

# 2014-2015

# INTERNSHIP/STUDENT

# TEACHING HANDBOOK

The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates who are **inspired** to be lifelong learners, **engaged** in the community, and empowered to become leaders who strive to **transform** the future.



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# edTPA

WCU is phasing in edTPA, a performance-based subject-specific summative assessment process for pre-service teachers in their final semester. In the spring 2014 pilot phase, some 20 Intern II/student teachers completed components of edTPA instead of the Teacher Work Sample (EE3 and EE5). By spring 2015, all undergraduate programs will have adopted edTPA. The following implementation diagram represent the programs that will implement edTPA and phase out of the Teacher Work Sample during the 2014 – 2105 academic year.

**edTPA Implementation Timeline for Intern II/Student Teaching 2014 - 2015**

Program		Spring 14	Fall 14	Spring 15	Fall 15
Undergrad	BK	X	X	X	X
	HPE	X	X	X	X
	Elementary			X	X
	Middle Grades			X	X
	Inclusive			X	X
	Sec SS	X	X	X	X
	Sec Science		X	X	X
	Sec Math		X	X	X
	Sec English	X	X	X	X
	Music	X	X	X	X
	Art	X	X	X	X
Grad	Sec SS			Students in EDCI 695	X
	Sec Science				X
	Sec English				X
	Special Ed				X

See <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/teacher-education/edTPA/> for additional details.

## PART I

Part I of this Handbook is designed to provide information to teacher licensure candidates who are nearing the end of their degree programs (undergraduate or graduate) and are required to complete a student teaching internship as part of their program / licensure requirements. Those who will be taking Internship I / II or who will be completing a one-semester student teaching requirement should review Part I to understand the expectations and responsibilities of interns / student teachers.

### Introduction

The **internship/student teaching experience** is the capstone of Western Carolina University’s teacher education program. The successful completion of this experience leads to recommendation for the North Carolina Standard Professional I license. As part of tuition and fees and upon registering, **each candidate completing Internship II or student teaching will be assessed a \$150 fee.** The fee is used to support the modest honorarium that is provided to all cooperating teachers hosting second semester interns or student teachers. Candidates should consult their program advisors for details about the specific requirements of their internship experience (one-semester student teaching vs. full-year internship, etc.). All official communication from WCU comes through catamount email, so **it is important that candidates check their WCU email on a regular basis.**

## Placement of Intern at Schools with Relatives

Teacher candidates cannot complete the internship and/or student teaching experience in a school where any nuclear family member works (any position at the school) and/or attends as a student. Nuclear family members include children, parents, siblings, and spouses.

## Internship/Student Teaching Description

The two-semester internship experience for undergraduates is completed during the senior year. Prior to submitting the internship application, candidates must complete a criminal background check and submit the results with the completed internship application in TaskStream. More information on background checks can be found on the OFE website at <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/early-field-experiences/criminal-background-checks.asp>.

**Internship I** – For the first semester of the experience (called Internship I), interns follow guidelines set by the schools and by their individual programs for start dates, but are required to **start by the first week WCU classes begin**. Some schools invite interns to report on the first teacher work day, which is a valuable experience if it can be accomplished without incurring extra housing expenses. In all cases, the intern should coordinate the start date with the cooperating teacher and the university supervisor prior to the beginning of the host school's semester. The number of internship hours each week varies by program, though in most cases Intern I students are in their host classrooms the equivalent of two full days (15 hours) per week. Interns observe the cooperating teacher, participate in classroom activities, and plan and teach lessons as required by the specific program's guidelines. Interns follow WCU's calendar during Internship I except for initial start dates. **Interns are expected to continue in their placements until the final week of classes (not exam week) at WCU.**

**Student Teaching** is the term used at WCU for the experience of candidates who do not participate in an Internship I semester before their single-semester full-time experience. Most graduate and some undergraduate programs require student teaching instead of a full-year internship. Requirements and expectations for student teaching are the same as those for Internship II, unless modified by specific programs. Candidates who are uncertain about which type of internship is required should consult their program advisors.

**Internship II/Student Teaching-** Candidates report to their schools the first day the host teachers report and remain in the schools until the final day of classes (not exams) at WCU. Internship II/Student Teaching requires full-day participation in the school setting. Candidates take on responsibilities gradually and must not rush into carrying the full load as lead teacher. WCU fully supports a co-teaching partnership in which student teacher and cooperating teacher plan and implement instruction collaboratively, sharing or alternating the role of lead teacher as outlined here:

## Models of Co-Teaching

There is no single model of co-teaching that fits every situation, nor is any one classroom setting limited to one model. The following are some models found to fit in various settings from early field experience through the final Internship II/Student Teaching semester.

### EARLY FIELD EXPERIENCES/INTERNSHIP I

COMPLIMENTARY TEACHING: Cooperating Teacher (CT) models organization of lesson and content through identification of skills or strategies needed for groups and individual students. The Student Teacher (ST) assists the CT (who typically conducts the formal lesson) by helping individual students after lesson presentation. This practice is common during early field experiences and into Internship I. During Internship I, the ST moves toward varied models including INDEPENDENT, SHARED, ALTERNATIVE, and STATION teaching.

### INTERNSHIP I/STUDENT TEACHING

- **SHARED TEACHING:** CT and ST plan together and teach together to the whole group/class, building on each other's instruction, and sharing leadership of the lesson. Relatively common, especially in secondary classrooms.

- **ALTERNATIVE TEACHING:** CT and ST plan together. One leads a formal whole-group/class session. The class is often divided into groups for reteach, remediation and/or enrichment. CT and ST each lead groups. This method is beneficial in classrooms with a wide range of abilities because of the flexibility to use alternative methods, techniques, or materials to reteach and/or extend lessons.
- **STATION TEACHING:** CT and ST plan together with attention to group differences. Each monitors/facilitates a station or stations. This method is responsive to individual needs and is a venue for implementation of mini-lessons and/or mastery learning. Relatively common, especially in elementary classrooms.

### STUDENT TEACHING

**INDEPENDENT TEACHING:** ST collaborates with CT and team during the planning of units of instruction. In this model, the ST performs all activities of a full-time teacher for a period of time. This is the culmination of the STs progress through the teacher education program and provides the opportunity for the ST to demonstrate his/her professional experience. The **minimum independent teaching** requirement for interns/student teachers is three weeks (i.e., fifteen days). **Full-time independent teaching** includes serving as the lead teacher for the entire school day, including all instructional and curricular planning as well as all professional activities and duties. Full-time teaching may be extended in order for the candidate to demonstrate competencies at the proficient level. Programs may elect to require a longer full-time teaching experience for all candidates.

*At WCU, the expectation is that all STs will assume full planning and teaching responsibility for at least one full unit of instruction and over a period of time lasting at least three weeks in length, depending on individual program requirements.*

**The phase-out** from full-time teaching is an opportunity for structured observation of master teachers, possible visits to other schools (i.e., planned and purposeful visits with the university supervisor or other faculty), and continued teaching of some classes so that the phase-out is not abrupt. **Early Release from internship/student teaching is for employment only** and *will not* be granted before two weeks from the end of the semester/student teaching experience. Check the section of this Handbook on *Early Release from Internship II/Student Teaching* (page 19) for details.

### **Photograph and Video Release**

Each candidate is required each year to sign a photograph and video release. Beginning January 1, 2015 the release form must be submitted with each early field experience application, block placement application, and internship application in TaskStream. The form can be found in Appendix F of this handbook.

### **Specific Program Requirements for Internship/Student Teaching**

Elementary and Middle Grades – A full-year internship is required for undergraduate elementary and middle grades majors. Those completing Internship I in the fall semester are encouraged to spend at least three days with their cooperating teacher before students start the school year in order to learn how the teacher sets up the classroom and teaches classroom procedures. Elementary and middle grades interns generally continue the following semester with the same teacher.

Birth through Kindergarten – A full-year internship is required for all B-K licensure candidates in the Professional Education Concentration. Internships may be completed in a public school kindergarten or approved public preschool classroom, More-At-Four or Head Start classroom.

K-12 Special Education – A full-year internship is required for Special Education (SPED) majors. Internship I is 15 hours per week in an adapted curriculum classroom for students with severe to profound disabilities. In Internship II, placement is in a resource room or a classroom for students with mild to moderate intellectual disabilities. Internship I and II may be done at the same school but in different classrooms. (This licensure program is phasing into Inclusive Education as described below. Licensure candidates who began the Special Education license rather than Inclusive Education will be placed as described above.)

K-6 Inclusive Education-A full-year internship is required. Internship I is 15 hours per week working with a regular K-6 teacher and an EC specialist. Internship II, a full-semester experience, generally continues in the same placement.

K-12 Health and Physical Education – A full-year internship is required for all HPE majors and is designed to provide experience teaching health and physical education at various grade levels. Internship I is an 8-12 hour per week commitment in a high school or middle school and Internship II is a full-time experience in an elementary or middle school.

9-12 Secondary and K-12 Education Majors – Teacher candidates in programs not described above may complete either a full year of internship or a semester of student teaching as determined by their programs. Graduate students complete a one-semester student teaching experience. English and Social Sciences education programs require a year-long internship, and Mathematics and Science education programs strongly encourage the year-long internship. Internship I is 5 – 14 hours per week for 1, 2 or 3 credit hours, while Internship II is a full-time student teaching experience.

## **Candidate Responsibilities**

### Dispositions

The following dispositions (attitudes and behaviors) are expected of all developing professionals in the College of Education and Allied Professions (CEAP). Teacher licensure candidates...

- 1. Project a positive demeanor.**
  - Are agreeable, friendly, cheerful, optimistic, enthusiastic
  - Use positive language
- 2. Behave responsibly.**
  - Are accountable, prepared, punctual, poised, presentable
  - Serve as positive role-models
- 3. Exhibit trustworthiness.**
  - Are honest, sincere, ethical, dependable, reliable, predictable, consistent, of strong integrity
  - Maintain confidentiality
- 4. Build positive interpersonal relationships.**
  - Are approachable, inviting, caring, understanding, compassionate, warm, thoughtful
  - Are empowering, supportive, encouraging, nurturing, helpful, generous, altruistic, protective of students
- 5. Demonstrate cultural responsiveness.**
  - Are socially just, socially responsible, fair, equitable, inclusive, globally aware
  - Are open, accepting, unprejudiced, unbiased, sensitive to others, advocates
  - Embrace diversity, appreciate differences
- 6. Are engaged learners.**
  - Are attentive, productive, participatory, creative, imaginative, original, willing to take risks,
  - Contribute, show initiative
- 7. Demonstrate emotional and social self-control.**
  - Are self-directing, self-managing, self-evaluating, self-motivated
  - Think independently
- 8. Collaborate effectively.**
  - Are collegial, considerate, cooperative, flexible, adaptable, receptive to feedback
  - Create positive work conditions, build social harmony, build teams, build rapport, compromise
- 9. Use effective communication.**
  - Are active listeners, articulate clearly, take turns
- 10. Engage in appropriate decision-making.**
  - Are effective problem-solvers, reflective, prudent
  - Use sound judgment / reasoning, seek and apply wisdom, use critical thinking, make effective decisions
  - Question, consider consequences

### **Before beginning the internship, candidates must...**

- Verify eligibility for internship (appropriate overall and major gpa, no incomplete or unsatisfactory

grades, no arrests since submission of updated criminal background check, **all coursework completed prior to Internship II/student teaching**).

- Become familiar with the professional dispositions described in the previous section above.
- Complete the NC Health Certificate.
  - Make an appointment for the physical exam and TB test with their personal physician or student health services (227-7640) to complete the NC Health Certificate.
  - Download the form ([http://www.wcu.edu/WebFiles/PDFs/OFE\\_HealthForm.pdf](http://www.wcu.edu/WebFiles/PDFs/OFE_HealthForm.pdf)), fill out the personal information and take the form to the appointment.
  - Return to the physician's office 2 days later or as instructed to have the TB test site "read" and the form signed.
  - Unless otherwise directed by the OFE, provide the completed, signed form to the school on the first visit.
- Investigate professional liability insurance which is strongly recommended and is available through several sources as described at: <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/early-field-experiences/liability-insurance-policy.asp>.
- Become familiar with the school and school system (LEA) websites and policies.
- Become familiar with the WCU Internship Student Teaching Handbook at [www.ofe.edu](http://www.ofe.edu).
- Become familiar with North Carolina's accountability requirements for the grade level and subject at <http://www.dpi.state.nc.us/accountability/>.
- Become familiar with the state curriculum and standards for the specified subject / grade level, including Common Core State Standards and Essential Standards at <http://www.dpi.state.nc.us/curriculum>.
- Become familiar with the *North Carolina Professional Teaching Standards* adopted by the NC State Board of Education in August 2006: <http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/prof-teach-standards.pdf>.
- Become familiar with the *NC Code of Ethics* and *Code of Professional Practice and Conduct for NC Educators*: <http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/code-of-ethics.pdf>.
- Become familiar with the federal *Family Educational Rights and Privacy Act* (FERPA) as related to confidentiality of student information: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

#### **Throughout the internship, candidates must...**

- Give the internship high priority and avoid outside activities that interfere with the ability to give the best effort in the experience. We strongly recommend that student athletes not attempt Internship II/Student Teaching during the semester of their sport.
- Check catamount email regularly for WCU announcements.
- Be present for every scheduled visit, arrive early and be actively engaged for the full duration expected.
- Continue in the placement through the last week of the WCU semester (not exam week).
- Notify the school secretary by phone and the teacher by agreed-on form of contact (email, text, phone) if an emergency requires absence or tardiness.
- Dress neatly and modestly, cover any tattoos and **avoid** the following: excessive piercings, revealing clothing, flip-flops and jeans.
- Develop and maintain appropriate professional relationships with students, parents, faculty, administrators, substitute teachers and support personnel, treating all with respect.
- Collaborate with the cooperating teacher to inform parents/families early in the semester that an intern/student teacher will be working in the classroom, send an introductory letter to parents and communicate with parents on a regular basis about their students' progress. All communication, whether written, by phone, or in person, should adhere to the highest professional and grammatical standards. Written communication with parents/families should be approved by the cooperating teacher.
- Follow directions, suggestions and submission deadlines of cooperating teachers, supervisors and

seminar instructors.

- Take the initiative to learn about curriculum materials, testing procedures, grading systems, classroom and school management practices, parent communication processes, school improvement issues, school specialists and extra-curricular activities.
- Understand and respect federal, state, school system and school policies that protect students' confidential information.
- Maintain confidentiality of all student information.
- Support students with special needs:  
Request permission to view student files and Individual Education Plans (IEPs).  
Discuss appropriate accommodations with the cooperating teacher.  
Include and implement accommodations in differentiated lesson plans.
- Use social media responsibly by maintaining privacy shields, by removing offensive material, by never contacting students, by not posting comments about the school, school personnel or students and by assuming that anything posted is available for public viewing.
- Discuss with the cooperating teacher or school administrator policies regarding bullying, cyberbullying and sexual harassment.

### **Interns/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 WCU, 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 WCU class discussions.

Principals/schools systems have the right to **terminate internships** 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 university supervisor can prevent such a situation.

### **Professional Appearance**

Although your appearance may not get you the job you want, an unprofessional appearance may be enough to keep you from getting the job you want. Dress that is considered fashionable or appropriate on campus may not be considered appropriate for a teaching wardrobe. School districts require those working in their buildings to dress professionally. This includes teacher work-days, conferences with teachers or administrators, visits to other campuses, and participation in extra-curricular activities. **JEANS (blue or black) ARE NOT PROFESSIONAL ATTIRE AND ARE NOT ALLOWED UNLESS STATED BY YOUR ASSIGNED SCHOOL DISTRICT ON SPIRIT DAYS.**

#### Men

- Facial hair and facial jewelry are prohibited in some school districts
- Slacks and collared shirts are recommended
- Closed-toe shoes are recommended
- Jeans are not permitted, even on casual days (see previous note about jeans)

#### Women

- Avoid tight-fitting clothing (tops, skirts, and slacks)



- Check skirt length when sitting down and bending over
- Avoid blouses and tops that gape when you bend over
- Your navel should be covered, even when you raise your arms above your head
- Low-heeled, closed-toe shoes are recommended
- Application of make-up should be conservative
- Jeans are not permitted, even on casual days (see previous note about jeans)

### Both Men and Women

- Avoid flip-flops and know that some districts do not allow open-toed shoes
- Avoid shorts and jeans, even on casual days at your school
- Avoid expensive or attention-getting jewelry
- Avoid strong colognes or perfumes; some students may be allergic to them
- Long hair should be pulled back from your face
- **Tattoos and/or other body art should be covered when you are at school**
- **Facial and/or mouth piercing must be removed when you are at school**

Professional dress typically *IS*:

#### For Women

- blouse
- skirt (knee length)
- jumper
- dress slacks/khakis
- dress
- sweater
- dress jacket
- pant suit
- low-heeled (comfortable) or flats
- dress sandals

#### For Men

- collared shirt
- slacks/dress khakis
- tie (your choice)
- polo shirt
- sweater
- leather shoes

## **Social Networking**

Facebook, Twitter, Instagram, and Blog accounts should always have appropriate, conservative privacy settings in place to avoid access to students you are teaching. Privacy settings should be adjusted to protect students/parents from viewing any status updates, posts, published pictures, profile pictures, or other content which may be considered offensive by the viewer.

It is not appropriate to accept students, regardless of whether they are your students, as “friends” or “followers” on these accounts as doing so gives them access to all content and information on employee’s “page.”

Posting status updates or even “liking” a post during the school/work day is not wise, and therefore, prohibited. Additional forms of posts or apps that allow updates (such as SnapChat) should not be utilized during the school day or while participating in a field experience and should never be used to share commentary or pictures regarding students, teachers, or schools.

Identifying yourself as an employee or student teacher of a school district on a Facebook, Twitter, Blog/Vlog or any other social media account may be considered misrepresenting the District if offensive or inappropriate material is visible. It is important to remember that material deemed inappropriate, unprofessional, or offensive by others may include derogatory language or disparaging comments about the District, campuses, colleagues, supervisors/administrators, or students. Posting status updates, tweets, or blog/vlog entries about District students or staff members is not appropriate. Content/pictures which have been posted on your “page” or wall” by “friends” may also be considered unprofessional or offensive to others. You are responsible for all content on your “page” or “wall” when you allow District employees or students to have access to your page.

## Texting

Text messaging students or replying to text messages from students for reasons not directly related to your job is unwise and may violate the Code of Ethics. Think about the appearance of an employee participating in casual text messaging back and forth with a student. This crosses the professional line of appropriate teacher-to-student relationship. Students are not supposed to use their cell phones during school; it is not appropriate for teachers to text message students during the school/work day for any reason. IT ISN'T WORTH THE RISK OF SOMEONE BRINGING ALLEGATIONS AGAINST YOU!!!

Code of Ethics: <http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/code-of-ethics.pdf>

## Transporting Students

As a student teacher, you may not transport students in any fashion. Driving a student in your personal vehicle, regardless of Driving Licenses Endorsements and/or your driving record clearance with the District, makes you personally liable for injury to the student or others which would occur as a result of an accident in that vehicle.

## Assignments-During Internship/student teaching, most candidates...

- Develop and submit the edTPA portfolio on TaskStream. See <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/teacher-education/edTPA/> for further details.)
- Complete and submit on TaskStream the *WCU Individual Growth Plan* as directed by the Internship II/Student Teaching seminar instructor.
- Complete and submit on TaskStream a *Teacher Leader Essay* (TLE) as directed by the Internship II/Student Teaching seminar instructor.
- Digitally record and reflect on selected lessons as directed by instructors/supervisors. Videotaping guidelines, forms, and reflection templates are available at [http://www.wcu.edu/WebFiles/PDFs/OFE\\_Video\\_instructions.pdf](http://www.wcu.edu/WebFiles/PDFs/OFE_Video_instructions.pdf) and at <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/teacher-education/edTPA/studres.asp> for those doing edTPA assignments). If video equipment is not available in the host school, the Assistant to the Dean for Technology and Curriculum in the CEAP (828-227-3299), [lnickles@email.wcu.edu](mailto:lnickles@email.wcu.edu)) has recording equipment available for checkout.

## Supervision of Candidates

WCU interns/student teachers are fortunate to have a **team** of professionals who act as guides/mentors/evaluators/supervisors. The primary mentor in the public school classroom is the cooperating teacher with whom the intern spends the greater part of the school day. Each intern/student teacher is also assigned a university supervisor from the College of Education and Allied Professions (CEAP). Undergraduate candidates in 9-12 secondary education and K-12 special subjects have academic supervisors from their major departments as well. Other professionals involved in the internship may include the school principal, assistant principal(s), lead teacher, department chair and the school/LEA liaison to WCU.

The **cooperating teacher** supervises and mentors the teacher education candidate daily. The cooperating teacher helps plan an increased instructional role through the semester, provides constructive feedback to encourage professional growth, provides input in the evaluation process and participates in mid-term and final evaluation conferences. The cooperating teacher helps the intern/student teacher acclimate to the school, schedule classroom duties, plan and implement lessons and videotape lessons as required.

The **university supervisor** attends an informational meeting/orientation at the beginning of the semester, contacts the intern/student teacher and cooperating teacher as early as possible, but certainly within the first two weeks of the WCU semester, orients the CT and intern and communicates university expectations to the intern/student teacher and the cooperating teacher throughout the semester. The university supervisor supports the development of the intern/student teacher by observing, providing written and oral feedback and maintaining open communication with the intern, cooperating teacher, academic supervisor, and others as needed. The university supervisor coordinates with the cooperating teacher and academic supervisor to schedule mid-term and final evaluation conferences. University

supervisors generally visit interns a minimum of three times during Internship I and five times during Internship II/student teaching. When considered necessary, additional visits may be pre-approved by the Director of Field Experiences. At the completion of each semester, final paperwork including midterm and final evaluations (Certification of Teaching Capacity) must be submitted by the university supervisor to the Office of Field Experience in a timely manner so that graduation and licensure procedures can move forward.

For candidates in **designated distance education courses** with placements outside of WCU's service area, teacher candidates may be required to locate and contract with a qualified university supervisor (approved by their programs) at additional cost. The supervisor works in consultation with the candidate's program contact to provide supervision. Observations may be conducted via the streaming of live video or other technology-mediated instruction from the placement site while the intern is engaged in teaching. Interactions between the university supervisor and the cooperating teacher may be accomplished via telephone, email, and/or video conference.

The **academic supervisor** observes undergraduate secondary and specialty area Intern II/student teachers a minimum of three times during the semester. The academic supervisor also collaborates with the cooperating teacher and the university supervisor in guiding and evaluating the teacher candidate. Guidelines for academic supervision are established by each specific program/department. Academic supervisors attend an orientation at the beginning of each semester, participate in mid-term and final evaluation conferences with the intern, cooperating teacher and university supervisor and evaluate electronic evidences as required.

## **Evaluation of Candidates**

It is critical that review of and conversations about evaluation instruments and methods occur at the very beginning of and throughout the semester. Evaluation instruments include checklists, grade sheets, observation forms, and the NC DPI-required Certification of Teaching Capacity document (CTC). Grades are determined with input from the cooperating teacher and the university and academic supervisors. The university supervisor coordinates the formal evaluations and is responsible for assigning and submitting the course grade. Forms are available at the OFE website: [ofe.wcu.edu](http://ofe.wcu.edu).

**Licensure candidates must successfully complete an edTPA portfolio as a subject-specific summative assessment (submitted in TaskStream). It is expected that Cooperating Teachers, University Supervisors and Academic Supervisors provide appropriate formative supports for interns during the completion of the edTPA portfolio. Guidelines for acceptable support can be found in the Guidelines for Supporting Candidates Completing edTPA document (Appendix G).**

## **Action Plan for Improvement**

Candidates who do not demonstrate adequate progress in content knowledge, pedagogy and/or professionalism may need additional support and structure in order to be successful. The university supervisor, in collaboration with the cooperating teacher, academic supervisor (where applicable) and Associate Dean of the College of Education and Allied Professions will formulate a plan that outlines deficiencies and identifies strategies for meeting expectations within a prescribed timeline, the Action Plan for Improvement.

[www.wcu.edu/WebFiles/WordDocs/OFE\\_Action\\_Plan\\_Template.doc](http://www.wcu.edu/WebFiles/WordDocs/OFE_Action_Plan_Template.doc).

In most cases, candidates improve with the additional support provided and complete internship/student teaching successfully. Candidates who fail to meet expectations within the allotted time may be removed from internship/student teaching and not recommended for licensure by Western Carolina University. An unsuccessful internship/student teaching experience results in a grade of "F" and the candidate will not be recommended for licensure. In the case of a graduate candidate, the grade of "F" also results in dismissal from the Graduate School. A second opportunity to complete Internship II/student teaching is not guaranteed.

## **TaskStream Requirements**

All teacher education candidates must subscribe to and submit required assignments via TaskStream ([www.taskstream.com](http://www.taskstream.com)). TaskStream is used by CEAP to electronically store evidence of candidates' completion of specific tasks, including applications, résumés, work samples, individual growth plans and records of assessments. Instructions for using TaskStream at WCU are at <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/instructional-technology-support/taskstream-portfolio/taskstreamstudents/>. For technical or

software assistance with TaskStream, call TaskStream Mentoring toll-free at 1-800-311-5656. For WCU-specific questions regarding TaskStream, contact the Assistant to the Dean for Technology and Curriculum at 828-227-3299.

The following assessments and assignments must be submitted on TaskStream for/by WCU undergraduates prior to or during Internship II/Student Teaching and before recommendation for licensure:

- Résumé (submitted as part of the application process)
- Evidence of depth of content knowledge, EE2 (submission timeline varies by program)
- edTPA Portfolio (submitted during Internship/Student Teaching)
- Final Certification of Teaching Capacity, EE4 (submitted by university supervisor during Internship II/Student Teaching)
- Teacher Leader Essay, EE6 (submitted during Intern II/Student Teaching)
- WCU Individual Growth Plan (submitted during Internship II/Student Teaching)
- Program evaluation survey (at the end of Internship II/Student Teaching)

## **Graduate Candidates and TaskStream**

Graduate candidates are required to use TaskStream while completing the professional core of courses and may also be required to use TaskStream for additional program requirements such as the Graduate Teacher Candidate portfolio. The CEAP graduate candidate policy concerning TaskStream is at <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/instructional-technology-support/taskstream-portfolio/taskstreamstudents/>.

## **Graduation**

Interns/student teachers apply for graduation like all other students at WCU.\* It is the candidate's responsibility to apply on time. Most programs and departments require application the semester prior to graduation.

\* Students completing a licensure-only program do not file for graduation.

## **Licensure**

During the Internship II/Student Teaching seminar the licensure specialist in the College of Education and Allied Professions notifies interns/student teachers about the process of filing for the North Carolina license. Distance candidates receive notification through catamount email. It is the intern's responsibility to meet all testing requirements prior to graduation and to file for licensure on time. Candidates should contact the licensure specialist at (828) 227-2000 to verify completion of all requirements.

# **PART II**

Part II of this handbook is designed to inform supervisors and school personnel about specific expectations related to training and supervising teacher education candidates. Candidates are strongly advised to become familiar with the content provided in Part II.

## **Responsibilities of University Supervisors**

The university supervisor acts as the liaison between the classroom teacher and Western Carolina University. He or she has the important responsibility of ensuring a comprehensive, rewarding classroom experience for interns/student teachers. University supervisors attend an orientation at the beginning of each semester in order to receive updates about policies, documentation and deadlines. They communicate WCU expectations to cooperating teachers, interns/student teachers and academic supervisors. Updated information and forms are at: (ofe.wcu.edu>university supervisors), <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/university-supervisors/index.asp>.

The following are the primary responsibilities of university supervisors:

### **Internship I**

1. Call/email as early as possible but certainly within the first two weeks of the candidate's arrival in the school to introduce yourself and schedule the initial visit for the first school meeting. Make sure the intern and cooperating

teacher understand that the initial visit will include an observation and orientation to policies and the Handbook. Include the academic supervisor in the initial contact.

2. Assist the intern in planning and teaching 5-10 lessons (depending upon program/departamental requirements, and in collaboration with the academic supervisor as applicable) during the semester.
3. Complete three formal observations and provide written feedback to the intern, cooperating teacher and academic supervisor. **Suggested** observation forms are at:  
PDF: [http://www.wcu.edu/WebFiles/PDFs/OFE\\_ObservationForm.pdf](http://www.wcu.edu/WebFiles/PDFs/OFE_ObservationForm.pdf)
4. Assist the intern in securing videotaping equipment and in videotaping a lesson. Review the videotaped lesson and provide written feedback to the intern, cooperating teacher and academic supervisor. Videotaping information and forms are at: [http://www.wcu.edu/WebFiles/PDFs/OFE\\_Video\\_instructions.pdf](http://www.wcu.edu/WebFiles/PDFs/OFE_Video_instructions.pdf) and [http://www.wcu.edu/WebFiles/PDFs/edTPA\\_Internpermissionletter.pdf](http://www.wcu.edu/WebFiles/PDFs/edTPA_Internpermissionletter.pdf).
5. Respond in writing to at least four intern journal entries.
6. In collaboration with the cooperating teacher and academic supervisor as applicable, assist interns in meeting expectations/deadlines outlined in the program-specific checklists found at:  
Elementary/Middle Grades:  
[http://www.wcu.edu/WebFiles/WordDocs/OFE\\_ELMG\\_484\\_Intern\\_I\\_US\\_checklist.docx](http://www.wcu.edu/WebFiles/WordDocs/OFE_ELMG_484_Intern_I_US_checklist.docx).  
Secondary/Specialty Areas:  
[http://www.wcu.edu/WebFiles/WordDocs/OFE\\_EDSE\\_Intern\\_I\\_US\\_checklist.docx](http://www.wcu.edu/WebFiles/WordDocs/OFE_EDSE_Intern_I_US_checklist.docx).
7. Establish and retain documentation of all interventions (in collaboration with the academic supervisor as appropriate). Notify and provide documentation of intervention (i.e. action plan for improvement, conference) to the Director of Field Experiences and the appropriate program coordinator or department head regarding any concerns/issues related to performance or professionalism. Develop an action plan for improvement when a candidate is not progressing adequately and needs extra support or structure. The template for the action plan is at: [www.wcu.edu/WebFiles/WordDocs/OFE\\_Action\\_Plan\\_Template.doc](http://www.wcu.edu/WebFiles/WordDocs/OFE_Action_Plan_Template.doc).
8. Coordinate midterm and final evaluation conferences with the cooperating teacher and academic supervisor where applicable, and complete and submit to the OFE the appropriate midterm and final paperwork in a timely manner.
9. In collaboration with the cooperating teacher and academic supervisor as applicable, determine and post the final grade to MyCat in a timely manner.

### **Internship II/Student Teaching (including graduate teacher candidates)**

1. Call/email as early as possible but within the first two weeks of the candidate's arrival in the school to introduce yourself, address concerns, and schedule the initial visit for orientation and the first observation. Include the academic supervisor in the initial contact.
2. Review lesson plans and provide feedback.
3. Complete a minimum of five formal observations with written feedback to the candidate, cooperating teacher and academic supervisor as appropriate. A suggested observation form is at:  
[http://www.wcu.edu/WebFiles/PDFs/OFE\\_ObservationForm.pdf](http://www.wcu.edu/WebFiles/PDFs/OFE_ObservationForm.pdf).
4. Assist the intern/student teacher in videotaping. Review at least 2 videotaped lessons and provide written feedback to the intern/student teacher, cooperating teacher and academic supervisor. Videotaping information and forms are at: [http://www.wcu.edu/WebFiles/PDFs/OFE\\_Video\\_instructions.pdf](http://www.wcu.edu/WebFiles/PDFs/OFE_Video_instructions.pdf) and [http://www.wcu.edu/WebFiles/PDFs/edTPA\\_Internpermissionletter.pdf](http://www.wcu.edu/WebFiles/PDFs/edTPA_Internpermissionletter.pdf).
5. Respond in writing to at least six candidate journal entries.
6. In consultation with the academic supervisor as applicable, assist candidates in meeting expectations/deadlines outlined in the program-specific checklists:
  - Elementary/Middle Grades: [http://www.wcu.edu/WebFiles/WordDocs/OFE\\_ELMG\\_485\\_Intern\\_II\\_US\\_checklist.docx](http://www.wcu.edu/WebFiles/WordDocs/OFE_ELMG_485_Intern_II_US_checklist.docx).
  - Secondary/Specialty Areas:  
[http://www.wcu.edu/WebFiles/WordDocs/OFE\\_EDSE\\_485\\_490\\_Intern\\_II\\_US\\_checklist\\_2012.docx](http://www.wcu.edu/WebFiles/WordDocs/OFE_EDSE_485_490_Intern_II_US_checklist_2012.docx).
  - K-12 Special Education Program:  
<http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/stl/special-education-programs/>.
  - K-6 Inclusive Education Program:  
<http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/stl/special-education-programs/undergraduate-programs-in-special-education/inclusive-education-curriculum/index.asp>.
7. Ensure that the candidate follows the phase-in process and carries the full teaching load and extracurricular activities/duties for the period of time required.
8. Complete the candidate's Final Dispositions evaluation on TaskStream.

9. Establish and retain documentation of all interventions. Notify and provide documentation of intervention (i.e., action plan, conference) to the Director of Field Experiences and the appropriate program coordinator or department head regarding any concerns/issues related to the candidate’s performance. The Action Plan form is at: [www.wcu.edu/WebFiles/WordDocs/OFE\\_Action\\_Plan\\_Template.doc](http://www.wcu.edu/WebFiles/WordDocs/OFE_Action_Plan_Template.doc).
10. Coordinate midterm and final evaluation conferences with the cooperating teacher and academic supervisor where applicable, collect all signatures, and post the final Certification of Teaching Capacity evaluation (CTC) on TaskStream as EE4. **A hard copy of the midterm CTC and the final CTC signed by all parties must be submitted to the OFE.** All elements of the **final** CTC must be rated at “3” or above in order to recommend the candidate for licensure. The Certification of Teaching Capacity, which is used for all Intern II/Student Teaching midterm and final evaluations is at: [http://www.wcu.edu/WebFiles/PDFs/OFE\\_Intern\\_Certification\\_Teaching\\_Capacity.pdf](http://www.wcu.edu/WebFiles/PDFs/OFE_Intern_Certification_Teaching_Capacity.pdf)
11. Remind the candidate to submit all forms and fees required for licensure to the Licensure Specialist (828) 227-2000.
12. Submit all final paperwork (i.e. observations, checklists, grade sheets, midterm/final evaluations) to the Office of Field Experience in a timely manner in order that licensure procedures can be carried out.
13. Post the final grade on MyCat in a timely manner.

**Licensure candidates must successfully complete an edTPA portfolio as a subject-specific summative assessment (submitted in TaskStream). It is expected that Cooperating Teachers, University Supervisors and Academic Supervisors provide appropriate formative supports for interns during the completion of the edTPA portfolio. Guidelines for acceptable support can be found in the Guidelines for Supporting Candidates Completing edTPA document (Appendix G).**

### University Supervisor Visitation Schedule

The following chart describes a **typical visitation schedule** for university supervisors of residential programs. University and academic supervisors are strongly encouraged to supplement these visits with other forms of observation using electronic or technological methods. Academic supervisors may observe at different times than university supervisors, but both should attend mid-term and final conferences.

Internship/ST Status	Number of Site Visits	Purpose of Visits
Internship I	Three visits unless problems are evident and properly documented	<ol style="list-style-type: none"> <li>1. Initial visit, orientation of CT/formal observation</li> <li>2. Midterm evaluation/schedule a videotaped lesson</li> <li>3. Formal observation &amp; final evaluation</li> </ol>
Internship II/ST	Five visits unless problems are evident and properly documented	<ol style="list-style-type: none"> <li>1. Initial visit, orientation of CT/formal observation</li> <li>2. Formal observation/schedule first videotaped lesson</li> <li>3. Midterm evaluation</li> <li>4. Formal observation/schedule second videotaped lesson</li> <li>5. Final evaluation</li> </ol>

### Travel Reimbursement Procedures

At the beginning of each semester, the Office Field Experiences completes a blanket travel preauthorization on behalf of university supervisors authorizing travel reimbursement for 3 visits with Interns I and 5 visits with Interns II/Student Teachers. Additional visits may be approved by the Director of Field Experiences as needed. University supervisors are asked to submit reimbursement requests **monthly** rather than all at the end of the semester in order that CEAP travel budgets can be carefully monitored. Use the *Travel Template* found online at <http://www.wcu.edu/about-wcu/campus-services/controllers-office/travel/index.asp>. For questions or assistance, contact Lead University Supervisor Sarah Reams at [sreams@email.wcu.edu](mailto:sreams@email.wcu.edu) or 227-7314.



## Responsibilities of Academic Supervisors

(Not applicable for graduate candidates or undergraduate elementary and middle grades candidates)

The academic supervisor acts as the content-area specialist for undergraduate secondary or specialty area interns/student teachers. Academic supervisors collaborate with university supervisors to provide essential discipline-specific support to teacher candidates and are vital in ensuring a comprehensive, rewarding classroom experience for interns/student teachers. Academic supervisors attend a supervisor orientation at the beginning of each semester and observe candidates as determined by their programs. Information and forms are at:

<http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/university-supervisors/index.asp>.

The following are the primary responsibilities of academic supervisors:

### Internship I

1. Call/email as early as possible, but within the first two weeks of the candidate's arrival in the school placement to introduce yourself and schedule the initial observation. Make sure the intern and cooperating teacher understand that the initial visit will include an observation. Include the university supervisor in the initial email.
2. Assist the intern in planning and teaching 5-10 lessons depending upon program/departmental requirements during the semester.
3. Complete at least one formal observation and provide written feedback to the intern, cooperating teacher and university supervisor. Suggested observation forms are at:  
PDF: [http://www.wcu.edu/WebFiles/PDFs/OFE\\_ObservationForm.pdf](http://www.wcu.edu/WebFiles/PDFs/OFE_ObservationForm.pdf).
4. Review one videotaped lesson and provide written feedback to the intern, cooperating teacher and university supervisor.
5. Respond in writing to at least three candidate journal entries.
6. In collaboration with the university supervisor, assist candidates in meeting expectations/deadlines of the specific licensure program.
7. In collaboration with the university supervisor, establish documentation of all interventions. Notify the Director of Field Experiences of any concerns.
8. Participate in midterm and final evaluation conferences with the cooperating teacher and the university supervisor, and complete the appropriate midterm and final evaluations.
9. Post the final grade in MyCat in a timely manner.

### Internship II/Student Teaching

1. Call/email as early as possible, but within the first two weeks of the candidate's arrival in the school placement to introduce yourself and schedule the initial visit for the first observation. Make sure the intern and cooperating teacher understand that the initial visit will include an observation. Include the university supervisor in the initial contact.
2. Review lesson plans and provide feedback (in collaboration with the university supervisor).
3. Complete two-three formal observations and provide written feedback to the intern/student teacher, cooperating teacher and university supervisor. Suggested observation forms are at:  
PDF: [http://www.wcu.edu/WebFiles/PDFs/OFE\\_ObservationForm.pdf](http://www.wcu.edu/WebFiles/PDFs/OFE_ObservationForm.pdf).
4. Review two videotaped lessons and provide written feedback to the intern/student teacher, cooperating teacher and university supervisor.
5. Respond in writing to at least four candidate journal entries.
6. Assist candidates in meeting expectations/deadlines of the specific licensure program.
7. Evaluate in a timely manner the electronic evidences on TaskStream of those candidates not participating in edTPA. Include the "Overall" evaluation for each section.
8. Collaborate with the university supervisor in establishing documentation of all interventions (i.e., action plan, conferences, etc).
9. Participate in midterm and final evaluation conferences with the candidate, cooperating teacher and university supervisor. The Certification of Teaching Capacity (CTC) instrument, which is used for all Internship II/student teaching midterm and final evaluations, is at:  
[http://www.wcu.edu/WebFiles/PDFs/OFE\\_Intern\\_Certification\\_Teaching\\_Capacity.pdf](http://www.wcu.edu/WebFiles/PDFs/OFE_Intern_Certification_Teaching_Capacity.pdf)
10. Sign the hard copy of the CTC which must be submitted for licensure.
11. Remind the candidate to submit all forms and fees required for licensure to the Licensure Specialist (828) 227-2000.

12. Post the final grade in MyCat in a timely manner.

**Licensure candidates must successfully complete an edTPA portfolio as a subject-specific summative assessment (submitted in TaskStream). It is expected that Cooperating Teachers, University Supervisors and Academic Supervisors provide appropriate formative supports for interns during the completion of the edTPA portfolio. Guidelines for acceptable support can be found in the Guidelines for Supporting Candidates Completing edTPA document (Appendix G).**

## Responsibilities of Cooperating Teachers

Cooperating teachers are selected to host candidates by their administrators/supervisors based upon their credentials, level of experience, demonstrated professionalism and interest in mentoring an intern. Cooperating teachers play the most important role in creating a positive classroom experience for interns/student teachers. Internship/student teaching information and forms are at: <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/cooperating-teachers.asp>

The following are primary responsibilities of cooperating teachers:

### Internship I

1. Assist the intern/student teacher in planning and teaching 5-10 lessons (depending upon program/departmental requirements) during the semester.
2. Complete a minimum of two formal observations of lessons and provide written feedback to the intern and university supervisor. **Suggested** observation forms are at:  
PDF: [http://www.wcu.edu/WebFiles/PDFs/OFE\\_ObservationForm.pdf](http://www.wcu.edu/WebFiles/PDFs/OFE_ObservationForm.pdf).
3. Assist the intern/student teacher in securing necessary permissions and in videotaping lessons as required. Review the videotape and provide written feedback to the intern and university supervisor.
4. Respond in writing to at least four intern journal entries.
5. Assist interns in meeting expectations/deadlines outlined in the program-specific checklists:
  - Elementary/Middle Grades: <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/university-supervisors/elementary-middle-grades.asp>.
  - Secondary/Specialty Areas: <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/university-supervisors/secondary-special-subjects.asp>.
  - K-12 Special Education Program: <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/stl/special-education-programs/>.
  - K-6 Inclusive Education Program: <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/stl/special-education-programs/undergraduate-programs-in-special-education/inclusive-education-curriculum/index.asp>.
6. Notify the university supervisor (and academic supervisor if applicable) of any concerns/issues related to the intern and work with the supervisor(s) to formulate an action plan when necessary.  
Any concerns not addressed by the university/academic supervisor(s) should be immediately referred to the Director of Field Experiences at (828)227-7314.
7. Participate in midterm and final evaluations with the university supervisor and academic supervisor as appropriate.

### Internship II/Student Teaching

1. Mentor the intern/student teacher in long-term and lesson planning, in implementing and assessing lessons, in classroom management, in managing paperwork and in professionalism.
2. Review weekly plans before the lessons are to be taught and provide feedback.
3. Complete four formal (2 live/2 video) observations and provide written feedback to the intern/student teacher and university supervisor. Suggested observation forms are at:  
PDF: [http://www.wcu.edu/WebFiles/PDFs/OFE\\_ObservationForm.pdf](http://www.wcu.edu/WebFiles/PDFs/OFE_ObservationForm.pdf).
4. Assist the intern/student teacher in securing necessary permissions and in videotaping lessons. Review 2 videotapes and provide written feedback to the intern and university supervisor.
5. Respond in writing to at least six intern journal entries.
6. Assist candidates in meeting expectations/deadlines outlined in the program-specific checklists:
  - Elementary/Middle Grades: <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/university-supervisors/elementary-middle-grades.asp>.



- Secondary/Specialty Areas: <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/university-supervisors/secondary-special-subjects.asp>.
  - K-12 Special Education Program: <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/stl/special-education-programs/>.
  - K-6 Inclusive Education Program: <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/stl/special-education-programs/undergraduate-programs-in-special-education/inclusive-education-curriculum/index.asp>.
7. Ensure that the intern/student teacher carries/shares in co-teaching the full teacher load, including planning, grading, teaching, and extracurricular activities/duties, for the required period of time.
  8. Evaluate the intern's/student teacher's electronic evidences on TaskStream. Assignments of candidates participating in edTPA are not evaluated by the cooperating teacher.
  9. Notify the university supervisor immediately of any concerns/issues related to the intern/student teacher and assist in creating an action plan when necessary. Any concerns not addressed by the university and/or academic supervisor(s) should be immediately referred to the Director of Field Experiences at (828) 227-7314.
  10. Participate in midterm and final evaluations with the university supervisor and academic supervisor, where applicable. The Certification of Teaching Capacity (CTC), which is used for all Intern II/Student Teacher midterm and final evaluations, is at:  
[http://www.wcu.edu/WebFiles/PDFs/OFE\\_Intern\\_Certification\\_Teaching\\_Capacity.pdf](http://www.wcu.edu/WebFiles/PDFs/OFE_Intern_Certification_Teaching_Capacity.pdf)  
Each element of the CTC at the final evaluation must be rated at "3" or above in order for the candidate to be recommended for licensure. **2.5 is not a valid rating and will be coded as 2.**
  11. Sign the hard copy of the CTC and have the principal or assistant principal sign.

**Licensure candidates must successfully complete an edTPA portfolio as a subject-specific summative assessment (submitted in TaskStream). It is expected that Cooperating Teachers, University Supervisors and Academic Supervisors provide appropriate formative supports for interns during the completion of the edTPA portfolio. Guidelines for acceptable support can be found in the Guidelines for Supporting Candidates Completing edTPA document (Appendix G).**

## **Suggestions for Cooperating Teachers**

1. Make your 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.
2. Inform your intern/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.
3. Schedule regular meetings with your intern/student teacher:
  - Set aside a time to "touch base" daily.
  - Set aside time for weekly meetings to discuss performance and reflect on practice.
4. Maintain open communication with university/academic supervisors.

## PART III

Part III of this handbook details some of the **policies** guiding the internship and student teaching experience. Teacher candidates are expected to understand and abide by these policies. Cooperating teachers and university supervisors are encouraged to become familiar with these policies and to expect compliance from teacher candidates.

### Housing & Transportation

According to WCU policy, all costs related to travel and housing for any field experiences are the intern's responsibility. Licensure candidates are advised to consider housing and transportation issues **prior** to applying for internship/student teaching. Placement at the requested schools may not be possible or may have to be changed after initial approval due to a change in the cooperating teacher's schedule or employment. As a result, candidates must be prepared for up to 90 minutes of travel time to the placement location, though that long a commute is very rare. Should candidates need to move in to residence halls early, it is possible to arrange residence hall lodging beyond the WCU calendar. Contact the WCU Office of Residential Living for details and assistance: <http://housing.wcu.edu>.

### Attendance/Tardiness

Internship/student teaching must be a high priority. Interns/student teachers must be in their host schools the days/hours assigned and should keep a record of their attendance. Sign in daily as required by the school. Tardiness/absence for personal reasons is not acceptable. A pattern of tardiness or early departure is not acceptable. If the intern/student teacher is not meeting attendance expectations, the university/academic supervisor should be contacted immediately and the Director of Field Experiences should be notified so that the problem can be quickly addressed. Student athletes are advised to schedule Internship II/Student Teaching in a semester when they are not heavily involved in their sport. If any outside activity is determined to have a negative impact on the internship experience, the teacher candidate may be removed from the internship. Attendance at an announced WCU Career Fair and at the WCU Outstanding Prospective Teacher ceremony to accept an award are considered excused absences from the school.

Interns and student teachers follow the inclement weather policy of the school system to which they are assigned. If the school is closed, interns do not report. If it is an optional workday for teachers, the intern is expected to report to the school unless it is unsafe to do so. At no time should a student put him-/herself in danger during adverse weather conditions. Interns/student teachers should discuss any variation from this policy with their cooperating teachers and supervisors for prior approval.

If an intern / student teacher must miss a day of the internship due to illness, s/he must notify both the cooperating teacher and the university/academic supervisor and arrange to make up the missed day according to a schedule agreed upon with the cooperating teacher. If the intern intends to **request** approval for an absence that does not involve illness or an emergency, the cooperating teacher and university supervisor should be informed of the request in advance. The request is made in writing to the Director of Field Experiences and must have the support of the cooperating teacher, university supervisor and academic supervisor.

### *Internship I*

During the Intern I semester, if an intern misses more than **two days** in the assigned school, he/she must notify the Director of Field Experiences and the university supervisor via email to explain the reasons for the absences. If there are not substantiated valid reasons (illness, family emergency, etc.) for the absences, then the university supervisor, cooperating teacher, program coordinator/department head, and Director of Field Experiences will develop an action plan for the student. If the intern fails to meet the established terms of the plan, s/he may be removed from the internship.

### *Internship II/Student Teaching*

Intern II/student teachers are not permitted to miss school days for reasons other than illness or emergency unless a request is made to the Director of Field Experiences **in advance and in writing**. The university/academic supervisor(s) and cooperating teacher must give written approval for the absence for a specific reason (professional conference, observation in another setting). If the intern/ student teacher misses more than **three days**, he/she must notify the Director

of Field Experiences and the university supervisor via email to explain the reasons for the absences. If there are not substantiated valid reasons (illness, family emergency, etc.) for the absences and the pattern of absences is deemed a dispositional issue, then the university supervisor, cooperating teacher, program coordinator/department head, and Director of Field Experiences may develop an action plan. Failure to meet the established terms of the plan may result in removal from the internship. Attendance at an announced WCU Career Fair and at the WCU Outstanding Prospective Teacher ceremony to accept an award are considered excused absences from the school and do not require approval from the OFE.

## **Professional Liability Insurance**

School personnel are responsible for ensuring the safety and protection of students at all times. Teacher education candidates completing field experiences, internships and student teaching may be personally charged with negligence if an accident or injury occurs to a student in their care. "Student teaching" may include those duties granted to a teacher by G.S. 115C-307 and G.S. 115C-309 and any other part of the school program for which either the supervising teacher or the principal is responsible. Neither the State of North Carolina nor Western Carolina University will be responsible for providing legal defense for any professional education candidate or for paying for any judgment which may be entered against the accused; therefore, the College of Education and Allied Professions strongly recommends that all candidates purchase professional liability insurance during any semester they are completing internship, student teaching, or any other professional education practicum experience in schools.

Applicable CEAP policy, North Carolina General Statutes and suggested options for purchasing liability insurance are at: <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/early-field-experiences/liability-insurance-policy.asp>.

## **Substitute Teaching and Outside Employment During Internship/Student Teaching**

### **Internship I**

Interns may **not** substitute teach on the days they are assigned to the school for field experience. If the school/school system allows, they may substitute on days they are not assigned to the classroom and do not have classes at WCU. WCU does not determine an intern's eligibility nor a school system's policies for substitute teaching; each school/school system has requirements and policies regarding substitute teaching which must be followed by the intern.

### *Internship II/Student Teaching*

If the school/school system allows eligible interns/student teachers to serve as substitute teachers, WCU approves a maximum of five days and *only after carrying/sharing the full teaching load for two weeks.* They are allowed to substitute only for the cooperating teacher in the classroom in which they are placed until the last two weeks of the WCU semester and after completing the required number of days of successful full-load teaching/co-teaching at which time they may substitute for other teachers in the host school. Due to liability issues, an intern/ student teacher cannot be considered a substitute (thereby becoming an employee of the system) without being paid as a substitute. School administrators may request exceptions to these policies in extenuating circumstances by submitting the request in writing to the Director of Field Experiences. WCU does not determine an intern/student teacher's eligibility for substitute teaching; each school/school system has requirements and policies regarding substitute teaching.

An intern/student teacher may **not** have any **paid** assignment in the school such as driving a bus, coaching or directing a band that interferes with any internship or student teaching responsibility. Intern II/student teachers should not accept outside employment during full-time teaching, as the clinical practice itself is a full-time job. If any outside activity is determined to have a negative impact on the internship experience, the teacher candidate may be removed from the internship.

## **Early Release from Internship II/Student Teaching (revised March 3, 2015)**

The following policy governs **requests** for Early Release from Internship/Student Teaching for all candidates before the final day of the WCU semester. Early Release from internship/student teaching will only be considered for fulltime, teaching employment in the student's area of licensure, will only be granted on a case-by-case basis, and typically will not be granted before two weeks from the end of the semester of the internship/student teaching experience.

Any approved Early Release from student teaching/internship does not mean that the candidate has graduated from WCU early, nor does it mean that the candidate has been granted a teaching license by the state of North Carolina. All

interns/student teachers officially continue to be students of the university until the final day of the university's semester and will continue to be monitored by the university supervisor and the academic supervisor (when one is assigned) until the end of the university's semester.

Requests for Early Release will be considered only if all conditions listed below have been met.

- 1) The Internship/Student Teaching Early Release Request Form must be completed and submitted to the Director of Field Experiences for review (See Appendix F).
- 2) A written request from the hiring school principal for a fulltime position in the candidate's area of licensure will be provided including a written agreement that the hiring school will provide and pay for substitutes for the Early Released candidate to attend all required internship seminars.
- 3) The cooperating teacher, university supervisor, academic supervisor (when one is assigned), program director, and seminar instructor's written approval of the release and written agreement that the candidate has been rated at least "Proficient" on all items of the Certification of Teaching Capacity evaluation instrument must be provided.
- 4) To avoid disruption, if Early Release of a candidate will result in a change of classroom or school for the candidate, written approval from the school principal of the candidate's internship/student teaching placement must be provided
- 5) All electronic evidences on TaskStream, including edTPA, must have been submitted, and all evidences must have been rated at least "proficient" by one or more evaluators.

Upon receipt of the Early Release request form, the **Director of Field Experiences** will make a decision about the requested release and will notify all parties of the decision via email within 5 working days of the submission of the request. Appeal of a negative decision must be filed with the **Associate Dean of the College of Education and Allied Professions** within 5 working days of the date of email notification of a negative decision, and the Associate Dean will make a decision about the appeal and will notify all parties of the decision via email within 5 working days of the submission of the appeal. If a request is granted, candidates must continue seminar attendance and complete all graduation and licensure requirements. Candidates must NOT rush into full-time teaching in anticipation of Early Release for employment at the end of the semester.

WCU 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.

WCU 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.

## APPENDIX A

### GLOSSARY OF TERMS USED IN THE WCU STUDENT TEACHING HANDBOOK

**Academic supervisor** – A faculty member designated by the major department to co-supervise an intern/student teacher along with a university supervisor.

**Candidate** – A student in a program preparing to be a licensed teacher.

**CEAP** – The WCU College of Education and Allied Professions.

**Cooperating teacher** – A classroom teacher who hosts an intern/student teacher.

**DPI** – The North Carolina Department of Public Instruction, the state licensing agency.

**EdTPA** – A research-based appraisal system for teacher licensure candidates.

**Electronic evidences** – Documents produced by teacher licensure candidates to demonstrate competencies required for successful teaching.

**FERPA** – The Family Educational Rights and Privacy Act.

**IGP** – An Individual Growth Plan that outlines means of professional improvement.

**Intern** – A WCU teacher education candidate in the final year/semester of a licensure program.

**Intern I** – A WCU teacher education candidate in the next-to-the-last semester of a licensure program.

**Intern II** – A WCU teacher licensure candidate in the second and final semester of a licensure program.

**LEA** – A Local Education Agency, a school system.

**License** – A credential awarded by the state of North Carolina allowing an individual to teach in public schools.

**Licensure candidate/teacher licensure candidate** – An individual preparing to be recommended for a teaching license.

**OFE** – The WCU Office of Field Experiences which arranges opportunities for licensure candidates to be placed in public schools in order to complete course assignments or to complete internships.

**Student teacher** – A teacher licensure candidate in the final semester of a program that does not have a 2-semester internship.

**University supervisor** – A WCU faculty member designated by the College of Education and Allied Professions to supervise an intern/student teacher.

## APPENDIX B

### Code of Ethics for North Carolina Educators

Adopted by the State Board of Education June 5, 1997

#### Preamble

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

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator 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. 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.

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 process and supports the expression of professional opinions and judgments by colleagues in decision making processes or due process proceedings.
- E. When acting in an administrative capacity:
  1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
  2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
  3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
  4. Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

### **III. Commitment to the Profession**

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

### **Code of Professional Practice and Conduct for North Carolina Educators**

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

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

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

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as “educator” or “professional educator,” and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited. History Note: Authority G.S. 115C-295.3; Eff. April 1, 1998.

##### **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.
    - a. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall
    - b. 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.
    - d. 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.



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

## APPENDIX C



### ACTION PLAN FOR IMPROVEMENT

<b>Student:</b>	<b>Program:</b>
<b>92:</b>	<b>Advisor:</b>
<b>Semester:</b>	<b>Date:</b>

*A conference has been called because of a demonstrated deficiency in one or more of the academic expectations or professional dispositions of the College of Education & Allied Professions.*

<b>Students will meet academic expectations.</b>	
Meet stated expectations for course/field experiences	Keep timelines
Attend and be punctual for course/field experiences	Demonstrate understanding of content and pedagogy
Produce quality work	Maintain academic integrity
<b>Students will project a positive demeanor.</b>	
Agreeable, friendly, cheerful, optimistic, enthusiastic	Uses positive language
<b>Students will behave responsibly.</b>	
Serves as a positive role-model	Accountable, prepared
Timely, punctual, poised, presentable	
<b>Students will exhibit trustworthiness.</b>	
Honest, sincere	Dependable, reliable, predictable, consistent
Confidential, ethical, of strong integrity	
<b>Students will build positive interpersonal relationships.</b>	
Approachable, inviting	Protective
Caring, understanding, compassionate, warm affectionate, thoughtful	Empowering, supportive, encouraging, nurturing, helpful, generous, altruistic
<b>Students will demonstrate cultural responsiveness.</b>	
Socially just, socially responsible, fair, equitable	Open, accepting, unprejudiced, unbiased, sensitive to others
Embraces diversity, appreciates differences, inclusive, advocates, globally aware	
<b>Students will be engaged learners.</b>	
Attentive, contributes, shows initiative, productive, participatory	Creative, imaginative, willing to take risks, original
<b>Students will demonstrate emotional and social self-control.</b>	
Self-directing, self-managing, self-evaluating, self-motivated	Independent
<b>Students will collaborate effectively.</b>	
Creates positive work conditions, builds social harmony, teams, builds rapport, democratic	Collegial, considerate, cooperative, flexible, adaptable, receptive to feedback, willing to compromise
<b>Students will use effective communication.</b>	
Perceptive listener, articulates clearly, takes turn	
<b>Students will engage in appropriate decision-making.</b>	
Uses sound judgment / reasoning, seeks and applies wisdom, uses critical thinking, effective problem solver, effective decision maker	Is reflective, is questioning considers consequences, prudent

<b>Discussion:</b>
<i>Describe the issue(s).</i>
<b>Documentation:</b>
<i>Describe the format for the documentation of these issues: email, notes, meeting, phone conversation, observations, etc.</i>
<b>Plan of Action:</b>
<i>List what is to be done, the target completion date, who reviews remediation, what is acceptable performance, as well as description of consequence for failure to meet expectations.</i>
<b>Follow-up Conference Date:</b>

<b>Program Coordinator</b> <span style="float: right;"><b>Date</b></span>
<b>Associate Dean</b> <span style="float: right;"><b>Date</b></span>
<i>If applicable ...</i>
<b>Faculty/Staff</b> <span style="float: right;"><b>Date</b></span>
<b>Cooperating Teacher</b> <span style="float: right;"><b>Date</b></span>
<b>Director of Field Experiences</b> <span style="float: right;"><b>Date</b></span>

<i>I have read and understood the Action Plan. I understand that failure to comply may result in removal from the program.</i>
<b>Candidate/Student</b> <span style="float: right;"><b>Date</b></span>

\*Copies to Candidate/Student, Program Coordinator, Associate Dean/Licensure Office, Advisor, & Office of Field Experience

## APPENDIX D

















<http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/cooperating-teachers.asp>

### LEA/IHE Certification of Teaching Capacity





























<b>Candidate Name:</b>	Click here to enter text.	<b>School:</b>	Click here to enter text.
<b>Cooperating Teacher Name:</b>	Click here to enter text.	<b>Grade:</b>	Click here to enter text.
<b>LEA:</b>	Click here to enter text.	<b>IHE:</b>	<b>Western Carolina University</b>





















*In addition to all other state and institutional requirements, the candidate **must meet** each of the descriptors identified in this document to be recommended for licensure.*

Standards Met: 4 = Accomplished 3 = Proficient	Standards Not Met: 2 = Developing 1 = Emerging
--	--





Standard/Element	Proficient Descriptor	Rating				
		Stand Met Met	3	2	Standard Not Met	
<b>Professionalism</b>						
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	4  Accomplished	3  Proficient	2  Developing	1  Emerging	
	Comments (optional): Click here to enter text.					
<b>Classroom Climate/Culture</b>						
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	4  Accomplished	3  Proficient	2  Developing	1  Emerging	
	Comments (optional): Click here to enter text.					
	1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.	4  Accomplished	3  Proficient	2  Developing	1  Emerging	
Comments (optional): Click here to enter text.						
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2a.1 Maintains a positive and nurturing learning environment.	4  Accomplished	3  Proficient	2  Developing	1  Emerging	
	Comments (optional): Click here to enter text.					

Standard/Element	Proficient Descriptor	Rating			
		Stand Met		Standard Not Met	
2c. Teachers demonstrate high ethical standards.	2c.1 Maintains a learning environment that conveys high expectations of every student.	4  Accomplished	3  Proficient	2  Developing	1  Emerging
	Comments (optional): <a href="#">Click here to enter text.</a>				
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	4  Accomplished	3  Proficient	2  Developing	1  Emerging
	Comments (optional): <a href="#">Click here to enter text.</a>				
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	4  Accomplished	3  Proficient	2  Developing	1  Emerging
	Comments (optional): <a href="#">Click here to enter text.</a>				
<b>Instruction</b>					
2b. Teachers embrace diversity in the school community and in the world.	2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	4  Accomplished	3  Proficient	2  Developing	1  Emerging
	Comments (optional): <a href="#">Click here to enter text.</a>				
	2b.2 Incorporates different points of view in instruction.	4  Accomplished	3  Proficient	2  Developing	1  Emerging
	Comments (optional): <a href="#">Click here to enter text.</a>				
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	4  Accomplished	3  Proficient	2  Developing	1  Emerging
	Comments (optional): <a href="#">Click here to enter text.</a>				
3b. Teachers know the content appropriate to their teaching specialty.	3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	4  Accomplished	3  Proficient	2  Developing	1  Emerging
	Comments (optional): <a href="#">Click here to enter text.</a>				

Standard/Element	Proficient Descriptor	Rating			
		Stand Met		Standard Not Met	
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21 <sup>st</sup> century skills and content into instruction.	4  Accomplished	3  Proficient	2  Developing	1  Emerging
	Comments (optional): <a href="#">Click here to enter text.</a>				
4c. Teachers use a variety of instructional methods.	4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.	4  Accomplished	3  Proficient	2  Developing	1  Emerging
	Comments (optional): <a href="#">Click here to enter text.</a>				
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	4  Accomplished	3  Proficient	2  Developing	1  Emerging
	Comments (optional): <a href="#">Click here to enter text.</a>				
4e. Teachers help students develop critical-thinking and problem-solving skills.	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	4  Accomplished	3  Proficient	2  Developing	1  Emerging
	Comments (optional): <a href="#">Click here to enter text.</a>				
4f. Teachers help students to work in teams and develop leadership qualities.	4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	4  Accomplished	3  Proficient	2  Developing	1  Emerging
	Comments (optional): <a href="#">Click here to enter text.</a>				
<b>Evaluation/Assessment</b>					
1a. Teachers lead in their classrooms.	1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i> .	4  Accomplished	3  Proficient	2  Developing	1  Emerging
	Comments (optional): <a href="#">Click here to enter text.</a>				
4h. Teachers use a variety of methods to assess what each student has learned.	4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	4  Accomplished	3  Proficient	2  Developing	1  Emerging
	Comments (optional): <a href="#">Click here to enter text.</a>				

Standard/Element	Proficient Descriptor	Rating			
		Stand Met		Standard Not Met	
4h. Teachers use a variety of methods to assess what each student has learned. (Cont'd)	4h.2 Provides evidence that students attain 21 <sup>st</sup> century knowledge, skills and dispositions.	4  Accomplished	3  Proficient	2  Developing	1  Emerging
	Comments (optional): <a href="#">Click here to enter text.</a>				
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	4  Accomplished	3  Proficient	2  Developing	1  Emerging
	Comments (optional): <a href="#">Click here to enter text.</a>				
<b>Impact on Student Learning</b>					
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning.	4  Accomplished	3  Proficient	2  Developing	1  Emerging
	Comments (optional): <a href="#">Click here to enter text.</a>				
2d. Teachers adapt their teaching for the benefit of students with special needs.	2d.1 Cooperates with specialists and uses resources to support the special needs of all students.	4  Accomplished	3  Proficient	2  Developing	1  Emerging
	Comments (optional): <a href="#">Click here to enter text.</a>				
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	4  Accomplished	3  Proficient	2  Developing	1  Emerging
	Comments (optional): <a href="#">Click here to enter text.</a>				

## LEA/IHE Certification of Teaching Capacity

Overall			
Overall performance on all North Carolina Professional Teaching Standards.	Provide a rating of overall performance of the candidate considering all NCPTS standards and sub-standards indicated in the above document. The overall performance rating is related to but does not dictate a particular course grade.	4  Accomplished	3  Proficient
		2  Developing	1  Emerging

*In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.*

### SIGNATURES

Note: The candidate signature does *not* imply agreement with the ratings. All other signatures verify the accuracy of and agreement with the ratings on each descriptor.

Individual	Printed Name	Signature	Date
Candidate			
Cooperating Teacher			
Principal (or designee)			
Academic Supervisor (if applicable)			
University Supervisor			
<b>Comments (optional):</b> <a href="#">Click here to enter text.</a>			



**APPENDIX E**

**Western Carolina University  
Internship/Student Teaching Early Release Request Form**

*Acknowledgement of Successful Completion of all Program Requirements  
for Clinical Practice*

<b>Intern/Student Teacher</b>	
<b>Internship/Student Teaching Placement Information</b>	<b>School District:</b> <b>School:</b>
<b>Name of Cooperating Teacher</b>	
<b>Confirmation of "Proficient" on all items of the Certification of Teaching Capacity evaluation instrument</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
<b>All electronic evidences on have been submitted on TaskStream and have earned satisfactory evaluations.</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>
<b>Date of Request</b>	

\_\_\_\_\_  
**University Supervisor**

\_\_\_\_\_  
**Cooperating Teacher**

\_\_\_\_\_  
**Intern/Student Teacher**

\_\_\_\_\_  
**Academic Supervisor (if applicable)**

*Employing District*

<b>Employment Information</b>	<b>School District:</b> <b>School:</b>
<b>Proposed Teaching Position</b>	
<b>Date Requested to Begin Employment</b>	
<b>Assigned Mentor Teacher</b>	

\_\_\_\_\_  
**Principal/Superintendent**

\_\_\_\_\_  
**Mentor Teacher**

**\*\*Please attach the written agreement from the hiring school indicating they will provide and pay for substitutes for the Early Released candidate to attend all required internship seminars.**

**Western Carolina University Approval**

\_\_\_\_\_  
**Director of Office of Field Experience**

\_\_\_\_\_  
**Program Coordinator**

\_\_\_\_\_  
**Associate Dean and Director of Teacher Education**

## APPENDIX F

### Candidate Photograph and Video Release Form

I hereby consent to the photographing/videoing of myself and the recording of my voice and the use of these photographs and/or recordings singularly or in conjunction with other photographs and/or recordings for clinical supervision purposes. I understand that the term "photograph" as used herein encompasses both still photographs and motion picture footage.

I hereby release the College of Education and Allied Professions at Western Carolina University and any of its associated or affiliated faculty or staff from all claims of every kind on account of such use.

I further agree to use photography/video only for purposes of clinical supervision and teacher development. I will not post or share video, audio, or pictures, under any circumstances, in any forum or context, except among myself, the field supervisor, cooperating teacher, and other middle level program faculty. I understand that candidate to candidate sharing of video, audio, or pictures may only occur in training or professional settings arranged by the College of Education and Allied Professions. I understand that the video, audio, or pictures can only be stored on password protected sites such as Dropbox or Google Drive for the purpose of sharing with aforementioned university personnel. I further understand that YouTube, Vimeo, and similar sites are NOT acceptable venues for storage and sharing of media files, regardless of privacy settings.

<b>Candidate Name (Print)</b>	
<b>Candidate Signature</b>	
<b>Date</b>	

## Guidelines For Supporting Candidates Completing edTPA

edTPA is a summative, subject-specific portfolio-based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teaching candidates' readiness for licensure.

Given the placement of edTPA within an educational program, professional conversations about teaching and learning associated with the outcomes assessed in edTPA are encouraged. Consistent with research on student learning (Black and Wiliam, 1998), programs are encouraged to help candidates examine the outcomes of the assessment in meaningful ways and discuss how they will demonstrate their performance in relation to those outcomes. An ideal way to clarify what edTPA requires AND prepare candidates to teach well is to closely examine the rubrics. Take time to examine the language, structure and progression of the edTPA rubrics during formative experiences throughout your program.

Candidates are learning how to teach and are being guided by more experienced teachers, often in co-teaching contexts. Educators offering support should discourage any attempts by candidates to fabricate evidence or plagiarize work. Many, if not most, candidates will use or adapt curriculum materials developed by others. Candidates should cite the source of adapted materials, including materials received from experienced teachers.

Professional responsibilities for candidates as they develop evidence for edTPA, including protecting confidentiality, citing sources of materials, etc. are outlined in the edTPA handbook.

### Strategies for Formative Support

Formative support may be offered during academic terms prior to the completion of edTPA in a clinical experience or may extend early in the term edTPA is formally developed and submitted. **Acceptable forms of formative support include:**

- Providing explanations of **terminology** and concepts covered by edTPA
- Identifying **connections** between assignments completed during coursework and tasks in edTPA
- Assigning **parallel tasks** during coursework, e.g., analyzing a videotape of teaching and learning, constructing a unit of instruction, assessing student work.
- Distributing edTPA **support documents** such as *Making Good Choices*
- Arranging technical and logistical **support for video recording** and uploading documents into electronic platforms
- Providing and discussing **samples** of previously completed edTPA portfolio materials (with appropriate permissions granted).

- Using the **rubrics** for evaluating embedded signature assessments, course assignments or other formative assessments in the program prior to final edTPA completion
- Using rubric constructs or **rubric language to debrief observations** made by field supervisors or cooperating teachers as part of the clinical supervision process
- Offering candidate **seminars** focusing on the skills and abilities identified in the edTPA, such as an Academic Language seminar
- Offering the above types of assistance through clinical teaching seminars or through a separate course (methods, foundations, or other modules focused on edTPA components).

### Acceptable and Unacceptable Forms of Support\*

*\*The chart below pertains to any work related to the **summative** edTPA portfolio that is to be formally submitted for official scoring (by Pearson) and/or local evaluation if used consequentially.*

TYPE of SUPPORT	ACCEPTABLE	UNACCEPTABLE
Asking Open-Ended or Probing Questions	Asking open-ended or probing questions that encourage candidates to reflect on their responses and artifacts in reference to theory/research; and to reach their own conclusions about their teaching practice.	Offering alternative responses to commentary prompts  Suggesting changes to be made in an edTPA draft or final version  Using edTPA rubrics to provide formal feedback &/or scores for official edTPA instruction/lessons
Debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process	Discussions with candidates aimed at improving teaching competence aligned with program values and rubric constructs.	Leading comments, in relation to an edTPA draft that is perceived to be weak, aimed at helping a candidate pass edTPA.
Curriculum Materials or Instructional Strategies	Explaining the general design of curriculum materials or instructional and assessment strategies, leaving it to candidates to make selections and/or adaptations based on their own knowledge of their students' strengths and needs and on the content to be taught.	Making choices about curriculum materials or instructional strategies (other than those required by the cooperating teacher/school/district) <u>for</u> the candidate.

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TYPE of SUPPORT	ACCEPTABLE	UNACCEPTABLE
Editing	No editing of edTPA is acceptable	Any editing of edTPA commentaries or artifacts (correcting conventions, spelling, punctuation, etc.)
Electronic Platforms	Assisting with the use of electronic platforms such as TaskStream, LiveText or Chalk & Wire	Uploading artifacts or commentaries for candidates
Handbooks & Templates	Providing password-protected access to edTPA handbooks and templates	Displaying or discussing edTPA handbooks, prompts, rubrics and templates in public websites
Rubrics Explanation	Explaining rubric constructs or rubric language to provide candidates with guidance on how their performance will be evaluated formally once submitted.	Using edTPA rubrics to provide formal feedback &/or scores on drafts of edTPA tasks for official submission
Rubrics Use	Using edTPA rubrics to provide feedback and/or assess embedded signature assessments, course assignments, or other formative assessments (formative support as above)	Providing specific analysis (e.g., scoring) of the candidate's artifacts or commentaries for the final edTPA submission, including drafts
Support Documents	Sharing support documents from TPAC Online or Pearson such as "Making Good Choices", video tutorials, help line assistance, etc.	Sharing edTPA materials addressed by non disclosure agreements (official scoring or local evaluation training materials provided by SCALE and/or Pearson, including benchmarks)
Technical Assistance	Arranging technical resources for video recording and guidance with uploading documents into electronic platforms.	Telling candidates which clips to select; reviewing video clips and offering formal feedback/scoring of the clips.
Timelines	Providing explicit timelines for completion of the edTPA	

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*. Retrieved from <https://www.measuredprogress.org/documents/10157/15653/InsideBlackBox.pdf>