

Lees-McRae



COLLEGE

Department of Education

Teacher Education Handbook

2016-2018 Edition

Revised 7-1-16



Important Teacher Education Requirements

To become licensed to teach in the State of North Carolina, a Lees-McRae College candidate must complete the LMC General Education Core (or its equivalent) and the appropriate Teacher Education Program of study. For K-12 Licensure Area candidates, an appropriate second major (Theatre Arts Education) is required.

Transfer and licensure-only candidates must meet the same requirements for admission to and exit from the Teacher Education Program as traditional candidates. Questions about the evaluation of transcripts and Program Courses of Study should be conveyed to the Director of the Department of Education, the Licensure Officer, or the Regional Coordinator of each Extended-Campus site or Online cohort.

Every effort has been made to put the most up-to-date curriculum information in this 2016-2018 Edition of the *Teacher Education Handbook*. Candidates are urged to become familiar with the goals and objectives of each program and with the specific requirements for teacher licensure. The following information can be used to devise the required Program Course of Study.

Candidates should consult with the Director of Teacher Education and the Program Coordinator for assistance in planning schedules and other advising issues. At all times, candidates should consult their *Lees-McRae College Catalog*, *Office of Continuing and Professional Education College Catalog Supplement* (when appropriate), and the *Teacher Education Handbook* for specific Teacher Education Program information.

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Introduction

Lees-McRae College is committed to the preparation of competent and dedicated teachers and to the continued development and expansion of vigorous licensure programs that reflect thoughtful consideration of the high professional and personal standards required of teachers. At the present time, the College offers three licensure programs: Elementary Education (K-6), Special Education (K-12), and Theatre Arts Education (K-12). Each program of study, along with its goals and objectives, is outlined in the *College Catalog*, the *Office of Continuing and Professional Education College Catalog Supplement*, and the *Teacher Education Handbook*.

The Department of Education strives to provide strong courses of study that promote the positive and holistic development of teachers. It is expected that candidates who complete the Teacher Education Program and become licensed will be teachers who have a well-balanced knowledge of their subject areas; a distinct knowledge of the theory and practice of teaching; a balanced sense of personal value, integrity, and moral worth; and an appreciation of the multicultural nation and interdependent world in which they live.

The Lees-McRae College Department of Education focuses on the development of *reflective practitioners*. The faculty of the Department of Education has a strong tradition of excellence in teaching. They have been selected because they are known for their model teaching, insightful advisement, and respect for their own cultural experiences as well as those of others. Many faculty members also serve as personal mentors—an honor bestowed upon individual faculty members by candidates in the program. As mentors, faculty devote not only professional, but personal time to candidates.

The purpose of the *Teacher Education Handbook* is to provide education candidates, teacher education faculty (Professional, Methods, and Clinical), cooperating teachers, and school administrators with the policies and procedures that are to be followed in the joint undertaking of the education and licensing of quality teachers.

During the semester of directed student teaching, the candidate is often referred to as “student teacher.”

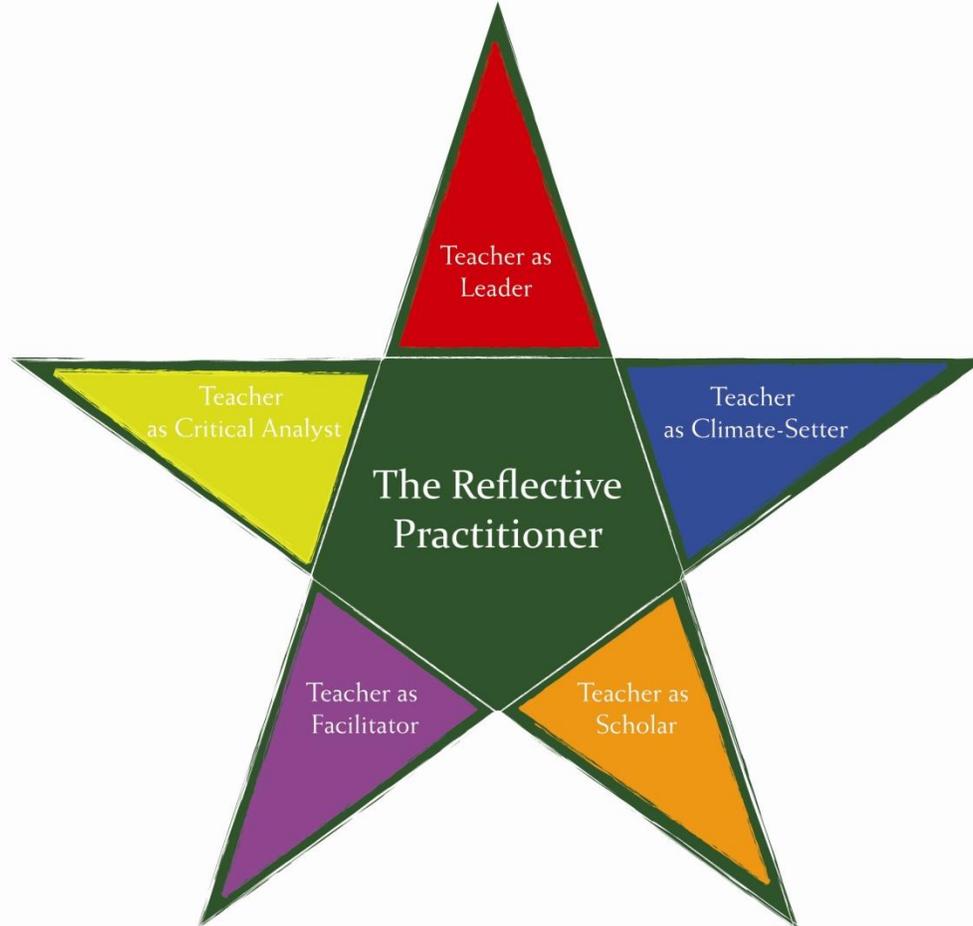
The Reflective Practitioner Framework

Teachers as Reflective Practitioners

The faculty of the Department of Teacher Education (in conjunction with other academic programs) offers a comprehensive Teacher Education Program that promotes the reflective practitioner framework and a sound program of study for each licensure program offered. Committed to a reflective practitioner model as a viable educational concept, faculty serve as model teachers, counsel wisely, reflect deeply on all aspects of the teaching/learning interaction, and devote many hours to advising Teacher Education candidates about their coursework and progress as growing professionals. Many faculty members also serve as informal mentors, and in this capacity devote not only professional, but also personal time to candidates.

The Reflective Practitioner Framework at Lees-McRae College is an effective, developmental model that accommodates pre-service preparation and spans the induction and in-service stages of its graduates. Focusing on developing candidates as reflective practitioners, the program's framework recognizes that the teacher as reflective practitioner is a mature professional who counsels wisely, models reflective teaching, imparts the theoretical and pedagogical knowledge bases that inform the profession, and recognizes the importance of educating the teacher in her/his relationships with others in the workplace and community, with the environment, with the ultimate being, and with self.

The Reflective Practitioner Framework and NC Standards for Teachers



Teacher as Leader – Standard I: Teachers Demonstrate Leadership (in classroom, in school, in teaching profession, advocate for schools and students, demonstrate high ethical standards)

Teacher as Climate-Setter – Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students (embrace diversity, treat students as individuals, adapt teaching for benefit of all students, work collaboratively with families and community)

Teacher as Scholar – Standard III: Teachers Know the Content They Teach (instruction aligned with NCSCS, appropriate to teaching specialty, recognize interconnectedness of content areas, make instruction relevant to students)

Teacher as Facilitator – Standard IV: Teachers Facilitate Learning for Their Students (know how learning takes place, know appropriate levels of all areas of development, plan appropriate instruction, use variety of instructional methods, integrate and utilize technology, develop critical thinking and problem-solving skills, help students work collaboratively and develop leadership, communicate effectively, use variety of assessment methods)

Teacher as Critical Analyst – Standard V: Teachers Reflect on Their Practice (analyze student learning, link professional growth to goals, function effectively in complex, dynamic environment)

Department of Education Programs of Study

Overview of the Teacher Education Program

The Department of Education at Lees-McRae College provides programs leading to Teacher Licensure in Elementary Education, Special Education, and Theatre Arts Education. Lees-McRae College is committed to a reflective practitioner framework that prepares thoughtful, competent, and dedicated teachers and to the continued development and expansion of vigorous licensure programs that exhibit thoughtful consideration of the high professional and personal standards required of teachers. These high professional and personal standards are listed as *Dispositions of Teacher Candidates* (see p. 7) and are evaluated at four benchmarks through which candidates pass during the Lees-McRae College Teacher Education Program.

There are four locations for the LMC Elementary Education program. Each site offers the same courses, is held to the same standards and learning outcomes and is administered by the Lees-McRae College Department of Education. An on-campus program is conducted on the Lees-McRae College campus in Banner Elk, NC. Extended-Campus programs are based at the campus of Surry County Community College (SCC) in Dobson, NC; at the campus of Western Piedmont Community College (WPCC) in Morganton, NC; and online. All are identified by Lees-McRae College as Flagship Programs.

Purpose of the Teacher Education Program

The purpose of the Teacher Education Program at Lees-McRae College is to provide strong programs of study that promote positive and holistic development of teacher candidates within a reflective practitioner framework. It is expected that candidates who complete the Teacher Education Program and become licensed teachers will be individuals who have a distinct knowledge of the practice and theory of teaching, as well as a balanced sense of personal values, integrity, and moral worth. It is also expected that candidates who complete the program will become teachers who reflect on all aspects of the teaching/learning process and will mentor their own students.

Lees-McRae offers Teacher Licensure in Elementary Education (K-6), Special Education – General Curriculum (K-12), and Theatre Arts Education (K-12). Further information may be obtained from the Director of Teacher Education and the *Teacher Education Handbook*.

Dispositions of the Teacher Candidate

Lees-McRae College

Teacher Education Candidate Dispositions

Candidate: _____

Semester: _____

Ratings: 1– Emerging 2 – Developing 3 – Proficient 4 – Accomplished

This form should be completed by the end of each semester. Rate the candidate's observed behavior by placing the appropriate number next to each item below. Ratings are defined in the NC Teacher Candidate Documentation.

Standard 1 Teachers Demonstrate Leadership

The candidate shall:

| | |
|--|---|
| | A. communicate and express ideas in a respectful, collaborative manner. |
| | B. demonstrate adherence to the Teacher Code of Ethics through words and actions. |
| | C. exude a positive attitude toward teaching by sharing ideas and materials willingly. |
| | D. model pedagogical strategies that involve students and parents in the learning process. |
| | E. establish a pattern of reliability through being punctual and meeting deadlines. |
| | F. demonstrate resourcefulness, initiative, and independence in coursework and practice teaching exercises. |
| | G. wear appropriate attire for teachers when in a school setting. |

Standard 2 Teachers Establish a Respectful Environment for a Diverse Population of Students

The candidate shall:

| | |
|--|---|
| | H. respect students as valued individuals by making professional decisions based on student needs rather than personal preferences. |
| | I. establish and maintain high standards for all students, as indicated through curriculum planning and implementation. |
| | J. use awareness/experiences of diversity to enhance and modify the curriculum. Include students' backgrounds in the teaching/learning process. |

Standard 3 Teachers Know the Content They Teach

The candidate shall:

| | |
|--|--|
| | K. increase student understanding by linking previously acquired knowledge with new concepts. |
| | L. persist in seeking new and effective teaching strategies to help all children achieve success. |
| | M. demonstrate that he/she will be a lifelong learner through active engagement in all learning opportunities. |

Standard 4 Teachers Facilitate Learning for Their Students

The candidate shall:

| | |
|--|--|
| | N. apply developmental theories to student interactions and curriculum planning and implementation. |
| | O. learning about and apply new technologies and integrate them into curriculum design and implementation. |
| | P. demonstrate critical thinking skills by including multiple perspectives, in order to develop creative solutions and make appropriate decisions. |

Standard 5 Teachers Reflect on Their Own Practice

The candidate shall:

| | |
|--|--|
| | Q. accept responsibility for successes and mistakes and seek solutions to problems. |
| | R. examine critically his/her perspective, experiences, and effectiveness and reflect on ways to improve student performance. |
| | S. solicit ideas and feedback and seek opportunities for professional growth. |
| | T. listen and respond positively to constructive criticism and ideas by integrating professional feedback into practice. |
| | U. demonstrate an awareness of the impact of own words/actions on students and colleagues by monitoring and adjusting personal behavior accordingly. |
| | V. articulate ideas clearly and comfortably in conversation, discussion, or presentation, utilizing conventions of standard spoken English. |
| | W. articulate ideas clearly and coherently in writing, utilizing conventions of standard written English. |

Programs and Goals of the Department of Education

Professional Course of Study

Unless the Director of Teacher Education grants permission to follow an alternate plan, it is recommended that Education courses be taken sequentially as outlined in the *Teacher Education Handbook*. The learning outcomes/standards for Elementary Education (K-6), Special Education – General Curriculum, and Theatre Arts Education (K-12) programs are based on the North Carolina Professional Teacher Standards adopted by the North Carolina Department of Public Instruction and the North Carolina State Board of Education.

Elementary Education (K-6) Program of Study

The Elementary Education (K-6) program with Teacher Licensure prepares candidates to become teachers who are competent and dedicated, possess high professional and personal standards, and act as reflective mentors for their students.

The Elementary Education (K-6) Discipline

Candidates who complete the Teacher Education Program and become licensed teachers are individuals who have a distinct knowledge about the practice and theory of teaching as well as a balanced sense of personal values, integrity, and moral worth. It is also expected that candidates who complete an Elementary Education program of study and become teachers will reflect on all aspects of the teaching/learning process and mentor their own students. They will possess the professional dedication to work with students, parents, faculty, and community.

Mission of the Elementary Education (K-6) Program

The Elementary Education Program at Lees-McRae College provides teacher candidates the knowledge, skills, and dispositions needed for successful employment as schoolteachers in the 21st Century classroom. Specific areas of emphasis include the integration of a reflective practitioner framework, assessment, and technology applications.

Standards for Elementary Grades Teacher Candidates

Elementary teachers provide a foundation for K-6 students to become lifelong learners and critical thinkers who can successfully function, compete, and flourish in a global society. Therefore, effective 21st century elementary education teacher candidates must possess an overarching understanding and knowledge of the key concepts which drive all content instruction. These key concepts, connected with other core standards, include candidates' knowledge of assessment and instruction, the nature of the learner, school governance and culture, theories of learning and development, critical use of technology and the understanding of how the arts affect and interact with all other content areas. While content knowledge is essential, elementary teacher candidates must also understand the dynamic relationships and connections between content, instructional design, and assessment in relation to all elementary

children. The elementary teacher candidate must understand the integrative and complex relationship between the following key concepts:

Assessment and Instruction
Nature of the Learner
School Governance and Culture
Theories of Learning
Critical Use of Technology
Classroom Learning Environment

In order to deliver content effectively, elementary teacher candidates must also have a broad understanding of 21st century literacy skills. The 21st century teacher candidate defines literacy as the ability to identify, understand, interpret, create, communicate and compute using a variety of auditory and visual formats and contexts. This includes, but is not limited to, print, visual images, online databases, internet, podcasting, etc. It is important for teacher candidates to understand that literacy involves a continuum of learning within each content area, which will enable individuals to achieve their goals through developing and expanding their knowledge and understanding. (UNESCO - United Nations Educational, Scientific and Cultural Organization)

It is critical that the 21st century teacher candidate possess an understanding of the content essential to meet the objectives of the North Carolina Standard Course of Study (NCSCS) and the elementary education curriculum. Elementary teacher education candidates must possess a strong knowledge of the NCSCS in order to deliver effectively the content associated with the following standards.

Standard 1: Elementary grades teacher candidates have the knowledge and understanding of language and how language is used to develop effective communication in listening, speaking, viewing, reading, thinking, and writing. (Reading/Language Arts)

In order to enhance the North Carolina Standard Course of Study, 21st century reading and language arts teacher candidates know and understand literacy processes to facilitate continuous growth in language arts. Teacher candidates must understand that the language arts are transactive processes that include the learner, the text, the learning goal, and the context in which learning occurs. Teacher candidates understand that literacy processes are integrative across content areas and instructional modalities. Teacher candidates must also have a broad knowledge of the foundations of reading and have the ability to use a wide range of reading assessments that inform instructional decisions for both individual students and groups of students. Teacher candidates must have the expertise to create literate environments that foster reading and writing in the 21st century in their classrooms and schools.

Elementary teacher candidates are knowledgeable in and are able to design and implement learning tasks that involve:

- A. the function, the influence and the diversity of language.
- B. integrated practices of multimodal literacies.
- C. foundations of reading.
- D. reading processes through a wide range of text.

- E. a wide range of reading and writing assessment tools and results in order to provide developmentally appropriate instruction.
- F. multiple composing processes.
- G. best instructional practices and techniques in the language arts for all learners.

Standard 2: Elementary grades teacher candidates have the knowledge and understanding of mathematical conventions and processes skills relative to: number sense, numeration, numerical operations, and algebraic thinking; spatial sense, measurement and geometry; patterns, relationships, and functions; and data analysis, probability and statistics. (Mathematics)

In order to enhance the North Carolina Standard Course of Study, 21st century teacher candidates know and understand mathematical content and process skills to facilitate continuous development in mathematics. These teacher candidates demonstrate knowledge of learners' mental representations of the content, including learners' typical pre-conceptions, misconceptions, errors, and learning trajectories. In addition mathematics teacher candidates demonstrate knowledge of the content as represented by instructional media and strategies, including sequencing of units and topics, various examples, metaphor, models, tasks, tools, and technologies used. Teacher candidates understand that problem solving, reasoning, communication, connection, and representation are integrative across content areas and instructional modalities.

Elementary teacher candidates are knowledgeable in and are able to design and implement mathematical tasks that involve:

- A. problem solving, reasoning and proof, communication, connection, and representation.
- B. number sense, numeration, and numerical operations.
- C. spatial sense, measurement and geometry.
- D. patterns, relationships, and functions and algebraic thinking.
- E. data analysis, probability and statistics.
- F. mathematical tools and manipulatives.

Standard 3: Elementary grades teacher candidates have the knowledge and understanding of scientific inquiry, process skills, concepts and applications relative to the life, physical, and earth sciences. (Science)

In order to enhance the North Carolina Standard Course of Study, 21st century teacher candidates use conceptual and procedural knowledge to guide their students to inquisitively learn, reason, and think critically, logically, and creatively. Using this knowledge, candidates teach students to make informed decisions through analyzing problems in order to construct alternative explanations and communicate scientific arguments. Teacher candidates must have the knowledge of inquiry based science, effective use of science process skills, and the importance of debating issues involving science and technology from a global perspective. Teacher candidates realize that science content is constantly evolving.

Elementary teacher candidates are knowledgeable in and are able to design and implement science learning activities that:

- A. demonstrate appropriate safety practices and procedures to ensure the welfare and safety of all students and living organisms in the learning environment, including proper maintenance and disposal of materials.
- B. use the unifying concepts and processes in the life, physical, and earth sciences.
- C. involve the nature of science, the historical development of scientific thought, the process of scientific inquiry, and the reciprocal relationship between science and society.
- D. involve the application of science skills, equipment and processes, technological tools and mathematical knowledge and skills.
- E. allow students to develop and apply content knowledge and critical thinking skills that lead to the development of scientific literacy.

Standard 4: Elementary grades teacher candidates have the necessary knowledge specific for producing knowledgeable, global citizens who are critical thinkers in a democratic society. (Social Studies)

In order to enhance the North Carolina Standard Course of Study, 21st century teacher candidates use integrated content from the social sciences, as well as appropriate content from the humanities, mathematics, and natural sciences in order to promote civic competence. Teacher candidates understand the importance of preparing their students to become knowledgeable, global citizens who are critical thinkers and effective decision-makers in a democratic society. These essential concepts assume a global perspective on content and call for distinct and developmentally appropriate pedagogies for 21st century learners at the elementary grade levels.

Elementary teacher candidates are knowledgeable in and are able to design and implement learning activities that incorporate:

- A. culture and cultural diversity.
- B. time, continuity and change.
- C. economic, scientific, and technological development.
- D. individuals, groups and institutions.
- E. civic ideals and practices.

Standard 5: Elementary grades teacher candidates have the knowledge and understanding of mental, emotional, physical, and social health to empower students to make healthy lifestyle choices. (Healthful Living)

In order to enhance the North Carolina Standard Course of Study, 21st century teacher candidates are able to identify, articulate, and model healthy lifestyle choices that will impact student health. These teacher candidates demonstrate knowledge of best practices and laws (Healthy Active Child Mandate) that impact and promote health and well being. Teacher candidates make explicit connections to healthy choices that lead to the improvement of student learning, interpersonal and intrapersonal relationships, and overall quality of life.

Elementary teacher candidates are knowledgeable in and are able to design and implement learning tasks that demonstrate the:

- A. benefits of a physically active life.
- B. importance of proper nutrition.
- C. promotion of healthy relationships.
- D. consequences of substance abuse.
- E. prevention of accidents and injuries.

Standard 6: Elementary grades teacher candidates integrate art throughout the curriculum. (The Arts)

21st century teacher candidates create meaningful learning experiences which are relevant, rigorous, and enhance the content by providing alternate ways to think critically and communicate ideas.

Elementary teacher candidates are knowledgeable in and are able to design and implement learning tasks that demonstrate:

- A. a general knowledge of the fundamentals of music, dance, theatre, and/or visual arts.
- B. the ability to create interdisciplinary lessons/units that integrate the content areas with the arts to enhance classroom instruction and student learning.

Why Study Elementary Education (K-6) at Lees-McRae College?

The Lees-McRae Elementary Education (K-6) program provides candidates with the knowledge, skills, and dispositions necessary to be outstanding teachers. The program also provides a course of study that promotes a positive and holistic understanding of the teaching profession within a reflective practitioner framework.

- **Choice of Bachelor of Arts or Bachelor of Science Degree** The Bachelor of Arts degree requires a level of proficiency in Spanish that helps graduates better meet the needs of the diverse populations they may serve. The Bachelor of Science degree requires additional courses in math and/or science above the core requirements. This provides the graduate with a stronger foundation in math/science in order to better prepare K-6 students to meet the needs of STEM programs in public schools.
- **Accreditation** The Elementary Education program at Lees-McRae College has achieved the high standards required to maintain accreditation by the Teacher Education Accreditation Council (TEAC) and North Carolina State Department of Public Instruction (NCDPI). Building on the Lees-McRae liberal arts General Education Core curriculum, the program curriculum has a balance of philosophy, theory, and practice for effective teacher preparation.

- **Exceptional Children** The Elementary Program at Lees-McRae College includes a course to give candidates strategies to deal with the various diverse learners they will encounter in the classroom.
- **Field Experience** Field experiences begin with the first courses in the Teacher Education Program. The required field experiences occur in logical progression from observation, to assisting, to student teaching. Each provides for a smooth transition to the next level of expectation, thereby assuring success at each level. Many field experiences take place at Lees-McRae Professional Development Schools (PDS). These specially selected schools enable candidates to work closely with professionals who are committed to the educational success of future teachers.
- **Teacher Candidate Portfolio** Candidates complete a Pre-Professional Portfolio demonstrating their knowledge, skills, and dispositions for the teaching profession.
- **Technology Skills** The program also requires the demonstration of competence in the technology standards adopted by the International Society for Technology Education National Educational Technology Standards for Teachers (ISTE/NETS*T) expected of all teachers by the State of North Carolina.
- **Faculty and Staff** The faculty and staff of the program are well qualified for the positions they hold and the responsibilities they fulfill. All faculty have appropriate degrees and public school experience, and methods faculty have NC Professional Licensure. Staff members are knowledgeable of the program, competent in required skills, and supportive of candidates and faculty, exemplifying the reflective practitioner framework.
- **Candidate/Faculty Ratio** The candidate/faculty ratio is appropriate to allow for positive interaction. Class size is held to a number that allows for a high level of candidate participation and small group activity. Faculty members are available to mentor and work with candidate needs on an individual basis. When in field experiences, candidates are provided appropriate supervision.

Bachelor of Arts or Science in Elementary Education | On-Campus Major

The BA/BS in Elementary Education requires 63 semester hours and includes the following components:

- Completion of the General Education Core and Degree Requirements for the Bachelor of Arts or Bachelor of Science degree
- Elementary Education Prerequisites:

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|---|---|
| PSY 253 Developmental Psychology (Fall of Sophomore Year) | 3 |
| HUM 231 Advanced Composition (Spring of Sophomore Year) | 3 |
| MAT 112 College Algebra | 3 |

- **Required Major Courses** (63 semester hours)

Recommended:

EDU 102 Introduction to Education (spring only/freshman year) 3

Required:

EDU 201 Intro. to Public School Teaching (fall only/sophomore year) 3

Professional Studies and Field Experience

(admission to Teacher Ed Required to take these courses).

Fall Junior Year

EDU 321 Educational Psychology 3

EDU 322 Foundations of American Education 3

EDU 323 Assessment of Student Learning 3

EDU 325 Reflective Teaching/Classroom Mgt. 3

EDU 351 Literature for Children 3

25 Hour Field Placement

Spring Junior Year

EDU 324 Managing Environment For Diverse Learners 3

EDU 381 Computer/Media Applications in the Classroom 3

EDU 327 Strategies for Math and Science 3

EDU 328 Beginning Literacy 3

EDU 329 Teacher as Researcher 3

25 Hour Field Placement

Fall Senior Year

EDU 417 Math & Science Methods for Elementary School 4

EDU 418 ELA and Social Studies Methods for Elementary School 4

EDU 419 Creative Methods and Materials 4

EDU 473 Field Experience/Seminar 3

Spring Senior Year

EDU 491 Student Teaching/Seminar 12

EDU 499 Senior Research/Impact on Student Learning Project 3

- **Additional Elective Courses** (enough to reach the 120 hour level)

Education Minor

The Education minor requires 24 semester hours beyond the General Education Core and Degree Requirements and includes the following:

Required Minor Courses (24 semester hours)

PSY 253 Child Development

EDU 321 Educational Psychology

EDU 323 Assessing Student Learning

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|---------|---|
| EDU 329 | The Teacher as Researcher |
| EDU 351 | Literature for Children |
| EDU 324 | Managing the Environment for Diverse Learners |
| EDU 328 | Beginning Literacy |
| EDU 381 | Computer/Media Applications |

Bachelor of Arts or Science in Elementary Education | Extended-Campus/Online Major

The BA/BS in Elementary Education requires 60 semester hours and includes the following components:

- **Completion of the General Education Core.** For Extended-Campus and Online candidates, this requirement can be met with (1) The transfer of an Associate in Arts degree from a regionally accredited school, or (2) The transfer of **60 semester** credit hours from [an] accredited school(s) that meet the North Carolina Transfer Module. In addition, PSY 241 Developmental Psychology and MAT 171 are required.
- **Meet the Minimum Standards for Admission** to the LMC Teacher Education Program as indicated in the Lees-McRae College Catalog in the sections entitled *Considerations and Provisions for Candidates Transferring to Lees-McRae College* and *Application and Admission Process for Lees-McRae College Elementary Education Program(s)*.
- **Required Major Courses** (60 semester hours) – Completed over 4 semesters and one summer term.

First Semester Junior Year

| | | |
|---------|-----------------------------------|---|
| EDU 322 | Foundations of American Education | 3 |
| EDU 323 | Assessment of Student Learning | 3 |
| EDU 351 | Literature for Children | 3 |
| EDU 381 | Computers/Media for Education | 3 |
| | 25 Hour Field Placement | |

Second Semester Junior Year

| | | |
|---------|---|---|
| EDU 324 | Managing Environment For Diverse Learners | 3 |
| EDU 327 | Strategies for Math and Science | 3 |
| EDU 328 | Beginning Literacy | 3 |
| EDU 329 | Teacher as Researcher | 3 |
| | 25 Hour Field Placement | |

Summer

| | | |
|---------|--|---|
| EDU 321 | Educational Psychology | 3 |
| EDU 325 | Reflective Teaching/Classroom Management | 3 |

First Semester Senior Year

| | | |
|---------|---------------------------------------|---|
| EDU 417 | Math & Science Methods for Elementary | 4 |
|---------|---------------------------------------|---|

| | |
|--|----|
| EDU 418 ELA & Social Studies Methods for Elementary | 4 |
| EDU 419 Creative Methods and Materials | 4 |
| EDU 473 Elementary Field Experience/Seminar | 3 |
| <u>Second Semester Senior Year</u> | |
| EDU 491 Student Teaching/Seminar | 12 |
| EDU 499 Senior Research/Impact on Student Learning Project | 3 |

Teacher Candidates should note that Extended Campus and Online Candidates will be expected to attend a function on Main Campus one Saturday in the fall of their Junior Year and in the fall of their Senior Year.

Additional Requirements for Online Candidates

Residency Requirements:

- * Attendance at Junior Day during your Junior year.
- * Attendance of a minimum of 2 hours at a Senior Integrated Curriculum Unit presentation (you attend during your junior year).
- * Attendance at Senior Day during your Senior year.
- * Your Integrated Curriculum Unit presentation at the end of the first semester of your senior year.

In addition, Online Candidates will be required to attend a face-to-face orientation and may also be required to attend one or more annual face-to-face meetings at a geographical location to be determined. The date and location of these sessions will be provided by the Regional Site Coordinator. Face-to-face sessions will focus both on programmatic and instructional elements of the program. As part of the Online Program, methods courses may require some synchronous class meetings. These will all be held in the evening for the convenience of those who are employed full-time. During the senior year, all candidates will be required to attend three sessions at one of the LMC campus sites (ICU presentation, senior meeting with Cooperating Teachers, and Senior Final Seminar).

Online assignments and homework are submitted online electronically via the Course Management Tool, Sakai and modules are posted in a user-friendly format. All readings, assignments, tests, and projects will be the same as those in the seated classes.

Technology Requirements

- Consistent access to reliable high-speed Internet service (DSL or faster)
- Headset with microphone (required)
- Printer (required)
- Document scanner (required)
- Webcam (recommended)

- Microsoft Office 2010 or higher (as an LMC student, Office 365 is a free download. See http://www.lmc.edu/student_life/technology_services/index.htm for information and directions)
- Adobe Acrobat Reader (free download)
- The current version of Sakai supports the use of Internet Explorer 11, Safari 7+, Firefox 29+, and Chrome 35+. Firefox and Chrome work best with the Sakai platform.
- TaskStream™ Account (Additional directions for purchase will be provided in the first semester).
- *Candidates must have a technology backup plan to ensure access to the Internet and computers in the event of unforeseen circumstances such as electrical outages due to adverse weather, computer malfunctions, and Internet outages.*

After Graduation

With the current budget situation in public K-12 schools, districts are selective in choosing teachers. Lees-McRae Teacher Candidates are prepared to be competitive in the professional job market. In order to attract the best candidates, some public school systems pay a signing bonus and/or moving expenses and assist new teachers professionally in many ways. Ultimately, the greatest reward of a career in Elementary Education is the satisfaction that comes with being a positive influence on the social, emotional, physical, and academic development of children.

Special Education – General Curriculum (K-12) Program of Study

The Special Education – General Curriculum program with Teacher Licensure prepares candidates to become teachers who are competent and dedicated, possess high professional and personal standards, and act as reflective mentors for their students.

The Special Education (K-12) Discipline

Candidates who complete the Teacher Education Program and become licensed teachers are individuals who have a distinct knowledge about the practice and theory of teaching as well as a balanced sense of personal values, integrity, and moral worth. It is also expected that candidates who complete a Special Education program of study and become teachers will reflect on all aspects of the teaching/learning process and mentor their own students. They will possess the professional dedication to work with students, parents, faculty, and community.

Mission of the Special Education (K-12) Program

The Special Education Program at Lees-McRae College provides teacher candidates the knowledge, skills, and dispositions needed for successful employment as schoolteachers in the 21st Century classroom. Specific areas of emphasis include the integration of a reflective practitioner framework, assessment, and technology applications.

Standards for Special Education: General Curriculum Teacher Candidates

Both NCLB and IDEA work to ensure that students with disabilities have access to the general

curriculum and be educated in the least restrictive environment. The new standards for special education teachers have been developed to align with the ABC Plus accountability outcomes and the US Department of Education's accountability standards established in NCLB legislation. The new standards for special education teachers are in addition to the *North Carolina Professional Teaching Standards* that were adopted by the North Carolina State Board of Education in June 2007. The new specialty area standards for Special Education: General Curriculum were developed in the spring 2008 to better prepare teachers to address the unique needs of students with disabilities in the 21st century. The new standards were aligned with the Council for Exceptional Children (CEC) Standards and are the basis for teacher program development, teacher preparation program evaluation, and professional development.

In the 21st century, teachers of students with disabilities will need to know and be able to address:

- the policies, process and procedures for providing special education services.
- assessment and how it drives instructional and behavioral intervention.
- research-validated instructional and behavioral strategies.
- mathematics, language and literacy instruction in a systematic, explicit, multi-sensory approach.
- the impact of the environment on behavior and learning for students with disabilities.
- the needs of families, general education teachers and other professionals through effective collaboration and consultation.

Standard 1: Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services.

Special Education: General Curriculum teacher candidates have a thorough understanding of the Policies Governing Services for Children with Disabilities. Through this knowledge of the process of referral, evaluation, and development of the individualized education program (IEP), teachers provide appropriate individualized education in the least restrictive environment.

- Know the Policies Governing Services for Children with Disabilities
- Understand the placement process from referral to delivery of services
- Know the typical characteristics of students in each disability category.
- Understand and facilitate effective planning for transitions (preschool, school, postsecondary/adult).

Standard 2: Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.

Special Education: General Curriculum teacher candidates use a variety of assessment strategies and sources to determine students' prior knowledge, skills, interests and learning styles. They plan appropriate instruction, evaluate progress toward learning goals and inform families and professional service providers. Teacher candidates view assessment as an integral part of the

teaching/learning cycle, in which assessment drives instruction, and evaluation of learner outcomes informs further instruction. Teacher candidates use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals and to differentiate instruction in a tiered model.

- Evaluate reliability, validity, and the technical soundness to select measures used in assessing students for eligibility, instructional decisions, and progress monitoring.
- Demonstrate instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction.
- Assess students' reading performance by obtaining measures of phonemic awareness, letter-sound association skills, word identification skills, fluency, vocabulary and comprehension.
- Assess students' written language performance by gaining measures of fine motor skills, mechanics of writing, writing fluency and written expression.
- Assess students' mathematics performance through analysis of error patterns and an understanding of the components of number sense (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric equation and proportional reasoning).
- Use age appropriate transition assessments for students ages 14 and above.

Standard 3: Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.

Special Education: General Curriculum teacher candidates utilize research-validated instructional and behavioral strategies to facilitate learning across the various disciplines. Cognitive and behavioral techniques support the use of best practices for all students. Research-validated techniques support innovative integration of standards-based content with appropriate use of technology.

- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to design a self-management program and instruct students on implementation of program.
- Know research-validated cognitive learning strategies.
- Know research-validated meta-cognitive learning strategies.
- Demonstrate the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum.
- Plan and facilitate comprehensive transition services.

Standard 4: Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.

Special Education: General Curriculum teacher candidates provide a comprehensive series of daily instructional lessons in communication skills, reading, written language and math that are systemic, explicit and multi-sensory.

- Understand the essential components of the English language (phonetics and phonology, sound production, morphology and orthography, semantics and syntax and pragmatics) and the impact of language on learning.
- Understand the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension).
- Understand and provide instruction in the essential components of math instruction (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric application and proportional reasoning).
- Understand and provide instruction in the essential components of written language instruction (composition and conventions).

Standard 5: Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.

Special Education: General Curriculum teacher candidates use effective strategies that promote a positive learning environment. They also use small-group and individualized strategies that enable students with behavior problems to develop academic and social competence. Teacher candidates use individualized behavior management strategies for those with more severe behavior problems.

- Know how to establish rules and procedures that convey behavioral expectations.
- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to conduct and analyze a functional behavior assessment.
- Demonstrate competency to use functional behavioral assessment results to develop a positive behavior support plan based on research-validated interventions.
- Know how to implement individualized positive behavior support strategies based on functional behavior assessment results for students with significant behavior problems.

Standard 6: Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.

Special Education: General Curriculum teacher candidates recognize how accessing resources and collaborating with families, schools, and the community can impact student success. Communicating and building trusting partnerships with families, including those from culturally and linguistically diverse backgrounds, are essential elements that must be implemented. Teacher candidates partner with families to gather critical information to assess student progress and design instruction. Inclusive education and other collaborative teaching models assist with providing access to the general curriculum.

- Demonstrate effective communication strategies.
- Establish effective interagency collaboration with adult service providers.
- Model evidence based variations of co-teaching.

- Collaborate and consult with interpreters, transliterators and other related / adult service providers.
- Maintain confidentiality.
- Provide effective paraeducator supervision.

Why Study Special Education – General Curriculum (K-12) at Lees-McRae College?

The Lees-McRae Special Education (K-12) program provides candidates with the knowledge, skills, and dispositions necessary to be outstanding teachers of exceptional children. The program also provides a course of study that promotes a positive and holistic understanding of the teaching profession within a reflective practitioner framework.

- **Choice of Bachelor of Arts or Bachelor of Science Degree** The Bachelor of Arts degree requires a level of proficiency in Spanish that helps graduates better meet the needs of the diverse populations they may serve. The Bachelor of Science degree requires additional courses in math and/or science above the core requirements. This provides the graduate with a stronger foundation in math/science in order to better prepare K-12 students to meet the needs of STEM programs in public schools.
- **Accreditation** The Special Education program at Lees-McRae College has achieved the high standards required to maintain accreditation by the North Carolina State Department of Public Instruction (NCDPI). Building on the Lees-McRae liberal arts General Education Core curriculum, the program curriculum has a balance of philosophy, theory, and practice for effective teacher preparation.
- **Field Experience** Field experiences begin with the first courses in the Teacher Education Program. The required field experiences occur in logical progression from observation, to assisting, to student teaching. Each provides for a smooth transition to the next level of expectation, thereby assuring success at each level. Many field experiences take place at Lees-McRae Professional Development Schools (PDS). These specially selected schools enable candidates to work closely with professionals who are committed to the educational success of future teachers.
- **Teacher Candidate Portfolio** Candidates complete a Pre-Professional Portfolio demonstrating their knowledge, skills, and dispositions for the teaching profession.
- **Technology Skills** The program requires the demonstration of competence in the technology standards adopted by the International Society for Technology Education National Educational Technology Standards for Teachers (ISTE/NETS*T) expected of all teachers by the State of North Carolina.
- **Faculty and Staff** The faculty and staff of the program are well qualified for the positions they hold and the responsibilities they fulfill. All full-time faculty have terminal degrees and public school experience, and methods faculty have NC Professional Licensure. Staff members are knowledgeable of the program, competent in required skills, and supportive of candidates and faculty, exemplifying the reflective practitioner framework.

- **Candidate/Faculty Ratio** The candidate/faculty ratio is appropriate to allow for positive interaction. Class size is held to a number that allows for a high level of candidate participation and small group activity. Faculty members are available to mentor and work with candidate needs on an individual basis. When in field experiences, candidates are provided appropriate supervision.

Bachelor of Arts or Science in Special Education – General Curriculum | On-Campus Major

The BA/BS in Special Education – General Curriculum requires 63 semester hours and includes the following components:

- Completion of the General Education Core and Degree Requirements for the Bachelor of Arts or Bachelor of Science degree
- Special Education Prerequisites:

| | |
|---|---|
| PSY 253 Developmental Psychology (Fall of Sophomore Year) | 3 |
| HUM 231 Advanced Composition (Spring of Sophomore Year) | 3 |
| MAT 112 College Algebra | 3 |
- **Required Major Courses** (63 semester hours)

| | |
|---|---|
| Recommended: | |
| EDU 102 Introduction to Education (spring only/freshman year) | 3 |
| Required: | |
| EDU 201 Intro. to Public School Teaching (fall only/sophomore year) | 3 |

Professional Studies and Field Experience (admission to Teacher Ed Required to take these courses).

Fall Junior Year

| | |
|--|---|
| EDU 321 Educational Psychology | 3 |
| EDU 322 Foundations of American Education | 3 |
| EDU 323 Assessment of Student Learning | 3 |
| EDU 325 Reflective Teaching/Classroom Mgt. | 3 |
| SPE 210 The Exceptional Child | 3 |
| 25 Hour Field Placement | |

Spring Junior Year

| | |
|--|---|
| EDU 324 Managing Environment For Diverse Learners | 3 |
| EDU 381 Computer/Media Applications in the Classroom | 3 |
| EDU 328 Qualitative Literacies | 3 |
| EDU 329 Teacher as Researcher | 3 |
| SPE 313 Assessment and Collaboration for EC | 3 |
| 25 Hour Field Placement | |

Fall Senior Year

| | |
|--|---|
| SPE 404 K-6 EC Methods | 3 |
| SPE 405 7-12 EC Methods | 3 |
| SPE 402 Students with Reading Difficulties | 3 |
| SPE 414 Behaviors | 3 |
| EDU 473 Field Experience/Seminar | 3 |

Spring Senior Year

| | |
|--|----|
| EDU 491 Student Teaching/Seminar | 12 |
| EDU 499 Senior Research/Impact on Student Learning Project | 3 |

- **Additional Elective Courses** (enough to reach the 120 hour level)

Special Education – General Curriculum (K-12) | Add-On License

Teacher candidates wishing to remain for a 5th year or anyone currently holding an Elementary (K-6) License in North Carolina may add a Special Education – General Curriculum license with one summer session and one year of coursework.

Summer Session

| | |
|---|---|
| SPE 210 The Exceptional Child | 3 |
| SPE 313 Assessment and Collaboration for EC | 3 |

Fall Semester

| | |
|--|---|
| SPE 404 K-6 EC Methods | 3 |
| SPE 405 7-12 EC Methods | 3 |
| SPE 402 Students with Reading Difficulties | 3 |
| SPE 414 Behaviors | 3 |
| EDU 473 Field Experience/Seminar | 3 |

Spring Semester

| | |
|--|----|
| EDU 491 Student Teaching/Seminar | 12 |
| EDU 499 Senior Research/Impact on Student Learning Project | 3 |

After Graduation

Special Education is an area of demand in both North Carolina and nationally, so finding employment in your field may not be difficult. Lees-McRae Teacher Candidates are prepared to be competitive in the professional job market. In order to attract the best candidates, some public school systems pay a signing bonus and/or moving expenses and assist new teachers professionally in many ways. Ultimately, the greatest reward of a career in Special Education is the satisfaction that comes with being a positive influence on the social, emotional, physical, and academic development of children.

Theatre Arts Education (K-12) | Program of Study

The Lees-McRae Theatre Arts Education (K-12) program provides candidates with the knowledge, skills, and dispositions necessary to be outstanding drama teachers. The program also provides a course of study that promotes a positive and holistic understanding of the teaching profession within a reflective practitioner framework. The student will study both theatre arts and education and may pursue either a Bachelor of Arts or a Bachelor of Science. The graduate is then licensed to teach drama on the elementary, middle school and high school grade levels.

Standards for Theatre Arts Teacher Candidates

Theatre is a multi-faceted and collaborative discipline which requires theatre arts teachers to demonstrate knowledge in creative drama, theatre history, literature and criticism, technical theatre, performance and professional practice. While the theatre arts curriculum is centered in process (referred to as drama), it values productions (referred to as theatre) that are both formal and informal. The theatre arts program encompasses both curricular and co-curricular learning.

These Standards address practices and knowledge that are unique to theatre arts teachers and is designed to be used in conjunction with the *North Carolina Teacher Candidate Evaluation Rubric*. Theatre arts teachers must have a thorough knowledge and understanding of the goals and objectives of the *North Carolina Standard Course of Study* in theatre.

Competency 1: Theatre arts teacher candidates demonstrate practical knowledge of creating theatrical performance.

Theatre arts teacher candidates possess a practical knowledge of movement, voice, acting, script analysis, performance assessment and critique.

- Utilize techniques and methods to develop body, voice and imagination.
- Demonstrate the use of the mind, voice, and body as instruments for creating performance and dramatic expression.
- Demonstrate knowledge and skills in acting techniques.
- Provide support materials and documentation for character development and script analysis.
- Apply constructive criticism and assessments to theatre performance.
- Demonstrate knowledge and skills in directing a theatrical performance.

Competency 2: Theatre arts teacher candidates apply creative drama pedagogy that is improvisational, non-exhibitional, reflective and process-oriented.

Theatre arts teacher candidates plan and facilitate drama lessons that develop language and communication, interpersonal and problem solving skills, creativity, positive self-concept, social and global awareness, empathy, values and attitudes, and an understanding of the art of theatre.

- Implement creative drama techniques in lesson planning (i.e. drama games, pantomime, storytelling, story drama, process drama, improvisation, puppetry, social drama, movement and creative play, etc.)
- Assess process-based work using student reflections, rubrics, worksheets, written and verbal student feedback and creative artifacts developed during the lesson.
- Create lessons that differentiate creative drama process-versus-product pedagogy as appropriate to student age and skill level.

Competency 3: Theatre arts teacher candidates understand theatre history, literature, dramatic theory and criticism.

Theatre arts teacher candidates possess a working knowledge of the origins, styles, and forms of theatre, dramatic literature and criticism. They exhibit an understanding of how theatre embraces and expresses global awareness through diverse cultural and human experiences.

- Know and use classical through contemporary dramatic literature including multi-cultural and international texts.
- Implement the process of playwriting and adapting literature for performance.
- Understand and use play analysis and the elements of dramatic structure.
- Identify the origin and development of theatre in its historical context in western and non-western society and how theatre reflects cultural periods.
- Demonstrate knowledge of the history and development of the physical theatre, technical theatre elements, performance styles, directing and playwriting.

Competency 4: Theatre arts teachers demonstrate a working knowledge of technical elements of theatre.

Theatre arts teacher candidates possess a practical knowledge of production planning, design concepts, technology, safety, scenery, properties, lighting, sound, costume, makeup, theatre management, promotion and stage management.

- Utilize available technologies to design and implement technical theatre.
- Provide support materials and documentation for elements of technical theatre.
- Demonstrate knowledge of theatre management and promotion including publicity, copyright laws, royalties, ticket sales and financial literacy.
- Model constructive criticism and collaborative practices.

Competency 5: Theatre arts teacher candidates develop and manage a program inclusive of the goals, values, and purposes of arts education.

Theatre arts teacher candidates demonstrate knowledge of resources, ethical practices, civic literacy, leadership and advocacy for the arts.

- Identify and utilize professional resources and organizations.
- Practice leadership and advocacy for theatre arts in an effective and professionally responsible manner.
- Apply theatre arts and drama as a tool for school and community outreach and engagement.

- Develop as theatre artists by practicing, networking and learning more about the world of theatre.

Competency 6: Theatre Arts teacher candidates will engage in Academic Review, Personal Reflection, and Service (This is a Lees-McRae Standard)

Bachelor of Arts/Science in Theatre Arts Education (K-12) | On-Campus Major

The BA/BS in Theatre Arts Education (K-12) requires 83 semester hours and includes the following components:

- **Completion of the Degree Requirements** for either the BA or BS degree.

- **Required Major Courses [Education] (46 semester hours)**

| | | |
|----------------|---|----------|
| EDU 201 | Introduction to Public School Teaching | 3 |
| EDU 321 | Educational Psychology | 3 |
| EDU 322 | Foundations of American Education | 3 |
| EDU 323 | Assessment of Student Learning | 3 |
| EDU 324 | Managing Environment for Diverse Learners | 3 |
| EDU 325 | Reflective Teaching/Classroom Management | 3 |
| EDU 329 | Teacher as Researcher | 3 |
| EDU 371 | Field Experience | 2 |
| EDU 381 | Media/Technology for the Classroom | 3 |
| EDU 431 | M/M for Teaching Theatre Arts K-6 | 2 |
| EDU 420 | M/M for Teaching Theatre Arts 7-12 | 3 |
| EDU 491 | Student Teaching/Seminar | 12 |
| EDU 499 | Senior Research/ISLP | 3 |

It is highly recommended that Theatre Arts Education majors take EDU 322 to meet their Junior Seminar (CLA 399) requirement.

- **Required Major Courses [Performing Arts] (37 semester hours)**

| | | |
|---------------------------|--|------------|
| PAS 100 | Movement for the Stage OR PAS 101 Dance Tech. | 1 |
| PAS 133 | Principles of Acting | 3 |
| PAS143 | Stagecraft | 3 |
| PAS 233 OR PAS 333 | Acting in Musical Theatre | 3 |
| PAS 234 | Voice for the Actor (ELECTIVE) | (3) |
| PAS 244 | Principles of Design | 3 |
| PAS 272 | Script Analysis | 3 |
| PAS 335 | Performance of Literature | 3 |
| PAS 344 | Costuming | 3 |
| PAS 345 | Basic Lighting | 3 |
| PAS 363 | Theatre History I OR PAS 473 Theatre History II | 3 |
| PAS 374 | Directing I | 3 |
| PAS 379 | Arts Management and Outreach | 3 |
| PAS 474 | Directing II | 3 |

- **Additional Elective Courses**, if needed (enough to reach the 120 hour level)
- Please refer to the performing arts program section of the Lees-McRae college catalog for more information on competencies.

After Graduation

Candidates graduating with a degree in Theatre Arts Education can teach drama in elementary, middle, and secondary public schools as well as private school programs. The candidate may also find employment in recreation and theatre arts occupations.

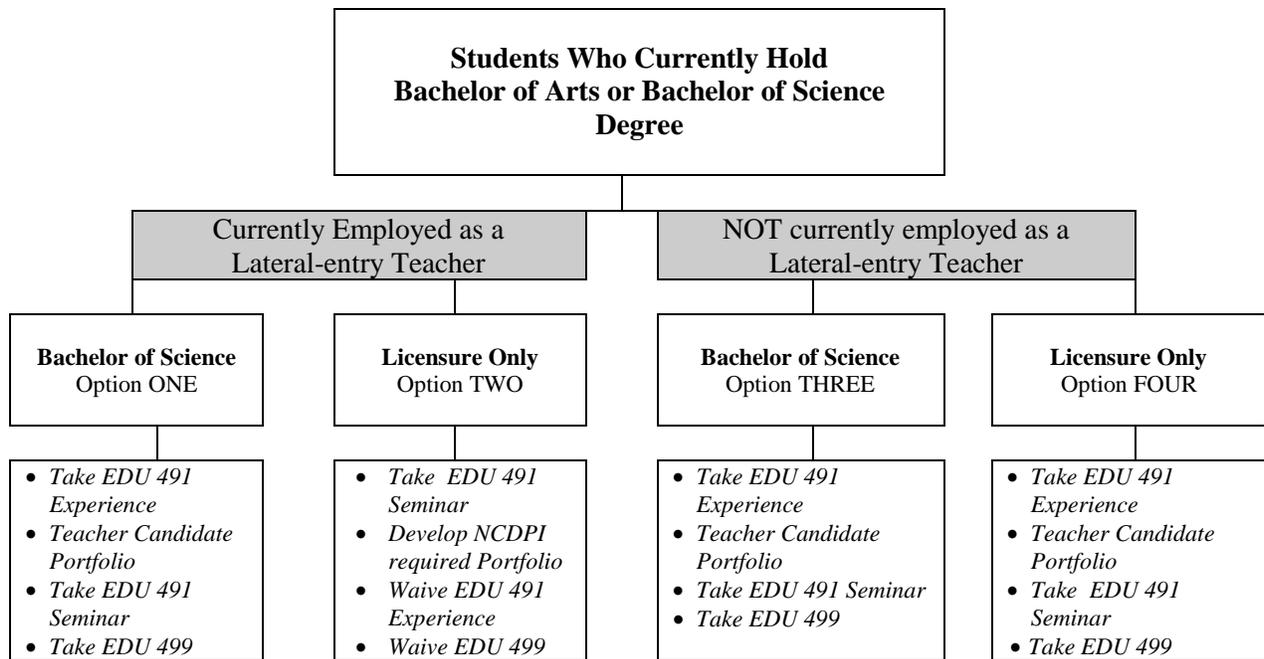
Support for Lateral Entry Teachers

Candidates with Bachelor's (even Master's or Doctoral) degrees are required by the State of North Carolina to complete a teacher education course of study to be licensed. A teacher already employed in the public schools without teacher licensure is considered a lateral-entry teacher and given a special temporary license. The Department of Education at Lees-McRae College is dedicated to supporting lateral-entry teachers. Faculty members regularly attend state and regional meetings on teacher licensure to ensure accurate academic advising for lateral-entry teachers. Currently, teachers considered lateral-entry are required to affiliate with a teacher education program and complete 6 semester credit hours per year towards licensure. To learn more about the state and local educational requirements for lateral-entry teachers, contact your local school personnel office, the North Carolina Department of Public Instruction, or the Department of Education.

The North Carolina Department of Public Instruction maintains four Regional Alternative Licensing Centers (RALC) to assist Lateral Entry Teachers in obtaining teacher licensure. Lateral Entry Teachers may request that transcripts and continuing education credits be sent to the RALC for evaluation from the Licensure Officer in their local school district. After an evaluation, Lateral Entry Teachers may follow the RALC program requirements, or choose to follow the Lees-McRae College Department of Education requirements. If a candidate chooses to follow the RALC program requirements, s/he may take as many or as few courses from Lees-McRae as s/he wishes. It should be understood, however, that recommendation for licensure will be made by the RALC and not Lees-McRae College.

Lees-McRae College offers several course requirement options for those candidates who currently hold a Bachelor of Arts or Science degree. These candidates are required to take the standard course of study for the first, second, and third semesters (including the Summer I Session). During the fourth semester, however, they may choose the program option that best suits their goals. Program options include a Bachelor of Science in Elementary Education or a Licensure-Only program of study. Use the flow chart below to determine which options are available to you. For complete details, carefully read the LMC Teacher Education Handbook

policy on Lateral Entry Teacher program requirements, or contact the Licensure Officer in the Department of Education at Lees-McRae College.



Fourth Semester Program Options for BA/BS Degree Holders

Option One | Bachelor of Science for Lateral-Entry Teachers

| | |
|--|--|
| EDU 491 | Directed Student Teaching in own class With LEA Mentor/LMC Supervisor – <i>Required</i> (12) |
| EDU 491 | Directed Student Teaching Seminar – <i>Required</i> (0) |
| Develop Teacher Candidate Portfolio – <i>Required as part of EDU 491 Seminar</i> | |
| EDU 499 | Senior Research Seminar/Impact on Student Learning Project – <i>Required</i> (3) |

Option Two | Licensure-Only for Lateral-Entry Teachers

| | |
|---------|---|
| EDU 491 | Directed Student Teaching – <i>Waived</i> (0) With LEA Mentor Assessments – <i>Required</i> (0) |
| EDU 491 | Directed Student Teaching Seminar – <i>Required</i> (2) |

Develop Teacher Candidate Portfolio – *Required as part of EDU 491 Seminar*

EDU 499 Senior Research Seminar/Impact on Student learning Project – *Required (3)*

Option Three | Bachelor of Science for Non-Lateral-Entry BA/BS Candidates

EDU 491 Directed Student Teaching With LEA Cooperating Teacher/LMC Supervisor –*Required (12)*

EDU 491 Directed Student Teaching Seminar – *Required (0)*

EDU 499 Senior Research Seminar/Impact on Student Learning Project – *Required (3)*

Option Four | Licensure-Only for Non-Lateral-Entry BA/BS Candidates

EDU 491 Directed Student Teaching With LEA Cooperating Teacher/LMC Supervisor –*Required (12)*

EDU 491 Directed Student Teaching Seminar – *Required (0)*

Develop NCDPI Teacher Candidate Portfolio – *Required as part of EDU 491 Seminar*

EDU 499 Senior Research Seminar/Impact on Student Learning Project – *Required (3)*

Admission Guidelines for the Teacher Education Program

Candidates who wish to enter the Lees-McRae Teacher Education Program and seek a teaching license should follow the procedures outlined below.

1. As soon as a candidate establishes interest in seeking a teaching license, the candidate should contact the Director of Teacher Education or Program Coordinator to schedule a conference, at which time the requirements for admission to the Teacher Education Program will be outlined to the candidate. At the same time, the candidate will file a Teacher Education Program Interest Form. This form provides current candidate contact information and ensures that candidates with an interest in an education program receive timely information regarding academic advising and licensure requirements.
2. As soon as a candidate decides to seek teacher licensure, the candidate should also contact the Program Coordinator to begin the process of declaring a major in Education. During this process, contact must be made with the Director of the academic Program of the declared major (in the case of Theatre Arts Education) and with the Director of Teacher Education. This process establishes the candidate as a potential candidate for admission to the Teacher Education Program.
3. Candidates who establish an interest in the Teacher Education Program and declare a major as outlined in the current *College Catalog* often will be able to take advantage of the teacher education requirements that appear in the General Education Core, thus reducing the amount of time needed to complete both programs of study.
4. On-campus Education candidates may work toward the B.A. or B.S. degree. The Bachelor of Arts degree requires three semesters (12 semester hours) of Spanish language instruction. On-campus B.A. candidates should begin taking the required Spanish courses as early as possible in their program of study, and no later than their sophomore year, in order to facilitate their last two semesters in the field. The Bachelor of Science degree requires 6-8 additional hours of math and/or science beyond the general education core requirements. Candidates should take these courses as soon as possible in order to complete them before the professional education courses are taken.
5. The Lees-McRae College Department of Education, along with the North Carolina Department of Public Instruction, mandates **passing PRAXIS Core: CORE ACADEMIC SKILLS FOR EDUCATORS** as a requirement for admission to Teacher Education Programs.
6. Lees-McRae further requires that candidates must take and **pass EDU 201 with a “C” or better AND take PRAXIS Core: CORE ACADEMIC SKILLS FOR EDUCATORS** sections 5712 (reading), 5722 (writing), and 5732 (math) or receive a composite score of at least 468 as co-requisites for continuing with education course work in the on-campus programs. Scores on all PRAXIS tests must meet or exceed the requirements established by the State Department of Public Instruction for the year that the candidate takes the examination(s). An official report of the scores should be sent to the Director of the

Department of Education, Lees-McRae College, PO Box 128, CPO 3740, Banner Elk, NC 28604. (Use the ETS reporting Code: 5751 when registering for the tests.) (See p. 32 for SAT and ACT scores that qualify candidates for exemption from PRAXIS: CORE ACADEMIC SKILLS FOR EDUCATORS examination.)

7. Candidates are required to pass PRAXIS: CORE ACADEMIC SKILLS FOR EDUCATORS (reading, writing, and math sections) *prior to* admission to Teacher Education. Candidates who have not passed all required sections of PRAXIS: CORE ACADEMIC SKILLS FOR EDUCATORS or who have not made a composite score of at least 468 will not be admitted to the Teacher Education Program until they do so. This means that they will not be allowed to register for further education courses if they have not passed PRAXIS: CORE ACADEMIC SKILLS FOR EDUCATORS (all required sections or required composite score).
8. The candidate must apply for admission to the Teacher Education Program. There are four (4) parts to the application that must be submitted before consideration:
 - a. **Application for Admission to the Teacher Education Program.** This form may be obtained in the Department of Education office, or obtained online at the LMC website (on the Department of Education home page).
 - b. **Two (2) Faculty Recommendations.** Forms may be obtained in the Department of Education, or obtained online at the LMC website (on the Department of Education home page). Recommendations should be from faculty members of the Department of Education. **NOTE: Recommendation letters are valid for the semester submitted and/or the following semester only. If a candidate fails to be admitted due to PRAXIS: CORE ACADEMIC SKILLS FOR EDUCATORS scores or other disqualifiers, that candidate must submit new recommendations at the time of application to the Teacher Education Program.**
 - c. **Personal Statement.** In a one-page essay, applicants should analyze their professional dispositions for teaching. Each applicant should reflect on what in his/her personality would produce an effective teacher.
 - d. **Academic Eligibility.** Applicants should present documentation of PRAXIS: CORE ACADEMIC SKILLS FOR EDUCATORS scores that meet the North Carolina Department of Public Instruction standards (a copy of an official PRAXIS Score Report) and a minimum cumulative GPA of 2.7 (applicants may print an unofficial copy of their transcript from WebAdvisor).

Application Deadlines:

On Campus Candidates:

- Provisional Admission to Teacher Education. Due by May 1 of the sophomore year. Candidates must have a minimum 2.7 GPA and passing Praxis: Core Academic Skills for Educators score (468). Submit the Application for Admission to Teacher Education, including the essay.

- Formal Admission to Teacher Education. Due by December 1 of the junior year. Candidates will submit two recommendations from Education faculty, have a minimum GPA of 2.7, and no grade below a “C” in any EDU coursework.

Extended Campus and Community College Transfer Candidates:

- Formal Admission to Teacher Education. Due before the end of the first semester of LMC coursework (Dec. 1 or May 1). Candidates must have a minimum 2.7 GPA, no grade below a “C” in any EDU coursework, and passing Praxis: Core Academic Skills for Educators score (468). Submit the Application for Admission to Teacher Education, including the essay, and two recommendations from Education faculty.

Once all application materials are assembled, the Director of Teacher Education will make a recommendation to the Teacher Education Advisory Council for admission to the program. The Advisory Council may choose to interview a candidate. On occasion, a candidate will be admitted “with recommendations.” In such case, the candidate must demonstrate that he or she has attempted to rectify the issue(s) of concern within an established time frame and by following the procedures suggested by the Admissions Subcommittee of the Teacher Education Advisory Council.

The Director of Teacher Education will write to each applicant informing her/him of the Admissions Subcommittee’s decision.

Any candidate who is denied admission may reapply for admission to the Teacher Education Program if the candidate’s status changes significantly.

A candidate may appeal the decision of the Admissions Subcommittee by filing a letter of appeal with the Director of Teacher Education. The Director will set up an Appeals Committee composed of the Director, **the Dean of the Faculty**, two members of the Teacher Education Advisory Council, and one member of the faculty at large.

It should be noted that admission to the Teacher Education Program does not guarantee satisfactory completion of the program. The teacher education faculty will aid all candidates in any way possible—always striving to mentor effectively. If, however, a candidate does not show appropriate progress, or is deficient in any area of the knowledge, skills, and/or dispositions established as necessary for effective teaching, the candidate will be advised to withdraw from the program. The decision to recommend a candidate’s withdrawal from the program will be made by the teacher education faculty with input from the faculty of the second major (if applicable) and/or the candidate’s public school cooperating teacher.

Student teaching placement is not automatic or guaranteed. Student teaching placement is contingent upon successful completion of all coursework and field experiences, as well as demonstrating consistent progress towards an average of “proficient” on Dispositions. The Licensure Officer makes the ultimate decision as to whether or not a candidate may student teach, based on coursework, dispositions, and field experiences.

If a candidate has ever been convicted of a crime (excluding minor traffic violations), the North Carolina Department of Public Instruction requires that a letter of explanation and a certified

copy of the court proceedings be attached to the candidate's North Carolina license application. Generally, conviction of a crime precludes licensure in the state of North Carolina. It is important to discuss this with the academic advisor before proceeding with a program of study in education that leads to licensure.

FORMS

All applicable forms may be found on the Lees-McRae Website (Education page) or on the Sakai Teacher Candidate Page. (The Sakai page is joinable, so a candidate with a valid LMC email may join the page).

Admission for Transfer and Licensure-Only Candidates

Transfer and licensure-only candidates must meet the same requirements for admission to and exit from the program as traditional candidates. In order to ensure that these requirements are met, transfer and licensure-only candidates must follow the procedures outlined below:

1. Candidates must complete the Application for Admission to the Teacher Education Program Form.
2. Before admission, candidates must take PRAXIS: CORE ACADEMIC SKILLS FOR EDUCATORS and meet or exceed the North Carolina Department of Public Instruction minimum score requirements. For candidates who already hold a Bachelor of Arts or Bachelor of Science degree with a cumulative 2.7 or higher GPA, the PRAXIS: CORE ACADEMIC SKILLS FOR EDUCATORS requirement may be waived. Other exemptions are:

SAT SCORES

If a candidate has a composite score of 1100 (math and verbal only), s/he is exempt from PRAXIS Core

If a candidate has a Verbal Score of 550, s/he is exempt from PRAXIS Reading and Writing

If a candidate has a Math Score of 550, s/he is exempt from PRAXIS Math

***Applicant must deliver an official SAT Scoreboard Report Card for the exemption scores to apply.**

ACT SCORES

If a candidate has a 24 ACT Composite Score, s/he is exempt from PRAXIS Core

If a candidate has a 24 on Math, s/he is exempt from PRAXIS Math

If a candidate has a 24 on English, s/he is exempt on PRAXIS Reading and Writing

***Applicant must deliver an official SAT Scoreboard Report Card for the exemption scores to apply.**

3. Candidates must undergo an evaluation of official college transcripts by the Director of Teacher Education, the Director of the Department of an appropriate second major (if applicable), and Registrar of the College. The results of the Transcript Evaluation will be reported in writing to the candidate. The purpose of this evaluation is to determine specific courses that must be taken in order to receive licensure in the chosen specialty area and to ensure that all General Education Core requirements have been met.

4. From this evaluation, a Program Course of Study will be created in collaboration with the candidate's academic advisor and filed in the candidate's file in the Department of Education. The candidate will be given a copy of the Program Course of Study. Extended-Campus candidates are exempt from this requirement. Extended-Campus candidates should follow their Cohort Program Course of Study given to them by their Site Coordinator upon admission to the program. *Some transfer and licensure-only candidates may be asked to take courses in the General Education Core if needed to meet competencies for their licensure program.* Candidates admitted under direct transfer agreements should take note of this requirement.
5. *In addition, candidates may be asked to repeat courses previously taken if the grade does not meet the "C" standard set for the Teacher Education Program or if the information in a course is no longer timely. Licensure-only candidates whose course work is more than seven years old may be asked to audit or repeat certain courses.*
6. At the time of admission to the program, candidates must have a cumulative GPA of 2.7 or better and maintain that standard throughout the program. Transfer candidates who do not have a cumulative GPA of 2.7 from the first two years of general college course work and licensure-only candidates who did not have a cumulative GPA of 2.7 at graduation will be asked to make a 3.0 on the first semester's work at Lees-McRae College before admission to the Teacher Education Program will be considered.
7. Thereafter, such candidates are required to maintain the cumulative GPA of 2.7 or better required of every candidate in the program. This requirement gives the candidate an opportunity to show "good faith" in her/his efforts to obtain a teaching license.
8. Candidates must participate in an admissions interview with the Admissions Subcommittee of the Teacher Education Committee if so requested.
9. Candidates will receive notification in writing from the Director of Teacher Education of their admission to the Teacher Education Program and of any stipulations on the acceptance placed by the Admissions Subcommittee.

To receive recommendation for licensure from Lees-McRae College, candidates must take the last 24 hours of professional education course work, including student teaching, through the Lees-McRae Teacher Education Program.

Academic Policies of the Department of Education

Policy on Academic Standing

Candidates admitted to the Teacher Education Program are expected to maintain a minimum cumulative GPA of 2.7 or better while in the program. In addition, candidates are expected to make a grade of "C" or better in all Teacher Education courses. Candidates are required to repeat any courses in the Department of Education for which they do not receive a grade of "C" or

better. Not meeting these requirements for good academic standing will result in action by the Teacher Education Committee.

Policy on Exemptions / Waivers / Substitutions

Candidates wishing to exempt various courses and requirements in the Teacher Education Program must make this wish known to the Director of Teacher Education, who will in turn seek appropriate documentation from the candidate. The Admissions Subcommittee of the Teacher Education Committee will act on the candidate's request after consultation with the appropriate Department of Education faculty members (and other academic program faculty members when appropriate). Course Waiver Forms are available in the Office of Academic Affairs.

Policy on Appeals

All appeals concerning denied admissions to various aspects of the Teacher Education Program should be made in writing to the Director of Teacher Education, who will, in turn, establish an Appeals Committee. The Appeals Committee will consist of the Director of Teacher Education, the Provost and Dean of the Faculty, two members of the Admissions Subcommittee of the Teacher Education Committee, and one member at large from the faculty. The Appeals Committee will interview the candidate, and the Director of Teacher Education will make the Committee's recommendation known to the candidate in writing.

Policy on Readmission to Teacher Education

A candidate must re-apply to the college and to the Teacher Education Program if he or she has been absent for one or more semesters. This is in accordance with current College Catalog procedures.

TaskStream™ Policy

TaskStream™ is a Web-based electronic portfolio application which allows students to upload and share selected work via the World Wide Web. Students in various programs in our college must subscribe to TaskStream™ as part of the program's requirements.

TaskStream™ also has tools which allow students to create standards-based lesson plans, evaluation rubrics, instructional units, and their own personal Web-based portfolio.

Materials uploaded to TaskStream™ are used as part of course requirements. They also are evaluated and used in our college's accreditation reports.

As a condition of application to Teacher Education, all candidates must subscribe to and maintain a subscription to TaskStream™ throughout the teacher education program.

Beginning with the first semester of the junior year, candidates will create and maintain an electronic portfolio to document all the evidences required for program completion and licensure. Common assignments from various courses will be submitted as part of the portfolio.

Policy on Student Records

Primarily, Public Law 93-380, the Family Educational Rights and Privacy Act (FERPA) of 1974, governs access to student records. Candidates have the right to inspect and review information contained in their education records. In order to inspect and review their education record, a candidate must complete the appropriate form available in the Department of Education. Once the candidate has completed the required form, the candidate may review the record in the office of the Director of Teacher Education.

All student records are kept in locked filing cabinets in the Department of Education. Only full-time professional faculty members in the Department of Education who have reason to use student records will have access to them. Student records may be used in the Program only—they may not be removed from the Department of Education. Upon occasion, it is necessary to share information about certain candidates with part-time adjunct faculty members who teach in the Department of Education and who have contractual commitments with the Department of Education. The decision to share information from student records in such cases is carefully weighed by the Director of Teacher Education and is shared only if the information is necessary for the betterment of the education of the candidate.

Candidates authorize the release of college entrance examination scores and copies of official transcripts at the time that they complete an Interest Form expressing interest in the Teacher Education Program. These scores and documents are used to advise the candidate towards success in the Teacher Education Program and to determine admission to the program. Candidates also sign a statement of acknowledgment that the Exit Criteria for Student Teaching will become a part of the candidate's placement file and can be given to prospective employers if requested. This statement may be found at the end of the Final Exit Criteria form.

Licensure Recommendation from Lees-McRae College

In order to receive recommendation for licensure from the Lees-McRae College Teacher Education Program, candidates must meet certain requirements:

1. The candidate must have successfully completed a baccalaureate degree in a program of study leading to licensure.
2. The candidate must have successfully completed all of the requirements of the Lees-McRae College Department of Education as outlined in the *Teacher Education Handbook*, the *College Catalog*, and, if appropriate, the *Extended-Campus Programs Supplement*.
3. Licensure Testing Requirements:
 - a. The elementary education (K-6) candidate must take the appropriate NC Elementary Education Reading Foundations and General Curriculum Licensure Exam (Pearson Test) examinations during the directed student teaching semester and before graduation. The candidate's scores on this test must meet or exceed the

established North Carolina Department of Public Instruction minimum requirements. Official reports of these scores ***must*** be sent to the Director of Teacher Education, Lees-McRae College, P.O. Box 128, CPO 3740, Banner Elk, NC 28604.

- b. The special education (K-12) candidate must take the appropriate NC Elementary Education Reading Foundations and Curriculum Licensure Exam (Pearson Test) examinations ***and*** the Praxis Special Education: Core Knowledge and Applications (Test 5354) during the directed student teaching semester and before graduation. The candidate's scores on this test must meet or exceed the established North Carolina Department of Public Instruction minimum requirements. Official reports of these scores ***must*** be sent to the Director of Teacher Education, Lees-McRae College, P.O. Box 128, CPO 3740, Banner Elk, NC 28604.
4. The "Application for a North Carolina Teaching License" must be completed online and submitted to NC Department of Public Instruction at the end of the directed student teaching semester. The application site can be found at <https://vo.licensure.ncpublicschools.gov/datamart/loginNCDPI.do;jsessionid=C7EEE0717D72BD870EBA7A7DC60E8487.i-3f4de6c0> . The North Carolina Department of Public Instruction requires a licensure-processing fee of \$55.
5. The "Certification of Teaching Capacity" (Form CTC) must be completed and submitted on behalf of the candidate by the college supervisor, cooperating teacher, and the principal of the school in which the candidate completed student teaching. The teacher candidate must score "Met" on every component in order to be recommended for licensure.
6. Candidates should leave follow-up contact information with the Department of Education (address, e-mail, school, etc.) in order to maintain professional contact with the Department of Education.

Lateral Entry Requirements Policy of Lees-McRae College

*The following policy on requirements for lateral entry teachers was voted on and approved by the Teacher Education Committee on September 22, 2000, and updated by the Department of Education Licensure Officer on August 8, 2002. Please note that these policies and procedures apply **only** to lateral entry teachers employed in an accredited public school in the State of North Carolina. **All other candidates** must follow the policies and procedures outlined in other pages of this document.*

Lees-McRae College is committed to assisting lateral entry educators acquire the necessary teacher preparation to be recommended to the State of North Carolina for elementary licensure. Currently, lateral entry candidates may satisfy the requirements for licensure in one of two ways.

1. Lateral entry candidates may enroll in a course of study approved by both Lees-McRae College and the local school system in which the lateral entry candidate is currently teaching. This course of study includes the following courses:

| | | |
|---------|--|-----|
| EDU 201 | Introduction to Public School Teaching (3) | |
| EDU 321 | Educational Psychology (3) | |
| EDU 322 | Foundations of American Education (3) | |
| EDU 323 | Assessment of Student Learning (3) | |
| EDU 324 | Managing the Environment For Diverse Learners (3) | |
| EDU 325 | Reflective Teaching/Classroom Management (3) | |
| EDU 327 | Math and Science Strategies (3) | |
| EDU 328 | Beginning Literacy (3) | |
| EDU 329 | The Teacher as Researcher (3) | |
| EDU 351 | Literature for Children (3) | |
| EDU 381 | Computer/Media Applications in the Classroom (3) | |
| EDU 417 | Math and Science Methods for Elementary (4) | |
| EDU 418 | ELA and Social Studies Methods for Elementary (4) | |
| EDU 419 | Creative Methods and Materials (4) | |
| EDU 473 | Elementary Field Experience/Seminar (3) | |
| EDU 491 | Student Teaching/Seminar only (0) | |
| EDU 499 | Senior Research/Impact on Student Learning Project | (3) |

2. Candidates will also develop a portfolio illustrating knowledge of and proficiency with the North Carolina Professional Teaching Standards. This portfolio must include satisfactory evaluations (NC Teacher Evaluation Instrument) from the lateral entry teacher's school principal and reflective mentor teacher.

Candidates who choose this option will have the Directed Student Teaching requirement waived, but will still be required to attend the Directed Student Teaching Seminar and complete the Impact on Student Learning Project. At the conclusion of the program, Lees-McRae College will certify that the candidate has met all of the program requirements and recommend the candidate to the North Carolina Department of Public Instruction for a clear license.

3. Lateral entry candidates may enroll in a course of study that leads to the Bachelor of Arts or Bachelor of Science in Elementary Education degree awarded by Lees-McRae College. This course of study includes all of the courses outlined in option one above **plus** the Directed Student Teaching requirement and EDU 499 Senior Research Seminar. Lees-McRae College believes the directed teaching experience is an integral component in the preparation of future educators. This experience provides an opportunity for a candidate to apply her/his knowledge, skills, and dispositions in a supervised, authentic setting.

Recognizing that the lateral entry candidate is already involved in the teaching process, Lees-McRae College Department of Education and local school systems have collaboratively designed a functional, directed student teaching experience that takes this unique situation into consideration.

In particular:

- Prior to the semester in which the candidate plans to student teach, the lateral entry teacher will be assigned a Reflective Mentor Teacher from the school in which s/he teaches. The Reflective Mentor Teacher will have at least three years of teaching experience prior to serving in this capacity.
- The Reflective Mentor Teacher will meet regularly with the teacher candidate to assist her/him in identifying and integrating appropriate learning resources and in creating structures that support opportunities for the candidate teacher to learn.
- The lateral entry teacher will be expected to complete a Weekly Activity Report and discuss this form with her/his Reflective Mentor Teacher.
- For ten weeks, the lateral entry teacher will participate in a directed student teaching experience. This experience will take place in the school/classroom in which the candidate is already employed. The candidate does not have to resign from her/his position to participate in this experience.
- The Reflective Mentor Teacher will document for Lees-McRae College that the candidate has acquired the knowledge, skills, and dispositions usually acquired during the semester-long student teaching, using the Weekly Activity Report, Mentoring Visit form, and Exit Criteria for Department of Education Graduates form. The lateral entry teacher's college supervisor will advise the Reflective Mentor Teacher and the lateral entry teacher in the use of the appropriate forms.

The following policies have been established for the Directed Teaching Experience for lateral entry teachers who are earning a Bachelor of Science from the Lees-McRae College Department of Education:

- During the Directed Teaching Semester, the Reflective Mentor Teacher and a clinical faculty member from the Department of Education will supervise the lateral entry teacher. While all supervising personnel will evaluate the lateral entry teacher and offer suggestions for improvement, the clinical faculty member, in cooperation with the lateral entry teacher's public school supervisors, will establish the final grade for the directed student teaching experience. The clinical faculty member will make the final recommendation for licensure to the Director of Teacher Education. The Reflective Mentor Teacher and the superintendent from the lateral entry teacher's school district (or her/his designee) will sign the "Student Teaching/Interning Performance" form.
- The clinical faculty member will visit the lateral entry teacher a minimum of five times during the directed teaching experience.
- Each candidate will be evaluated approximately halfway through the directed teaching experience and at its completion. At the time of each evaluation, the

candidate will participate in a joint conference with the college supervisor and the Reflective-Mentor Teacher, all of whom will have completed the appropriate evaluation instrument(s) along with the student teacher. Both effective teaching strengths and weaknesses will be established at each conference.

- Student teachers should be aware that the demands of student teaching are all encompassing and that success in this venture can determine whether or not the candidate is recommended for licensure as well as whether or not the candidate is successful in receiving positive employment recommendations. The experience and the level of performance demanded are often unlike any academic endeavor experienced to this point. It is, therefore, understood that the candidates will safeguard their time during this semester and not plan to participate in those activities which place on them undue time constraints, including additional academic coursework (other than EDU 499), committee assignments, or other employment obligations outside the public school setting.
- Lees-McRae will evaluate the lateral entry teacher on the following criteria:
 - Satisfactory completion of both the entry and exit requirements of the Teacher Education Program;
 - Demonstration of both content and core professional knowledge;
 - Application of the skills, knowledge, and dispositions of effective teaching, including the capacity to have a positive effect on K-6 student learning;
 - Demonstration of effective skills for working collaboratively with colleagues, parents, families, and communities; and
 - Application of diverse assessment approaches to evaluate student learning.
- Upon satisfactory completion of the program, Lees-McRae College will award the Bachelor of Science in Education degree and recommend the candidate to the North Carolina Department of Public Instruction for a clear license.

Curriculum Center of the Department of Education

The Curriculum Center provides a place for teacher education candidates to engage in activities that lead to effective teaching practice. Its goal is to provide an environment in which teacher education candidates can freely study and practice the art of teaching. The Center houses a wide variety of education-centered materials including: State adopted textbooks; supplementary texts; books on teaching; the *Teacher Education Handbook*; a children's literature library; manipulative materials and instructional kits; computer software; and audio-visual resources.

The Curriculum Center staff assists candidates in finding needed materials and assures the Center is run in a responsible manner. Below are the guidelines for candidate use of the Curriculum Center:

1. Books and other materials are **loaned for a period of one week**. They may be renewed unless requested by another candidate or faculty member.
2. **Books on reserve are to be used in the Center unless otherwise approved. Reserve books should be called for at the desk. If reserve books are placed on "Overnight Reserve" they can be checked out at closing time and must be returned promptly at the opening of the Center the following day.**
3. Certain materials are for Center use only: **Audio-visual equipment**, periodicals, non-print materials including **audio-visual resources**, computer software, the Cricut® and Cricut® cartridges are examples. ****add iPads??**
4. Guidelines concerning theft, damage and loss of materials from the Carson Learning Resource Center also apply to the Curriculum Center. Please refer to the *LMC Student Handbook* for further information.
5. All materials must be turned in to the Curriculum Center on or before the last day of each semester.
6. The Curriculum Center hours of operation are 8:30 a.m.-4:30 p.m. on regular academic schedule days.

Field Experience Policies and Procedures

Lees-McRae College's Department of Education requires several field experiences for education candidates to help them become acclimated to the profession of teaching and to the culture of the public school. The following guidelines should be adhered to for each of the specified field experiences in the Teacher Education Program. ***Faculty may reserve the right to require, expand, or modify a field experience.*** Their directions should be followed for successful completion of a field experience expectation in their course.

EDU 201: Introduction to Public School Teaching

Candidates will observe in the public schools for ten hours (two hours in classrooms with students with special needs) during this first education course. The observations will be tailored to the needs of the candidate – by area of expected licensure and level.

Candidates are asked to observe – not evaluate – the classrooms they visit. The course examines the role of the teacher and the learning environment, and information gained during the observations will be used to enhance classroom discussion.

Since many candidates in EDU 201 have not yet made a commitment to teaching or remain undecided about what they will teach, these observations further serve to aid candidates in making such decisions.

All candidates should follow these procedures:

1. Call the school before going. Speak with the contact person at the school to remind her/him that you plan to be there.
2. Dress professionally (No jeans/denim).
3. Arrive at the school ten minutes early. Go to the school office, introduce yourself, state your reason for being there, and ask directions to your room.
4. Observe and answer the questions on the observation form for EDU 201. Many teachers prefer that you write as little as possible while in the classroom. Have the classroom teacher sign the form stating that you attended the class and ask for any help that you might need in completing the form.
5. Thank the teacher you observed for her/his time.
6. Notify the office staff when you leave the school; thank them for their assistance.
7. **Call** the school and ask school personnel to notify your observing teacher if you have scheduled an observation appointment and cannot keep it.
8. The successful completion of the **10-hour school observation** and documentation form is required to earn academic credit for the course.

Junior Year Observations

During the junior year, 25 hours of field observations, volunteer work, or field experiences will be required each semester. Candidates should follow the procedures outlined in EDU 329 and EDU 327 for these observations.

Observation Hours Recordkeeping

This form is required for all candidates taking courses that include observations/field experiences. This form is posted in Sakai™. Candidates are responsible for uploading all placement information for each observation/field activity into the appropriate TaskStream™ folder. Professors will validate the field experience in TaskStream™ for each course by signifying that the requirement was met.

The following courses are specifically designed field experiences that require different procedures from those discussed above. Please **carefully** read the following procedures and follow your instructor's expectations for a successful field experience:

EDU 371: Field Experience and Seminar (TAE only)

The candidate will spend a minimum of 40 hours in the selected school setting and participate in a weekly seminar on topics of immediate professional interest. Required for K-12 licensure only. The Director of Teacher Education will make placement location(s) for this course with the aid of the appropriate public school personnel. Candidates should **refrain** from making contact with schools concerning their own placements. A portfolio or other assessment instrument may

be required. Candidates will teach two formal lessons during the internship, under the guidance of the cooperating teacher. In addition; the instructor will require a reflective journal of the student's field experience. The course is graded "M" for Met or "N" for Not Met".

EDU 473: Field Experience and Seminar (Elementary and Special Education)

Candidates in this course will serve as teacher assistants in the elementary school setting for approximately 150 hours. Elementary Candidates may be assigned to a K-2 or 3-4, or 5-6 classroom placement. Special Education Candidates will spend time in both inclusion and pull-out programs. Teacher assisting activities will range from grading papers and duplicating materials, tutoring individual or small groups of students, to researching lessons and lesson presentation. Candidates will teach three formal lessons during the internship, under the guidance of the cooperating teacher. The Director of the Department of Education, with the aid of public school personnel, will make all placements. While candidates will be asked for their input on placement location(s), they should **refrain** from making contact with schools concerning their own placements. The course is graded "M" for Met or "N" for Not Met".

Elementary and Special Education Internship Requirements

Required hours: The Lees-McRae College Elementary Education Program and Special Education Program Field Experience consists of 150 hours of assisting a classroom or EC teacher (10 hours each week during the 15-week semester). The candidate should establish a schedule for the 10 hours so that it is convenient for the classroom teacher. This may be in the form of five 2-hour sessions per week or in other configurations agreed upon by the principal, teacher, and candidate. Those elementary candidates who currently serve as teacher assistants in a K-6 classroom may complete 120 hours in their own classroom, but must complete 30 hours in another K-6 classroom. Special Ed candidates who currently serve as assistants in EC classrooms may complete 120 hours in their own classroom, but must complete 30 hours in another EC classroom and setting.

Make-up hours: If any change must be made to the established schedule due to illness or family emergencies the candidate will notify the classroom teacher prior to the absence and arrange to make up the hours. Any day school is not in session, hours will not be made up.

Confidentiality Statement: Prior to beginning the internship, candidates must understand that they may be privileged to information that should not be shared other than in learning situations within their field experience/internship-student teaching seminars/methods classes for the purpose of professional growth. Each candidate must sign a statement agreeing to maintain confidentiality regarding all aspects of public school information as well as Lees-McRae College classes. This form will be filed in each candidate's permanent file at LMC.

Task Examples: The candidates will observe the classroom for a brief time (2-3 days) to become familiar with the teaching style, classroom management, and the students. Then the candidate will assist the classroom teacher in any way that is beneficial to the students.

Examples of tasks include:

- Reading to students
- One-on-one instruction (designed by the teacher)

- Small group instruction (teacher planned)
- Working with an individual student with special needs
- Preparing bulletin boards
- Duplicating instructional materials
- Assembling instructional materials
- Monitoring tests
- Checking student work
- Assisting with physical education activities

Lesson Requirements: In addition to the above, each candidate will teach three (3) complete lessons,

Elementary: One lesson each in the following areas:

- a. English Language Arts
- b. Math
- c. Science

Special Education:

- a. Two Reading lessons
- b. One Math lesson

The lesson plans must each be approved by the CT and coordinate with the current classroom unit/activities. There will be a pre-conference with the CT prior to the lesson to ensure that the plan is appropriate in scope and sequence for the classroom and individual students.

A one-page evaluation will be completed by the CT and the Intern. The Evaluation will be turned in to Methods professors for a grade. The evaluation will be part of the mid-term and/or final meeting with the LMC supervisor.

Need for balance: It is desirable that the candidate have a balance of activities so each has a chance to work with students and to know what it takes in time, energy, and effort to prepare and follow-up teaching.

Weekly reports: Weekly reports are turned in to the seminar instructor. The candidate will fill out the top portion. Classroom teachers will sign, make comments, and date those reports to verify accuracy.

Internship Observations: A specific observation form is required for all candidates taking EDU 473 Field Experience as an assessment of their performance during their field experience. Field Experience candidates requiring more intensive mentoring may be evaluated using additional forms, and may be placed on a contract stipulating the conditions under which they may continue in the program.

Evaluation of the semester: The classroom teacher will be asked to complete a checklist during each supervisor visit, and a midterm and final evaluation form provided by Lees-McRae College. The college supervisor will schedule a conference when the candidate, classroom teacher, and college supervisor can discuss the evaluation. The college supervisor will assign a course grade, either M=met standards or N=not met standards.

If, during the course of the semester, the Cooperating Teacher, the Clinical Supervisor, and/or the Seminar Instructor have any concerns about the performance of the candidate during the internship based upon the observations, the progress checklist, or seminar issues, a conference will be held with the candidate and a contract written outlining stipulations for continuing in the program.

Weekly seminars: All candidates will attend a weekly seminar with the seminar instructor to share experiences and expand classroom management/discipline ideas.

**Confidentiality of all information about schools and children is a requirement.*

Theatre Arts Internship Requirements

Required hours: The Lees-McRae College Theatre Arts Education Field Experience consists of 40 hours of assisting Theatre Arts teachers in 3-6 different classrooms, preferably at different grade levels. A schedule will be set at the beginning of the semester to complete these hours.

Make-up hours: If any change must be made to the established schedule due to illness or family emergencies the candidate will notify the classroom teacher prior to the absence and arrange to make up the hours. Any day school is not in session, hours will not be made up.

Confidentiality Statement: Prior to beginning the internship, candidates must understand that they may be privileged to information that should not be shared other than in learning situations within their field experience/internship-student teaching seminars/methods classes for the purpose of professional growth. Each candidate must sign a statement agreeing to maintain confidentiality regarding all aspects of public school information as well as Lees-McRae College classes. This form will be filed in each candidate's permanent file at LMC.

Internship Observations: A specific observation form is required for all candidates taking EDU 371 Field Experience in the Public Schools as an assessment of their performance during their field experience. Field Experience candidates requiring more intensive mentoring may be evaluated using additional forms, and may be placed on a contract stipulating the conditions under which they may continue in the program.

Student Teaching Information

The Purpose of Directed Student Teaching Experience

EDU 491 Directed Teaching and Seminar is the course that gives all Teacher Education Program candidates (Elementary Education, Special Education – General Curriculum, and Theatre Arts Education) a chance to put into practice the theoretical and experiential knowledge learned in their professional course work. A successful directed student teaching experience provides the best possible situation for candidates to work in a professional setting with the same duties, rights, and responsibilities as the cooperating teachers.

Candidates not only mature significantly in their teaching during this experience-- they enjoy the best learning situation presented in their professional program of study. Virtually all candidates come away from this experience excited about the profession of teaching and with an enhanced love of the public school culture and its students.

As outlined in this *Teacher Education Handbook*, a directed student teaching experience is required of all education candidates (with the exception of lateral entry teachers who choose a licensure-only program of study). For all licensure area candidates, a **15-week** directed student teaching experience in the semester directly following their materials and methods courses is required.

The experience is called “directed” student teaching because Department of Education faculty believe that each candidate should be mentored (directed) to achieve the maximum learning experience that student teaching offers and be given as *much or as little supervision* as needed to accomplish this. Each candidate will receive a *minimum* of five (5) visits from her/his college supervisor

The major purposes of the experience are:

- To provide an opportunity for the student teacher to be reflective about all aspects of the teaching and learning process;
- To increase the ability of the student teacher to articulate these reflections to self (journal writing) and to others; and
- To have each candidate identify areas of need, both in content area knowledge and in the theory and practice of teaching.

It is a goal of the Department of Education that college supervisors and cooperating teachers serve as reflective mentors who will model an understanding of and respect for the various micro-cultures, ethnic, and minority groups that are found in the public schools. And, in turn, it is expected that student teachers will model this sensitivity through reflective mentoring of their own students.

Admission to the Directed Student Teaching Experience

The requirements outlined below must be met **before** a candidate is permitted to apply for the directed student teaching experience.

The candidate must have successfully **completed all courses** (with the exception of EDU 491 and EDU 499). A candidate with deficiencies identified in EDU 371 or EDU 473 (Field Experiences)

Student Teaching Information

must seek to remediate these deficiencies prior to admission to the directed student teaching experience. This includes making progress towards proficiency (2.7 average or above) on Disposition Scores, progress towards proficiency on Final Observation (2.7 average or above). Any candidate placed on a contract during the internship experience must have met all stipulations in the contract in order to move into student teaching.

Candidates are expected to maintain a minimum cumulative GPA of 2.7 or better while in the Teacher Education Program. In addition, candidates are expected to make a grade of “C” or better in all EDU or major courses. Candidates are required to repeat any Education course for which they do not receive a grade of “C” or better. (***Note: a C- does not meet this standard.***)

The Department of Education faculty strongly recommend that candidates complete all courses in their second major (Theatre Arts Education) deemed essential to the directed student teaching experience.

Candidates must complete the formal application for admission to the directed student teaching experience no later than the semester **before** their anticipated student teaching is to occur. Application forms are available in this *Teacher Education Handbook*, from academic advisors, or in the Department of Education. The Admissions Subcommittee of the Teacher Education Committee may interview applicants prior to acceptance. Recommendations may be made to remediate identified deficiencies in their knowledge, skills, and/or dispositions to effective teaching.

The Department of Education will inform student teachers of their admission to the directed student teaching experience and of their specific directed student teaching placement. Candidates deemed by the Lees-McRae Department of Education faculty as unready to student teach will be asked to refrain from applying for the directed student teaching experience. If this is the case, the candidate will be given a letter outlining the reasons for the recommendation of refraining from taking EDU 491 and counseled by the appropriate Professional, Methods, and/or Clinical faculty regarding steps necessary to remediate any deficiencies. Only after significant efforts by the candidate to remediate identified deficiencies and reapplication for the directed student teaching experience will the candidate be reconsidered for approval for student teaching.

Student teaching placement is not automatic or guaranteed. Student teaching placement is contingent upon successful completion of all coursework and field experiences, as well as satisfactory progress towards Proficiency on dispositions. The Director of Teacher Licensure makes the ultimate decision as to whether or not a candidate may student teach, based on coursework, dispositions, and field experiences.

Directed Student Teaching will last for at least a 15-week period. Once candidates report to their assigned placements to begin student teaching, they will follow the public school calendars (**not** the College calendar). Members of the Department of Education and the principal of the public school in which the candidate is placed will determine the candidate’s last day of student teaching.

Candidates not meeting the standards established by the public schools, the Lees-McRae College Department of Education, and/or the North Carolina Department of Public Instruction (NCDPI)

Student Teaching Information

will be asked to withdraw from the directed student teaching experience and will be given a letter stating the reasons for the recommendation.

If asked to withdraw from a directed student teaching experience, candidates may reapply for a directed student teaching experience once the concerns, issues, and /or deficiencies in the candidate's knowledge, skills, and/or dispositions to effective teaching precipitating the request to withdraw have been remediated. Candidates may appeal a decision of recommended withdrawal from the directed student teaching experience following the procedures outlined in the *Policy on Appeals* found on page 34 in this *Teacher Education Handbook*. Lees-McRae College will only offer two attempts for successful completion of the student teaching experience. After that, an alternative degree without licensure may be offered.

Student Teacher Placements

Candidates will receive information about their directed student teaching placement during the semester or prior to the directed student teaching experience.

*While candidates will be given the opportunity for input regarding their placement locations and cooperating teacher assignment, it should be noted that **student teachers are advised not to approach public school personnel about their placements.** The Director of the Department of Education, must conduct any contact with the public schools regarding student teacher placement.*

All student teachers should be familiar with the sections of this *Handbook* titled “Admission to Directed Student Teaching” and “Directed Student Teaching Policies” prior to application and commencement (beginning) of the directed student teaching experience.

Lees-McRae College is committed to providing quality placements for Teacher Candidates. These placements are selected on the basis of program needs, appropriateness of sites in relation to the college's conceptual framework, accessibility for supervision, and agreements with school districts and personnel to provide the necessary experiences. Lees-McRae College is solely responsible for identifying appropriate placements and determining that candidates are provided the necessary experiences for meeting program and North Carolina licensure requirements. All Lees-McRae student teaching placements will be in traditional public school settings (not Charter Schools or private schools).

Out of Area Placements

Out of area student teaching is defined as a placement located outside one of the regularly approved sites in the geographic areas commonly served by Lees-McRae College. The out of area site is not served by regularly assigned supervisory personnel.

Few requests for out of area student teaching placements are approved. Consideration is given to extreme hardship cases such as the illness of a family member. Requests will be considered on a case by case basis.

Process for requesting out of area placement

Candidates seeking an out of area placement must do the following:

Student Teaching Information

- Submit a written request *one year in advance* of student teaching to the Director of the Department of Education.
- The request must include a detailed rationale and an indication of whether the candidate is applying for a hardship or a unique teaching experience placement. A form for the request is available in the Education Department on the top level of Bowman Building.
- The Out of Area Request Form does *not* replace the Student Teaching Application. An application *must* be on file before the out of area request can be approved.
- The Director of the Department of Education will send a notification of approval or disapproval either to the address on the form, or to the candidate's email address, whichever the candidate prefers.
- *The request must be approved initially by the candidate's advisor and the director of the department in which the candidate's program is located if it is different than the Department of Education.*

Please note:

If a candidate is approved for an out of area placement, the candidate will be given specific requirements by the Department Director. In some cases, a special supervisor will be hired for an additional fee of \$1,000-\$2,000, plus mileage. This fee is the responsibility of the candidate.

First Day of the Directed Student Teaching Experience

On the first full day of student teaching (or prior to that day if possible), candidates are to follow the daily schedule for their school and should present themselves at the school office upon arrival. Dress should be professional (*No jeans/denim, cover tattoos, remove unusual piercings*).

College supervisors and seminar professors may ask candidates to gather certain types of information during this visit. Be prepared to ask about the topics you might be teaching, the texts you will be using, and the preferred instructional strategies and methods, if any.

It is usual during this day for candidates to be asked about themselves and why they have decided to teach. Be prepared to answer such questions.

Enjoy the day. Take in all information you can. Be prepared to observe and to be observed. Do not be too quick to judge your situation. Remember that it was selected for you based on your competencies, interests, and needs as well as those of the cooperating teacher. Information concerning students and school systems gleaned during school visits is often confidential in nature and should be treated as such.

The following is a suggested checklist for this day. Cooperating teachers and candidates should use this list to prepare for the visit.

1. Note the topics to be taught during student teaching for each subject. Request a topic around which a unit and lesson plans can be written in the methods and content reading classes prior to student teaching.
2. Bring back copies of the textbooks and materials needed during student teaching or collect the names of these materials.

Student Teaching Information

3. Ask about preferred instructional strategies and methods.
4. Ask about media and technology available for student teaching presentations.
5. Get copies of school handbooks for faculty and students.
6. Write down a copy of the class schedule by periods and clock times.
7. Bring back a copy of the school calendar, and ask about preferred lesson plan forms.

8. Bring back a copy of the building map.
9. Determine the school philosophy and policy about: Grading (assigning, recording, reporting), absences (recording, reporting), and classroom and behavior management.
10. Determine the socio-economic and cultural make-up of the students you will be teaching.

Lees-McRae College Faculty Involved in Student Teaching

2016-18 Academic Years

Director of the Department of Education

Dr. Pamela Vesely

Director of Teacher Education

Dr. Pamela Vesely

Director of Teacher Licensure

Dr. Pamela Vesely

Lees-McRae College Teacher Education Program Coordinator

Dr. Lynn Swann

Professional Faculty: All full-time faculty members responsible for the knowledge and pedagogical content courses taught in the Department of Education.

Methods Faculty: All full-time, part-time, and adjunct faculty members responsible for the methods and materials courses taught in the programs.

College Supervisor/Clinical Faculty: All adjunct faculty members responsible for the supervision, assessment, and evaluation of student teachers in the public schools.

Cooperating Teacher: The public school teacher who mentors and instructs the student teacher in refining and strengthening her/his knowledge, skills, and dispositions in effective teaching.

Reflective Mentor Teacher: The public school teacher who mentors a lateral entry teacher in strengthening and refining her/his knowledge, skills, and dispositions in effective teaching.

Student Teacher: The college student engaged in her/his directed student teaching experience.

The Teacher Education Program Coordinator

Student Teaching Information

The Program Coordinator for Teacher Education for the 2016-2018 academic years is Dr. Lynn Swann. Questions regarding specific aspects of the Teacher Education Programs should be directed to her or to the Director of the Department of Education.

The duties of the Teacher Education Program Coordinator include:

- Maintain knowledge of evolutions in the field of education,
- Take responsibility for curriculum development,
- Serve as the primary contact person for the program,
- Collaborate with the Director of Education on course schedules,

- Collaborate with the Director on the recruitment of program faculty,
- Consult with the Director on instructional resources and program budgets,
- Take responsibility for program assessment,
- Monitor statistics, complete accreditation self-studies, and prepare reports for program review,
- Interact with faculty in support curricula
- Assist the Chair of Marketing/Public Relations with promotion of the program,
- Assist the Director of Admissions with recruitment of candidates,
- Assist the Director of Career Services with student employment placements,
- Consult with the Director of Educational Outreach on developing continuing education opportunities,
- Seek funding and/or in-kind support from outside agencies and organizations,
- Develop and supervise internship sites/clinical sites (as applicable),
- Establish and maintain linkages with area employers in the field, and
- Assist the Director of Marketing/Public Relations with the development of press releases on program changes and/or curriculum modifications.

The Extended-Campus Regional Coordinators

Questions regarding specific aspects of the Extended-Campus Programs should be directed to the appropriate Program Coordinator or to your academic advisor. The duties of the Extended-Campus Regional Coordinators primarily consist of supporting a successful Extended-Campus Program and include the following specific duties:

- Assist the Director of Admissions with recruitment of candidates,
- Serve as the primary contact person,
- Collaborate with the Director of Education on course schedules,
- Assist the Director of Marketing/Public Relations with promotion of the program,
- Obtain classroom space for all classes
- Obtain other classroom/meeting space as needed

The College Supervisor (Clinical Faculty)

A College Supervisor (Clinical Faculty) is the faculty member responsible for supervising and assessing the directed student teaching experience. This includes mentoring, remediation of

Student Teaching Information

deficiencies, and evaluating student teachers. The North Carolina Department of Public Instruction has also given college supervisors of student teachers guidelines and competency suggestions. This document is published in the North Carolina Department of Public Instruction publication *Competencies and Guidelines for Teacher Education Programs*.

Competencies and Suggested Indicators for University/College Supervisors of Student Teachers or Interns

- 1.0 The college/university supervisor demonstrates advanced knowledge of curriculum, materials and learning resources appropriate for grade level or subject area supervised by:
 - 1.01 Holding a minimum of a Master's degree from an accredited institution of higher education
 - 1.02 Participating in or directing research project related to the curriculum area
 - 1.03 Conducting staff development activities in subject area for public school personnel
 - 1.04 Attending conferences and meetings of professional association(s)
 - 1.05 Teaching courses in curriculum area
 - 1.06 Participating in curriculum development activities related to subject area

- 2.0 The college/university supervisor demonstrates knowledge of instructional methods/strategies appropriate for grade level or subject area supervised by:
 - 2.01 Evidencing successful teaching experience
 - 2.02 Serving as a demonstration teacher for subject area
 - 2.03 Producing research and publications related to teaching
 - 2.04 Holding a North Carolina "G" license in the subject area supervised
 - 2.05 Engaging periodically in teaching activity in the public school

- 3.0 The college/university supervisor demonstrates knowledge and skill in supervision and evaluation of student teachers by:
 - 3.1 Completing course work in supervision and evaluation
 - 3.2 Documenting experience in supervision

- 4.0 The college/university supervisor demonstrates ability to communicate clearly in speaking by:
 - 4.01 Pronouncing words clearly and distinctly
 - 4.02 Using an adequate and appropriate vocabulary
 - 4.03 Using the voice to set a variety of moods in the classroom
 - 4.04 Using standard English
 - 4.05 Speaking on the grammatical level appropriate to the situation
 - 4.06 Conducting classes so that partiality is not shown
 - 4.07 Treating each person as a unique individual
 - 4.08 Considering the needs of others
 - 4.09 Using positive techniques of discipline

- 5.0 The college/university supervisor demonstrates the ability to communicate clearly in writing by:
 - 5.01 Providing written directions that are understood by the learner
 - 5.02 Providing lesson content in written form
 - 5.03 Constructing evaluative instruments
 - 5.04 Using effective written expression

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- 5.05 Using written communication with parent, students, and other professionals
- 6.0 The college/university supervisor demonstrates an understanding of the various agencies involved in the preparation of teachers by:
 - 6.01 Identifying and using community resources appropriate for the preparation of teachers
 - 6.02 Identifying and using state, regional and national professional associations concerned with the preparation of teachers
 - 6.03 Successfully completing designated training which defines role of LEAs, IHEs, professional association, NCDPI, etc. in the preparation of teachers
- 7.0 The college/university supervisor demonstrates continuous involvement in professional growth and development by:
 - 7.01 Maintaining membership in professional associations
 - 7.02 Attending professional meetings
 - 7.03 Participating in professional improvement activities
- 8.0 The college/university supervisor demonstrates ability to model values by:
 - 8.01 Planning, implementing and evaluating instruction effectively as evidenced by student evaluation
 - 8.02 Endorsing the ethics of the profession
 - 8.03 Working cooperatively with colleagues, administrators and members of other agencies involved in the profession

The Cooperating Teacher

The cooperating teacher has been carefully selected. In addition, this teacher has met certain criteria set down by the Public Schools of North Carolina (NCDPI) and the Council for the Accreditation of Education Programs/Teacher Education Accreditation Council (CAEP/TEAC), including having taught successfully at least three years.

The cooperating teacher is the person to whom student teachers will report on a day-to-day basis and to whom student teachers will turn for most guided instruction in relation to teaching in the public schools. This person is highly skilled and comes highly recommended for this responsibility. Cooperating teachers are known for their excellence in teaching, mentoring potential, and professional qualities.

The cooperating teacher will complete the “Exit Criteria for Teacher Education Program Graduates” at midterm and at the end of the student teaching semester. The cooperating teacher will also complete NCDPI CTC Form at the end of the semester. The following are some of the characteristics of the cooperating teacher outlined by the North Carolina Department of Public Instruction:

NCDPI Competencies and Suggested Indicators for Cooperating Teachers Who Supervise Student Teachers or Interns.

- 1.0 The cooperating teacher demonstrates evidence of continuous professional development by:

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- 1.01 Participating in professional growth activities
 - 1.02 Sharing and seeking professional materials and ideas
 - 1.03 Having active membership in appropriate professional organizations
 - 1.04 Reading professional literature extensively
- 2.0 The cooperating teacher demonstrates respect for the dignity and worth of all individuals by:
- 2.01 Conducting classes so that no partiality is shown to any special group
 - 2.02 Treating each person as a unique individual
 - 2.03 Considering needs of others

 - 2.04 Using positive techniques of discipline
- 3.0 The cooperating teacher demonstrates effective human relations skills in dealing with students, parents, and other professionals by:
- 3.01 Showing sensitivity to the needs and feelings of students, parents, and other professionals
 - 3.02 Exhibiting patience, empathy, and understanding
 - 3.03 Maintaining appropriate classroom behavior
 - 3.04 Working cooperatively with colleagues, administrators, and community members
- 4.0 The cooperating teacher demonstrates the ability to plan effectively for instruction by:
- 4.01 Maintaining continuity in lessons across units of study and periods of time
 - 4.02 Using a variety of materials, techniques, and equipment in the instructional process
 - 4.03 Developing units of study that allow for the individual differences of students
 - 4.04 Maintaining lesson plans that are used daily to guide instruction
- 5.0 The cooperating teacher demonstrates ability to construct effective instruments and techniques for instruction by:
- 5.01 Planning learning activities in a logical sequence
 - 5.02 Planning lessons for individuals, as well as small and large groups
 - 5.03 Planning lessons for students with exceptional needs
 - 5.04 Developing teaching methods appropriate for objectives, learners, and environments
- 6.0 The cooperating teacher demonstrates the ability to utilize effective instruments and techniques for instruction by:
- 6.01 Implementing learning activities in a logical sequence
 - 6.02 Conducting lessons using a variety of teaching methods
 - 6.03 Using teaching methods appropriate for objectives, learners and environment
 - 6.04 Working appropriately with individuals, as well as small and large groups
 - 6.05 Working appropriately with students with exceptional needs
- 7.0 The cooperating teacher demonstrates the ability to communicate clearly in speaking by:
- 7.01 Giving oral directions that are understood by the learner
 - 7.02 Clearly explaining lesson content
 - 7.03 Clarifying lessons that may be understood by the learner
 - 7.04 Effectively using oral communication with parents, students, and other professionals

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- 7.05 Using listening skills as an effective means of communication with parents, students, and other professionals

- 8.0 The cooperating teacher demonstrates the ability to communicate clearly in writing by:
 - 8.01 Providing written directions that are understood by the learner
 - 8.02 Providing lesson content in written form
 - 8.03 Constructing evaluative instruments
 - 8.04 Using effective written expression
 - 8.05 Using written communication with parents, students, and other professionals

- 9.0 The cooperating teacher demonstrates the ability to apply learning theory and research findings to classroom practice by:
 - 9.01 Understanding and using lesson plans effectively
 - 9.02 Changing and adapting instructional materials and activities to fit the needs of each child
 - 9.03 Using a variety of techniques to achieve student success
 - 9.04 Using methods of instruction and materials to fit the needs of each child
 - 9.05 Using methods of instruction appropriate for individual student learning styles
 - 9.06 Providing a variety of instructional materials appropriate for a variety of learning styles
 - 9.07 Studying, evaluating, and utilizing research findings and resources in instructional activities

- 10.0 The cooperating teacher demonstrates the ability to utilize effectively the available school and community resources in the delivery of instructional services by:
 - 10.01 Understanding the functions of resource personnel within the school
 - 10.02 Using school resource personnel in the instructional program
 - 10.03 Identifying, contacting, and using community resource personnel
 - 10.04 Conducting orientation programs for all volunteers
 - 10.05 Using instructional and media materials of the school/community agencies
 - 10.06 Sharing knowledge of available resources with other school personnel
 - 10.07 Using parents, retired persons, and other community volunteers

- 11.0 The cooperating teacher demonstrates knowledge of overall curricula goals and objectives in area or grade level of specialization by:
 - 11.01 Relating objectives of the subject to demand of contemporary society
 - 11.02 Demonstrating broad knowledge of subject content in the appropriate academic disciplines
 - 11.03 Developing units of study and lesson plans that relate to the subject area
 - 11.04 Giving clear, concise instructions and explanations
 - 11.05 Organizing learning activities in a logical and sequential manner
 - 11.06 Providing experiences for students to apply understanding they have acquired
 - 11.07 Choosing materials appropriate for each instructional level
 - 11.08 Identifying needs and using techniques that work best for the student
 - 11.09 Working closely with fellow teachers to continually revise and update the educational plan used in the school.

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- 12.0 The cooperating teacher demonstrates the ability to conduct appropriate instruments for the evaluation of student learning by:
 - 12.01 Developing effective communication skills in order to empathize with the problems of the student teacher
 - 12.02 Constructing guidelines to observe student teacher effectiveness in the classroom
 - 12.03 Coordinating daily activities with the student teacher.
 - 12.04 Developing a plan to systematically relinquish control of the classroom to the student teacher

- 13.0 The cooperating teacher demonstrates the ability to utilize appropriate techniques for the evaluation of student teaching by:
 - 13.01 Using effective communication skills in order to empathize with a student teacher who has problems
 - 13.02 Exhibiting the ability to utilize guidelines for the observation of the student teacher in the classroom
 - 13.03 Exhibiting the ability to plan jointly with the student teacher

- 14.0 The cooperating teacher demonstrates knowledge of the theories and techniques of supervising student teachers by:
 - 14.01 Adapting methods of supervision to fit the individual needs of the student teacher
 - 14.02 Utilizing supervisory techniques based on a consistent theoretical position
 - 14.03 Demonstrating awareness of research related to supervision of student teaching
 - 14.04 Exhibiting the capacity for effective and meaningful evaluations of student teachers

- 15.0 The cooperating teacher demonstrates the ability to utilize appropriate techniques for the evaluation of student teaching by:
 - 15.01 Utilizing methods of supervision to fit the individual needs of the student teacher
 - 15.02 Utilizing supervisory techniques based on a consistent theoretical position
 - 15.03 Applying research related to supervision of student teaching
 - 15.04 Giving effective and meaningful evaluation of student teacher's performance

- 16.0 The cooperating teacher demonstrates knowledge of the various roles of cooperating teachers by:
 - 16.01 Empathizing with the student teacher who has problems
 - 16.02 Exhibiting a willingness to provide the student teacher with a meaningful experience in the classroom
 - 16.03 Planning jointly with the student teacher
 - 16.04 Offering positive criticism

- 17.0 The cooperating teacher demonstrates knowledge of the roles of the university/college supervisor by:
 - 17.01 Working in partnership with the university/college supervisor

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- 17.02 Successfully completing training that defines the roles of the university/college supervisor

- 18.0 The cooperating teacher demonstrates an understanding of the nature and purposes of the student teaching experience by:
 - 18.01 Successfully completing training that defines and elaborates upon the nature of the student teaching experience
 - 18.02 Successfully planning for the student teaching experience
 - 18.03 Demonstrating the ability to provide the student teacher with appropriate guidance and assistance for assuming classroom responsibility
 - 18.04 Providing various types of experiences during the student teaching process

- 19.0 The cooperating teacher demonstrates the ability to create a learning environment appropriate to the goals of instruction by:
 - 19.01 Providing a learning environment that is attractive and orderly
 - 19.02 Properly using instructional aids
 - 19.03 Using teaching methods which are appropriate for objectives
 - 19.04 Using instructional materials that provide learners with appropriate practice on objectives

TEAC/CAEP

Standard 2: Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Partnerships for Clinical Preparation

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences

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2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Suggestions for Cooperating Teachers

- Make the intern/student teacher feel welcome:
- Introduce him/her to students, faculty, and staff.
- Show him/her around the building and grounds.
- Create a unique space for him/her in the classroom.
- Inform him/her of staff meeting dates and times.
- Keep him/her actively involved in all classroom/school activities.
- Inform student teacher about your classroom.
- Familiarize him/her with students and family situations that impact learning.
- Share IEP/PEP information.
- Explain your grading policy.
- Familiarize him/her with your classroom management system.
- Show him/her where to find resources, materials, and supplies.
- Discuss Common Core and Essential Standards for your grade/discipline(s) and share appropriate pacing guides.
- Schedule regular meetings with student teacher.
- Set aside a time to “touch base” daily.
- Set aside time for weekly meetings to discuss performance and reflect on practice.
- Maintain open communication with clinical supervisors.

Student Teaching Policies Public School Laws of North Carolina

The General Assembly of North Carolina has issued the following laws concerning public schoolteachers and student teachers

§ 115C-307. Duties of teachers.

(a) To Maintain Order and Discipline. – It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to maintain good order and discipline in their respective schools. A teacher, student teacher, substitute teacher, voluntary teacher, or teacher assistant shall report to the principal acts of violence in school and students suspended or expelled from school as required to be reported in accordance with State Board policies.

(b) To Provide for General Well-Being of Students. – It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to encourage temperance, morality, industry, and neatness; to

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promote the health of all pupils, especially of children in the first three grades, by providing frequent periods of recreation, to supervise the play activities during recess, and to encourage wholesome exercises for all children.

(c) To Provide Some Medical Care to Students. – It is within the scope of duty of teachers, including substitute teachers, teacher assistants, student teachers or any other public school employee when given such authority by the board of education or its designee to provide medical care to students as provided in G.S. 115C-375.1.

(d) To Teach the Students. – It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to teach as thoroughly as they are able all branches which they are required to teach; to provide for singing in the school, and so far as possible to give instruction in the public school music.

(e) To Enter into the Superintendent's Plans for Professional Growth. – It shall be the duty of all teachers, including student teachers, substitute teachers, voluntary teachers, and teacher assistants when given authority over some part of the school program by the principal or supervising teacher, to enter actively into the plans of the superintendent for the professional growth of the teachers.

(f) To Discourage Nonattendance. – Teachers shall cooperate with the principal in ascertaining the cause of nonattendance of pupils that he may report all violators of the compulsory attendance law to the school social worker in accordance with rules promulgated by the State Board of Education.

(g) To Make Required Reports. – A teacher shall make all reports required by the local board of education. The superintendent shall not approve the voucher for a teacher's pay until the required monthly and annual reports are made.

The superintendent may require a teacher to make reports to the principal.

A teacher shall be given access to the information in the student information management system to expedite the process of preparing reports or otherwise providing information. A teacher shall not be required by the local board, the superintendent, or the principal to (i) provide information that is already available on the student information management system; (ii) provide the same written information more than once during a school year unless the information has changed during the ensuing period; or (iii) complete forms, for children with disabilities, that are not necessary to ensure compliance with the federal Individuals with Disabilities Education Act (IDEA). Notwithstanding the forgoing, a local board may require information available on its student information management system or require the same information twice if the local board can demonstrate a compelling need and can demonstrate there is not a more expeditious manner of getting the information.

Any teacher who knowingly and willfully makes or procures another to make any false report or records, requisitions, or payrolls, respecting daily attendance of pupils in the public schools, payroll data sheets, or other reports required to be made to any board or officer in the performance of their duties, shall be guilty of a Class 1 misdemeanor and the certificate of such person to teach in the public schools of North Carolina shall be revoked by the Superintendent of Public Instruction.

(h) To Take Care of School Buildings. – It shall be the duty of every teacher to instruct children in proper care of property and to exercise due care in the protection of school property, in accordance with the provisions of G.S. 115C-523. (1955, c. 1372, art. 17, ss. 4, 6; 1959, cc. 1016, 1294; 1969, c. 638, ss. 2, 3; 1971, c. 434; 1981, c. 423, s. 1; 1985, c. 642; c. 686, s. 2; 1989, c. 585, s. 4; 1993, c. 539, s. 884; 1994, Ex. Sess., c. 24, s. 14(c); 1997-443, s. 8.29(k); 2000-67, s. 8.18(a); 2005-22, s. 2(a).)

§ 115C-309. Student teachers.

(a) Student Teacher and Student Teaching Defined. – A "student teacher" is any student enrolled in an institution of higher education approved by the State Board of Education for the preparation of teachers who is jointly assigned by that institution and a local board of education to student-teach under the direction and supervision of a regularly employed certified teacher.

"Student teaching" may include those duties granted to a teacher by G.S. 115C-307 and 115C-390 and any other part of the school program for which either the supervising teacher or the principal is responsible.

(b) Legal Protection. – A student teacher under the supervision of a certified teacher or principal shall have the protection of the laws accorded the certified teacher.

(c) Assignment of Duties. – It shall be the responsibility of a supervising teacher, in cooperation with the principal and the representative of the teacher-preparation institution, to assign to the student teacher responsibilities and duties that will provide adequate preparation for teaching. (1969, c. 638, s. 1; 1981, c. 423, s. 1.)

§ 115C-310. Teacher assistants engaged in student teaching.

The State Board of Education shall adopt a program to facilitate the process by which teacher assistants may become teachers.

Teacher assistants who participate in this program:

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- (1) Shall be enrolled in an approved teacher education program in a North Carolina institution of higher education; and
- (2) Shall be employed in a North Carolina public school.

Local school administrative units are encouraged to assign teacher assistants to a different classroom during student teaching than the classroom they are assigned to as a teacher assistant. To the extent possible, they may be assigned to another school within the same local school administrative unit.

At the discretion of the local school administrative unit, teacher assistants may continue to receive their salary and benefits while student teaching in the same local school administrative unit where they are employed as a teacher assistant.

The State Board of Education shall consult with the Board of Governors of The University of North Carolina and the North Carolina Independent Colleges and Universities in the development of the program. Each approved teacher education program and each local school administrative unit shall administer this program beginning with the 2005-2006 academic year. (2005-302, s. 1.)

§ 115C-390. School personnel may use reasonable force.

Except as restricted or prohibited by rules adopted by the local boards of education, principals, teachers, substitute teachers, voluntary teachers, and teacher assistants and student teachers in the public schools of this State may use reasonable force in the exercise of lawful authority to restrain or correct pupils and maintain order. (1955, c. 1372, art. 17, s. 4; 1959, c. 1016; 1969, c. 638, ss. 2, 3; 1971, c. 434; 1981, c. 423, s. 1; 1985 (Reg. Sess., 1986), c. 975, s. 21; 1989, c. 585, s. 6; 1991, c. 269, s. 1.)

Directed Student Teaching Policies

The following policies have been established for the directed student teaching experience:

1. Directed student teaching will take place in the service area of the candidate's Teacher Education Program to facilitate supervision and access to LMC faculty and resources. Exceptions to this policy will be made, on rare occasions only, to facilitate employment prospects and only when physically possible. (*See information on Out of Area Placement*).
2. Student teachers must maintain liability insurance. This can be obtained in one of three ways: Membership in the North Carolina Association of Educators, Membership in the Professional Educators of North Carolina, or a rider on the candidate's homeowner's insurance policy. Proof of liability insurance is the membership card/email from the organization or a copy of the rider on the homeowner's policy.
3. It is recommended that candidates consider carefully the ramifications of student teaching in the public school they attended. Candidates will be asked to file an Application for Directed Student Teaching no later than the January or August prior to the directed student teaching experience.
4. Each student teacher will be placed in an appropriate area and grade level for licensure. Each will be placed with a cooperating teacher who has established proficiency in the student teacher's area of identified areas for growth.

STUDENT TEACHERS WILL NOT BE PLACED IN SCHOOLS IN WHICH AN ADULT FAMILY MEMBER IS EMPLOYED.

5. Once candidates begin the directed student teaching experience, they will follow the calendar of the public school system in which they are placed and follow the work schedule of the cooperating teacher with whom they are placed. The directed student teaching

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experience will last one semester and cannot be continued to the next, except under unusual circumstances.

6. During the directed student teaching semester, the cooperating classroom teacher and the designated college supervisor(s) will supervise the student. The Teacher Education faculty member and clinical supervisor will assign the final grade for the course in cooperation with the cooperating teacher. The Teacher Education faculty member will make final recommendation for licensure to the Director of Teacher Licensure. The cooperating teacher, clinical supervisor, and principal will sign the “Certification of Teaching Capacity” NCDPI Form “CTC.”

If, during the course of the semester, the Cooperating Teacher, the Clinical Supervisor, and/or the Seminar Instructor have any concerns about the performance of the candidate during student teaching based upon the observations, the progress checklist, or seminar issues, a conference will be held with the candidate and a contract written outlining stipulations for successful completion of the program. If the candidate fails to meet the stipulations of the contract, the student teacher will not be considered for licensure.

7. For all licensure candidates, the college supervisor or clinical faculty from the Department of Education will visit the student teacher a minimum of five (5) times during the directed student teaching experience. For K-12 Licensure candidates (Special Education and Theatre Arts Education), the candidate’s major advisor will also observe three (3) times. This observation is of a supportive nature.
8. Each candidate will be evaluated both halfway through the directed student teaching experience and at its completion. At the time of each evaluation, the candidate will participate in a joint conference with the college supervisor and the cooperating teacher. Prior to the conference, all will have completed the evaluation instrument, including the student teacher. Both strengths and weaknesses in effective teaching will be established at each conference.

During the conference, all parties will reach consensus and enter agreed-upon scores on one Mid-Term Evaluation form. At the mid-term conference, this form is a formative document that is not placed in the candidate’s official file. Any difficulties identified during this conference must be addressed before the candidate can be deemed Proficient.

At the final conference, the consensus scores are entered on the Final Exit Criteria form, which is a formal, summative document that is filed in the candidate’s official file and is also entered by the EDU 491 seminar professor into the candidate’s TaskStream™ final rubric.

9. Candidates will safeguard their time during this semester and not plan to work or participate in those activities that place on them undue time constraints. **Courses cannot be taken during the directed teaching semester (with the exception of EDU 499 Senior Research/ISLP).** Permission to alter the above policy must be gained from the Director of the Department of Education prior to the beginning of the student teaching semester.

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10. Cooperating teachers will be selected following the criteria established by the State Department of Public Instruction (NCDPI), the Teacher Education Accreditation Council (TEAC), and the Lees-McRae College Department of Education.
11. Candidates will be asked to complete the Placement Information Sheet and share it with their cooperating teacher and other appropriate school personnel.
12. Candidates seeking licensure in a second specialty area will complete a second student teaching experience of at least five weeks. This second experience will be in the subject area and at the grade level of licensure.

Policy on Absences During Directed Student Teaching

Student teachers are not permitted to miss school days for reasons other than illness, death in the family, or extreme emergency unless a request is made to the **Director of the Department of Education in advance and in writing**. The student teacher may be excused no more than three (3) days during the directed student teaching experience. Any student teacher missing more than three days must make up the additional days before credit for student teaching can be given. Candidates shall call their cooperating teacher **and** their college supervisor assigned to them as soon as they know they will have to be absent from their directed student teaching experience.

A summative report of all absences must be made on the appropriate Record of Absence Form and filed with the college supervisor at the end of the student teaching semester.

Policy on Substitute Teaching During Directed Student Teaching

The Lees-McRae College Department of Education discourages the use of student teachers as substitutes. We do, however, recognize that certain situations arise that deem such use appropriate. The Director of the Department of Education and the Teacher Education Committee have, therefore, established the following guidelines.

1. **In order to be eligible to substitute teach, student teachers are responsible for completing required substitute paperwork in the Personnel Office of their school system and attending any mandated substitute teacher training required by the school system. (It is the student teacher's responsibility to inquire at the school to find out dates of such training and location of such paperwork.)**
2. Lees-McRae student teachers may substitute for **their own cooperating classroom teachers** for a maximum of five (5) days. **Any additional days (in the best interest of the children) must be approved by the Director of the Department of Education** prior to the student teacher's substituting.
3. The cooperating classroom teacher must notify the college supervisor in advance of any substituting. The cooperating teacher and the college supervisor must agree that the candidate is ready to accept the responsibilities which accompany substituting.

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4. A summative report of all substitute teaching must be made on the Record of Substituting Form and filed with the college supervisor at the end of the student teaching semester as documentation of substitution duties.

Request for Early Release from Student Teaching

The following policy governs requests to leave Student Teaching before the final day of the semester when a school position is offered to a student teacher. Early Release from student teaching is for employment only and will not be granted before two weeks from the end of the semester/student teaching experience.

Any approved release from student teaching does not mean that the candidate has graduated from Lees-McRae College early, nor does it mean the candidate has been granted a teaching license by the state of North Carolina. All student teachers officially continue to be students of the college until the final day of the college's semester.

Student teachers may be considered for early release in order to accept an offer of employment ONLY upon the successful completion of the required period of carrying/sharing the full teaching load, and not before the final 2 weeks of the LMC semester and only if the following conditions are met:

- The hiring principal or LEA official must provide a written request to the Director of the Department of Education requesting the early release for specified employment on a specified date.
- The student teacher must provide a written request to the Director of the Department of Education explaining her/his hope to accept the specified position.
- The cooperating teacher, college supervisor(s), and seminar instructor must provide written approval of the release and agree that the candidate has been rated as at least "Proficient" on all items of the Certification of Teaching Capacity evaluation instrument.
- The candidate must have submitted all electronic evidences on TaskStream; evidences must have received Proficient evaluations.
- The release may not inconvenience the host school.

Upon receipt of the requests/documentation from all parties listed above, the Director of the Department of Education will make a decision about the release and will notify all parties via email.

- Candidates must continue seminar attendance and complete all graduation requirements. Candidates must NOT rush into full-time teaching in anticipation of early release for employment at the end of the semester.
- Lees-McRae College is in no way involved in the conditions of employment, eligibility for employment, or the contractual agreements between the candidate and the LEA. All employment conditions are between the candidate and the LEA.
- Lees-McRae College will submit a recommendation for licensure to the North Carolina Department of Public Instruction once all requirements are met, official transcripts are provided, and passing scores are received on any applicable tests required. The teaching license comes directly from the NC Department of Public Instruction to the candidate.
- Anyone requesting out-of-state licensure must apply through that state's department of education and will be responsible for that state's requirements.

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Meal Refund Policy

(adopted 1997)

Teacher Candidates enrolled in a course that includes student teaching which requires candidates to leave campus for more than five (5) consecutive days so that they miss a meal each day may receive a refund prorated on the basis of missed meals, excluding Saturday and Sunday meals.

Refunds may be granted as temporary credit on account. Settlement occurs at the end of the term when time away from campus can be accurately determined. Since circumstances vary, calculations must be made separately for each student.

Conditions of the refund are:

- The candidate is not a financial aid recipient of institutionally funded aid.
- The dining hall does not provide the candidate a take-out meal.
- The candidate submits a signed request for a refund.

To receive the refund, the candidate must submit a request for refund showing the name and number of the course and the dates the candidate was away from campus. The request for refund must be signed by the cooperating teacher, and approved by the clinical supervisor and Department Director before being submitted to the financial aid office at the end of the student teaching semester.

Outline of the Directed Student Teaching Experience

Candidates who seek teacher licensure will student teach for a full semester. It is expected that student teachers will have total responsibility for the classroom for a significant and continuous period during the student teaching experience.

1. A full load for the student teacher is one like that of the cooperating teacher. The student teacher will begin in an observing/assisting role in the classroom. This period will last approximately one week. The cooperating teacher and student teacher will jointly agree on when the student teacher will move into the next role.
2. It is recommended that the student teacher take on at least one subject/class by the beginning of the second week in the school.
3. The student teacher will begin to assume lesson preparation and teaching duties in the classroom, gradually assuming the role of the lead teacher. The student teacher will take on the role of the lead teacher, being responsible for all aspects of the classroom, including planning in conjunction with the cooperating teacher, and teaching a full load for a period of not less than 8 weeks (40 school days). A full load for the secondary teacher is 4-5 classes, depending upon the load of the cooperating teacher.
4. The schedule for assuming and releasing duties will be determined by the LMC college supervisor and cooperating teacher. The last week (15th week) will be used for observations and visitations in area schools.

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During the Directed Student Teaching Experience

Student teachers are expected to follow the policies and procedures outlined in this *Teacher Education Handbook* as well as those provided by the public school system and their college supervisor in the Department of Education. The student teacher will:

1. Follow and enforce the local and state school policies where s/he is teaching.
2. Report to school and be on time daily.
3. Attend the full school day in the same manner as the cooperating teacher.
4. Follow directions of the cooperating teacher, including the daily classroom schedule.
5. Follow the school and classroom discipline policy.
6. Attend all teacher work days, meetings, including faculty, professional (PLC), PTA, and parent conference meetings that the cooperating teacher attends, unless specifically asked by the cooperating teacher not to attend.
7. Write full lesson plans in the LMC lesson plan format.
8. Keep up-to-date records on the forms provided about daily classroom participation.
9. Keep a reflective journal for use in seminars and to reflect on the student teaching experience.
10. Videotape one 15-30 minute lesson for evaluation with their cooperating teacher prior to the mid-term evaluation.
11. Dress and act professionally. (This means **no jeans/denim**, even if the school allows teachers to wear them).
12. Respect the confidentiality of student and public school information; avoid unfavorable criticism of the school, cooperating teacher, and students; be courteous and exhibit a cooperative attitude toward their cooperating teacher, administrative staff, and pupils; and participate in extracurricular activities if at all possible.
13. Notify the college supervisor and the cooperating teacher immediately if you know you will be absent for any reason.

Daily and Weekly Reports: Directed Student Teaching Portfolio

Candidates are expected to be current on all reports while in the directed student teaching experience. Those reports required by the Department of Education for the *Student Teaching Portfolio* are outlined below.

1. **Teaching Schedules—Daily and Weekly** Each candidate is expected to post the cooperating teacher's routine daily and weekly schedules at the front of the student teaching portfolio.
2. **Weekly Log of Participation** This log is a record of the degree of participation candidates are experiencing in the school setting. It will give the college supervisor(s) an overview of what you are doing on a daily basis. This log should be easily accessible to the college supervisor(s) when they visit. The log should be prepared for the following week with the help of the cooperating teacher and changes made during the week at hand if they should occur. The log should be kept up-to-date at all times. The form for this log is available in Sakai or on the LMC website.

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3. **Daily Lesson Plans** Each candidate is expected to write a full lesson plan (in TaskStream™) for each lesson taught. These plans should reflect what is in the weekly log of participation.
4. **Reflective Student Teaching Journal/Blog** The purpose of the *Student Teaching Journal/Blog* is to provide the candidate an opportunity to document activities included in the NC Teacher Candidate Standards that may not be observed by the Clinical Supervisor as well as a chance to record those occurrences that s/he considers noteworthy. A list of the weekly topics will be given to each candidate. A copy of this weekly reflection should be included in the Student Teaching Notebook.
5. **Student Teaching Video and Assessment** The purpose of the Student Teaching Video is to give the student teacher and the cooperating teacher a chance to view and reflectively evaluate a lesson. It is an extremely important reflective piece and should be regarded as an opportunity for professional growth. The Student Teacher Video and Assessment Form should be placed in the Student Teaching Portfolio as documentation of classroom proficiencies via recorded assessment and evaluation.

Lesson Preparation and Delivery

The following is a guide to developing effective lessons during your directed student teaching experience. Ultimately, modeling your cooperating teacher's methods for developing lessons will play a major role in your success as a student teacher.

1. Define the content material to be covered (Identify the discipline, content area, grade level, and NCSCS Objective/Sub Objective.)
2. Reflect on the nature of the students (Identify their prior knowledge, abilities, learning styles)
3. Establish learning targets (Set and state the goals and objectives for the lesson in student-friendly language: "I can" statements).
4. Determine how the objectives will be assessed. (How will you know if students met the objective?)
5. Identify and collect all materials (manipulatives, resources, volunteers, etc. prior to lesson presentation).
6. Develop strategies to meet the needs of differential learners (Ensure the lesson will be successful to visual, audio, and kinesthetic learners).
7. Introduce the lesson in a way that engages students (Make them *want* to learn).
8. Activate prior knowledge of the topic. (Introduce the lesson with a stated objective and brief content review if it is a continuation of a lesson from a previous session).
9. Present the content (instructional presentation) or instructions (if this is an inquiry or problem-based activity).
10. Provide guided practice (instructional monitoring).
11. Make formative assessment(s) (Check for understanding during the lesson).
12. Allow for independent practice
13. Re-teach content material if necessary (Utilize multi-modal lesson delivery)
14. Administer an assessment (Formal, informal, subjective or objective to determine the quantity and quality of student learning).
15. Reflect on the success or failure of the lesson presentation (Self-assessment).

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Lees-McRae candidates will use the standard lesson plan format located in the TaskStream™ electronic portfolio system.

Suggestions for Successful Classroom Management & Organization

The student teacher should pay particular attention to practicing the major tenets of effective classroom management and organization. Practicing effective classroom management can make the student teaching experience more rewarding and maximize the learning experience for students. It also provides opportunities for reflection on the student teacher's comfort level on implementing Best Practices in the classroom. When close attention is paid to the elements of classroom management (planning, organizing, directing, coordinating and evaluating), the time spent in school for the students and teacher alike will be productive, pleasant, and rewarding.

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Classroom Management and Organization Thoughts to Ponder:

Planning:

- Learn the rights, privileges, and responsibilities of student and student teacher;
- Learn to use pupils' names as soon as possible;
- Prepare effective class lessons, organize materials, and secure equipment; and,
- Plan personal appearance (grooming, clothes, and hygiene) in advance.

Organizing:

- Be organized;
- Use time, inside and outside the classroom, wisely;
- Have more than enough activities prepared; and,
- Follow the recognized lesson plan.

Directing:

- Practice reflective mentoring to help meet academic and personal needs of students;
- Let posture, attitude, and delivery of subject matter project your love and enthusiasm for learning;
- Involve all students in the lesson;
- Keep all students in view as you teach; and,
- Use sensitive questioning to assess student needs, wants, and expectations.

Coordinating:

- Reflect on the multiple intelligences of students;
- Encourage classroom cooperation through study of student learning styles/habits;
- Design activities that maximize second beginning theory and learning practice; and,
- In matters of discipline, consider the individual in the context of the group. The importance of culture, race, gender, ethnicity, religion, socioeconomic status, and exceptionality should be recognized;
- Correct inappropriate behavior in accordance with the existing school policy;
- Treat activities that disrupt the education of the whole group in a serious manner;
- Pose worthwhile, authentic questions;
- Promote the integration of instruction in the content areas; and,
- Promote reading and writing across the curriculum.

Assessment:

- Learn the cooperating school's evaluation methods. Try to go beyond technical evaluation;
- Infuse the importance of human dignity in all classroom evaluation;
- Use evaluations, which point to strengths and difficulties of students, to create appropriate learning opportunities;
- Use self-evaluation to instill confidence and increased teacher effectiveness;
- Practice an appropriate sense of humor;
- Provide ongoing evaluation—both formative and summative;
- Encourage portfolio building;
- Encourage reflection on personal portfolios—address multiple intelligences;
- Implement assessment strategies; and,
- Mentor students for successful outcomes.

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What to Expect During a College Supervisor Visit

When a college supervisor visits the student teacher in the public school, the following procedures are suggested to make the visit productive and least intrusive on the cooperating teacher's, students', and candidate's educational time.

1. The candidate will be observed for a meaningful period of time (usually one full lesson).
2. The candidate will receive a copy of the college supervisor's report within a meaningful period of time.
3. The college supervisor will discuss the report with the candidate and, if possible, the cooperating teacher, when appropriate.
4. The college supervisor may confer with the cooperating teacher and other pertinent school personnel, if time and schedule allow.
5. The college supervisor should have easy access to the *Student Teaching Notebook* and will review the *Student Teaching Reflective Journal/Blog* and the lesson plans being taught during the student teaching experience. The supervisor will want to have a copy of the lesson(s) being taught during the college supervisor's visit.
6. At midterm and at the end of the directed student teaching experience, the candidate will be asked to participate in a conference with the college supervisor(s) and the cooperating teacher. Both strengths and weaknesses in effective teaching will be established at each conference. During the conference, all parties involved, including the student teacher, will reach consensus and enter agreed-upon scores on one Mid-Term Evaluation form. At the final conference, the consensus scores are entered on the Final Exit Criteria form, which is a formal, summative document that is filed by the seminar professor in the candidate's official file and is also entered into the candidate's TaskStream™ final rubric. In addition, at the final conference the *Certification of Teaching Capacity* form will be completed. A teacher candidate must have a rating of "Met" on each item in order to be recommended for licensure. This form is signed by the Teacher Candidate, Cooperating Teacher, Principal, and College Supervisor. (Please note that this form must be printed on only one side and submitted with original signatures to send to NCDPI for licensure purposes).

Evaluation of the Directed Student Teaching Experience

General Information

The college supervisor(s), the cooperating teacher, and the seminar professor will determine the student teacher's grade collaboratively, but the college supervisor makes the final determination as necessary.

Student teachers who satisfactorily complete all components of the directed student teaching experience and reach a proficiency that warrants recommendation for licensure will receive the grade of "M" indicating all expectations were met.

It is possible to receive a grade of "N". This occurs when the expected proficiencies in all areas are not reached. The Director of the Department of Education will inform candidates who are

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found to be deficient. Candidates will be informed of the exact nature of the deficiencies in writing after conferring with the college supervisor(s) as well as the cooperating teacher in the public school. The candidate who receives the grade of “N” has certain options. The candidate may seek to go before the Appeals Committee (see the *Policy on Appeals*), or seek to gain permission to repeat EDU 491 Directed Teaching and Seminar. *Candidates may only repeat EDU 491 Directed Teaching and Seminar once.*

Principals/schools systems have the right to terminate student teaching at any time if the intern/student teacher is not performing well or not behaving professionally. Upholding professional standards, meeting all requirements in a timely manner, and maintaining clear communication with the cooperating teacher and clinical supervisor can prevent such a situation. In this case, the candidate may seek to gain permission to repeat EDU 491 Directed Teaching and Seminar. *Candidates may only repeat EDU 491 Directed Teaching and Seminar once.*

Description of Grade Indicators for the Directed Student Teaching Experience

M = MET A grade of **M** means that the student teacher has successfully met the required competencies and indicators for student teachers as defined by the North Carolina Department of Public Instruction and adopted by Lees-McRae College. This candidate is deemed ready to pursue employment in the public schools and to enter the Initial Licensure Program. The candidate’s progress on each performance indicator is on file in the Department of Education.

N = NOT MET – A grade of **N** means that the student teacher has not successfully met the required competencies and indicators for student teachers defined by the North Carolina Department of Public Instruction and adopted by Lees-McRae College. This candidate is not ready to pursue employment in the public schools at this time and is urged to pursue the options listed on the previous page.

Candidates who receive a grade of “M” will receive 12 semester hours of credit but will not receive corresponding quality points.

Mid-term & Final Evaluations of the Directed Student Teaching Experience

The mid-term and final student teacher evaluations will take place in the public school in which the candidate is placed. The conference will be scheduled by the college supervisor/clinical faculty at a time that will allow the student teacher, cooperating teacher(s), and college supervisor(s)/clinical faculty all to participate in the evaluation.

- **Mid-term assessment: FORMATIVE** Prior to the mid-term conference, each participant, including the student teacher, will complete a copy of the “Midterm Exit Criteria for Teacher Education Program Graduates” instrument, providing ratings according to the scale described on the form. Indicators for each competency may be found in the *Teacher Education Handbook*. Each participant is urged to elaborate on the ratings given by writing comments in the space provided after each competency. During the conference, all participants will reach consensus on the rating for each of the competencies. The consensus scores will be recorded on the Midterm Form. A signed

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copy of this form will be given to the student teacher, the cooperating teacher, and the college supervisor(s) / clinical faculty. The mid-term assessment is a **formative assessment**, providing an opportunity for meaningful feedback for the student teacher. If concerns warrant, the candidate may be placed on a contract stipulating the conditions under which the student teaching experience will be deemed successful. Failure to meet the stipulations of the contract will result in the candidate receiving “Not Met” for the course, and the candidate will not be considered for licensure. (A copy of this document will be placed in the candidate’s file in order to demonstrate growth between the two conferences).

- **Final Evaluation: SUMMATIVE** The same procedures will be followed as those for the mid-term conference. However, this a summative assessment and the “Final Exit Criteria” (NC Teacher Candidate Rubric) will be signed by all participants and become the document of record. The master copy will be filed in the student teacher’s placement file.

The competencies and indicators on the NC Teacher Candidate Rubric are based on the North Carolina Professional Teaching Standards and have been adopted by the Department of Education and the North Carolina Department of Public Instruction as those necessary for graduation from the program. Supervisors and candidates who are completing the form should refer to this document for guidance in making comments and choosing ratings for each of the five standards.

Exit Criteria Based on the NC Professional Teaching Standards

An integral component of the performance-based process is the use of the North Carolina Professional Teaching Standards. The following defines what teachers need to know and be able to do to teach students in the 21st Century:

Standards and Key Indicators

Standard I: Teachers Demonstrate Leadership

- *Teachers lead in their classrooms.*
Key indicators: Candidates:
 - Take responsibility for all students’ learning
 - Communicate vision to students
 - Use data to organize, plan, and set goals
 - Use a variety of assessment data throughout the year to evaluate progress
 - Establish a safe and orderly environment
 - Empower students
- *Teachers demonstrate leadership in the school.*
Key indicators: Candidates:
 - Work collaboratively with all school personnel to create a professional learning community
 - Analyze data
 - Develop goals and strategies through the school improvement plan
 - Assist in determining school budget and professional development

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- Participate in hiring process
- Collaborate with colleagues to mentor and support teachers to improve effectiveness
- *Teachers lead the teaching profession.*
Key indicators: Candidates:
 - Strive to improve the profession
 - Contribute to the establishment of positive working conditions
 - Participate in decision-making structures
 - Promote professional growth
- *Teachers advocate for schools and students.*
Key indicators: Candidates:
 - Advocate for positive change in policies and practices affecting student learning
 - Participate in the implementation of initiatives to improve education
- *Teachers demonstrate high ethical standards.*
Key indicators: Candidates:
 - Demonstrate ethical principles
 - Uphold the Code of Ethics and Standards for the Professional Conduct

Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

- *Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.*
Key indicators: Candidates:
 - Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible
- *Teachers embrace diversity in the school community and in the world.*
Key indicators: Candidates:
 - Demonstrate knowledge of diverse cultures
 - Select materials and develop lessons that counteract stereotypes and incorporate contributions.
 - Recognize the influences on a child's development, personality, and performance
 - Consider and incorporate different points of view
- *Teachers treat students as individuals.*
Key indicators: Candidates:
 - Maintain high expectations for all students
 - Appreciate differences and value contributions by building positive, appropriate relationships
- *Teachers adapt their teaching for the benefit of students with special needs.*
Key indicators: Candidates:
 - Collaborate with specialists
 - Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice
- *Teachers work collaboratively with the families and significant adults in the lives of their students.*
Key indicators: Candidates:
 - Improve communication and collaboration between the school and the home and community
 - Promote trust and understanding and build partnerships with school community

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- Seek solutions to overcome obstacles that prevent family and community involvement

Standard III: Teachers Know the Content They Teach

- *Teachers align their instruction with the North Carolina Standard Course of Study.*
Key indicators: Candidates:
 - Teach the *North Carolina Standard Course of Study*
 - Develop and apply strategies to make the curriculum rigorous and relevant
 - Develop literacy skills appropriate to specialty area
- *Teachers know the content appropriate to their teaching specialty.*
Key indicators: Candidates:
 - Know subject beyond the content they teach
 - Direct students' curiosity into an interest in learning
- *Teachers recognize the interconnectedness of content areas/disciplines.*
Key indicators: Candidates:
 - Know links between grade/subject and the *North Carolina Standard Course of Study*
 - Relate content to other disciplines
 - Promote global awareness and its relevance
- *Teachers make instruction relevant to students.*
Key indicators: Candidates:
 - Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
 - Demonstrate the relationship between the core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

Standard IV: Teachers Facilitate Learning for Their Students

- *Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.*
Key indicators: Candidates:
 - Know how students think and learn
 - Understand the influences on student learning and differentiate instruction
 - Keep abreast of evolving research
 - Adapt resources to address the strengths and weaknesses of students
- *Teachers plan instruction appropriate for their students.*
Key indicators: Candidates:
 - Collaborate with colleagues
 - Use data for short and long range planning
 - Engage students in the learning process
 - Monitor and modify plans to enhance student learning
 - Respond to cultural diversity and learning needs of students
- *Teachers use a variety of instructional methods.*
Key indicators: Candidates:
 - Choose methods and materials as they strive to eliminate achievement gaps
 - Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

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- *Teachers integrate and utilize technology in their instruction.*

Key indicators: Candidates:

- Know appropriate use of technology
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

- *Teachers help students develop critical thinking and problem-solving skills.*

Key indicators: Candidates:

- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions
- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems

- *Teachers help students work in teams and develop leadership qualities.*

Key indicators: Candidates:

- Teach the importance of cooperation and collaboration
- 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

- *Teachers communicate effectively.*

Key indicators: Candidates:

- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

- *Teachers use a variety of methods to assess what each student has learned.*

Key indicators: Candidates:

- Use multiple indicators, both formative and summative, to evaluate student progress
- Provide opportunities for self-assessment
- Use assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions

Standard V: Teachers Reflect on Their Practice

- *Teachers analyze student learning.*

Key indicators: Candidates:

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
- Collect and analyze student performance data to improve effectiveness

- *Teachers link professional growth to their professional goals.*

Key indicators: Candidates:

- Participate in continued, high quality professional development

- *Teachers function effectively in a complex, dynamic environment.*

Key indicators: Candidates:

- Actively investigate and consider new ideas that improve teaching and learning
- Adapt practice based on data

Student Teaching Information

Meeting LMC and NCDPI Competencies Prior to Licensure

Candidate Pre-Professional Evidences

The Lees-McRae College Department of Education and the North Carolina Department of Public Instruction (NCDPI) require all teacher education candidates to meet certain competencies prior to recommendation for licensure.

The Lees-McRae College Department of Education requires that each candidate demonstrate knowledge and application of competencies in the *Five North Carolina Professional Teaching Standards* by compiling and presenting an Evidence-Based Electronic Portfolio. The portfolio must be completed and assessed as meeting the prescribed rubrics (standards) prior to recommendation of candidates for licensure. The Portfolio is introduced in EDU 201 and revisited regularly throughout the Teacher Education Program. It is assessed using the common rubrics for each component.

Components of the Pre-Professional Electronic Portfolio

The North Carolina Department of Public Instruction requires that Teacher Candidates submit evidence of meeting the competencies for licensure. These evidences to meet the competencies are as follows:

1. Breadth of Content

For the Elementary and Special Education – General Curriculum License this is demonstrated by passing the Pearson Test for North Carolina: Foundations of Reading and General Curriculum. The Special Education – General Curriculum License also requires the Praxis II: Special Education: Core Knowledge and Mild to Moderate Applications Test (Test 5543). For TAE, this component is demonstrated by completing 24 semester hours or more in the content area.

2. Depth of Content

For Elementary, Special Ed, and TAE, candidates complete a Depth of Content Paper demonstrating content knowledge in one specific content area.

3. Planning

This component is met through a Teaching Unit Plan. For Elementary and Special Education, an Integrated Thematic Unit and for Theatre Arts, a Unit Plan for each of the three grade spans.

4. Certification of Teaching Capacity

The public schools use this form during a candidate's Directed Student Teaching Experience as documentation of the student teacher's teaching proficiency in the classroom. *In addition to all other state and institutional requirements, the candidate must meet each of the descriptors (designated as "Met") identified in this document in order to be recommended for licensure.*

5. Impact on Student Learning Project

During this project, teacher candidates plan and teach a brief unit, then analyze the

Student Teaching Information

learning of each student in the classroom, and reflect on their teaching. In order to meet this criteria, the candidate must demonstrate a positive impact on student learning in the classroom.

6. Leadership and Collaboration

This component is met through a reflection paper based on the leadership activities in which the candidate has participated in the public schools during field experiences and student teaching.

Reminders:

Student teachers **MUST NEVER...**

- Contact students on social media sites.
- Use corporal punishment on (strike) a student.
- Restrain a student physically unless trained/certified/approved to do so.
- Become romantically or sexually involved with faculty, staff and/or students in the schools in which they are assigned. Failure to comply with this policy may result in dismissal from the internship, removal from the teacher education program at Lees-McRae College, and non-recommendation for licensure.
- Criticize, verbally or in writing, and especially on social media sites, the school district, the host school, the cooperating teacher, the university or academic supervisor, the university or the community.
- Identify by name students, teachers, school personnel or the school as part of Lees-McRae College class discussions.

Course Offerings in the Department of Education

EDU 102 S (3) Introduction to Education

This course seeks to answer questions concerning historical and contemporary definitions of the educated individual. It includes diverse perspectives from varied societal contexts, such as political, social, and economic factors. The study examines both traditional and non-traditional pathways to becoming educated. *Teacher candidates seeking teacher licensure should begin with this course in the freshman year. Students who are interested in the topic are also encouraged to enroll.*

EDU 201 F (3) Introduction to Public School Teaching

This course provides an introductory study of the American public school system, with specific focus on the Teacher Education Program at LMC. It includes emphases on the historical, curricular, and organizational development of schools. Also, students will study the legal, legislative, and social/cultural trends affecting the present goals of education (including issues related to student diversity and exceptionalities). *Participation in a school setting, a subscription to the TaskStream online portfolio system, and one attempt at passing the PRAXIS I: CORE ACADEMIC SKILLS FOR EDUCATORS test (at additional cost) are required. Teacher candidates seeking teacher licensure should begin with this course in the sophomore year.*

EDU 288 F/S (1-3) Special Topics

Topics determined by the Teacher Education faculty and provided to enhance the candidates' educational experiences. *Prerequisite: Permission of the Department Director*

EDU 321 F (3) Educational Psychology

This course involves a study of the psychological principles and theories applied to teaching and learning in varied educational settings. The course stresses learning theory, measurement, evaluation, student and teacher behavior, individual differences and motivation, including identification and educational management of children and youth with exceptionalities. *Teacher candidates will complete a field placement with school age children.*

EDU 322 F (3) Foundations of American Education

This course includes a study of the historical, social, religious, and philosophical foundations of American education and its relationships with the global community. The course will concentrate on current political, economic, legal, and curricular issues in American schools. *Prerequisites: Admission to the Teacher Education Program or permission of the Department Director*

EDU 323 F (3) Assessment of Student Learning

This course is designed to help teacher candidates acquire assessment skills needed to make sound instructional decisions, monitor progress, and to allow the teacher candidate to plan instruction based on assessment. The course includes an overview of the basic concepts used in developing and using classroom assessments. Students are introduced to strategies used to set objectives and assess student learning including traditional, authentic, and performance techniques. Topics include: traditional, informal, performance, formative, and behavioral assessments; including data collection, designing and implementing interventions, making curricular adaptations, and using data to make instructional decisions. Effective assessment strategies are modeled and applied to educational settings in North Carolina. This course links quality assessment to effective teaching and effective schools.

EDU 324 S (3) Creating and Managing the Learning Environment for Diverse Learners

This course provides teacher candidates with an overview of the competencies, skills, and dispositions needed to provide a classroom environment that promotes the academic and social development of *students with exceptionalities including, but not limited to giftedness, disabilities, and limited English language*. Teacher candidates will explore resources related to meeting the needs of these students in varied contexts, such as family, school, and community settings.

EDU 325 F (3) Reflective Teaching & Classroom Management

Through the study of varied models of human motivation and organization, this course assists teacher candidates, as they analyze, create, and nurture positive learning communities to promote enduring academic and social growth. *Prerequisite: Admission to Teacher Education*

EDU 327 S (3) Strategies for Math and Science

This course is constructed to introduce teacher candidates to strategies for enhancing inquiry-based, student learning in varied areas related to math and science. The focus is on the developmental nature of learning in mathematics and science, beginning diagnoses of individual differences, evaluating student behaviors, setting goals and objectives, developing instructional strategies, and using diverse resources for instruction. Competencies are based on NCSCS and national standards for teaching Mathematics and Science. *Prerequisite: Admission to Teacher Education*

EDU 328 S (3) Beginning Literacy

This course is constructed to introduce teacher candidates to strategies for enhancing inquiry-based, student learning in varied areas related to beginning literacy. The focus is on the developmental nature of learning in language arts, reading, and social studies, beginning diagnoses of individual differences, evaluating student behaviors, setting goals and objectives, developing instructional strategies, and using diverse resources for instruction in the content areas. Competencies are based on NCSCS and national standards for Language Arts (English) and Social Studies.

EDU 329 S (3) Teacher as Researcher

This course focuses on a study of the various models and applications of research related to educating students in classroom settings. It emphasizes the development of an inquiring mind, action research design, implementation, and evaluation, and writing and sharing research findings.

EDU 351 F (3) Literature for Children

This course provides a survey of literature and non-print media for children, using historical and contemporary resources which represent critically acclaimed writing and illustrations for K- 6 students. It emphasizes the study of different genres of literature, criteria for selection and evaluation, integration into different subject areas, and the application of appropriate instructional strategies for students with multicultural, language, and other exceptional learning characteristics. *Prerequisite: Admission to Teacher Education*

EDU 381 S (3) Computer & Media Applications in Education

This course will focus on the computer/media skills and applications essential for effective teaching in the public schools. Teacher candidates will create and critique lesson presentations

using computer programs appropriate for their areas of licensure, create print and electronic media for classroom use, and master the workings of digital and analog audio-visual equipment. *Prerequisite: Admission to Teacher Education*

EDU 371 F (2) Field Experience and Seminar

This course is an individually planned and approved observational and participatory placement in the school setting. Candidates will spend a minimum of 30 hours in the selected school setting and participate in a weekly seminar on topics of immediate professional interest. *Prerequisite: Concurrently scheduled with methods courses.*

EDU 417 F (4) Math and Science Methods for Elementary School

In this course, teacher candidates investigate, evaluate and select content, methods, and materials used in organizing and teaching mathematics and science in the elementary school. They develop appropriate curricula and examine personal beliefs and dispositions. Teacher candidates design and implement an integrated, technology-enhanced, problem-based, thematic unit. Emphasis is placed on integrating skills, themes, and content across the curriculum to enhance higher level thinking skills. An eclectic approach is stressed, utilizing authentic assessment and strategies for meeting special needs. The importance of citizenship, roles in families and societies, geographic concepts, and various world regions are also emphasized. Competencies are aligned with NCSCS and national standards. *Prerequisite: Concurrently scheduled with Senior Seminar and Field Experience in School Settings.*

EDU 418 F (4) ELA and Social Studies Methods for Elementary School

In this course, teacher candidates investigate, evaluate and select content, methods, and materials used in organizing and teaching reading, language arts, and social studies in the elementary school. They develop appropriate curricula and examine personal beliefs and dispositions. Teacher candidates design and implement an integrated, technology-enhanced, problem-based, thematic unit. Emphasis is placed on integrating skills, themes, and content (reading, writing, speaking, listening, and viewing) across the curriculum to enhance higher level thinking skills. An eclectic approach is stressed, utilizing authentic assessment and strategies for meeting special needs. The importance of citizenship, roles in families and societies, geographic concepts, and various world regions are also emphasized. Competencies are aligned with NCSCS and national standards. *Prerequisite: Concurrently scheduled with Senior Seminar and Field Experience in School Settings*

EDU 419 F (4) Creative Methods and Materials

In this course, teacher candidates will understand the basic learning principles and the importance of multi-sensory instruction. This course will prepare teacher candidates to assess individuals and design highly creative instructional methods and strategies tailored to individual needs, abilities, and learning styles. Students will be introduced to methods of teaching content areas through the multi-sensory processes, including visual arts, theater, music, creative movement, and the NC Healthful Living curriculum. Using an integrated thematic approach to instruction, teacher candidates will build a knowledge base for each of the content areas. Competencies are aligned with NCSCS and national standards. *Prerequisite: Concurrently scheduled with Senior Seminar and Field Experience in School Settings*

EDU 420 F (3) Methods and Materials for Teaching Theatre Arts 7-12

This course is a study of the teaching of drama and theatre on the 7-12 grade levels. The study of growth and expression through creative dramatics, oral interpretation, and readers' theatre, will be stressed, along with skills connected with production of one-act and full-length plays will be stressed. *Prerequisite: Concurrently scheduled with Senior Seminar and Field Experience in School Settings*

EDU 431 F (2) Materials/Methods for Teaching Theatre Arts, K-6

This course is a study of the teaching of drama and theatre on the K-6 grade levels. The study of growth and expression through creative dramatics will be stressed. *Prerequisite: Concurrently scheduled with Senior Seminar and Field Experience in School Settings*

EDU 473 F (3) Senior Seminar and Field Experience in School Settings

This course includes an individually planned and approved observational and participatory placement in the school setting. The teacher candidates will spend approximately 150 hours in the public schools and participate in a weekly seminar on topics of immediate professional interest. The teacher candidates will develop, implement, and evaluate the research component of their thematic units. *Prerequisite: Concurrently scheduled with methods block.*

EDU 488 Special Topics (1-4)

Topics are determined by the Education Faculty and provide candidates opportunity to participate in directed study and research of current education issues. *Prerequisite: Completion of the General Education Core and permission of the Department Director.*

EDU 491 S (12) Directed Student Teaching and Seminar

This experience is designed as a cooperatively planned student teaching experience that allows teacher candidates to gain practical experience in the classroom. Candidates will experience at least fifteen (15) weeks of student teaching. Weekly seminars encourage the developing professional in the final formal integration of theoretical and practical knowledge gained through the Teacher Education Program. An additional abbreviated student teaching experience of at least 5 weeks will be required for each additional license sought. The initial fifteen (15) week student teaching experience will carry twelve (12) credit hours of credit. The additional five week experience will carry three credit hours of credit. *Prerequisite: Permission of the Department Director and approval of the Teacher Education Committee. Co-requisite: EDU 499: Senior Research: Creating a Positive Impact on Student Learning*

EDU 499 S (3) Senior Research: Creating a Positive Impact on Student Learning

The ISL Project is designed to document a teacher candidate's ability to develop a project and demonstrate the impact of the teacher candidate's teaching on the learning of students. In a period of high accountability, it is critical that teacher candidates document the impact of their work with students. The Project is also a means to provide evidence of a teacher candidate's accomplishment of the North Carolina 21st Century Teacher Standards, and a requirement for licensure. *Pre-requisite: Permission of the Department Director and approval of the Teacher Education Committee. Co-requisite: EDU 491: Student Teaching*

SPE 210 F (3) The Exceptional Child

Describes the areas and characteristics of exceptionalities, problems in learning, and personal-social adjustment of exceptional children. Describes the services available to persons with

disabilities through special education in public schools and through other institutions, agencies, and professionals.

SPE 313 S (3) Assessment and Collaboration for Exceptional Children

Explores the assessment and interpretation of assessment data for students with learning differences. Investigates best practices for collaboration with other professionals and families.

SPE 402 F (3) Diagnosis and Remediation for Students with Reading Difficulties

Candidates will recognize the essential components of comprehensive teaching reading, listening, viewing, speaking and writing. They will develop the skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, and written expression.

SPE 404 F (3) Teaching K-6 Students with Learning Differences

Candidates explore teaching strategies for elementary students with learning differences. Methods for teaching mathematics and other content areas are addressed. Emphasis will be on research-based cognitive instructional approaches and implementation of Universal Design for Learning.

SPE 405 F (3) Teaching 7-12 Students with Learning Differences

Candidates explore teaching strategies for secondary students with learning differences. Methods for teaching mathematics and other content areas are addressed. Emphasis will be on research-based cognitive instructional approaches and implementation of Universal Design for Learning.

SPE 414 F (3) Behaviors in the General Curriculum

An introduction to behavioral disorders. Emphasis is on a collaborative problem-solving process to support learning through management and improvement of student behavior. Positive Behavior Intervention and Support is explored.

APPENDIX A

NORTH CAROLINA STATE BOARD OF EDUCATION POLICY MANUAL

Policy Identification

Priority: Twenty-first Century Professionals

Category: Qualifications and Evaluations

Policy ID Number: TCP-C-014

Policy Title: 16 NCAC 6C.0601 Policy regarding the Code of Ethics for North Carolina Educators

Current Policy Date: 02/05/1998

Other Historical Information: Previous Board date: 06/05/1997

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6C.0601; 16 NCAC 6C.0602

CODE OF ETHICS FOR NORTH CAROLINA EDUCATORS

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

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

To uphold these commitments, the educator:

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

- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School and School System

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

III. Commitment to the Profession

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

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

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.

16 NCAC 6C.0602 – THE STANDARDS OF PROFESSIONAL CONDUCT FOR NC EDUCATORS

- (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 employing LEA or the SBE related to facts of unprofessional conduct, provided, 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.