Candidates must submit and pass a retake within the allowable window of time to be eligible for licensure recommendation.

ADD-ON LICENSE AREA

Candidates adding elementary or special education to an existing license must take the appropriate tests regardless of the number of hours taken (see page 29 for required tests and scores). Individuals must work directly with NCDPI or their local school system to add-on by testing once they graduate.

LICENSURE TESTING--PRAXIS SUBJECT ASSESSMENTS AND PEARSON TESTING

(See page 29 for applicable tests)

Always check NC testing requirements for the latest information. The tests listed in this book are accurate at the time of publication. Some tests are administered by ETS (Educational Testing Service) and others are administered by Pearson. Information for both testing services appears below. No one will be recommended for licensure without passing test scores and passing edTPA scores.

Application forms for the *Praxis* Subject Assessments and information booklets may be downloaded from <http://www.ets.org/praxis/nc/requirements>. *Study Companions* are available at the ETS website. These publications will help individuals with the structure and content of the tests. Official score reports from ETS will be available online via their *Praxis* account, [My Praxis account](#), approximately three to four weeks after the test date. Test results should be sent to East Carolina University, **Code 5180, when completing the registration form**. Scores received at ECU are received electronically for reporting purposes. ***Paper copies are not mailed to candidates or the university.*** It is recommended that you print a hard copy of the score report and save an electronic copy for future reference. Scores for tests taken through ETS are available

online and downloadable for one (1) year. After one year, scores will no longer be available, and candidates will need to pay for and request additional score reports from ETS.

The Pearson Education website is www.nc.nesinc.com. Test results of all tests taken by candidates should be sent to East Carolina University, **Code 5180**. These results are electronic for reporting purposes. ***Paper copies are not mailed to candidates or the university.*** If requested, Pearson test results are emailed to individuals and are available online through an account for only 45 days. Additional score reports are available from Pearson. NOTE: There is a fee for each request.

Who should take Licensure tests and when should these tests be taken?

All candidates must produce passing test scores and passing edTPA scores before ECU makes a recommendation for licensure. Tests should be taken closest to when the candidate completes the course(s) that provide the requisite knowledge to do well on the tests. Consult advisor for advice on when to schedule tests.

Pearson and Praxis Licensure Testing Requirements for Elementary Education Only

The required tests for Elementary Education initial teaching licensure candidates are the Pearson's Foundations of Reading and **one** of the following math subtests, **either** the Pearson Mathematics Subtest **or** the Praxis II Content Knowledge Test (CKT) in Mathematics. **The Pearson tests are administered through Pearson Education, Inc. at www.nc.nesinc.com and the Praxis II test is administered by ETS.** The tests are computer delivered and are given within specific testing windows. See page 29 for required test names, numbers, and passing scores. The edTPA is also required for licensure.

Pearson and Praxis Licensure Testing Requirements for Special Education—General Curriculum Only

The three required tests for Special Education – General Curriculum initial teaching licensure candidates are the **1) Pearson's** Foundations of Reading; **2) either** the **Pearson** Mathematics Subtest **or** the **Praxis II** Content Knowledge Test (CKT) in Mathematics, **and** **3) The Praxis II** Subject Assessment 5543 Core Knowledge and Mild to Moderate Applications test.

The required tests for Special Education: General Curriculum initial teaching licensure candidates come from two different testing services, the Educational Testing Service (ETS) and Pearson Education, Inc. **The Pearson tests are administered through Pearson Education, Inc. at www.nc.nesinc.com and the Praxis II test is administered by ETS www.ets.org/praxis/nc/requirements and http://www.ets.org/praxis/register/centers_dates/.** The tests are computer delivered and are given within specific testing windows. See page 29 for required test names, numbers, and passing scores. The edTPA is also required for licensure.

Licensure Testing requirements for Birth-K and Theatre Education

Currently in NC, there are no testing requirements for licensure for the Birth-Kindergarten and Theatre Education programs. The edTPA is required for licensure in each of these areas.

Praxis Subject Assessment Licensure Testing requirements for All Other Program Areas

All *Praxis* tests are computer delivered and are given within specific testing windows. The *Praxis* tests and testing windows can be found at: www.ets.org/praxis/nc/requirements and http://www.ets.org/praxis/register/centers_dates/. See page 29 for required test names, numbers, and passing scores. The edTPA is required for licensure in each of these areas.

edTPA REQUIREMENT AND POLICIES

All initial licensure candidates, regardless of pathway, must achieve a passing score on the edTPA to be recommended for licensure. The State of NC considers the edTPA to be a licensure test and adheres to their passing cut scores. The NC edTPA passing total score for all educator preparation program candidates completing a 15-rubric assessment is 38. Foreign Language candidates complete a 13-rubric assessment with a passing total score of 32.

The edTPA shall count 10% of the Internship course grade. The 10% is in the Internship Course syllabi and grade, not the Internship Seminar course. The full 10% shall be given to a candidate who passes the edTPA either on the 1st or 2nd attempt. Program areas may add additional percentages for submitting a complete and scorable edTPA on time, turning in Tasks at certain intervals, etc. but the actual passing of the edTPA shall count 10%.

Candidates who do not achieve a passing score on the first edTPA submission or receive an incomplete score due to condition codes should submit an official full or partial retake of the edTPA at their own expense. Candidates must submit and pass a retake within the allowable window of time to be eligible for licensure recommendation.

Candidates who do not pass the edTPA on the second attempt will not be recommended for licensure. Additional retake attempts in the internship site *may* be allowed at the discretion of the Educator Preparation Program and the program area, with *significant documentation of cause*. The edTPA must be passed before a licensure recommendation can be given.

Pearson Administrative Review Policy located at:

http://www.edtpa.com/PageView.aspx?f=GEN_ScoreDelaysDueToAdministrativeReview.html

- Pearson does not permit candidates to resubmit an edTPA portfolio while a score is under administrative review.
- If a Pearson administrative review results in a voided score due to confirmed **plagiarism**, the intern will be subject to the guidelines of the ECU Academic Integrity Policy and removed from internship immediately.
- Candidates with a voided Pearson score may be permitted to complete another full edTPA submission at their own expense subject to the discretion of the COE Office of Educator Preparation if the voided results are deemed not to be a violation of the ECU Academic Integrity Policy, College of Education policy, the Educator Preparation Handbook, Student Code of Conduct, university policies or professional ethical standards.
- If a candidate chooses to appeal an administrative review, they must do so directly with Pearson.

REQUIRED LICENSURE EXAMS BY LICENSURE AREA

The tests listed in this book are accurate at the time of publication. It is the individual’s responsibility to know current testing requirements. Visit www.ets.org/praxis/nc for ETS testing and www.nc.nesinc.com for Pearson testing. Access to Praxis scores are available on the ETS site for one year. Pearson score reports are available for 45 days. Additional copies of score reports are available from each reporting service for a fee. Print and save an e-copy of all test scores and edTPA scores for your records. **Select East Carolina University (Code 5180) during registration so your scores will be reported to our program.**

Licensure Area and Code	Required Tests	Required Test Scores	edTPA Handbook and Required Passing Score
Art K-12 (810)	5135, Art Content and Analysis	161	Visual Arts (38)
Birth-Kindergarten (014)	N/A	N/A	Early Childhood (38)
Elementary Education (025)	Pearson FoRT 090 (Prior to 7/31/23) OR Pearson FoRT 190 AND Praxis CKT Math 7813 OR Pearson Test 203, Mathematics Subtest	229 233 150 227	Elementary Literacy (38) Elementary Mathematics (38)- <i>Option for Residency Candidates Only</i>
English 9-12 (100)	5038, English Lang, Arts: Content Knowledge	167	Secondary English Language Arts (38)
Family & Consumer Science (710)	5122, Family and Consumer Sciences	153	Family and Consumer Sciences (38)
French K-12 (511)	5174, French: World Language or ACTFL OPI & WPT	162 or ACTFL Adv Low	World Language (32)
German K-12 (531)	5183, German: World Language or ACTFL OPI & WPT	163 or ACTFL Adv Low	World Language (32)
Health & PE K-12 (095)	5857, Health and Physical Education: Content Knowledge	160	Physical Education (38)
Mathematics 9-12 (200)	5165, Math: Content Knowledge	159	Secondary Mathematics (38)
Mid. Grades Lang. Arts (78180)	5047, Middle School English Lang. Arts	164	Middle Childhood English Language Arts (38)
Mid. Grades Math (78200)	5164, Middle School Math	157	Middle Childhood Mathematics (38)
Mid. Grades Science (78300)	5442, Middle School Science	152	Middle Childhood Science (38)
Mid. Grades Soc. Stud. (78400)	5089, Middle School Social Studies	149	Middle Childhood History/Social Studies (38)
Music K-12 (800)	5114, Music Content and Instruction	162	K-12 Performing Arts (38)
Physical Education K-12 (090)	5091, Physical Ed Content Knowledge	152	Physical Education (38)
Science 9-12 (300)	5435, Gen. Science Cont. Knowledge (prior to 8/31/22) OR 5436, General Science (effective 9/1/22)	151 141	Secondary Science (38)
Social Studies 9-12 (400)	5081, Social Studies Content Knowledge	158	Secondary History/Social Studies (38)
Spanish K-12 (521)	5195, Spanish: World Language or ACTFL OPI & WPT	168 or ACTFL Adv Low	World Language (32)
Special Education– Adaptive Curriculum (88092)	5511, Fundamental Subjects: Content Knowledge	148	Special Education (38)
	AND 5545, Special Ed: Core Knowledge and Severe-to-Profound Applications (until 8/31/2024) OR 5547, Severe to Profound (effective 9/1/2023)	158 156	
	5543, Special Ed: Core Knowledge and Mild-to-Moderate (prior to 8/31/24) OR 5355, Foundational Knowledge (effective 9/1/23)	158 145	
Special Education – General Curriculum (88091)	AND Pearson FoRT 090 (prior to 7/31/23) OR Pearson Test 190 AND Praxis CKT Math 7813 OR Pearson Test 203, Mathematics Subtest	229 233 150 227	Special Education (38)
Theater Arts K-12 (108)	N/A	N/A	K-12 Performing Arts (38)

All tests are online and available at a Prometric Testing Center during specific testing windows. Check the site for Center locations and test dates at http://www.ets.org/praxis/register/centers_dates/. Many tests are now offered in an online format that can be taken in one’s home. Check the websites noted above for options for “at home testing”. **Note that testing deadlines will not be extended due to technical difficulties encountered during at home testing.**

DEGREE COMPLETION WITHOUT LICENSURE RECOMMENDATION

Degree completion and obtaining a license in the State of North Carolina or any other state are separate processes. A candidate may complete an educator preparation degree and not seek a license in the State of North Carolina for various reasons, such as moving to another state to work, not seeking employment in public schools of NC, or not having a grade of 2.0 or higher in the internship at the undergraduate level. MAT candidates shall not complete the MAT degree nor be licensed without a grade of 3.0 or higher in the internship.

GRADUATION FOR UNDERGRADUATE AND MAT CANDIDATES

For the graduation ceremony, the cap and gown can be ordered through the ECU Student Store. Be sure to apply for graduation by the university deadline. Refer to the university Commencement website.

Unit recognition ceremonies vary as to times, dates, and locations. Consult your advisor, your program area or check the ECU Commencement website. Licensure only/Post Baccalaureate candidates do not participate in graduation. Completion of licensure coursework is not a degree granting event.

CAREER SERVICES

Education majors are encouraged to use the services and resources of the ECU Career Center early and often to aid in making career and major related decisions to ensure they are getting the most out of their education. Career Services is also available to assist with resumes, cover letters, and sharpening interview skills to optimize job placement after graduation. For more details on services provided visit www.ecu.edu/career. To schedule an appointment with the education liaison, contact Career Services at 252-328-6050.

Appendix 1 – Teacher Candidate Forms and Resources

Forms referenced in this handbook in relation to field experiences and internship can be accessed via the Office of Clinical Experiences website:

Clinical Experiences Forms and Resources:

<https://education.ecu.edu/oep/clinical-experiences/oce-forms/>

Appendix 2– Professional Dispositions Plan for Initial Licensure Candidates

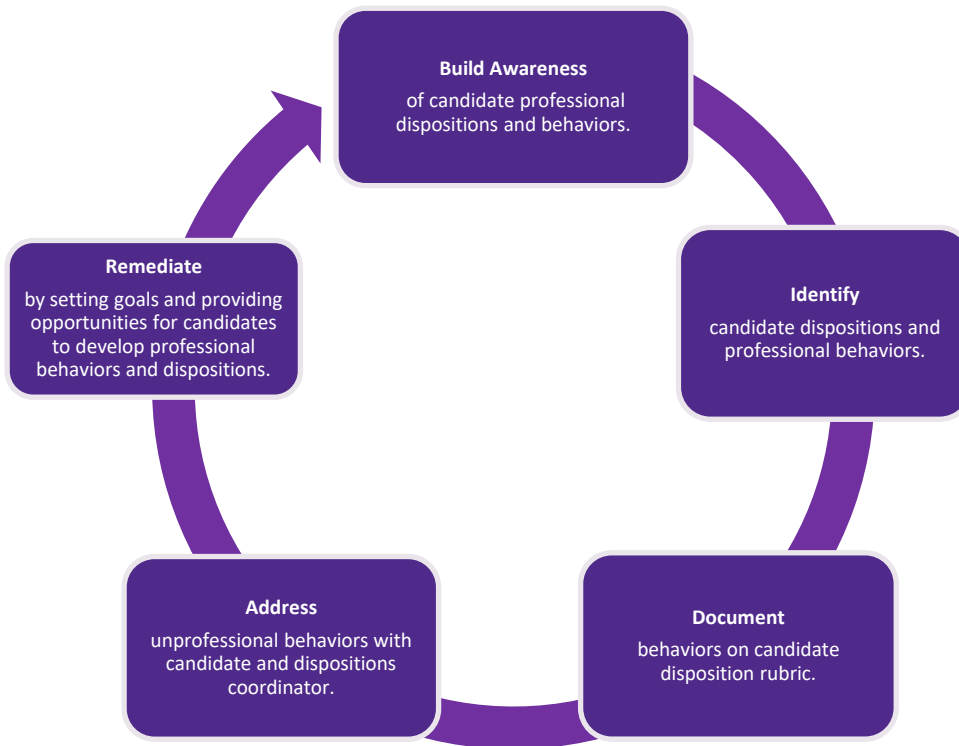
Professional Dispositions Plan for Initial Licensure Candidates

East Carolina University’s Educator Preparation Program utilizes a professional dispositions rubric based upon five categories of professional behaviors that candidates are expected to display as they progress through our program and become licensed educators:

1. Demonstrates Ethical Understanding, Behaviors, and Responsibility
2. Demonstrates Professional Commitment
3. Demonstrates Professional Communication
4. Participates in the Professional Community
5. Demonstrates Professional Relationships and Behaviors when working with PK-12 students

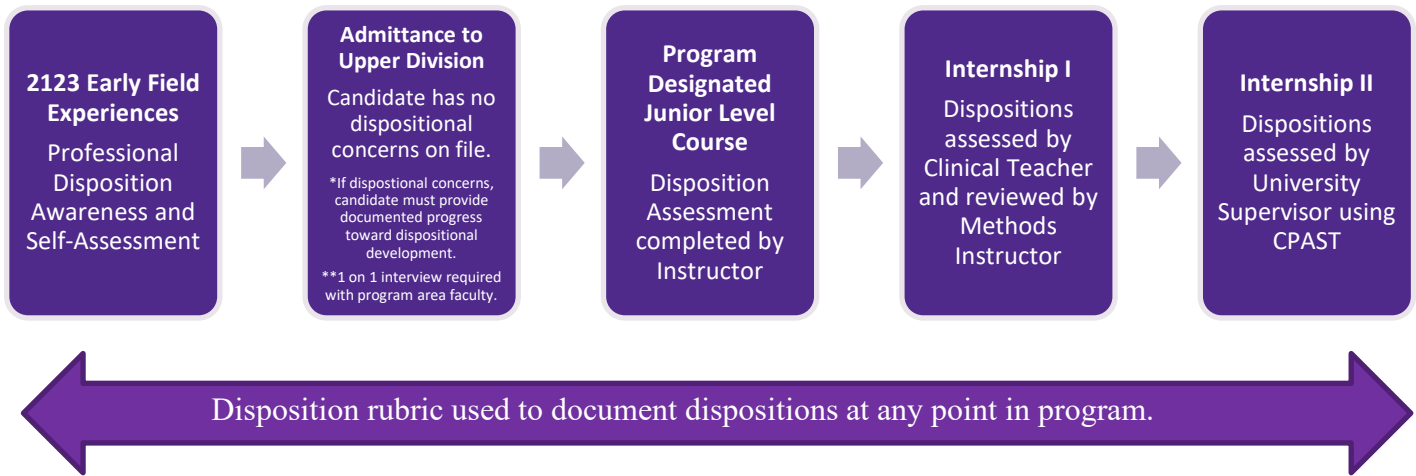
The process of documenting candidate dispositions moves from one of awareness and exploration early in the program to demonstration of professional behaviors as candidates progress in the program (Figure 1). The development and assessment of candidate dispositions and professional behaviors is a growth-model that provides multiple opportunities for early intervention, candidate remediation and growth, and reinforcement of desired professional behaviors. The process purposefully involves candidates, faculty, and key stakeholders in the disposition process.

Figure 1
ECU Candidate Disposition Model



The required gateways within the educator preparation program where dispositions are assessed and feedback is provided to candidates are outlined in Figure 2. The key dispositional gateways include: Early Field Experiences, Upper Division Admission, Program Area Junior Field Experience Course, Internship I (methods), and Internship II (Internship course). In addition to the gateway dispositional assessments, faculty are also encouraged to utilize the dispositions form in any course or circumstance with any candidate where there are concerns that would show a need for additional support and feedback to candidates.

Figure 2
ECU Educator Preparation Professional Dispositions Gateways



Description of Professional Disposition Development Benchmarks

Early Field Experiences-During the Early Field Experience course, candidates are expected to examine the NC Professional Teaching Standards and the ECU Educator Preparation Handbook. Early experiences coursework provides candidates the opportunity to experience working with students in PK-12 schools and is often the first exposure to expected professional behaviors for education candidates. The ECU Professional Dispositions Rubric is shared and discussed with candidates. Prior to participating in fieldwork, candidates are asked to self-assess their current professional behaviors utilizing the rubric.

Upper Division Application-As a component of the Upper Division Application, candidates attest to whether they have a documented rating of “unprofessional” on any prior dispositional assessments. Documentation of unprofessional behavior is filed within the student’s documents within SONIA in accordance with the disposition documentation guidelines. If a student has a documented dispositional concern, they must provide documentation of dispositional development in accordance with the goals on file for the student. Candidates with a prior documented dispositional concern must have a 1-1 upper division interview with program area faculty and the dispositional concern must be discussed, addressed, and documented.

Program Designated Junior Level Course-Each initial licensure program will designate a junior level field experience course prior to Internship where candidate dispositions will be evaluated by the course instructor. The instructor will submit the form in Taskstream and discuss candidate disposition and professional behaviors with the candidate. Major dispositional concerns will be directed to the program area and EPP dispositions coordinators and addressed per the ECU EPP disposition documentation procedures.

Internship I--During Internship I and as part of the methods course grade, the Clinical Teacher will complete the dispositions rubric at the end of the semester. The rubric designations are discussed with the candidate as an external review of their dispositions and as a catalyst for continued growth. The disposition rubric form is completed in Sonia, reviewed by the methods instructor, and then viewed by the assigned University Supervisor at the beginning of the Internship II semester. The ECU Teacher Candidate Professional Dispositions form has alignments with the CCAST form and should be used to prepare candidates for dispositional requirements of the CCAST evaluation during Internship II.

Internship II—Candidate dispositions are evaluated after each required observation using interim progress reports and midpoint and final CPAST evaluations. The University Supervisor works directly with the Clinical Teacher to assess candidate dispositions and to provide feedback to interns.

Revised Dispositions Instrument with Look Fors
ECU Educator Preparation Program

Candidate Name:

Date:

Completed by:

Course:

Check the appropriate behavior rating:	<input type="checkbox"/> Professional Behavior	<input type="checkbox"/> Developing Professional Behavior	<input type="checkbox"/> Unprofessional Behavior	
<p>Demonstrates Ethical Understanding, Behaviors, and Responsibility</p> <p>Alignments: NCPTS: 1 CPAST: U MCEE: I, II InTASC: 9-10</p>	<ul style="list-style-type: none"> Clearly adheres to and demonstrates understanding of ethical codes, procedures, and policies regardless of personal views. Appropriately and consistently recognizes others' work. Holds oneself responsible for ethical behavior including a professional social media presence. Accepts and incorporates feedback pertaining to ethics and responsibility. 	<ul style="list-style-type: none"> Inconsistently demonstrates knowledge, understanding and adherence of ethical codes, procedures, policies. Inconsistently recognizes others' work. Inconsistently holds oneself responsible for ethical behavior including a professional social media presence. Making progress in accepting and incorporating feedback pertaining to ethics and responsibility. 	<ul style="list-style-type: none"> Does not adhere to or demonstrate understanding of ethical codes, procedures, or policies. Does not recognize others' work or takes credit for others' work. Fails to hold oneself responsible for ethical behavior including a professional social media presence. Does not accept or incorporate feedback pertaining to ethics and responsibility. 	<p align="center"><input type="checkbox"/></p> <p align="center">Category not observed or not applicable</p>
<p>Look Fors</p>	<p>The candidate:</p> <ul style="list-style-type: none"> Follows policies, procedures, and ethical codes as outlined in the Educator Preparation Handbook, ECU Student Code of Conduct, PK-12 School and District Policies, and NC Educators Code of Ethics AND candidate actions demonstrates compliance to ethical standards. Gives credit for other's contributions to activities such as group assignments, research, or lesson planning through the professional learning community. Appropriately recognizes others' work by citing data or materials from published, unpublished or electronic sources. Acknowledges and respects varied viewpoints/perspectives of peers, colleagues, students, and other members of the education community Engages in respectful discourse regarding issues that impact the education profession Uses social media appropriately and professionally and does not post materials that may be viewed as unprofessional, disrespectful, or offensive. Demonstrates awareness that any content posted on social media is potentially viewable by instructors, parents, students, colleagues, and potential employers regardless of privacy settings. Seeks opportunities for and is receptive to feedback and constructive criticism from others (may include instructor, clinical teachers, professional peers). Incorporates feedback (from instructor, clinical teacher, university supervisor) and adjusts performance based on feedback for improved instruction, collegial relationships, and/or interactions within the school community. 			

Check the appropriate behavior rating:	<input type="checkbox"/> Professional Behavior	<input type="checkbox"/> Developing Professional Behavior	<input type="checkbox"/> Unprofessional Behavior	
<p>Demonstrates Professional Commitment</p> <p>Alignments: NCPTS: 1, 2 CPAST: P, Q, R, U MCEE: I, II InTASC: 9</p>	<ul style="list-style-type: none"> Consistently accepts responsibilities and performs duties required of an educator preparation candidate. Consistently prepared, demonstrates punctuality, AND meets deadlines and obligations. Takes appropriate self-care measures when personal challenges may interfere with school or classroom-related duties. Accepts and incorporates feedback pertaining to professional commitment. 	<ul style="list-style-type: none"> Inconsistently accepts responsibilities and performs duties required of an educator preparation candidate. Inconsistently prepared, inconsistently demonstrates punctuality, and/or inconsistently meets deadlines and obligations. Inconsistently takes appropriate self-care measures when personal challenges may interfere with school or classroom-related duties. Making progress in accepting and incorporating feedback pertaining to professional commitment. 	<ul style="list-style-type: none"> Fails to accept responsibilities and perform duties required of an educator preparation candidate. Unprepared, lacks punctuality, OR fails to meet deadlines and obligations. Personal challenges interfere with school or classroom-related duties. Does not accept or incorporate feedback pertaining to professional commitment. 	<input type="checkbox"/> Category not observed or not applicable
<p>Look Fors</p>	<p>The candidate:</p> <ul style="list-style-type: none"> Completes and submits all required readings, forms, and documents on time and attends any required meetings. (Upper Division and Internship applications, internship seminars, upper division interviews, background checks, placement forms and applications, SONIA forms, required readings and viewings, etc.) Arrives to class, meetings, and field experiences on time and is prepared for required activities without prompting or reminders (e.g., lesson plans for field experiences or teaching simulations.) Maintains emotional health necessary for professional/educational assignments and takes appropriate measures when personal or health-related issues may interfere with duties. Recognizes one’s own stress and stressors and knows and uses constructive ways to deal with stress in the classroom, school, and personal life. Seeks opportunities for and is receptive to feedback and constructive criticism from others (may include instructor, clinical teachers, professional peers). Incorporates feedback (from instructor, clinical teacher, university supervisor) and adjusts performance based on feedback for improved instruction, collegial relationships, and/or interactions within the school community. 			

Check the appropriate behavior rating	<input type="checkbox"/> Professional Behavior	<input type="checkbox"/> Developing Professional Behavior	<input type="checkbox"/> Unprofessional Behavior	<input type="checkbox"/>
Demonstrates Professional Communication Alignments: NCPTS: 2, CPAST: O, U MCEE: II, IV InTASC: 9, 10	<ul style="list-style-type: none"> Consistently communicates with colleagues, classmates, parents, students, faculty and/or staff in a clear, respectful, and culturally sensitive manner. Accepts and incorporates feedback pertaining to professional communication. 	<ul style="list-style-type: none"> Inconsistently communicates with colleagues, classmates, parents, students, faculty and/or staff in a clear, respectful, and culturally sensitive manner. Making progress in accepting and incorporating feedback pertaining to professional communication. 	<ul style="list-style-type: none"> Fails to communicate with colleagues, classmates, parents, students, faculty and/or in a clear, respectful, or culturally sensitive manner. Does not accept and/or incorporate feedback pertaining to professional communication. 	Category not observed or not applicable
Look Fors	The candidate: <ul style="list-style-type: none"> Engages in professional and timely communication including email, online forms, texts, and materials within PK-12 learning management systems such as Canvas or Google Classroom Uses clear, professional, and respectful communication with peers (group projects, carpooling arrangements, co-planning, etc.) Incorporates person-first language in communications (student with autism, not autistic student). Allows the clinical teacher ample time to respond to emails and phone calls without multiple emails/calls in the same day/short time frame. Uses proper salutations (Dear Mr./Mrs./Professor), formal language rather than colloquial/slang/informal language and demonstrates respect for others in emails and written communications. Incorporates feedback as evidenced through behavior/communication; accepts and discusses constructive feedback without defensiveness.			

Check the appropriate behavior rating:	<input type="checkbox"/> Professional Behavior	<input type="checkbox"/> Developing Professional Behavior	<input type="checkbox"/> Unprofessional Behavior	
<p>Participates in the Professional Community</p> <p>Alignments: NCPTS: 1, 2, 5 CPAST: N,S,U MCEE: IV, InTASC: 9, 10</p>	<ul style="list-style-type: none"> Consistently maintains collaborative and appropriate relationships with peers, colleagues, and other education professionals. Consistently supports and respects all members of the learning community. Moves beyond the classroom to engage in activities related to professional growth. Accepts and incorporates feedback pertaining to participation in the professional community. 	<ul style="list-style-type: none"> Inconsistently maintains collaborative and appropriate relationships with peers, colleagues, and other education professionals. Inconsistently supports and respects all members of the learning community. Occasionally moves beyond the classroom to participate in activities related to professional growth. Making progress in accepting and incorporating feedback pertaining to participation in the professional community. 	<ul style="list-style-type: none"> Fails to maintain collaborative and/or appropriate relationships with peers, colleagues, and/or other education professionals. Fails to support and respect all members of the learning community. Does not participate in activities related to professional growth. Does not accept or incorporate feedback pertaining to participation in the professional community. 	<input type="checkbox"/> Category not observed or not applicable
<p>Look Fors</p>	<p>The candidate:</p> <ul style="list-style-type: none"> Makes positive and helpful contributions when working with peers, colleagues, and other members of the education community. Demonstrates support and respect of all members of the learning community through actions and communications. Takes the initiative to engage in opportunities to enhance professional growth with activities such as student tutoring, professional development workshops or sessions, professional organizations, related employment or volunteer work, study abroad experiences, etc. Accepts feedback from the clinical teacher, university supervisor, or instructor; is receptive to additional information, resources, or perspectives; and incorporates feedback into practice. 			

Check the appropriate behavior rating:	<input type="checkbox"/> Professional Behavior	<input type="checkbox"/> Developing Professional Behavior	<input type="checkbox"/> Unprofessional Behavior	<input type="checkbox"/>
<p>Demonstrates Professional Relationships and Behaviors when working with P-12 students</p> <p>Alignments: NCPTS: 1,2, 3, 4 CPAST: I,N,T,U MCEE: II, III, V InTASC: 3, 9, 10</p>	<ul style="list-style-type: none"> Consistently respects dignity and uniqueness of each individual student by maintaining appropriate professional relationships and boundaries with P-12 students. Consistently establishes an environment that promotes the emotional, intellectual and physical safety of all students. Consistently exercises due diligence in maintaining confidentiality of student information and educational records. Maintains and understands the importance of professional appearance and attitude when working with students. Consistently uses social media responsibly and transparently for purposes of teaching and learning per university, school, and district policy. Accepts and incorporates feedback pertaining to working with P-12 students. 	<ul style="list-style-type: none"> Inconsistently respects dignity and uniqueness of each individual student by maintaining appropriate professional relationships and boundaries with P-12 students. Inconsistently establishes an environment that promotes the emotional, intellectual and/or physical safety of all students. Inconsistently exercises due diligence in maintaining confidentiality of student information and educational records. Inconsistently maintains and/or understands the importance of professional appearance and attitude when working with students. Inconsistently uses social media responsibly and transparently for purposes of teaching and learning per university, school, and district policy. Making progress in accepting and incorporating feedback pertaining to work with P-12 students. 	<ul style="list-style-type: none"> Fails to respect the dignity and uniqueness of each individual student by maintaining appropriate professional relationships and boundaries with P-12 students. Does not establish an environment that promotes the emotional, intellectual and/or physical safety of all students. Fails to maintain confidentiality of student information and educational records. Does not maintain or understand the importance of professional appearance and attitude when working with students. Fails to use social media responsibly and transparently for purposes of teaching and learning per university, school, and district policy. Does not accept and incorporate feedback pertaining to work with P-12 students. 	<p><input type="checkbox"/></p> <p>Category not observed or not applicable</p>
<p>Look Fors</p>	<p>The candidate:</p> <ul style="list-style-type: none"> Communicates and asks questions to PK-12 students, clinical/practicum teachers, and peers without assumptions and preconceptions. Treats PK-12 student documents with confidentiality, including blacking out names and other potential identifying information if submitting documents for coursework, supervision, or edTPA. Omits student and teacher names in conversations with peers or in class discussions and limits student or teacher identifying information in written assignments or online discussions. 			

	<ul style="list-style-type: none"> • Follows appropriate confidentiality when videotaping or streaming live lessons, such as: only recording students with consent to tape on file, deleting videos if students do not have permissions on file, and being aware of other noises, voices, and discussions in videos and removing videos that include nonconfidential information. • Adheres to the school building's requirements for sharing of documents electronically and only uses ECU email for communications with PK-12 teachers. • Avoids personal relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness • Wears clothing appropriate for all possible classroom situations (sitting in a chair, standing, bending over a table, sitting on the floor, going out on the playground, meeting with parents/family for a meeting). • Accepts feedback from their clinical teacher, university supervisor, or instructor; is receptive to additional information, resources, or perspectives; and incorporates feedback into practice. <p>Can establish themselves in the role of a teacher with appropriate boundaries related to their work with students, colleagues, and families of PK-12 students.</p>
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Glossary

Boundaries: The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

Colleagues: Colleagues for educator preparation candidates include classmates, clinical teachers, internship or practicum site personnel

CPAST: Candidate Performance Assessment of Student Teaching. ECU Educator Preparation program utilizes this validated rubric to evaluate interns during the Internship II semester. This assessment aligns with InTASC and professional teaching standards.

Culture: The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time¹.

InTASC: [The Interstate New Teacher Assessment and Support Consortium \(INTASC\)](#) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers.

MCEE: [Model Code of Ethics for Educators](#) The MCEE serves as a guide for future and current educators faced with the complexities of PK-12 education. The code establishes principles for ethical best practice, mindfulness, self-reflection, and decision-making, setting the groundwork for self-regulation & self accountability. The establishment of this professional code of ethics, by educators and for educators, honors the public trust and upholds the dignity of the profession.

NCPTS: [North Carolina Professional Teaching Standards](#) The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Each of these will include the skills and knowledge needed for 21st-century teaching and learning.

School Community: This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff members, students, their parents and families, school board members and other community members.²

¹ <http://www.merriam-webster.com/dictionary/culture>

² <http://edglossary.org/school-community/>

Appendix 3 – Dress Code (Effective July 1, 2024)

When representing the ECU College of Education, it is expected that candidates adhere to a professional or business casual dress code during school-related activities, practica, and internships. Teacher candidates must comply with the dress code of the school site and ECU, prioritizing cleanliness, personal hygiene, and exemplifying a role model for P-12 students. The following are examples of both acceptable/recommended and not acceptable professional attire:

Acceptable/Recommended	Not Acceptable
<p>Examples of professional/business casual attire include but not limited to:</p> <ul style="list-style-type: none"> • Slacks • Casual dress pants • Leggings with shirts/tunics long enough to cover bottom • Skirts • Dresses • Blouses • Collared shirts • Polos • Sweaters • Ties • Sports Coats • Professional denim • Subject specific appropriate attire, such as: <ul style="list-style-type: none"> ○ Approved athletic wear (Phys Ed candidates) ○ Scrubs (SPED) ○ Chef’s uniform (FACS) ○ Smocks or aprons (ART) ○ Closed-toe shoes (ART) 	<ul style="list-style-type: none"> • Jeans (blue, holes, tears/rips) • Shoes (holes, rips, not clean) • Sweatpants, yoga pants, or tights worn as pants • Excessively baggy pants • Tight fitting clothing • Shorts • Skirts or dresses shorter than fingertip length • Tank tops, sweatshirts, spaghetti straps, or tops revealing chest, back, or midriff when standing, sitting, or bending • T-shirts with slogans (with exceptions for educational Spirit Wear, e.g., ECU logos) • Clothing, jewelry, accessories, or tattoos that 1) promote the use of alcoholic beverages, tobacco, or controlled substances by words or symbols, contain profanity or nudity, depict violence, that are sexual in nature by words or symbols 2) are in any way disruptive or potentially disruptive to the learning environment 3) that pose a threat or potential threat to the safety or welfare of the candidate, students, or any other person • Flip-flops, bedroom slippers, or Crocs • Visible undergarments • Sunglasses or hats worn inside • Cosmetic enhancements (e.g., piercings in locations other than ears, tattoos) in conflict with district policy ❖ Rule of Thumb – if you question whether you should wear something, choose a different option.

- Candidates must adhere to the school/school district and ECU dress codes as well as any additional policies required by the school. Regardless of how school employees dress, the school/district and ECU dress codes are to be followed by all teacher candidates.
- ECU ID should be visible for all school personnel.
- Modifications may be made by the appropriate supervisor to accommodate ECU candidates who are engaged in specialized duties (physical education, vocational education, field trips) or specialized activities (workday, field day, spirit days) that require or permit a relaxed mode of dress. Accommodations will be made for religious practice or a medical reason that conflicts with the dress code.
- The Professional Purple Closet is available to ECU students who need professional attire. This resource is available in Rivers 143 on Thursdays from 2-5pm.

Appendix 4 – Social Media

**East Carolina University
College of Education
Office of Clinical Experiences
Social Media**

As you are representing yourself as a candidate in the educator preparation program, please be mindful of your social media presence. The Office of Clinical Experiences shares information regarding social media at the internship application meeting and as requirements for internship semesters; however, our candidates are being impacted prior to this stage of their college experiences. Many districts, schools, or host teachers are quick to look up candidates on social media sites and candidates have been denied placements due to their social media content.

Here are some suggestions to help your social media presence:

1. Do create positive content. Social media can also be a benefit to you. Make LinkedIn connections.
2. Do Google yourself. Know what shows up on an Internet search when people are looking for you and make sure that it is positive and professional.
3. Do keep your pictures clean. Your profile picture should never show alcohol, drugs, or anything that would not be viewed in a positive manner by administrators, parents, and host teachers. Even if you have your profile locked down for privacy, your profile picture still appears. In an article found online, Career Builder (2011) noted that more than half of respondents cited inappropriate photos or information and 44 percent mentioned the posting of drug or drinking related content as reasons for turning down a job applicant.
4. Do not affiliate with your school placement site or geo-tag your posts from or about the school. This will lead others right to your posts.
5. Remember, it is possible to take a screen shot of Snapchat. “Snaps” or Snapchat posts can last forever.
6. Set your Instagram account to private. That way, you must approve of anyone who views your posts. Remember, if you link your Instagram account with your Twitter or Facebook accounts, others may be able to see individual Instagram posts without accessing your entire profile.
7. Never mention your school in any posts or take pictures of students or their work. It is not your place to post children online and could be violating a student’s privacy by doing this. Even if your host school is social media friendly, you need to refrain from any type of posting of students/school.
8. Never complain about your school, students, or teaching on your posts. This is a good practice for all professionals.
9. Do not “friend” or “follow” PK-12 students on your personal social media accounts.
10. Do not text any students, whether you teach them or not, while an intern. Your intentions may be misconstrued and your words used against you.

North Carolina Educator Evaluation System



Teacher Candidate Evaluation Rubric

The following rubric was developed to align with and reflect the *North Carolina Professional Teaching Standards* approved by the North Carolina State Board of Education on June 7, 2007. The rubric also parallels the North Carolina *In-service Teacher Evaluation Rubric* that is used to assess the professional performance of in-service teachers throughout the state. However, the *Teacher Candidate Evaluation Rubric* has been adapted to reflect the specific contexts and opportunities available to teacher candidates throughout their programs, and to allow distinctions to be made across each of four levels of performance on the *North Carolina Professional Teaching Standards*.

Preservice teacher (candidate) performance should be rated on each element within each Standard as characteristic of a practitioner at one of four levels: *Emergent Candidate*, *Developing Candidate*, *Proficient Candidate* or *Accomplished Candidate*. These levels are cumulative across the rows of the rubric in that a “*Proficient Candidate*” teacher must exhibit the characteristics encompassed under the “*Emergent Candidate*” and “*Developing Candidate*” levels in addition to those described at the “*Proficient Candidate*” level. To be recommended for licensure, a candidate must demonstrate professional performance at no less than the *Proficient Candidate* level on each element and on each standard.

Standard 1: Teachers demonstrate leadership

Observation	Artifact	1a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		<p>Acknowledges the importance of high school graduation for students.</p> <p>Identifies the types of data that are commonly available to and used in schools.</p>	<p style="text-align: center;">AND</p> <p>Demonstrates how teachers contribute to students' progress toward high school graduation by following the North Carolina Standard Course of Study.</p> <p>Uses data to identify the skills and abilities of students.</p> <p>Describes the characteristics and importance of a safe and orderly classroom environment.</p> <p>Understands positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint.</p>	<p style="text-align: center;">AND</p> <p>The progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.</p> <p>Draws on appropriate data to develop classroom and instructional plans.</p> <p>Maintains a safe and orderly classroom that facilitates student learning.</p> <p>Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</p>	<p style="text-align: center;">AND</p> <p>Takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the North Carolina Standard Course of Study.</p> <p>Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners.</p>	

Observation	Artifact	1b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Recognizes opportunities for involvement in professional learning activities.	AND	Attends professional learning activities.	AND	Engages in collaborative and collegial professional learning activities. Identifies the characteristics or critical elements of a school improvement plan. Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.	AND	Participates in professional learning community (PLC) activities. Works with others in developing and/or implementing school improvement activities.	
Observation	Artifact	1c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working relationships in the school. They actively participate in and advocate for the decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Recognizes the responsibility of teachers for professional improvement and support.	AND	Recognizes the need and identifies opportunities for professional growth.	AND	Implements and adheres to policies and practices positively affecting students' learning.	AND	Works with others to develop and/or revise policies and practices to improve students' learning.	
Observation	Artifact	1d. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Demonstrates awareness of school practices and policies.	AND	Identifies the policies and practices affecting students' learning.	AND	Implements and adheres to policies and practices positively affecting students' learning.	AND	Works with others to develop and/or revise policies and practices to improve students' learning.	
Obser	Artifac	1e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998.							

		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Recognizes the need for ethical professional behavior.	AND Articulates the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	AND Upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	AND Models the tenets of the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct, and encourages others to do the same.	

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

Observat	Artifact	2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers provide an environment for student learning that is inviting, respectful, supportive, inclusive, and flexible.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Articulates the importance of appropriate and caring learning environments for children.	AND Recognizes and can explain aspects of a respectful and effective learning environment.	AND Maintains a positive and nurturing learning environment.	AND Enhances an inviting, respectful, inclusive, flexible, and supportive learning environment.	
Observation	Artifact	2b. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Acknowledges that diverse cultures impact the world. Identifies the range and aspects of diversity of students in the classroom.	AND Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. Acknowledges the influence of all aspects of diversity on students' development and attitudes.	AND Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. Incorporates different points of view in instruction. Understands the influence of diversity and plans instruction accordingly.	AND Consistently integrates culturally relevant and/or sensitive materials and ideas throughout the curriculum. Builds on diversity as an asset in the classroom.	
Observat	Artifact	2c. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contribution of each student in the learning environment by building positive, appropriate relationships.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)

		Articulates the need to treat students as individuals.	AND	Encourages and values individual student contributions, regardless of background or ability.	AND	Maintains a learning environment that conveys high expectations of every student.	AND	Enhances a learning environment that meets the needs of individual students.	
Observation	Artifact	2d. Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)
		Recognizes that students have individual learning needs.	AND	Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.	AND	Cooperates with specialists and uses resources to support the special learning needs of all students. Uses research-verified strategies to provide effective learning activities for students with special needs.	AND	Coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students. Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	
Observation	Artifact	2e. Teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school, the home, and the community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)
		Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools.	AND	Understands strategies for enhancing communication between home and school and for engaging parents, guardians, and community members in schools.	AND	Communicates and collaborates with the home and community for the benefit of students.	AND	Seeks and implements solutions to overcome obstacles to participation of families and communities.	

Standard 3: Teachers know the content they teach

Observation	Artifact	3a. Teachers align their instruction with the North Carolina Standard Course of Study. In order to enhance the North Carolina Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.							
		Emergent Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)		
		Demonstrates awareness of the <i>North Carolina Standard Course of Study</i> . Understands the importance of literacy instruction across all subjects, grades and ages.	AND	Demonstrates knowledge of the <i>North Carolina Standard Course of Study</i> by referencing it in the preparation of lesson plans. Integrates literacy instruction in individual lessons and in particular subject areas.	AND	Develops and applies lessons based on the North Carolina Standard Course of Study. Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	AND	Develops and applies strategies reflecting the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous, and relevant. Evaluates and reflects upon the effectiveness of literacy instruction within and across content areas.	
Observation	Artifact	3b. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.							
		Emergent Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)		
		Successfully completes general education coursework across the required range of disciplines.	AND	Demonstrates a basic level of content knowledge in the teaching specialty.	AND	Demonstrates an appropriate level of content knowledge in the teaching specialty. Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	AND	Demonstrates extensive knowledge of content in the teaching specialty. Prompts students' curiosity for learning beyond the required coursework.	

Observation	Artifact	3c. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.							
		Emergent Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)		
		Recognizes the importance of interdisciplinary learning. Understands the importance of global awareness for students.	AND	Articulates the links between grade/subject and the <i>North Carolina Standard Course of Study</i> . Displays global awareness	AND	Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i> by relating content to other disciplines. Relates global awareness to the subject.	AND	Integrates the links and the vertical alignment of the grade or subject area and the <i>North Carolina Standard Course of Study</i> . Effectively and broadly relates content to other disciplines. Integrates global awareness activities throughout lesson plans and classroom instructional practices.	
Observation	Artifact	3d. Teachers make instruction relevant to students. Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the <i>North Carolina Standard Course of Study</i> and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.							
		Emergent Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)		
		Recognizes the relationship between the <i>North Carolina Standard Course of Study</i> and life in the 21st century. Identifies 21st century skills and content as specified in the <i>Framework for 21st Century Learning and Critical Elements for 21st Century Skills</i> .	AND	Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21st century. Demonstrates understanding of 21st century skills and content as specified in the <i>Framework for 21st Century Learning and Critical Elements for 21st Century Skills</i> .	AND	Integrates 21st century skills and content in instruction.	AND	Consistently integrates 21st century skills and content throughout classroom instruction and assessment.	

Standard 4: Teachers facilitate learning for their students

Observation	Artifact	4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.							
		Emergent Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)		
		Understands the developmental levels of students.	AND	Demonstrates awareness of the influence of developmental levels on students' learning. Demonstrates an understanding of methods for differentiating instruction to accommodate developmental differences in students.	AND	Identifies developmental levels of individual students and plans instruction accordingly. Assesses and uses resources needed to address strengths and weaknesses of students.	AND	Appropriately differentiates instruction.	
Observation	Artifact	4b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.							
		Emergent Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)		
		Recognizes data sources important to planning instruction.	AND	Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.	AND	Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	AND	Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment.	
Observation	Artifact	4c. Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.							
		Emergent Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)		
		Understands a range of methods and materials that can be applied in the classroom.	AND	Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	AND	Uses a variety of appropriate methods and materials to meet the needs of all students.	AND	Consistently enables the success of all students through the selection and use of appropriate methods and materials.	
Obs	Arti	4d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.							

		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)	
		Demonstrates knowledge of methods for utilizing technology in instruction.	AND Assesses effective types of technology to use for instruction.	AND Integrates technology with instruction to maximize students' learning.	AND Engages students in higher level thinking through the integration of technology.		
Observation	Artifact	4e. Teachers help students develop critical-thinking and problem-solving skills. Teachers encourage students to ask questions; think creatively; develop and test innovative ideas; synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.					
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)	
		Demonstrates an understanding of the importance of developing students' critical-thinking and problem-solving skills.	AND Demonstrates knowledge of processes needed to support students in acquiring critical-thinking and problem-solving skills.	AND Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	AND Creates or maintains instruction that consistently engages students in the processes of critical thinking and problem solving in meaningful contexts.		
Observation	Artifact	4f. Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.					
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)	
		Recognizes the need to encourage the development of cooperation, collaboration, and student leadership.	AND Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams.	AND Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	AND Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.		

Observation	Artifact	4g. Teachers communicate effectively. Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.							
		Emergent Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)		
		Communicates effectively both orally and in writing. Recognizes a variety of methods for communicating effectively with students.	AND	Demonstrates the ability to communicate effectively with students. Provides opportunities for students to articulate thoughts and ideas.	AND	Uses a variety of methods to communicate effectively with all students. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	AND	Establishes classroom practices that encourage all students to develop effective communication skills.	
Observation	Artifact	4h. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.							
		Emergent Candidate	Developing Candidate		Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)		
		Demonstrates awareness of multiple indicators or measures of student progress.	AND	Interprets data on student progress accurately and can draw appropriate conclusions.	AND	Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction. Provides evidence that students attain 21st century knowledge, skills and dispositions.	AND	Uses information gained from assessment activities to improve teaching practice and students' learning. Provides opportunities for students to assess themselves and others.	

Standard 5: Teachers reflect on their practice

Observation	Artifact	5a. Teachers analyze student learning. Teachers think systematically and critically about student learning in their classrooms and schools: Why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.							
	Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)		
		Recognizes multiple sources of information on students' learning and performance.	AND	Identifies data sources to improve students' learning.	AND	Uses data to provide ideas about what can be done to improve students' learning.	AND	Based upon data, selects or develops instructional approaches that are intentionally tailored to students' learning needs.	
Observation	Artifact	5b. Teachers link professional growth to their professional goals. Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.							
	Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)		
		Acknowledges the importance of ongoing professional development.	AND	Attends required or expected activities for professional growth.	AND	Participates in recommended activities for professional learning and development.	AND	Seeks out and engages in opportunities to expand professional knowledge and build professional skills.	
Observation	Artifact	5c. Teachers function effectively in a complex, dynamic environment. Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.							
	Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)		
		Acknowledges the importance of using research-verified approaches to teaching and learning.	AND	Demonstrates knowledge of current research-verified approaches to teaching and learning.	AND	Uses a variety of research-verified approaches to improve teaching and learning.	AND	Investigates and implements innovative, research-verified approaches to improve teaching and learning.	

Glossary of Terms

- Accomplished Candidate:** The fourth of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects only those candidates who possess and demonstrate truly exemplary understanding, mastery, and consistent integration of relevant concepts and skills in their professional practice. Such candidates regularly engage in activities that intentionally and proactively encourage the professional growth of colleagues, continually evaluate their own performance, and actively seek ways to improve their performance.
- Artifact:** A product used to demonstrate a teacher candidate's performance or proficiency.
- Code of Ethics for North Carolina Educators:** The standards of professional conduct required of educators and adopted by the North Carolina State Board of Education, 6/5/97 (Appendix 14).
- Developing Candidate:** The second of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects a candidate with the skills and knowledge of a student who has successfully completed some teacher education coursework. Such candidates have mastered important concepts and demonstrated the ability to apply these to concrete problems, but in contexts of limited complexity (e.g., case study analysis, simulations, early field experiences, etc.).
- Diversity:** Differences in the characteristics of people, places or things (e.g., age, race, ethnicity, culture, gender, education, learning styles, religion, and any other ways in which differences occur).
- Electronic Evidence:** The artifacts or other materials that are used by the institution to support licensure candidates' performance ratings and that are accessible by the North Carolina State Board of Education for programmatic review.
- Emerging Candidate:** The first of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects a candidate who is a new student to the field of education. Such candidates are engaged in their baccalaureate, and perhaps teacher education, coursework. However, the Emerging Candidate possesses only a limited or superficial knowledge and awareness of concepts associated with educational concepts.
- Evaluator:** The person or persons designated by an institution as responsible for overseeing and completing the summative evaluation of licensure candidate's performance.
- Formative:** Evaluation conducted during a program that produces information used primarily to make modifications and improvement; may be conducted as often as necessary.
- Literacy:** (i) Age-appropriate knowledge (reading, writing, comprehension, skills) in any particular content area or field; (ii) ability to understand, communicate, and apply principles associated with 21st Century Skills (e.g., financial, economic, business, and entrepreneurial literacy, civic literacy, information and media literacy, and ICT literacy). See *Framework for 21st Century Learning* and *Critical Elements for Creating 21st Century Skills*.
- North Carolina Standard Course of Study:** The materials that establish competencies for each grade and high school course to ensure rigorous student academic performance standards that are uniform across the state. Where this document is referenced in this manual and in the rubric, other state-approved standards (e.g., North Carolina Early Learning Standards, North Carolina Standards for Career and Vocational Technology, etc.) also apply.
- Performance Descriptor:** Discrete statements of specific competency that collectively reflect a performance level in the rubric.
- Performance Element:** A paragraph that describes in detail one constituent aspect of a performance standard. The rubric contains twenty-five performance elements.
- Performance Level:** The label (e.g., Emergent Candidate, Developing Candidate, Proficient Candidate, and Accomplished Candidate) applied to each of four categories used to rate a teacher candidate's overall performance for a performance element in the rubric.
- Performance Standard:** A statement reflecting a domain of professional practice against which educator performance is judged. The rubric contains five separate performance standards.

Professional Learning Community (PLC): Describes a collegial group of administrators and school staff who are united in their commitment to student learning and who work in an environment characterized by mutual cooperation, personal growth, and a synergy of efforts. In PLCs, school and district administrators share power and authority by inviting staff input in decision making and by a sustained commitment to learning among staff about solutions to address students' needs.

Proficient Candidate: The third of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects a candidate who has mastered important concepts and demonstrated the ability to apply these concepts consistently in real-world contexts (e.g., internships). Such candidates have the knowledge and skills to perform effectively. This is the minimum performance level required to be recommended for licensure.

Rubric: The instrument comprised of standards, elements and descriptors used to evaluate preservice school executive performance against the *North Carolina Professional Teaching Standards*.

Special needs: Students with diverse abilities and disabilities who are not achieving optimal education outcomes. This may include students with identified disabilities, students from culturally and linguistically diverse backgrounds, and students who are academically and intellectually gifted.

Summative: Evaluation conducted at the end of a program that leads to a concluding judgment about performance.

Works with others: Phrase used in some descriptors that indicates that a candidate has completed a task in collaboration with additional individuals such as a cooperating teacher and/or program advisor.

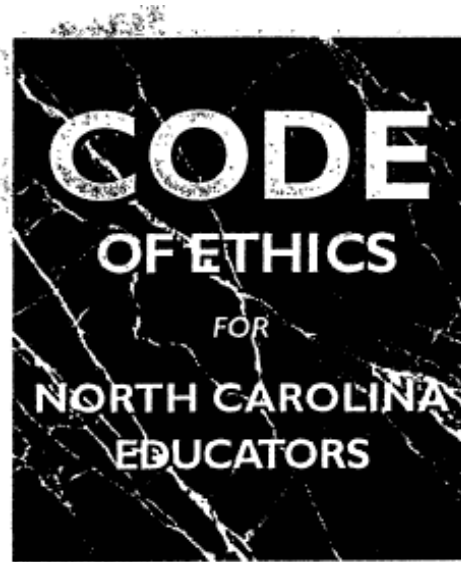
Appendix 6 – Technical Standards

Technical Standards for Admission to, and Continued Progression in, Educator Preparation at East Carolina University

The East Carolina University Educator Preparation Program has interest and experience in accommodating certain disabilities without compromising the integrity of the curriculum or the academic achievement required of all candidates. The following *performance* standards describe the non-academic qualifications that the program considers *essential* for successful admission and progression in the educator preparation program. These standards have been developed upon consideration of various factors, including the minimum competencies expected of any teacher, the demands of educator preparation and training, and the welfare of children who are entrusted to candidates in the educator preparation. Candidates accepted by the ECU educator preparation program *need* to have sufficient abilities and skills in the core performance standards. The examples with each standard listed below are not inclusive of all expected abilities and should be used only for comparative purposes by applicants and candidates in this program.

SKILL	EXAMPLES
Critical Thinking – critical thinking abilities sufficient for making critical judgments	Able to accurately assess students; correctly interpret findings and accurately create lesson plans; able to read and flex in situations inside and outside of the classroom
Communication - abilities sufficient for effective interaction in verbal, written and nonverbal form	Able to follow written and verbal instructions; able to read nonverbal cues in social and professional settings; able to provide effective teaching; able to consult with instructors, colleagues, clinical faculty, parents, principals, and PK-12 students in a professional manner
Mobility - Physical abilities sufficient to effectively deliver classroom instruction and maintain student safety	Able to maneuver in a variety of school settings including, but not limited to, the classroom, cafeteria, media center and recreational areas
Motor skills – gross and fine motor abilities sufficient to monitor and assess students	Ability to utilize a variety of equipment necessary for teaching in general, and for teaching in the specific program and/or content area
Visual - sufficient visual ability for observation and assessment necessary in provision of instruction and maintaining student safety	Able to assess student work, and other didactic and pedagogical materials; able to observe non-verbal communication; able to recognize when to make appropriate referrals
Hearing – sufficient auditory ability to monitor and assess classroom needs and to maintain student safety	Able to effectively respond to oral requests/instructions from PK-12 students, colleagues, instructors, principals, clinical teachers; able to interpret the language used to communicate lectures, instructions, concepts, narratives, questions, and answers; able to hear alarms and emergency signals
Communication and Relationship Skills - Effective interaction skills with superiors, peers, PK-12 students and colleagues including cultural competence; resolution of group conflict during academic, practicum and internship work; and the ability to maintain effective working relationships at all levels	Able to effectively communicate with instructors, peers, team members, clinical faculty, principals, colleagues and PK-12 students; able to articulate detailed instructions to or from the groups mentioned above; able to acknowledge and respect individual values and opinions, and able to sensor self-expression in order to foster harmonious working relationships with above mentioned groups
Personal Behavior - emotional health sufficient for full utilization of intellectual abilities, effective functioning during stressful situations, ability to adhere to professional boundaries and ethical conduct in accordance with the <i>North Carolina Professional Teaching Standards</i> and the <i>Code of Ethics for North Carolina Educators</i>	Demonstrate honesty, integrity, accountability, flexibility, and the ability to adjust to changing situations and uncertainty in classroom situations; respect PK-12 student rights and avoid criminal behavior; avoid unprofessional behaviors such as chemical dependency; control emotions to function effectively under stress, and adapt in an unpredictable and changing environment; accept feedback and implement suggestions given by superiors

A pre-service teacher/intern must be willing to acknowledge a disability, recognize how the disability might affect her or his functioning as a teacher, and seek disability-related accommodations by contacting [ECU Disability Support Services](#) prior to the start of the school year. All requests for accommodations are considered on a case-by-case basis and may be subject to approval by the placement district.



**Developed by the North Carolina Professional Practices Commission
In consultation with North Carolina educators.
Adopted by the North Carolina State Board of Education
June 5, 1997**

PREAMBLE

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

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

To uphold these commitments, the educator:

I. COMMITMENT TO THE STUDENT

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

II. COMMITMENT TO THE SCHOOL AND SCHOOL SYSTEM

- A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the

maximum possible extent.

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

Code of Professional Practice and Conduct for North Carolina Educators

The North Carolina State Board of Education (SBE) has adopted rules to establish uniform standards of professional conduct for licensed professional educators throughout the state. These rules have been incorporated into Title 16 of the North Carolina Administrative Code and have the effect of law. These rules shall be the basis for State Board of Education review of performance of professional educators and are binding on every person licensed by the State Board of Education. Violation of the standards shall subject an educator to investigation and possible disciplinary action by the State Board of Education or local school district.

SECTION .0600 - Code of Professional Practice and Conduct for North Carolina Educators

16 NCAC 6C.0601 - The Purpose and Applicability of the Rules of Professional Conduct for Educators

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as "educator" or "professional educator," and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3;
Eff. April 1, 1998.

.0602 STANDARDS OF PROFESSIONAL CONDUCT

- (a) The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.
- (b) Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.
 - (1) Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.
 - (2) Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.
 - (3) Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
 - (A) statement of professional qualifications;
 - (B) application or recommendation for professional employment, promotion, or licensure;

- (C) application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
 - (D) representation of completion of college or staff development credit;
 - (E) evaluation or grading of students or personnel;
 - (F) submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
 - (G) submission of information in the course of an official inquiry by the however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
 - (H) submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
- (4) Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
- (5) Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
- (A) any use of language that is considered profane, vulgar, or demeaning;
 - (B) any sexual act;
 - (C) any solicitation of a sexual act, whether written, verbal, or physical;
 - (D) any act of child abuse, as defined by law;
 - (E) any act of sexual harassment, as defined by law; and
 - (F) any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.
- (6) Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
- (7) Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
- (8) Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
- (9) Alcohol or controlled substance abuse. The educator shall not:
- (A) be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat. § 90-95, the Controlled Substances Act, without a prescription authorizing such use;
 - (B) be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
 - (C) furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
- (10) Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.
- (11) Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (12) Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.

- (13) Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3;
Eff. May 1, 1998

Appendix 8 – Important Websites

Websites

East Carolina University College of Education	https://education.ecu.edu/
East Carolina University Student Handbook	https://osrr.ecu.edu/policies-procedures/
Alternative Licensure Add-on Educator Residency Model	https://education.ecu.edu/al/
Career Center	https://career.ecu.edu/
Criminal Background Check	https://www.castlebranch.com
Education Testing Service (ETS)	www.ets.org
NC Testing through Pearson	www.nc.nesinc.com
Office of Clinical Experiences	https://education.ecu.edu/oep/clinical-experiences/
Office of Educator Preparation	https://education.ecu.edu/oep/
Pearson Education, Inc.	https://www.pearsonassessments.com/
Praxis for North Carolina	www.ets.org/praxis/nc/requirements
Taskstream®	https://login.taskstream.com/

Appendix 9 – InTASC Standards

Summary of Updated InTASC Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new

technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Appendix 10 – Teacher Assistant/Employee Internship Placement Policy

ECU Educator Preparation Teacher Assistant/Employee Internship Placement Options

All students completing teacher education programs must complete the same requirements regardless of if they are on campus, transfer, or distance education students. The Office of Educator Preparation has created the following teacher assistant internship placement preferences to ensure equitable experiences for all candidates while supporting teacher assistants in transitioning to the teaching profession. All internship assignments must be approved by the Office of Clinical Experiences. **Teacher Assistance placement decisions are made by the employing district, not the intern.** Teacher Assistance placements will abide by statute set forth in NC G.S. 115C-269.30 as outlined in NC State Board of Education policy [TCED-014](#). The Teacher Assistant internship placement options below are listed in order of preference to assist districts in determining an appropriate placement.

Definitions:

Clinical Internship-Type of field experience in which a clinical intern works under the supervision of a clinical teacher and may be delegated those duties granted to an educator by G.S. 115C-307 and any other part of the school program for which the clinical teacher is responsible.

Clinical Teacher-Individual employed by a partner school, including a classroom teacher who assesses, supports, and develops a clinical intern's knowledge, skill, and professional disposition during an internship. Clinical Teachers must meet NC requirements and complete ECU Clinical Teacher training.

Intern I Semester-Intern completes 1 day per week at the internship placement site.

Intern II Semester-Full-time student teaching semester.

1. Internship I and II Placement at New School

The preferred student teaching internship placement will take place in a school other than the school where the teacher assistant is currently employed. Both Intern I and Intern II experiences would take place at this new school.

2. Internship II Placement at New School

The teacher assistant remains in his/her own classroom for the Intern I semester of the internship and is then assigned to a new classroom in a new school for the full time Internship II semester.

3. Intern I and II Placement in New Classroom

The teacher assistant will remain in their current school but will complete both Intern I and II assignments in a new classroom within the current school.

4. Internship II Placement in New Classroom

The teacher assistant remains in his/her own classroom for the Intern I semester of the internship and is then assigned to a new classroom within the same school for the full-time Intern II Semester.

5. Intern I and II Placement in Current Classroom Assignment

The teacher assistant remains in his/her own classroom for both the Intern I and Intern II semesters. While this is allowable under NC policy, this option is typically only selected when there are no other options for internship placement that fulfill the requirements of the internship/degree area (i.e., only one content area classroom in district/school, lack of other qualified clinical educators, etc.).

Placement considerations for districts:

This new role of intern should not include the responsibilities of the previous role of Teaching Assistant (driving a bus, etc.).

The advantages of new placements, particularly in a new school include:

- Provides a new Clinical Teacher for the Intern, one who was not previously the Intern's supervisor/evaluator.
- Provides a new group of students and parents for the Intern to get to know as a teacher as opposed to a Teaching Assistant.

- Provides a fresh start as an intern for the Teaching Assistant as opposed to trying to “role switch” from Teaching Assistant to Intern.
- Provides the intern with a different classroom/school experience to strengthen preparation and prepare for the licensure area.

Limitations of completing internship in current classroom or split placements include:

- The internship experience is unlikely to be clearly differentiated from the previous role of Teaching Assistant.
- Split arrangements for Intern I and II do not provide a continuous year with the same students in the same classroom.
- If placed in the same school/classroom, students and parents may not recognize the new role of the student as Intern and will continue to interact with the intern as a Teaching Assistant.
- This placement option may amplify existing conflicts between the Clinical Teacher and the Intern limiting questions, creativity, and communication.

For all teacher assistant placements, the Intern, Clinical Educator, and Building Administrator will sign and acknowledge the ECU Teacher Assistant/Internship Contract. If an intern secures a Teacher Assistant position after the internship application is completed or after the placement has occurred, the intern must provide notice to the Office of Clinical Experiences within 2 business days. The Office of Clinical Experiences will contact the district to confirm placement and the intern/administrator must sign the Teacher Assistant Internship Contract to continue the internship.

East Carolina University is not involved in decisions related to Teacher Assistant employment. Continuing employment is at the discretion of the school district.

Appendix 11 – Teacher Assistant Student Intern Agreement

ECU College of Education candidates completing educator preparation programs must complete the same requirements if they are on campus, transfer, distance education, undergraduate, licensure only, or Master of Arts in Teaching candidates. ECU recognizes that the terms of employment for teacher assistants are determined by the school system. The purpose of this agreement is to assure that both the terms of employment and the student teaching requirements can be met simultaneously. The EPP does not permit teacher assistants to remain at a school site where they have attended, their children are enrolled or where relatives are employed. Preferences for student teaching placements are outlined in the ECU Teacher Assistant/Employee Internship Placement Policy. The requirements for student teaching internships are outlined below:

- a) **Full-time placement** for 15 weeks as follows:
 - **Birth-Kindergarten:** a single birth-to-kindergarten setting with a qualified classroom teacher.
 - **Elementary:** self-contained elementary classroom with a qualified classroom teacher (single or departmentalized team placement, maximum of two classrooms).
 - **Special Education:** a classroom with at least five learners receiving the appropriate curriculum for which the student teacher is seeking licensure, plus a qualified classroom teacher.
 - **Other areas:** a single, self-contained classroom in the licensure area with a qualified classroom teacher.

- b) Supervision by the classroom teacher who meets the following requirements to serve as the clinical teacher as outlined in **GS115C-269.25:**
 - Full-time teaching responsibilities for the student teaching semester
 - Professional Level II licensure in the area student teacher is seeking licensure
 - At least three years of successful teaching experience within the last five years
 - Has received proficient ratings or higher on the NCEES
 - Willingness to serve as a clinical teacher, **including a role reversal**, as necessary, with the teacher assistant
 - Effective instructional, management, communication, and interpersonal skills
 - Effective mentoring and supervision skills to conduct formal observations and conferences
 - Demonstrated professionalism and on-going professional growth
 - Endorsement by the principal and district as a good role model for teaching

- c) Release from teacher assistant responsibilities 1 day per week during Intern I semester (15 week semester). During the Intern I semester, the teacher assistant will:
 - Begin the 15-week internship according to the ECU academic semester calendar (fall and spring semesters).
 - Candidate would report one full day per week to Internship I site serving in the role of a student intern.
 - Candidate would have to teach a minimum of three approved lessons throughout the semester with prior approval from the Clinical Teacher.
 - Attend required ECU seminar and/or courses during the student teaching semester.
 - Note: Special Education candidates will complete their edTPA in Internship I which will require 3 days of consecutive teaching for this semester with videotaping of lessons.

- d) Release from teacher assistant responsibilities for Intern II semester during the **entire 15-week semester**. During the semester, the teacher assistant will:
 - Begin the 15-week internship according to the ECU semester calendar (fall and spring semesters).
 - Candidate will report 5 full days per week, following the district calendar, serving in the role of a student teaching intern.
 - Release from teacher assistant responsibilities for the duration of the Internship II semester. These days should not include the responsibilities of the TA role (i.e., additional duties related to transportation, student assistance, encore supervision, etc.). Student teachers will participate in activities and duties required of their clinical teacher.
 - Gradually assume responsibilities each week for planning, teaching, and assessing all areas of the curriculum, with sufficient opportunities for observing prior to the assumption of full-time teaching responsibilities.
 - Assume full-time teaching responsibilities for a minimum of **15 consecutive days** and then gradually release responsibilities as outlined in their long-range plan.
 - Candidates will provide instruction for three consecutive days to complete the edTPA requirement, which will include recorded lessons of instruction.
 - Attendance in required seminars and/or courses during the student teaching semester for program completion.
 - Candidate may serve as a sub in their assigned placement for no more than five total days, with no more than two consecutive days during the Internship II semester after their first successful observation and with both clinical teacher and university supervisor approval.

- Candidate potentially may be available for early release according to the ECU semester calendar (fall and spring). Early Release is contingent on the candidate having their last course completed during the spring semester with no summer coursework remaining, passing edTPA on first attempt, proficient ratings on observations, and approvals by the program and clinical experiences. The district must follow EPP guidelines to request early release from internship.

ECU recognizes that continued employment and student teaching requirements place a candidate in a dual role. There are many benefits for this dual role; however, there are also common concerns shared as a result of the dual roles. The Office of Clinical Experiences offers these suggestions:

- The TA/student intern will work directly with the assigned Clinical Teacher and their Principal in resolving issues related to the dual role.
- A Methods Instructor is involved during Internship I as a university point of contact who grades the Intern I candidate and a University Supervisor is available during the Intern II semester to assist with long range planning related to requirements with the candidate and Clinical Teacher.
- Common concerns encountered by candidates in dual roles include: being asked to perform job duties on their assigned internship day; being pulled to serve as substitutes that result in the TA/student intern missing their internship time; not included in meetings, planning, and professional development; and feelings related to not being perceived as serving in a teacher role.

The agreement works to provide all parties with the requirements of internship so there is an awareness of all responsibilities that will be needed in order for the candidate to successfully complete teacher licensure requirements. The conditions of this agreement are valid only if the candidate remains employed during the yearlong internship/student teaching semesters in the school/district indicated. The district, school, and principal are under no obligation to provide a placement for teacher assistants who separate prior to or during the terms indicated.

We understand and agree that will be able to complete the requirements and conditions noted above while employed as a teacher assistant.

Principal or District Office Contact	Date
Clinical Teacher	Date
Student Teacher (TA)	Date