



FAYETTEVILLE
STATE UNIVERSITY®



Field Experience Manual

Revised Fall 2018

The College of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.

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INTRODUCTION

Fayetteville State University (FSU) is committed to delivering intentional curricular and co-curricular learning experiences that engage teacher education pre-candidates and candidates to develop content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions consistent with FSU's mission statement. As the unit responsible for the preparation of educators, the College of Education (COE) provides engaging curricular and co-curricular experiences designed to maximize professional education candidate learning. An integral component of understanding and improving the pre-candidate/candidate experience is an involvement in experiential learning.

Field experiences are planned in the introductory, intermediate, and advanced undergraduate education courses. The experience culminates in the clinical experience, which occurs during the last semester of the candidate's program. Field experiences are designed to provide pre-candidates/candidates with a variety of experiences, including a focus on the school environment and observation techniques. In addition, pre-candidates/candidates are provided with opportunities to reflect upon and implement the pedagogical practices that they have learned from enrollment in courses at FSU and from participating in the experiential learning at the public schools in an effort to facilitate student learning.

The placement of pre-candidates/candidates, for all field experience requirements, is completed by the COE and its school partners as is reflected in signed Educational Partnership Agreements. Placements are intended to maximize the learning experience for pre-candidates/candidates so as to hone their pedagogical knowledge and skills while enhancing their professional disposition and preparing them to effectively serve the academic needs of P-12 students. The required graduated field experiences provide opportunities that allow the pre-candidates/candidates to reflect on the role of the COE's conceptual framework in their practical learning experience.

Specific evaluations/assessments are also completed and maintained in the pre-candidates/candidates' academic file in the Office of Teacher Education or in the Learning Achievement Tools (LAT) Platform of Taskstream data management tool. Through field experience requirements, pre-candidates and candidates are provided with the opportunity to reflect on observed practices and determine how the experiences facilitate their own beliefs on effective strategies that support student growth. Pre-candidates/candidates are provided with opportunities to work with students across exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms and schools.

Note:

- **Pre-candidate refers to the university student with an interest in teacher education and who has not been admitted to teacher education program, but is enrolled in early introductory teacher education courses.**
- **Candidate refers to the university student with an interest in teacher education and who has been admitted to teacher education program and enrolled in intermediate or advanced education courses.**
- **Candidate refers to the candidate who is enrolled in the Clinical Experience capstone course.**
- **Student generally refers to the P-12 learner.**

College of Education Vision Statement and Mission

Vision Statement:

The College of Education will build upon its proud legacy of strong undergraduate and graduate academic programs designed to prepare effective and high-quality teachers and other educational leaders and professionals to positively impact the lives of 21st Century children, local educational agencies, communities, and organizations for global competitiveness.

Mission Statement:

The College of Education prepares knowledgeable, reflective, and caring professionals in the fields of education, research, and service. Completers, prepared by highly qualified faculty and through participation in prescribed activities, cutting edge instructional practices offered through multiple modes of delivery, on-going assessments, and field-based internships, have the knowledge, skills, and dispositions to support student learning within a framework of family and community and are able to participate in a diverse, technological, and global society. The COE proudly prepares transformational educators and leaders through licensure only options and degrees at the bachelor's, master's, and doctoral levels for the southeastern region of the state, nation, and the global community.

2014-2017 Strategic Priorities:

Priority 1: Ensure Academic Quality: To prepare candidates as teachers, leaders, or other school professionals for licensure and program completion, resulting in high quality professionals who promote academic growth for a diverse and global student population; the process is monitored through an assessment system that ensures all program completers meet program learning outcomes at an acceptable or proficient level

Priority 2: Increase Degree Attainment: To provide leadership and resources, including personnel and facilities, resulting in increased enrollment and persistence rate (retention and graduation) across all programs; to increase enrollment numbers, retention, and graduation rates

Priority 3: Increase Educational Support: To deliver instruction and provide academic support, including intensive advisement, tutoring, research guidance and supervision, and effective field experiences and clinical practice necessary to enable teacher candidates, educational leaders, and other school professionals to develop and demonstrate the knowledge, skills, and professional dispositions necessary to enhance student learning and success

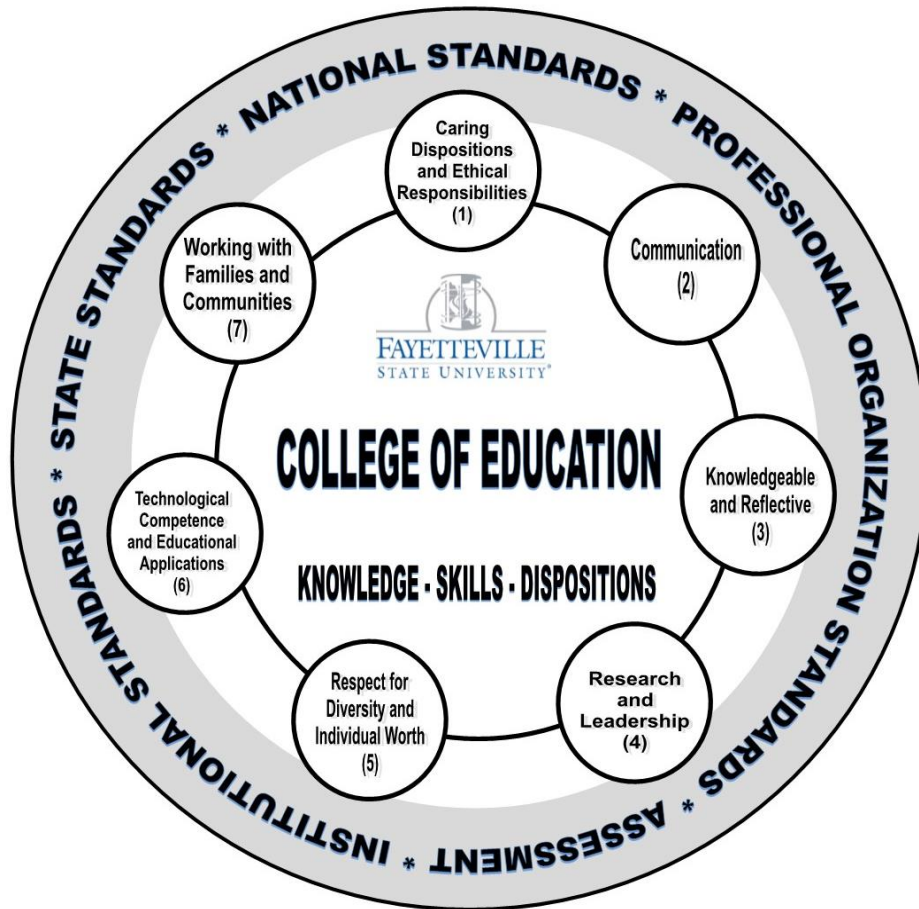
Priority 4: Increase Research and Professional Development: To strengthen research activities and productivity for COE professionals, including cross-disciplinary collaborations, resulting in best practices in scholarship, service, and teaching that includes self-assessment of teaching effectiveness as measured by the quality and rate of candidate and completer performance

Priority 5: Enhance Community Engagement: To increase the delivery of educational services to P-12 children, parents, and educators - primarily in the southeastern region of the

state - so as to enhance student learning, teaching quality, school leadership, and the lives of the people of North Carolina, the United States, and the global community

Priority 6: Ensure Continuous Improvement: To promote continuous improvement in academic programs, instruction, academic support, research, and community outreach through effective planning, assessment, and use of assessment results for improvement.

**Fayetteville State University
College of Education
Conceptual Framework Model**



“The College of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”

Disclaimer: The Conceptual Framework Themes are aligned alphabetically and not by priority or importance. These indicators are constructed to prepare candidates for their roles in learning environments.

Description of the Conceptual Framework

The vision of the College of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Candidates leave programs of study knowledgeable about subject matter, experienced in the teaching process, and prepared to use knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents, and is organized around, the philosophical and theoretical underpinnings of the seven key tenets of the Conceptual Framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and applications for students' learning; and working with families and communities).

The Conceptual Framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The Conceptual Framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents the system of beliefs, our values, and practices that determine how faculty in the COE instruct and interact with candidates, P-12 educators, students, and families. The Conceptual Framework builds on the COE's **vision and mission statements**.

Through its philosophy, the Conceptual Framework provides direction for curriculum and programs within the COE. The Conceptual Framework identifies the knowledge base that undergirds curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does; and why these strategies will yield the required results for knowledgeable, reflective, and caring professionals. The Conceptual Framework reiterates a commitment to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values candidates should demonstrate.

The unit's philosophy helps shape the Conceptual Framework themes and the knowledge base on which the candidates' proficiencies, assessments, and evaluations are based. The Conceptual Framework is linked to beliefs, values, and philosophy that guides teaching and learning within the COE. All facets of the Conceptual Framework are interrelated, interdependent, and interactive. The themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and applications for student learning; and working with families and communities. The candidate proficiencies, which are an outgrowth of the Conceptual Framework themes, are accomplished through teaching, research, and service.

The Conceptual Framework themes help to strengthen the unit's and institution's mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The Conceptual Framework underscores the importance of assuring that candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps education professionals to develop sensitivity to all types of diversity

and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The programs produce teachers who become leaders in schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and promoting the success of all students. In short, our Conceptual Framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

The COE expects that all candidates will be knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in schools and classrooms, are able to apply research to practice, can communicate effectively with all students and parents, and will work diligently to prepare students to function in a diverse, global, and technologically advanced society. All programs are designed to provide experiences and assessments to meet these expectations.

Conceptual Framework Themes	College of Education Expectations
Caring Dispositions and Ethical Responsibility (1)	Candidates are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.
Communication (2)	Candidates know the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.
Knowledgeable and Reflective (3)	Candidates are knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.
Research and Leadership (4)	Candidates combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.
Respect for Diversity and Individual Worth (5)	Candidates develop sensitivity to all types of diversity and practice responsive pedagogy.
Technological Competence and Applications for Student Learning (6)	Candidates know that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.
Working with Families and Communities (7)	Candidates are able to identify the characteristics of diverse families and communities. Candidates use that knowledge to help students learn, achieve, and succeed in life.

Each theme of the Conceptual Framework is supported by indicators that guide candidates in each program in measurable steps to achieving the expectations of each theme. The indicators are reflected in evaluations rubrics that assess key assessments in each program.

TEACHER EDUCATION PROGRAMS

Undergraduate and graduate teacher education programs at Fayetteville State University are approved by the North Carolina State Department of Public Instruction (NCDPI). Additionally, the University is accredited by the Southern Association of Colleges and Schools (SACS) and the College of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). All programs are designed to prepare education professionals as Facilitators of Learning. Teacher preparation programs are housed in the College of Education and the College of Arts and Sciences.

Teacher education programs are offered in elementary education (K- 6); middle grades (6-9); secondary education (9-12); and special subjects (K-12). Secondary education programs include English, mathematics, and biology. Special subjects (K-12) are physical education, music, and art. The middle grades program requires a concentration in two of six areas: language arts, social studies, science, mathematics, special education, and reading. In addition to the teacher education requirements, each secondary subject area has specialty program requirements in the College of Arts and Sciences. Licensure levels for teachers are K-6, 6-9, 9-12, and K-12.

The College of Education also offers the Master of Arts in Teaching degree in Middle Grades (6-9), Special Education: General Curriculum, and Secondary Education (9-12) for individuals seeking licensure after earning a baccalaureate degree. The master's degree in education (M.Ed.) is designed for educators holding an "A" level license. The M. Ed. program consists of a core of education courses with a concentration in one of eight areas. The concentrations are: biology education, 9-12; elementary education, K-6; mathematics education, 9-12; middle grades language arts, 6-9; middle grades science, 6-9; reading, K-12; sociology education, 9-12; special education, K-12 with emphasis in behaviorally emotionally disabled, learning disabled, or mentally disabled. The Master of School Administration (MSA) program prepares candidates for the role of building level supervisor (principals) while the Doctor of Education (Ed.D) in Educational Leadership prepares candidates for superintendent's license or for roles in institutions of higher education.

All teacher preparation programs adhere to the policies and procedures outlined by the institution and monitored by the Teacher Education Committee. This committee, which consists of College of Education administrators and faculty as well as representatives from the College of Arts and Sciences, University College, student body, LEAs, among other on campus support offices, approves program and curricular policies and general administrative decisions involving the preparation of teachers. The Director of Teacher Education and the University School Partnership (USTEP)/Professional Development Schools (PDS) Coordinator manage the field experience placements for all teacher preparation programs with respect to, admission to teacher education and clinical experience assignments.

Field Experience Placement

The Baccalaureate teacher preparation programs at Fayetteville State University (FSU) provide a sequence of field-based experiences. Most education courses require field experience assignments, which are completed in the appropriate education setting according to major and age-group. The field experiences are to be completed in, preferably, a Professional Development School (PDS).

School Assignments for the completion of all field experiences and clinical experience are determined jointly by Local Educational Agencies (LEAs) partners and the Office of Teacher Education (OTE) in collaboration with the Coordinator of the FSU University School Teacher Education Partnership (USTEP)/Professional Development Schools (PDS) network. Placements are made in accordance with the Educational Partnership Agreement signed by superintendents and associate superintendents of Human Resources of service area schools and FSU administrators, including the Chancellor, Provost, and College of Education (COE) Dean. The overarching goal of the Educational Partnership Agreement is to promote and maintain a collaborative agreement between Local Education Agencies (LEAs) and Fayetteville State University for the benefit of continuous improvement of the highly qualified educators serving the needs of the stakeholders in education. Notice of assignments is issued from the Director of Teacher Education and the Coordinator of USTEP/PDS. Changes to school and teacher assignments must come from the Director of Teacher Education.

Sequence of Field Experiences

The undergraduate field experience and field experience courses are categorized according to transition points relevant to complexity as described below. There are three transition points of field-based experiences (Transition Point I, II, and III). Each transition point is accompanied by a suggested guideline of requirements. The early field experience requirement, Transition Point I, may be completed in a PDS or any approved school setting. Transition Points II and III should be completed at a PDS site. Please note that the guidelines provided are samples, and will be extended and adapted by the faculty member of record for each course in order to meet the particular requirements and content of that course within the transition point. Each transition point has an assessment rubric that is used to document pre-candidate/candidate performances during the field experience. There is also a dispositional rating and time sheet that must be completed by the Clinical Educator (P-12) with whom the pre-candidate is assigned to complete requirement at transition Point 1. Candidates completing the field experience requirements for Transition Points II and III will receive detailed observational assessment from the Clinical Educator (P-12) as well as the Clinical Educator (EPP). Teacher education pre-candidates and candidate must complete all forms and assessments required at each transition point in order to secure a grade for the course. These measures are outlined in each course syllabus, with **faculty assuming responsibility for using feedback and evaluations to determine overall grade earned for each course.**

The following points are applicable to the expected field experiences:

- Pre-candidates/candidates must satisfy the minimum number of clock hours required for each course at each transition point of field experience.
- The application to field experience forms, must be completed and submitted to the instructor and are available on-line at <http://www.unctsu.edu/ote/forms.htm>
- Pre-candidates/candidates enrolled in teacher education courses at FSU are required to complete graduated field experiences, beginning with EDUC 211 – Field Experiences in Area Schools or SPED 480 – Seminar II: The Exceptional Child and concluding with Clinical Experience. **Effective fall 2012, all students who enroll in courses with early field experience component will be required to complete a Voluntary Disclosure Form**

prior to beginning the field experience. The form is also available at the link above. The completed form should be returned **directly to your professor**, who will submit to the Office of Teacher Education (OTE).

- Each pre-candidate/candidate must submit an evaluation rubric to the Clinical Educator (P-12) for completion, as assessment, at the end of each experience. The evaluation rubric may be downloaded from the above website and must be submitted by the faculty to the OTE upon completion of the course. The data from the evaluation form will be filed in the pre-candidate's/candidate's folder and used to guide his/her academic progress throughout the program.

Description of Transition Points of Field-Based Experiences

Transition Point I: Observation and Reflection

Each teacher education pre-candidate will complete early field experience assignments as required in the introductory transition point education courses, with observation and reflection as the major activities. The required clock hours must be completed over at least a period of four weeks. Early and ongoing assessments of observation and reflection competencies are conducted and feedback provided to students. The field experience report that accompanies each course at this transition point of observation must be adjusted to meet the requirements of each course as evident in each course syllabus. The completed evaluation form and disposition rating scale must accompany the field experience report.

Transition Point I: Course Requirements for ALL Majors

All pre-candidates enrolled in the introductory or professional core courses in education are required to complete observation and reflection. The placement for these field experiences is prepared by the University School Teacher Education Partnership (USTEP)/Professional Development Schools (PDS) in collaboration with the Office of Teacher Education (OTE). **A time sheet and early disposition form are verified/completed by the Clinical Educator (P-12). These forms are returned to the instructor at the end of the semester for signing/grading. The pre-candidates or candidates are responsible for uploading the forms in Taskstream once they are admitted into teacher education. They can also place the forms in CANVAS to house the forms. This would be a storage place for the forms until they get a Taskstream account. The pre-candidates or candidates should also bring the forms to their teacher education and clinical experience interviews.**

**FIELD EXPERIENCES IN UNDERGRADUATE EDUCATION COURSES
PROFESSIONAL EDUCATION CORE**

Course Number and Name	Number of Hours Required	Activities to be completed
EDUC 211 Laboratory Experiences in Area Schools	15	Observation of teacher/student interactions to develop an appreciation for and an understanding of the teaching/learning processes in a school setting; Assisting with routine tasks, working with individual students and students in small groups
EDUC 330 Educational Psychology and Human Development	10	<p>Pre-candidates will have the opportunity to observe, discuss, and reflect with their Clinical Educator (P-12) the following instructional practices to develop professional and ethical dispositions:</p> <ul style="list-style-type: none"> • Identify instructional supports and describe how this support helps the student achieve learning objectives; • Analyze students' learning needs; • Identify theories in practice; • Observe and identify best practices for successful classroom management; • Identify and explain the role of diversity in the classroom; • Identify technology-enhanced learning activities; • Identify key stakeholders as they apply to student learning and development.
EDUC 331 Instructional Design and Assessment of Learning	10	<p>The field experience aligned to EDUC 331 provides the pre-candidate with the opportunity to observe and learn about the variety of classroom assessments used to drive student learning in the North Carolina Public School System. The pre-candidate will spend 10 hours in a classroom observing and interacting with students and the Clinical Educator (P-12), preferably during assessment periods. The pre-candidate will be required interview the Clinical Educator (P-12) to determine the teacher's perspective on the relationships between assessment and learning as well as on the effectiveness of specific assessment tools. The product of learning will be a summary of the types and applications of the assessments observed and a write up of the interview. The instructor will assign specific interview questions and specify the structure of the paper. This course is in line with NC Senate Bill 724.</p>

<p>ELEM 451 Classroom Management</p>	<p>10</p>	<p>Pre-candidates will have an opportunity to learn a set of techniques and skills that will allow a teacher to control students effectively in order to create a positive learning environment for all students. Also, it will focus on the learning environment of the school and the classroom. Students will have an opportunity to interact with the P-12 clinical educator in addressing the following activities:</p> <ul style="list-style-type: none"> • Assist with the systemic strategies and techniques for effective learning • Properly manage the various aspects of the classroom • Help in establishing teacher-student relationship • Develop time management skills • Implement strategies on how to control the physical environment so the students will stay on task • Maintain an interest in learning • Help K-6 professionals understand the characteristics of the classroom as well as the role the teachers play in the lives of their students • Help the teacher candidate develop systematic strategies and techniques for effectively leading the students to cooperate with the teacher and with each other • Teach the practiced three characteristics – Preparation, Presentation, and Preservation • Develop the furniture arrangement of the classroom • Learn the keys to effective arrangement of whole group, small group, computer workstation, and centers • Develop strategies to successful classroom management procedures • Create strategies of establishing control of the classroom • Design lessons for student mastery • Develop Discipline plan and Communication plan • Organize the classroom from year to year • Develop expectations of the students • Know the types of behavior required and desired in the classroom • Observe and develop classroom management practice, teacher behavior, and student reaction • Create elements of procedures and practice • Know how to solve problem behaviors and successful intervention plan
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Pre-candidates enrolled in the above listed courses are expected to keep a reflective journal of observations of each classroom to include management styles of teachers, instructional strategies applied in the classroom, organization of physical environment, adaptations for special needs students, and assessment techniques used. Information from the reflective journal is to be used in the development of the required field experience report. Instructors will suggest additional requirements to meet course specifications according to course content and as outlined in each course syllabus.

Please refer to the following guidelines for suggestions to complete the required report of field experience at Transition Point 1.

Transition Point I: Observation Report Guidelines

As you observe in the classroom, you must be cognizant of the different learning theories, developmental processes (including social, language, and cognitive development), classroom management techniques, learning and cultural differences, basic teaching and learning strategies, use of technology to advance instruction through Digital Learning, and any other pedagogical strategies and interactional processes that may apply to the specific course requirements. At the end of each observation a written report is required and should include the following specific points:

1. Introduce self, detailing reasons for career choice and identify effective traits that drive that choice
2. Identify any education courses and observations previously completed.
3. Describe the following:
 - a. The data on the school where you completed your observation. School data are available at the <http://www.ncreportcards.org/src/>
 - b. The grade level/s you have observed
 - c. The physical organization of the classroom (create a floor plan)
 - d. Your anecdotal observations and the strategies you observed including:
 - How the teacher manages the classroom
 - Routines and procedures used to monitor students
 - Structure of lessons to include the pacing of lessons and how the teacher begins and ends lessons.
 - Which instructional strategies are used?
 - 1) Lecture? Cooperative? Combination?
 - 2) Teaching materials and audio visuals
 - 3) Technology use incorporated into lesson
 - 4) Describe the assessment strategies used to evaluate the lessons.
4. Describe the teacher-student interactions you observed, including
 - Reward Systems
 - Engagement of children, including special needs learners
 - Handling of disruptions
5. Reflect/Transform:
 - a. What did you learn about teaching through your observations?
 - b. What did you learn about types of assessment? How will you use assessment results to drive instruction?
 - c. What types of diversity were you able to identify? How were these diversities used to enhance classroom interactions?
 - d. How were parents or the community involved in this learning environment?

- e. How do you think this observation will help you in your future teaching?
- f. Does this experience reinforce your decision to become a teacher? Explain.

(Adapted from: (1) Pelletier, C. M. (2004). *Strategies for successful clinical experience: A comprehensive guide*. (2nd Ed.). Boston, MA: Allyn & Bacon and (2) Reed, A. J. S. & Bergemann, V. E. (2001). *A guide to observation, participation, and reflection in the classroom*. (4th Ed.). Boston, MA: McGraw Hill)

Please take notes that you can use to guide the writing of your observation report. In your notes differentiate your analysis (what you believe is happening) from your observations (what you see occurring). As you develop your report, **make connections between what you observed and the theories and strategies that you have studied** (e.g. Piaget's theory of cognitive and language development, Vygotsky's Interactionist Theory, Erikson's psychosocial development, differentiated instruction, and classroom management strategies, etc.).

Use appropriate professional language to explain, describe, and assess your observational experience. Be sure to **summarize your experiences as they relate to selected conceptual framework themes and NCDPI professional teaching standards** that you believe the field experience opportunity enabled you to meet as you strive to become facilitators of learning.

Transition Point II: Observation, Participation, and Reflection

This section describes the field experiences requirement that are included in each of the specialty areas prior to clinical experience/. Each teacher education candidate will complete field experience assignments as required in the second transition point of education courses, with observation, active participation, and reflection as the major requirements. Phase II occurs after admission to teacher education and requires candidates to expand Phase I activities through more direct engagement with students and assistance from the Clinical Educator (P-12). More specifically, candidates are required to observe the integration of theory and practice and to apply practices as they instruct small and/or whole groups in the classroom. Clinical Educator (P-12)s and college faculty will guide teacher education candidates as they integrate theory with practice, to develop the themes of the College of Education's Conceptual Framework, and to apply the NCDPI Professional Teaching Standards. Each program has specific course requirements, detailed below.

Birth – Kindergarten

Birth – Kindergarten (Teaching) majors have additional field experiences at this level.

Course Number & Name	Number of Hours Required	Activities to be completed
EDUC 303-Teaching the Young Child with Special Needs	30 hours	Candidates will complete 30 observation hours (15 hours for each child) in early learning programs (Birth-Four years) and pre-kindergarten, kindergarten (child between 5-6 years). This course addresses “depth of knowledge”. In this case, pre-candidates will learn child development theories as content knowledge in regards to atypical children who are developing at their own rate versus the typical developing child. Candidates will learn how to discuss child development theory frames when discussing child progress in each developmental domain (cognitive, language, physical, social emotional). The content project includes two content studies -- one for a child between ages 0-2 years and the other for a child between 3-6 years. Each child should be one who may be at risk, or who has an IFSP or IEP. Formal observations (from EDUC 308) for each child are completed. Interpretations of observations are also required. The candidate will include areas of strengths and skills being developed, any screening that has been completed, and services used to develop a creative activity that assists each child's learning. The candidate will also develop future goals for the child and include 21st century skills, content study conclusions for each child, and reflection based on challenges and new learning from this experience. The Content Project is required evidence that must be submitted to Taskstream.
EDUC 308-Observation and Assessment of the Young Child	15 hours	Candidates observe and complete 15 observation hours in an early learning program and a kindergarten. This course focuses on learning basic formal observations for young children, screening instruments used to assess young children, and learning how to develop a case study. pre-candidate will use formal observations (will learn formal observations in the course) to collect data and interpret data on one child to develop a case study. The case study is required to include a research question based on the child’s skill level, include family history and the child's progress in developmental domains (cognitive, physical, socio-emotional and language). This process allows the pre-

		<p>candidate to understand the child as a whole and to set goals for the child. The candidate will learn about service plans for children, who have special needs IEP (Individual Education Plan) and IFSP (Individual Family Service Plans), various screening and evaluative practices used when assessing the young child (Birth-Five years). Candidates will learn that culturally sensitive practices enhance all children's progress. In the case study, pre-candidates are required to include a self-reflection based on new knowledge gained from the experience. Candidates are responsible to complete a field book that includes observations of site, children and teacher interactions, floor plans, interpret observation data etc. The case study is required evidence that must be submitted to Taskstream.</p>
<p>EDUC 309 – Infant and Toddler Curriculum Development and Field Experiences</p>	<p>60 hours</p>	<p>Observation and practice in infant (30 hours) and toddler (30 hours) centers allows candidates to have firsthand experience. Candidates will spend four weeks (30 hours per age group) in infant and toddler settings. (Head start, Early Headstart programs). They will choose an infant and a toddler as target children within a group. They will complete 12 specified logs that focus on domain skill development, a class diversity checklist, and one completed anecdotal with interpretations of infant/toddler skill development in developmental skill areas. Also included are completion of a parent (single parent, culturally diverse, same-sex, teen) interview on infant toddler child rearing patterns, and an interview with neonatal nurse for at-risk infant development. The candidates will complete a floor plan for each infant and toddler classroom, a setting the stage for observation form, observation field time sheets and early disposition</p>
<p>EDUC 314 – Preschool/Kindergarten Curriculum Development and Field Experiences</p>	<p>60 hours</p>	<p>Observation and participation for preschool (30 hours) (Headstart, NC Pre-K classrooms) and kindergarten (30 hours) (Title 1, low performing schools). Candidates will complete 10 specific log entries during observation times, class diversity checklist, and one anecdotal with interpretation. They will also complete room arrangements, early disposition forms, and observation time sheets. The candidates will practice the process for edTPA task 2 of a video recording of a lesson plan that is implemented with a small group of children.</p>

SPED 320 - Educating Exceptional Children	20 hours	Active participation in general or special education classes within a public school or community organization; Candidates keep a log of their activities, reflect on the experiences, and discuss their activities in class.
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The Birth through Kindergarten candidate will complete the major assessments during the methods courses. These assessments include: Content Project, Unit Plan, Case Study, and Professional Leadership Product. The Birth through Kindergarten candidates will bring forward these assessments to the professional seminar electronic portfolio, completed during clinical experience.

Elementary Education

The following courses require field experience for elementary education majors after they have completed the introductory courses and prior to the methods block.

Course Number and Name	Number of Hours Required	Activities to be completed
SPED 320 - Educating Exceptional Children	20 hours	Active participation in general or special education classes within a public school or community organization; Candidates keep a log of their activities, reflect on the experiences, and discuss their activities in class.
ELEM 320 – Teaching Healthful Living K-6	10 hours	<p>Observations to develop explicit connections to healthy choices that lead to the improvement of student learning, interpersonal and intrapersonal relationships, and overall quality of life. Observations occur in health and physical education classes within a public school setting. Candidates will reflect upon and summarize each observation, with emphasis on the following:</p> <ul style="list-style-type: none"> • clear, concise information and expectations are provided by the observed instructor • the observed instructor provides a learning environment that encourages student interaction, while effectively monitoring and providing feedback to students • documents active participation by students • active engagement of the observed instructor with students <p>Upon completion of the observations the candidate will establish and discuss specific, individual goal(s) that they will employ to create or strengthen the delivery of health/physical education information to students within a classroom setting based on their observations.</p>

Methods Block

A minimum of 15 consecutive days (full working days) of field experience is required when taking your Methods courses. This is required whether you take one, two, or three of your Methods courses. Ongoing assessments of teaching, classroom management, professionalism, communications skills, disposition, and reflection competencies are conducted, evaluated, and feedback provided during this period of time. (Each of the courses listed below is a 6-credit hour course.) Both the assigned professor and the Clinical Educator (P-12) will evaluate the candidate.

Course Number and Name	Number of Hours	Activities to be completed
ELEM 400 – Teaching Communication Skills in K-6	5 full working days	<p>Over the course of 5 consecutive days, candidates will learn more about the application and implementation of curriculum, teaching strategies, instructional planning and classroom management. The activities required include the following:</p> <ul style="list-style-type: none"> • 5 full school days of observation; • Time Sheet- Signed by Clinical Educator; • Disposition Evaluation form completed by the Clinical Educator; • Written summaries, analysis/reflections activities, interviews, planning and implementation of literacy strategies, lesson planning, assessment strategies, literacy rich environment, teaching 21 Century learners; • Online reflections and discussions; • Tutoring (individual or small group); • Interview Clinical Educator regarding instructional planning and strategies; • Review a lesson plan or weekly unit plan; • Reflect on strengths of a lesson; • Plan differentiated strategies for English Language Learners (ELL) and struggling readers; • Observe before, during, and after reading strategies; • Describe shared reading experiences; • Describe read aloud activities and materials; • Describe classroom events during guided reading or small group instruction; • Describe classroom events during independent reading; • Describe how classroom environment indicates that reading and writing are valued and promoted; • Describe classroom climate; • Design and present a reading lesson.

<p>ELEM 401- Teaching Math and Science K-6</p>	<p>5 full working days</p>	<p>Over the course of 5 consecutive days, candidates will learn more about the application and implementation of curriculum, teaching strategies, instructional planning, and classroom management. The activities required include the following:</p> <ul style="list-style-type: none"> • 5 full school days of observation; • Time Sheet - Signed by Clinical Educator; • Disposition Evaluation form completed by the Clinical Educator; • Written summaries, analysis/reflections of planning and implementation of mathematical strategies aligned to the standards, lesson planning, assessment strategies, and teaching 21st Century learners; • Tutoring (individual or small group); • Interview Clinical Educator regarding instructional planning and strategies; • Review a lesson plan or weekly unit plan; • Plan differentiated strategies for English Language Learners (ELL) and struggling math skills; • Describe student use of manipulatives and their experiences; • Describe classroom events during guided practice or small group instruction; • Describe classroom climate; • Observe how science and math are taught at the school; • Review data from the math and science assessments at the school to determine areas of concern; • Identify strategies for integration of math and science; • Evaluate curriculum guides for math and science; • Participate in grade level meetings; • Identify ideas for teaching math and science at the school; • Reflect/analyze and identify instructional plans that incorporate problem base and inquiry base models; • Identify plan for improvement to connect math and science; • Design and present a math lesson that integrates science.
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<p>ELEM 402 – Teaching Social Sciences, Humanities, and the Visual Arts in K-6</p>	<p>5 full working days</p>	<p>Over the course of 5 consecutive days, candidates will learn more about the application and implementation of curriculum, teaching strategies, instructional planning and classroom management. The activities required include the following:</p> <ul style="list-style-type: none"> • 5 full school days of observation; • Time Sheet- Signed by Clinical Educator; • Disposition Evaluation form completed by the Clinical Educator; • Written summaries, analysis/reflections activities, interviews, planning and implementation of social studies strategies, lesson planning, assessment strategies, and teaching 21st Century learners; • Tutoring (individual or small group); • Interview Clinical Educator regarding instructional planning and strategies; • Review a lesson plan or weekly unit plan; • Observe and discuss how social sciences are taught at the school; • Review the Essential Standards for understanding; • Review benchmark data to determine major areas of concern; • Observe social studies lessons to determine what strategies are used for diverse learners; • Plan differentiated strategies for identified strategies; • Examine pacing guides for teaching social studies to help better understand the planning process; • Observe and participate in a grade level meeting; • Reflect/analyze and identify instructional plans that incorporate problem base, inquiry base models as well as connect social sciences, the arts, and language arts based on the standards; • Design and teach an integrated social studies lesson.
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Middle Grades

The following courses require field experience for middle grades majors after they have completed the introductory courses and prior to the methods block.

Course Number and Name	Number of Hours Required	Activities to be completed
SPED 320 - Educating Exceptional Children	20 hours	Active participation in general or special education classes within a public school or community organization; Candidates keep a log of their activities, reflect on the experiences, and discuss their activities in class.

The middle grades program also has field experiences associated with the methods courses. Candidates will choose two areas of concentration from the following six (6) areas of specialization (language arts, social studies, mathematics, science, special education, and reading).

SPECIALTY COURSES

Course Number and Name	Number of Hours Required	Description of Experiences
READ 320- Teaching Reading in the Content Area	10 hours	Examination of methods, materials, classroom procedures, and evaluation techniques for facilitating reading in the content areas in middle and secondary schools. Candidates will use the Field Experience Time Sheet to keep a log of visits, noting and recording observed skills, comments, or questions. Create a lesson plan to teach specialized content vocabulary and comprehension skills.
EDMG 433 - Methods & Materials of Teaching Mathematics in the Middle Grades	40 hours	Examination of current practices, methodologies, and strategies in the middle grades mathematics curriculum.
EDMG 461 - Methods and Materials of Teaching Language Arts in the Middle Grades	40 hours	Examination of current practices, methodologies, and strategies in the middle grades language arts curriculum.
EDMG 462 - Methods and Materials of Teaching Social Studies in the Middle Grades	40 hours	Examination of current practices, methodologies, and strategies in the middle grades social studies curriculum
EDMG 463 - Methods and Materials of Teaching Science in the Middle Grades	40 hours	Examination of current practices, methodologies, and strategies in the middle grades science curriculum with simulated teaching experiences

The Director of Teacher Education and the Coordinator of USTEP/PDS will coordinate the placement for candidates. Both the university professor and the Clinical Educator (P-12) teacher will evaluate the

candidate. Ongoing assessments of teaching, classroom management, professionalism, communications skills, and reflection competencies are conducted, evaluated, and feedback provided.

Secondary Education

Secondary Education majors (Mathematics, Comprehensive Science, English, Music, and Art) are required to take two additional courses with a field experience component.

Specialty Area Courses

Number and Name of Course	Number of Hours Required	Description of Experiences
READ 320 – Teaching Reading in the Content Area	10 hours	Examination of methods, materials, classroom procedures, and evaluation techniques for facilitating reading in the content areas in middle and secondary schools. Candidates will use the Field Experience Time Sheet to keep a log of visits, noting and recording observed skills, comments, or questions. Create a lesson plan to teach a lesson plan to teach specialized content vocabulary and comprehension skills.
EDUC 460 - Methods of Teaching Secondary Subjects- English	40 hours	Study the objectives, materials, and teaching procedures designed to facilitate candidates' learning of secondary English.
EDUC 460 - Methods of Teaching Secondary Subjects- Music	40 hours	Study the objectives, materials, and teaching procedures designed to facilitate candidates' learning of secondary music.
EDUC 460 - Methods of Teaching Secondary Subjects- Mathematics	40 hours	Study the objectives, materials, and teaching procedures designed to facilitate candidates' learning of secondary mathematics.

Candidates will complete 20 clock hours of field experience in each course. Placement for each candidate is coordinated through the Office of Teacher Education and the Office of USTEP/PDS. Both the university professor and the Clinical Educator (P-12) will evaluate the candidate.

SPECIAL SUBJECTS (K-12)

Art Education

The Art Education program is designed to provide candidates with knowledge and experience in the planning and execution of research-based practices in effective art instruction. Candidates will investigate the graphic abilities of the learner, the philosophy of sequential learning, and the implementation of various production techniques appropriate to the learner's age and developmental level. The field experience requirement is met in the following course:

Course Number and Name	Number of Hours	Activities to be completed
ART 380 – Methods and Materials in Art (K-12)	40 hours	Investigate the graphic abilities of the learner, the philosophy of sequential learning, and the implementation of various production techniques appropriate to the learner's age and developmental level

Placement for each candidate is coordinated through the Office of Teacher Education and the Office of USTEP/PDS. Both the university professor and the Clinical Educator (P-12) will evaluate the candidate.

Music Education

The Music Education program offers candidates an overview of curriculum planning, appropriate materials, and pedagogical practice in music instruction. Candidates will complete their field experience requirement in the following courses:

Course Number and Name	Number of Hours Required	Activities to be completed
MUSI 241 – Class Strings	1**	Strings Setting observation and proper techniques for playing/teaching string instruments
MUSI 242 – Class Woodwinds	1	Woodwind Setting observation and proper techniques for playing/teaching woodwind instruments
MUSI 251 – Class Voice	1	Voice/Choir Setting and proper techniques for playing/teaching voice
MUSI 341 – Class Brass	1	Brass Setting observation and proper techniques for playing/teaching brass instruments; mini lessons
MUSI 342 – Class Percussion	1	Percussion Setting observation and proper techniques for playing/teaching percussion instruments
MUSI 394 – Choral Conducting	1	Choir/Voice Setting observation and proper techniques for conducting/teaching vocal ensembles
MUSI 396 – Instrumental Conducting	1	Band/String Setting observation and proper techniques for conducting/teaching instrumental music ensembles
Music 441 - Methods and Materials – Elementary Music	1	Elementary/Middle School Setting Observation; bit-teaching teaching activity lesson, write lesson plans, mini lessons.

** These required hours will be revisited to bring to line with the required number of hours for other program areas.

Placement for each candidate is coordinated through the Office of Teacher Education and the Office of USTEP/PDS. Both the university professor and the Clinical Educator (P-12) will evaluate the candidate.

Health and Physical Education

The Health-Physical Education program is designed to provide candidates with knowledge and experience in the planning, organization, and implementation of the curriculum. Candidates will engage in pedagogical practice, designing and delivering instruction, and the development of assessment. There are four courses requiring field experience in the Health/Physical Education curriculum.

Course Number and Name	Number of Hours Required	Description of Experiences
READ 320 – Teaching Reading in the Content Area	10	Examination of methods, materials, classroom procedures, and evaluation techniques for facilitating reading in the content areas in middle and secondary schools.
PEDU 411 - Organization and Administration of Health and Physical Education	20 hours	Parks and recreation: observation, administrative duties, mini lessons, assistant coaching
HEED 431 -Adapted Physical Education	20 hours	Special needs population; observation, Special Olympics, mini lesson, one on one.
EDUC 464 - Methods and Materials in Health and Physical Education	40 hours	K-12 School Setting Observation; bit-teaching video/teaching activity lesson, write lesson plans, mini lessons.

Placement for each candidate is coordinated through the Office of Teacher Education and the Office of USTEP/PDS. Both the university professor and the Clinical Educator (P-12) will evaluate the candidate.

Candidates are required to complete two major assessments, as well as other course requirements during the methods course experience at Transition Point II. **The requirements and evaluation criteria for the major assignments, Unit Plan and the Content Project, will be addressed in the designated methods courses.**

Transition Point III: Directed Teaching, Seminar, and Reflection **(Clinical Experience)**

Each candidate will complete an extensive clinical experience. Candidates will generally complete the clinical experience requirements at the same placement where the methods courses were completed. Candidates will work with on-site Clinical Educator (P-12)s and with Clinical Educator (EPP)s to continue to develop skills to integrate theory with practice and to reflect on that practice for continued professional growth. A minimum of 500 clock hours per semester of onsite experience is required at this transition point of field experience. Program expectations during the clinical experience are outlined in the *Clinical Experience Handbook*.

Birth – Kindergarten

Birth–Kindergarten have sixteen (16) weeks of clinical experience. At the beginning of the clinical experience, candidates are involved in reviewing learning strategies for teaching, developing lessons plans based on the six points, visiting stores that have materials for teachers, and visiting the library and other resources for young children. At this time Birth–Kindergarten are enrolled in the following courses.

ELEM 471 Elementary Teacher	12 credit hours
ELEM 491 Professional Education Seminar	2 credit hours

During the last ten weeks these candidates are involved in classroom experiences with a Clinical Educator (P-12) who, along with the principal and the Clinical Educator (EPP), evaluates the candidate. During clinical experience, candidates are involved in activities that will gradually give them full responsibility of the classroom. Clinical Educator (EPP)s will maintain contact with the Clinical Educator (P-12) through electronic links, email, interactive video conferencing, and at least five pre-service teacher visits during the semester or more as needed. The suggested sequence is listed below.

SUGGESTED CLINICAL EXPERIENCE SEQUENCE

Stage and Activities	Weeks
1. Initial Stage Activity: Non-instructional routines, reviewing learning strategies for teaching, developing lessons plans based on the six points, visiting stores which have materials for teachers, and visiting the library and other resources for young children	1- 2
2. Partnership Learning and Teaching: Increased teaching time, becoming more critical, reflective, and evaluative as well as participating more in the decision- making process	3- 4
3. Initial Teaching: Continued teaching, assuming a greater role until full time teaching is reached	5- 6
4. Full Teaching: Assuming full responsibility of the total classroom with supervising teacher serving as Assistant	7-13
5. Partnership Learning and Teaching: Decrease teaching time, reflective and evaluative, less participation in the decision-making process	14-15
6. Observation/Visitation: Observing, participating, and reflecting in other elementary classrooms: observing and participating in parent groups; observing, where possible, the school administrators	16

Elementary Education

Elementary education enrolled in ELEM 471 will complete a 15-week clinical experience with a Clinical Educator (P-12) in participating schools. Concurrently, they will be enrolled in ELEM 491 in which they will participate in a series of forums on selected teacher education topics. Clinical Educator (EPP)s will maintain contact with the Clinical Educator (P-12) through electronic links, email, interactive video conferencing, and at least five pre-service teacher visits during the semester or more as needed.

ELEM 471: Elementary Teacher 12 credit hours

ELEM 491: Professional Education Seminar 2 credit hours

During clinical experience, candidates are involved in activities that will gradually give them full responsibility of the classroom. The suggested sequence is listed below.

SUGGESTED CLINICAL EXPERIENCE SEQUENCE

Stage and Activities	Weeks
1. Initial Stage Activity: Non-instructional routines, observations, establishing goals and responsibilities	1-2
2. Partnership Learning and Teaching: Increased teaching time, becoming more critical, reflective, and evaluative as well as participating more in the decision-making process	3-4
3. Initial Teaching: Continued teaching, assuming a greater role until full time teaching is reached	5 - 6
4. Full Teaching: Assuming full responsibility of the total classroom with supervising teacher serving as Assistant	7 - 13
5. Partnership Learning and Teaching: Decrease teaching time, reflective and evaluative, less participation in the decision-making process	14 - 15
6. Observation/Visitation: Observing, participating, and reflecting in other elementary classrooms: observing and participating in parent groups; observing, where possible, the school administrators	16

Middle Grades/Secondary Education/Special Subjects

Middle and secondary special subjects education enrolled in EDMG 470 and EDUC 480 will complete their clinical experience with a Clinical Educator (P-12) in participating schools. Each candidate must also enroll in the EDUC 490 Professional Education Seminar, designed to provide forums to discuss current topics in teacher education. Candidates will engage in fifteen (15) weeks of classroom experience with a Clinical Educator (P-12). Clinical Educator (EPP)s will maintain contact with the Clinical Educator (P-12) through electronic links, email, interactive video conferencing, and at least five pre-service teacher visits during the semester or more as needed.

EDMG 470	Clinical experience in the Middle Grades	11 credit hours
EDUC 480	Clinical experience in the Secondary School/Spec. Subj.	11 credit hours
EDUC 490	Professional Education Seminar	1 credit hour

SUGGESTED CLINICAL EXPERIENCE SEQUENCE

Stage and Activities	Weeks
1. Initial Stage Activity: Pedagogical practice in their method classes; Non-instructional routines, observations, establishing goals and responsibilities	1-2
2. Partnership Learning and Teaching: Increased teaching time, becoming more critical, reflective, and evaluative as well as participating more in the decision-making process	3-4
3. Initial Teaching: Continued teaching, assuming a greater role until full time teaching is reached	5-6
4. Full Teaching: Assuming full responsibility of the total classroom with supervising teacher serving as Assistant	7-13
5. Partnership Learning and Teaching: Decrease teaching time, reflective and evaluative, less participation in the decision-making process	14-15
6. Observation/Visitation: Observing, participating, and reflecting in other elementary classrooms: observing and participating in parent groups; observing, where possible, the school administrators	16

The final product in each professional seminar course is an edTPA portfolio. The edTPA portfolio includes Task 1 (Context of Learning and Planning), Task 2 (Instruction), and Task 3 (Assessment).

Culminating assessments include: Professional Leadership Project, *Teaching Capacity Form*, Praxis II Profile Sheet (for secondary, middle grades, and special subjects licensure candidates), or the new North Carolina Specialty tests (for elementary education and special education licensure candidates). The candidate must earn at least a “met” rating on the *Teaching Capacity Form* and the *Exit Criteria*.

The *Clinical Experience Handbook* provides specific details on the expectations of this final product along with the rubric for its evaluation. All major assessments, including the portfolio, must be submitted to the learning Achievement Tool (LAT) platform in Taskstream. The edTPA portfolio and the Professional Leadership Project will be uploaded to Taskstream for evaluation during the 2017-2018 academic year.

After successfully completing the clinical experience and all required coursework for a degree or licensure only program, including submitting the edTPA Portfolio and earning at least a “proficient” (rating of 3) on all indicators on the Leadership Project Rubric, candidates may apply for a North Carolina teaching license.

APPENDIX A

NC DPI STANDARDS ARE AVAILABLE AT THE LINK BELOW:

[HTTP://WWW.NCPUBLICSCHOOLS.ORG/DOCS/PROFDEV/STANDARDS/TEACHINGSTANDARDS.PDF](http://www.ncpublicschools.org/docs/profdev/standards/teachingstandards.pdf)

ALL FORMS ARE AVAILABLE AT

<http://www.uncfsu.edu/ote/forms.htm>

APPENDIX B

CONCEPTUAL FRAMEWORK THEMES AND INDICATORS

Themes and Indicators

Caring Disposition & Ethical Responsibility (1)	Communication (2)	Knowledgeable & Reflective (3)	Research and Leadership (4)	Respect for Diversity & Individual Worth (5)	Technological Competence & Applications for Student Learning (6)	Working with Families & Communities (7)
Establish a safe and supportive learning environment	Improve communication and collaboration skills	Possess in-depth knowledge of the content they plan to teach	Strategically review the school's vision, mission, and goals in the 21 st century.	Demonstrate a belief that all students can learn and that student learning is the primary responsibility of the teacher and school stakeholders	Acquire personal technological excellence/proficiency to support professional development and competency	Recognize and understand the diversity of families and the importance of interacting positively with students and their families
Facilitate a caring and nurturing climate for all	Model effective oral, written, and non-verbal communication	Demonstrate how to teach the content so that all students can learn	Practice effective leadership skills to improve the profession and contribute to the establishment of positive working conditions	Display respect for the world views of diverse people, wide-ranging family structures, different ability levels, varied economic groups, and different perspectives	Apply and demonstrate competence in the use of innovative technologies for instruction, management, and assessment	Use varied research methods, observation, and inquiry to understand the family and its role in education
Demonstrate dedication to high levels of ethical and responsible behavior	Design effective linguistic strategies to deliver instruction to diverse students	Use a variety of assessments methods, taking into account the students' diverse backgrounds and abilities	Advocate for positive change in policy and practice in schools	Implement long and short term plans to accommodate cultural and ability differences when teaching, assessing, and evaluating learners	Effectively use technology for reporting purposes, and communicating with parents/guardians of students	Work with parents, guardians, and/or caregivers, colleagues, local schools, agencies, and communities to support learning and achievement
Model professional ethical standards at all times using digital technology and social media	Assist students in articulating thoughts and ideas clearly and effectively	Use data assessment outcomes from teaching and learning to align with students' instructional needs	Assist in determining school budget and professional development	Establish and maintain a positive climate in the learning environment	Apply information literacy skills for evidence-based decision-making, content knowledge, critical thinking, problem solving, and the evaluation of the accuracy and credibility of technological sources	Engage parents, guardians, and/or caregivers from diverse backgrounds in their child's education and in the school culture
Demonstrate equity and fairness and promote respect and appreciation of diversity		Apply teaching methodologies and strategies to ensure student progress and learning	Become familiar with systems in the profession that result in the recruitment, induction, support, evaluation, development, and retention	Maintain high expectations for learners and practice responsive pedagogy		

Caring Disposition & Ethical Responsibility (1)	Communication (2)	Knowledgeable & Reflective (3)	Research and Leadership (4)	Respect for Diversity & Individual Worth (5)	Technological Competence & Applications for Student Learning (6)	Working with Families & Communities (7)
Develop positive relationships with parents, guardians, and/or caregivers		Possess in-depth knowledge of the North Carolina Standard Course Of Study (NCSCOS) and professional standards	Conduct action and other types of research and use results to inform practice	Collaborate with a range of support specialists to meet the diverse needs of all students		
Promote and participate in collegial interactions within the educational environment		Use continuous reflection of teaching and assessment to analyze how knowledge gained from past experiences can be used in future teaching, learning, and professional growth				Support and value the traditions, artifacts, symbols, and positive values and norms of the school and community
		Demonstrate enthusiasm about the field of education by practicing lifelong learning through professional development				
		Promote global awareness and the interconnectedness of content area/discipline				

Caring Disposition & Ethical Responsibility (1)	Communication (2)	Knowledgeable & Reflective (3)	Research and Leadership (4)	Respect for Diversity & Individual Worth (5)	Technological Competence & Applications for Student Learning (6)	Working with Families & Communities (7)
		Demonstrate knowledge of the relationship between core content and 21 st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness				
		Collaborate within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work and sharing this work throughout the professional community.				

APPENDIX C

PROFESSIONAL EXPECTATIONS

Clinical experience is considered a full-time commitment; therefore, it is strongly recommended that candidates should have no other major obligations during this period. Personal obligations that unduly influence the candidate's classroom performance may result in the candidate being asked to withdraw from the program until the situation has been dealt with properly.

Dress

Attire of the candidates should reflect the professional nature of the teaching profession. Visible body accessorizing **is not allowed**. Candidates (except Health and Physical Education majors at the appropriate time) are not allowed to wear jeans, capris, sweats, t-shirts, athletic shoes, or flip-flops during field /clinical experience.

Dispositions

Professional dispositions are behaviors and attitudes that are based on a set of values that our professional education community believes and accepts.

It is the responsibility of the candidate to respect the rights of students, teachers, administrators, and members of the community as demonstrated through behavior that is decent, humane, and just.

Specifically, the candidate is expected to exhibit the following dispositions:

Professional Behaviors: The candidate demonstrates a commitment to the profession.

1. Utilizes time efficiently and manages workload
2. Portrays a professional image in appearance and behavior
3. Meets deadlines for assigned activities and products
4. Demonstrates academic integrity and confidentiality
5. Is enthusiastic to teach and learn

Working with Families and Communities: The candidate understands the contemporary family and communities.

1. Learns from and works collaboratively with diverse individuals
2. Seeks to overcome cultural and economic barriers that impede civic involvement
3. Builds relationships with individuals and groups
4. Is patient and flexible during the learning process
5. Supports and values traditions, artifacts, symbols of the community

Technological Competence/Educational Applications: The candidate exhibits that technology is a tool.

1. Uses technology in the course of attaining and utilizing 21st century skills
2. Evaluates information critically and competently
3. Acts on creative ideas to make a tangible and useful contribution to the field

4. Exhibits practical and critical thinking skills in information media/technology
5. Uses digital technologies appropriately and refrain from social media not directly related to instruction as approved in the curriculum

Caring Disposition and Ethical Responsibility: The candidate is caring and ethically responsible.

1. Demonstrates integrity and ethical behavior
2. Holds in confidence information except in compliance with legal regulations
3. Adheres to federal and state school law, district, and building policies
4. Demonstrates that he/she values equity and fairness
5. Demonstrates compassion toward those experiencing difficulty
6. Refrains from fraternization

Communication: The candidate communicates effectively with all students, parents, peers, and administrators.

1. Articulates thoughts and ideas clearly and effectively
2. Manages & creates effective oral, written, and multimedia communication
3. Collaboratively develops and enforces clear communication
4. Communicates sound judgment; makes complex choices; solves problems
5. Communicates in ways that do not intentionally cause humiliation or ridicule

Knowledgeable and Reflective: The candidate is knowledgeable about their subject matter & the teaching/learning process.

1. Monitors one's own understanding and learning needs
2. Actively seeks resources to expand content and pedagogical knowledge
3. Uses constructive feedback to make modifications for improvement
4. Takes time to think and reflect before responding
5. Seeks help as needed; demonstrates reflective practice in written/verbal form

Research and Leadership: The candidate combines theory and practice; works to improve the profession.

1. Collaborates with colleagues and peers
2. Acts fairly, consistently, and prudently in the exercise of authority
3. Pursues growth and development in the practice of the profession
4. Articulates a vision and implementation strategies for improvements
5. Takes initiative to perform needed tasks and accomplish identified objective

Respect for Diversity and Individual Worth: The candidate develops sensitivity to all types of diversity.

1. Is open and responsive to diverse perspectives, including cultural viewpoints
2. Maintains high expectations for self and others
3. Pledges to develop a quality education for students with exceptionalities
4. Takes responsibility for student achievement
5. Demonstrates effective collaboration skills

CODE OF PROFESSIONAL ETHICS

Developed by the North Carolina Professional Practice Commission in consultation with North Carolina educators the purpose of the Code of Professional Ethics is to define standards of professional conduct of educators and was adopted by the State Board of Education, June 5, 1997.

<http://www.ncptsc.org>

APPENDIX D

FREQUENTLY ASKED QUESTIONS

- 1. Does the College of Education require me to become a member of a professional employee organization such as the National Education Association (NEA) student chapter while enrolled in early field experience courses?**

No. During early field experience courses, the COE does not require that you enroll in a professional employee organization such as NEA's student chapter. However, each county may have different requirements for allowing students to complete their hours in their schools. The COE does require you to join a professional employee organization during Methods and maintain enrollment during clinical experience.

- 2. I am a Teacher or Teaching Assistant in a public school. May I waive my field experience hours?**

No. Field experience hours will not be waived.

- 3. I am a Teaching Assistant in a public school. Am I allowed to complete my EARLY FIELD EXPERIENCE HOURS at my place of employment?**

Yes. You are allowed to complete your early field experience hours at your site of employment, with the approval of the site's principal and/or Human Resources representatives. However, you are not allowed to complete your required field experience hours in your assigned classroom. You must complete your hours under the leadership of another teacher who meets the requirements outlined for clinical educators (P-12).

- 4. I am a Teaching Assistant in a public school. Am I allowed to complete my METHODS DAYS at my place of employment?**

No. Placements for methods courses will not be made at your site of employment. It is the desire of the COE that the placement secured for methods courses will remain the same for the 16 weeks of clinical experience.

- 5. I am a Teaching Assistant in a public school. Am I allowed to complete my CLINICAL EXPERIENCE at my place of employment?**

No. See FAQ #4.

- 6. I am retaking a course. Am I allowed to use the field experience hours I completed for the course during my first enrollment?**

No. If you are retaking a course, you must complete the required field experience hours for that course during the semester of enrollment. Past documented field experience hours will not be accepted.

- 7. I am enrolled in multiple field experience courses. Can the hours completed for one course fulfill the requirements of the additional course? (For example, EDUC 211 requires 15 hours. EDUC 330 requires 10 hours. Can 15 hours suffice both courses?)**

No. You must complete the required number of hours for each course. Regarding the given example,

the candidate must complete a total of 25 hours for the courses.

8. I am enrolled in multiple field experience courses. Am I allowed to complete all of the required hours in the same classroom?

Yes. You may complete all the required hours for the early field experience courses in the same classroom. Please note that the COE encourages you to experience diverse settings. Therefore, it is best to request different sites each semester.