



WESTERN CAROLINA UNIVERSITY

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Office of Field Experiences | College of Education and Allied Professions

# Clinical Experiences Handbook

2021-2022

# Office of Field Experiences

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## About Us...

The Office of Field Experience is part of Suite 201 Student Support Center in the College of Education & Allied Professions. We collaborate with school partners to arrange placement opportunities for our WCU teacher education candidates to complete course assignments, field experiences, and internships in public schools. We seek to support our students through their application processes, administer criminal background check reporting, oversee time requirement documentation, and ensure that all of our students have diverse experiences. Our office also provides supervision and mentoring to our candidates during their internship, and if needed we work with WCU and P-12 faculty and administrators to resolve placement issues.

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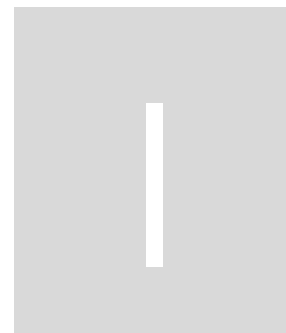
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## General Information

*Part I of this Handbook is designed to provide information to all teacher education candidates related to all clinical practices experiences while pursuing a degree program (undergraduate or graduate) leading to initial teacher licensure. Teacher education candidates are required to complete multiple clinical practice experiences as a requirement for specific courses in addition to the internship as part of their program/licensure requirements.*

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### **REQUIRED CERTIPHI BACKGROUND CHECK POLICY**

In order to participate in any clinical experience, all licensure candidates are required to complete and pay for a criminal background checks through WCU's approved company [Certiphi](#) . Certiphi will search through each candidate's credentials, the Sex Offenders Registry, State Criminal (Felony, Misdemeanor and Other Offenses), Federal Criminal (Felony, Misdemeanor and Other Offenses), & OIG & GSA Excluded Parties.

### **SELF-DISCLOSURE AGREEMENT**

Candidates are responsible for self-disclosure of **any** charges or university sanctions accumulated **after** their initial background check. New charges should be reported to the Director of Field Experiences **within 72 hours** of the incident or students risk losing the clinical practice placement.

\*Any new charge(s) that is not on the student's original background check may require that the candidate get a new background check at their own expense.

### **BACKGROUND CHECK ISSUES**

Candidates that do not receive a *clear* background check, will be contacted by OFE and required to submit a statement of explanation. The explanation form will require you to list all charges that appear on your background check results, including the date(s), explanation, and outcome of the incident. This statement will be required for charges, dismissals, prayer for judgment, no contest, and guilty or not guilty pleas (*including minor traffic violations*). Explanations will be kept on file and may be shared with school partners, as needed for placement purposes. Serious charges or failure to disclose criminal history may result in a candidate's inability to be placed for their field experience and/or removed from the Teacher Education Program (TEP).

List of Charges Flagged by OFE:

- Petty Theft or Shoplifting
- Assault (any type)
- Anything involving children/minors (endangerment, neglect, etc.)
- Larceny – Theft, robbery, burglary, stealing, etc.
- DUI
- Drug possession
- Fraud – Bribery, embezzlement, money laundering, tax evasion, forgery, etc.)
- More than 3 charges of anything

Although all background checks and university sanctions require explanations, students with any of the charges listed above on their background checks will be reviewed by the Teacher Education Background Check Review Committee. This committee evaluates the severity of the offenses, the number of incidences, and the recentness of the crimes committed. The committee will determine whether or not they believe that the candidate is eligible to continue in the Teacher Education Program. Candidates who clear the committee’s review will receive notification that although the committee has cleared them, they are at the discretion of the school districts as to whether or not placements will be accepted. OFE will attempt to place a candidate three times, and if after that point no district will accept them due to the charges or sanctions, they will not receive a placement for the course/experience and could be advised to withdraw from the program.

**INITIAL BACKGROUND & BACKGROUND RECHECKS**

Below is an overview of when the initial background and rechecks should be completed by program:

Student Population	Initial Background Check Requirement	Recheck Requirement \$11.50
Undergraduate Residential TEP	With Early Field Experience Application (EDCI 201, PSY 323, SPED 339)	With Internship Application
Birth-Kindergarten (All Tracks)	With Online Orientation	With Action Research/ Internship Application*
SPED MAT and Graduate Certification	With Online Orientation	With Practicum Application*
MAT (Art, English, STEM, Social Sciences, & TESOL)	TEP Admission <i>(required during the first semester of enrollment)</i>	With Internship Application*

\*Students in these programs who are employed by the school system in which they will be completing their internship, **DO NOT** have to complete the background *recheck* requirement.

*NOTE: Letters from school personnel offices, background checks through a local courthouse, other school districts, and background checks from work **are not acceptable.***

## TK20 REQUIREMENTS

Teacher education programs use an electronic portfolio system to collect artifacts that are required for admission, state licensure, and graduation. Tk20, our portfolio system, is used by CEAP to electronically store evidence of candidates' completion of specific tasks, including applications, résumés, edTPA portfolio, professional development plans, and records of assessments.

*Note: Tk20 is a part of the company called Watermark. You may find references to Tk20 and Watermark on our pages, though both refer to the same software platform.*

## PURCHASING TK20 SUBSCRIPTION

Every candidate must purchase a Tk20 account. You can either purchase a subscription code from the [WCU Bookstore](#) or you can purchase your account online via a credit card. [Follow these directions to purchase your account online.](#)

## TK20 SUPPORT

Instructions for using Tk20 at WCU can be found at [edportfolio.wcu.edu](#). For technical assistance with Tk20, contact Misty Colton, the Instructional Technology Support Associate at 828-227-2747, or email our WCU Tk20/Watermark support at [watermark@wcu.edu](#).

## CANDIDATE CONSENTS & DISCLOSURES

During several of the application processes, candidates will be asked to review and consent and/or decline the following consents and disclosures:

### COLLEGE OF EDUCATION & ALLIED PROFESSIONS - STUDENT INFORMATION RELEASE AUTHORIZATION

#### SECTION A: OVERVIEW

In compliance with FERPA and the University's Policy on Access to Student Education Records, the University is prohibited from providing certain information from your student records to a third party, including academic records, test scores, program status, and license application information.

In order for the College of Education and Allied Professions to release information for the purpose of employment and/or teacher licensure, you must indicate your acceptance below on your application within your Teacher Education Admission or Internship application.

#### SECTION B: THIRD-PARTIES RECEIVING INFORMATION

- Prospective employer;
- North Carolina State Department of Public Instruction; and/or
- Other entities (i.e., EESLPD).



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- *NOTE: For the third-party designees named on this form, this release overrides all FERPA directory suppression information that you have set up in your student record.*

### SECTION C: PURPOSE

Employment and/or teacher licensure.

### SECTION D: RECORDS TO BE DISCLOSED

- Academic Records;
- Test Scores;
- Program Status; and/or
- License Application Information.

*This authorization shall be considered as a waiver of any and all of my rights and/or privileges as provided under the Family Rights and Privacy Act of 1974, as amended. \**

Candidates will selected either 1) Yes, I authorize the College of Education and Allied Professions to disclose and discuss confidential information from my education record with the above third parties, named in Section B, for the purpose of employment and/or teacher licensure; or 2) No, I DO NOT authorize the College of Education and Allied Professions to disclose and discuss confidential information from my education record with the above third parties, named in Section B, for the purpose of employment and/or teacher licensure.

## CANDIDATE PHOTOGRAPH AND VIDEO RELEASE AGREEMENT

During the application process, candidates will be asked to consent or decline CEAP's request to use their video recordings and/or photographs of themselves while in their university or field settings.

*By selecting yes below, 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. \**

## CONSENT TO USE EDTPA MATERIALS

During your final internship semester, you will complete the edTPA evaluation, which includes a portfolio demonstrating your ability to plan lessons, teach, and assess your students. During the internship application process, you will be asked to consent or decline WCU's ability to use your edTPA portfolio materials.

*Do you give our teacher education program permission to use all or a portion of your portfolio in training materials for faculty and as example materials for other students? This will in no way affect your grade in internship or your edTPA score.*

## CONFIDENTIALITY AGREEMENT

There are federal and state laws that protect the privacy rights of students and families. In school situations, there are many instances in which confidential information is discussed in order to better understand students and how we can help them.

While working in schools, as a WCU teacher candidate, there may be times when this information is discussed. You must agree that you will not repeat this outside of the school or to anyone within the school who does not have a need to know.

This will ensure the protection of our partner schools' and their students' interests, thus creating a better environment for all.

Additionally, three laws govern confidentiality: FERPA (Family Educational Rights and Privacy Act), IDEIA (Individuals with Disabilities Education Improvement Act), and North Carolina Chapter 14 (Confidentiality and Information Sharing). All three bodies of regulations indicate that confidentiality **must be maintained relative to students.**

Therefore, any written or verbal communication with anyone who does not have a right to know is in violation of these laws. In essence, only those who work directly with the student are considered as those with a "need to know".

If at any time these terms of confidentiality are violated, you will be removed from your field experience, and potentially removed from the WCU Teacher Education program.

*As a WCU teacher candidate, I realize that I am subject to a code of ethics similar to that which binds the professionals in the field that I am pursuing as a career. I will keep confidential matters private. By signing this agreement, I am stating that I will not divulge information about any student or family to any person outside the school setting and will abide by all federal and state laws that protect the privacy rights of students and families.*

## DISPOSITIONS AND PROFESSIONALISM EXPECTATIONS

All WCU teacher education candidates are expected to be knowledgeable and exemplify a high level of professionalism throughout their program. These expectations are aligned with, but not limited to, the [NC Code of Ethics and Standards for Professional Conduct](#), [WCU Academic Integrity Policy](#), [Student Code of Conduct](#), and the [Educator Disposition Assessment](#).

Professional dispositions of the [Educator Disposition Assessment](#) and are expected of all developing professionals in the College of Education and Allied Professions:

1. Demonstrate effective oral communication skills

2. Demonstrate effective written communication skills
3. Demonstrate professionalism
4. Demonstrate a positive and enthusiastic attitude
5. Demonstrate preparedness in teaching and learning
6. Exhibit an appreciation of and value for cultural and academic diversity
7. Collaborate effectively with stakeholders
8. Demonstrate self-regulated learner behaviors/takes initiative
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability

In addition to upholding the aforementioned policies and standards, **WCU candidates should never:**

1. Use corporal punishment or any form of physical aggression (i.e., strike, grab, pull, etc.) on a student.
2. 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.
3. Criticize, verbally or in writing, and especially on social media sites, the school district, the host school, the clinical educator, the students or student population with which you work, the university or academic supervisor, or the university or the community.
4. Identify by name students, teachers, school personnel, or the school as part of WCU class discussions.

## **PROFESSIONAL DRESS AND CONDUCT**

During the school day and any time candidates attend school-related activities, candidates should appear in appropriate dress. Examples of professional attire include, but are not limited to, collared shirts, dress slacks, dress coordinates, suits, dresses, ties, and sport coats.

### ***Items that are not acceptable include the following:***

Attire prohibited by the host school's dress code; jogging/running shorts, cut-off shorts (or any shorts or similar article of clothing shorter than mid-thigh); sunglasses and/or hats (inside the building); rubber shoe thongs (flip-flops) or bedroom slippers; athletic wear, such as jogging suits (*except for physical education teachers*); skirts and dresses shorter than mid-thigh; underwear as outerwear; inappropriately sheer, tight or short clothing; garments that inappropriately bare or expose traditionally private parts of the body, including, but not limited to, the stomach, buttocks, back and breasts (i.e., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, tank tops, muscle cops, etc.).

Also any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that 1) contain advertisement, symbols, words, slogans, patches or pictures that are sexually suggestive, drug, tobacco or alcohol-related or that are obscene, profane, vulgar, lewd, indecent or plainly offensive; or 2) are in any way disruptive or potentially disruptive to the learning environment; or 3) that pose a threat or potential threat to the safety or welfare of the candidate, students, or any other person.

## **ETHICAL MISCONDUCT**

### **Social Networking**

Facebook, Twitter, Instagram, SnapChat, or any other social media or gaming accounts, and Blog/Vlog 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 the employee’s “page.”

Posting status updates or even “liking” a post during the school/workday 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 intern 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.

### **Cell Phone Use**

Interns may bring personal cell phones or electronic signaling devices to work; however, these devices are not to be in view or turned on at any time when the individual is engaged in the supervision of students or doing the work of a normal employment day.

### **Texting or Messaging Students**

Text messaging or messaging through social media or *gaming* platforms of any type or replying to a text, social media, or gaming-based messages from students for ANY REASON is unwise and may violate the Code of Ethics as well as the host school’s policies.

### **Transporting Students**

Candidates should NEVER transport students in any fashion. Driving a student in your personal vehicle makes you personally liable for injury to the student or others which would occur as a result of an accident in that vehicle.

## PROCESS FOR REPORTING STUDENT CONCERNS

This is the approved process for reporting student concerns or suspicions of abuse, neglect, or sexual assault.

1. Student at your host school approaches you with a direct statement of abuse, neglect, sexual assault.
2. In conversation with the student, or conversation overheard between students, they state some suspicious comments that allude to abuse, neglect, or sexual assault.
3. You suspect abuse, neglect, or sexual assault based on physical evidence, or change in students' personality, dress, or actions.

**STEP 1:** Immediately, or as soon as you can safely do so, email the school principal/administrator and copy the assistant principal/administrator, if applicable.

- In the subject line state, the words **Confidential** student issue.
  - If you feel this is an urgent matter, as in the student should not return to their home, class, etc. please put the word **Urgent** in the subject line.
- Document the exact time that you experienced either situation listed above.
- Do not use the student's name in the email.

### Example Email:

**From:** WCU Candidate

**To:** School Administrator

**Cc:** Assistant Administrator

**Subject:** Confidential – Student Concern

*Good [morning/afternoon] Mr./Mrs./Ms./Dr. Principal and Assistant Principal, Today at [time], a student in [detail the classroom, grade, etc. and 1) what information was told to you, 2) statement or evidence that caused to you have suspicions of abuse, neglect, or sexual assault].*

**STEP 2:** Inform your clinical educator as soon as possible of the incident and let them know that you have informed the principal(s)/administration.

**STEP 3:** If no one has responded within 12 hours, consult with administration.

## FOR REPORTING INCIDENTS OUTSIDE OF YOUR PLACEMENT SCHOOL

*Example: You are taking a walk in the park, and you see evidence of child abuse/neglect taking place.*

### North Carolina Mandatory Reporting Law

Any person 18 years of age or older who knows or should have reasonably known that a juvenile has been or is the victim of a violent offense, sexual offense, or misdemeanor child abuse under G.S. 14-318.2 shall immediately report the case of that juvenile to the appropriate local law enforcement agency in the county where the juvenile resides or is found.

Definitions under N.C.G.S. 14-318.6 (Reporting to Law Enforcement)

Serious bodily injury – As defined in G.S. 14-318.4(d), which defines “serious bodily injury” as bodily injury that creates a substantial risk of death or that causes serious permanent disfigurement, coma, a permanent or protracted condition that causes extreme pain, or permanent or protracted loss or impairment of the function of any bodily member or organ, or that results in prolonged hospitalization.

Serious physical injury – As defined in G.S. 14-318.4(d), which defines “serious physical injury” as physical injury that causes great pain and suffering. The term includes serious mental injury.

Sexually violent offense – An offense committed against a juvenile that is a sexually violent offense as defined in G.S. 14-208.6(5). This term also includes the following: an attempt, solicitation, or conspiracy to commit any of these offenses; aiding and abetting any of these offenses. The following are “sexually violent offenses” pursuant to G.S. 14-208.6(5) (including the solicitation and aiding and abetting):

- G.S. 14-27.6 - attempted rape or sexual offense;
- G.S. 14-27.21 - first-degree forcible rape;
- G.S. 14-27.22 - second-degree forcible rape;
- G.S. 14-27.23 - statutory rape of a child by an adult;
- G.S. 14-27.24 - first-degree statutory rape;
- G.S. 14-27.25(a) - statutory rape of a person who is 15 years of age or younger (defendant is at least six years older);
- G.S. 14-27.26 - first-degree forcible sexual offense;
- G.S. 14-27.27 - second-degree forcible sexual offense;
- G.S. 14-27.28 - statutory sexual offense with a child by an adult;
- G.S. 14-27.29 - first-degree statutory sexual offense;
- G.S. 14-27.30(a) - statutory sexual offense with a person 15 years of age or younger (defendant is at least six years older);
- G.S. 14-27.31 - sexual activity by a substitute parent or custodian;
- G.S. 14-27.32 - sexual activity with a student;
- G.S. 14-27.33 - sexual battery;
- G.S. 14-43.11 - human trafficking if (i) the offense is committed against a minor who is less than 18 years of age or (ii) the offense is committed against any person with the intent that they be held in sexual servitude;
- G.S. 14-43.13 - subjecting or maintaining a person for sexual servitude;
- G.S. 14-178 - incest between near relatives;
- G.S. 14-190.6 - employing or permitting minor to assist in offenses against public morality and decency;
- G.S. 14-190.9(a1) - felonious indecent exposure;
- G.S. 14-190.16 - first degree sexual exploitation of a minor;
- G.S. 14-190.17A - third degree sexual exploitation of a minor;
- G.S. 14-202.1 - taking indecent liberties with children;
- G.S. 14-202.3 - Solicitation of child by computer or certain other electronic devices to commit an unlawful sex act;
- G.S. 14-202.4(a) - taking indecent liberties with a student;

- G.S. 14-205.2(c) or (d) - patronizing a prostitute (minor or has a mental disability);
- G.S. 14-205.3(b) - promoting prostitution (minor or mental disability);
- G.S. 14-318.4(a1) - parent or caretaker commit or permit act of prostitution with or by a juvenile;
- G.S. 14-318.4(a2) - commission or allowing of sexual act upon a juvenile by parent or guardian.

Violent offense – Any offense that inflicts upon the juvenile serious bodily injury or serious physical injury by other than accidental means. This term also includes the following: an attempt, solicitation, or conspiracy to commit any of these offenses; aiding and abetting any of these offenses.

## **VIOLATIONS OF PROFESSIONALISM, DISPOSITIONS, ETHICS, AND CONDUCT**

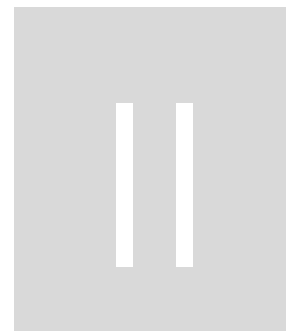
Should a concern or violation of any of the aforementioned expectations occur in an academic or field setting, a disposition rating form will be completed to document concerns, an action plan for remediation may be developed, or the candidate may be removed from their field placement, and/or removed from the Teacher Education Program. Any pertinent documentation that is collected during this process will be shared with the candidate and filed in the candidate’s electronic file.

## **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, which can be deemed appropriate at any level once a candidate is admitted into the Teacher Education Program. In these instances, a faculty member, academic advisor, field supervisor in collaboration with a clinical educator, academic supervisor (where applicable) and/or Associate Dean of the College of Education and Allied Professions will formulate an official Action Plan for Improvement that outlines deficiencies and identifies strategies for meeting expectations within a prescribed timeline.

In most cases, candidates improve with the additional support provided and successfully meet the goals of the Action Plan. However, candidates who fail to meet expectations within the allotted time may fail their course(s), be removed from the Teacher Education Program, and/or be removed from their field experience.

In the case of being removed from internship, the candidate would also not be recommended for teacher licensure by Western Carolina University. A candidate who is dismissed from Internship for any reason earns a grade of D, F, or I for internship at the instructor’s discretion in consultation with the program coordinator, Director of Field Experiences, and the Director of Teacher Education. 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 is not guaranteed.



## Early Field Experiences

*Part II of this Handbook is designed to cover the specific expectations and requirements related to all teacher candidates' early field experience requirements.*

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Early field experiences are designed to give teacher education candidates opportunities to observe in a variety of P-12 classrooms from the beginning of their professional teacher education coursework. Early and ongoing engagement with public school faculty and students ensures a balance of educational theory and practice. These courses may require placement through the Office of Field Experiences, and others could be facilitated by the instructor of your course.

### **COURSES THAT REQUIRE PLACEMENT THROUGH THE OFFICE OF FIELD EXPERIENCES**

Undergraduate			Graduate
EDCI201	EDEL415	EDMG 411	EDCI500
PSY323	EDEL416	EDMG 412	EDCI609
SPED339	EDEL420	EDMG415	EDCI616
	EDEL428	EDMG416	EDCI617
BK315	EDEL446	EDMG420	
BKSE345	EDEL 429	EDMG419	
BK410	EDRD335	EDMG466	
	EDRD440		

Applications for early field experiences open on the first day of classes each semester. Candidates should monitor the Office of Field Experiences (OFE) website to make sure that deadlines are not missed. Failure to complete applications by the advertised deadline will be encouraged to withdraw from the field experience course. In order to earn a grade of C or better, all candidates **must successfully complete the required field experience requirements**. Students who do NOT successfully complete the required field experience could earn a C-, D+, D, D- or F, depending upon the remainder of their work in the course.

EDCI 201, PSY 323, SPED 339 and most methods courses **REQUIRE** students to complete field experiences. These courses, **except** EDCI 201, require that students be admitted into the teacher education program before being permitted to enroll. EDCI 201, PSY 323, SPED 339, EDCI 500, 609, 616, & 617 require students



to document between 5 and 24 hours in the classroom, depending on the course, by completing a time sheet and experience evaluation that must be submitted in Tk20/Tk20 upon completion. Documentation of field experiences for other courses is at the discretion of the individual course instructor.

During these experiences, except EDCI 617, students **should not** be asked to teach lessons. But students may participate in any of the following activities:

- ✓ Observe
- ✓ Assist/Interact with students
- ✓ Assist with Lunch/Bus Duty
- ✓ Interview teacher/administrator/student/other

## PRACTICUM “BLOCK” EXPERIENCES

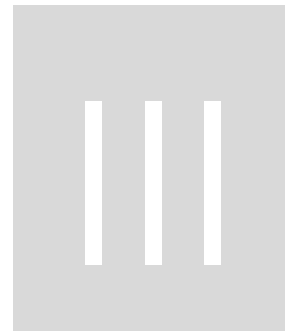
Block/Practicum placements are required for ALL Elementary, Inclusive, and Middle Grades Education majors. This requirement is generally completed the semester prior to Internship I. Candidates will spend one full “teacher day” in the placement for up to 12 weeks and attend an accompanying Seminar class on campus. Candidates will potentially complete some of the following assignments: formal observations; reflective journals reacting to their experiences and/or Seminar readings; planning and teaching lessons and reflecting upon each; gathering student work for assessment analysis. The level of participation of the candidates in the placement is at the discretion of the host teacher, though they are encouraged to become involved in class activities as much as possible.

Candidates will apply for the Practicum “Block” experience the semester **PRIOR** to enrolling in EDEL 390 or EDMG 411. Practicum “Block” applications generally open midway through the semester (approximately week 8). Candidates should meet with their advisors to make sure they are ready to apply and monitor the Office of Field Experiences website for application timelines.

## APPLYING FOR EARLY FIELD EXPERIENCE & BLOCK PLACEMENTS

1. **FIRST TIME APPLICANTS ONLY, BEFORE YOU APPLY IN TK20:**
  - ✓ Complete your Background Check through Certiphi. This process will take 3-5 business days to get your results.
    - *Early Field Experience Applications will not be accepted until your Initial Background Check through Certiphi has been purchased, processed, and results have been evaluated.*
2. Complete your Application for Early Field Experience [Tk20](#).
  - To assist you in the application process, the following guides have been created. Please use them to ensure that you have completed all your application requirements:
    - ✓ [EDCI 201](#)
    - ✓ [PSY 323 & SPED 339 \(and Methods courses taken outside of Block or Internship I\)](#)
    - ✓ [Birth-Kindergarten](#)
    - ✓ [Graduate Early Field Experiences](#)
    - ✓ [Summer Field Experiences](#)

**NOTE: DO NOT contact schools directly to request placement. This will decrease or eliminate your chances of receiving that placement.**



## Internship

*Part III of this handbook presents the specific expectations and policies related to the internship I experience. Candidates should consult their program advisors for details about the specific requirements of their internship experience.*

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### **BEFORE BEGINNING THE INTERNSHIP, CANDIDATES MUST REVIEW AND BECOME FAMILIAR WITH...**

- Professional dispositions of the [Educator Disposition Assessment](#) and are expected of all developing professionals in the College of Education and Allied Professions:
  1. Demonstrate effective oral communication skills
  2. Demonstrate effective written communication skills
  3. Demonstrate professionalism
  4. Demonstrate a positive and enthusiastic attitude
  5. Demonstrate preparedness in teaching and learning
  6. Exhibit an appreciation of and value for cultural and academic diversity
  7. Collaborate effectively with stakeholders
  8. Demonstrate self-regulated learner behaviors/takes initiative
  9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability
- School and school system (LEA) websites and policies.
- The updated WCU Clinical Practice Handbook at [www.ofe.edu](http://www.ofe.edu).
- [North Carolina's accountability requirements](#) for the grade level and subject.
- State curriculum and standards for the specified subject/grade level,
- including the [North Carolina Standard Course of Study \(NCSCOS\)](#).
- The [North Carolina Professional Teaching Standards](#) adopted by the NC State Board of Education in August 2006.
- The [NC Code of Ethics and Code of Professional Practice and Conduct for NC Educators](#).
- The federal [Family Educational Rights and Privacy Act \(FERPA\)](#) as related to the confidentiality of student information.

## APPLYING FOR INTERNSHIP

Applications for internship opens on the first day of classes each semester. The applications remain open for approximately 4 weeks. Please make sure you visit the Office of Field Experience website to review the application timelines. Due to the variety of programs that we offer, the applications vary by program and level. To assist you in the application process, the following guides have been created. **Please use them to ensure that you have completed all your application requirements:**

- ✓ [Undergraduate & Graduate - Residential Programs](#)
- ✓ [Graduate - Online Distance Programs \(MAT, Residency License, MAED, & RALC\)](#)
- ✓ [Sped 506/562/563](#)

### FOR ALL CANDIDATES THAT NEED PLACEMENT ASSISTANCE THROUGH THE OFFICE OF FIELD EXPERIENCES

1. Complete your [Background Re-check through Certiphi](#).
2. Complete the appropriate Internship Application for placement in Tk20:
  - a. **Internship (I/II) Application – All undergraduate programs**
  - b. **GRADUATE – Online Distance Programs ONLY *Internship Application - For Students Needing OFE to Assist with their Placement***
3. Complete the **Internship Materials Application** in Tk20.
  - a. Complete the NC Health Certificate (*this form must be completed and signed by a physician in the same semester of the internship application*).
    - Make an appointment for the physical exam and TB test with your personal physician or student health services (227-7640) to complete the NC Health Certificate.
    - Download the form [here](#), fill out the personal information and take the form to the appointment.
    - Return to the physician's office two days later or as instructed to have the TB test site "read" and the form signed.
    - ***A copy of this signed form along with your TB results must be uploaded with the internship application.***
    - Please make sure that you have a signed copy of the form and the TB results available if your school district asks for a copy on your first visit.
  - b. Attach your updated and proofed **Résumé**
    - It is recommended that you have Career Services review your résumé.
  - c. Create your [3-Minute Introduction Video](#)
  - d. Purchase **Professional Liability Insurance**
    - Proof of purchase must be uploaded to the application.
    - *School personnel are responsible for ensuring the safety and protection of students at all times. Teacher education candidates completing field experiences and internships may be personally charged with negligence if an accident or injury occurs to a student in their care. Internship II 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 REQUIRES that all candidates purchase professional liability insurance during any semester they are completing an internship or any other professional education practicum experience in schools.*

4. Submit all applications and be sure that you click the SUBMIT button, otherwise, your application cannot be seen by the OFE personnel.

## INTERNSHIP GATEWAY APPROVAL PROCESS

Once candidates have submitted their application, the Director of OFE begins the approval process by creating approval tasks for program coordinators and academic advisors in Tk20. This is called the **Internship Gateway Process**. As part of this process, the academic advisor reviews the candidates' academic progress which includes reporting their GPA, course performance, and verifies that all prerequisite courses are complete. Then, the program coordinator completes their approval process which includes the completion of the midpoint EDA assessment and verifies their internship eligibility. Based upon all this information, program coordinators select one of the following recommendation options, 1) Recommended for Internship, 2) Recommended for Internship and a meeting with the program coordinator to provide and document formative feedback, 3) Recommended for Internship with action plan, or 4) Not recommended for Internship at this time. Program coordinators then have the opportunity to make any placement or supervision suggestions.

This information is collected in Tk20, and then exported and used by the Director of Field Experiences to analyze and begin to initiate placement requests for all recommended candidates with the information provided by the academic advisors and program coordinators.

### 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. Placement at the requested schools may not be possible or may have to be changed after initial approval due to a change in the clinical educator'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 of a commute is very rare. If candidates need to move into 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>.

### Removal from Internship

Principals/schools systems have the right to **terminate internships** at any time if the intern is not performing well or not displaying professional dispositions and behaviors. Upholding professional standards, meeting all requirements in a timely manner, and maintaining clear communication with the clinical educator and field supervisor can prevent such a situation. The field supervisor in consultation with the clinical educator also has the authority to remove a candidate from the internship for not meeting expectations and demonstrating professional dispositions. An action plan for improvement may be developed if the candidate will be allowed to repeat the experience during the next semester. Please see page seven of this handbook about action plans.

## CO-TEACHING AND INTERNSHIP

WCU fully supports a co-teaching partnership in which the intern and clinical educator plan and implement instruction collaboratively, sharing or alternating the role of lead teacher as outlined here. The expectation is that all Intern II candidates will assume full planning and teaching responsibility for at least one full unit of instruction and over a period of time, depending on individual program requirements.

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

### **DURING INTERNSHIP I**

**Complimentary Teaching:** Clinical Educator (CE) models organization of lessons and content through the identification of skills or strategies needed for groups and individual students. The Intern assists the CE (who typically conducts the formal lesson) by helping individual students after the lesson presentation. This practice is common during the practicum and into Internship I. During Internship I, the intern moves toward varied models including INDEPENDENT, SHARED, ALTERNATIVE, and STATION teaching.

### **DURING INTERNSHIP II**

**Shared Teaching:** CE and Intern 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:** CE and Intern plan together. One leads a formal whole-group/class session. The class is often divided into groups for reteaching, remediation and/or enrichment. CE and Intern 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:** CE and Intern 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.

**Independent Teaching:** Intern collaborates with CE and team during the planning of units of instruction. The intern performs all activities of a full-time teacher for a period of time. This is the culmination of the candidate's progress through the teacher education program and provides the opportunity for the intern to demonstrate his/her professional experience.

# INTERNSHIP I

**Internship I** – Internship I is the first component of the full year internship experience. Teacher candidates are required to start the Internship I experience during the first week of WCU classes each semester. Internship I teacher candidates are required to follow guidelines set by the schools and by their individual programs. Some schools invite interns to report on the first teacher workday, 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 clinical educator and the field 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 candidates are in their host classrooms the equivalent of two full days (15 hours) per week. Interns observe the clinical educator, participate in classroom activities, and plan and teach lessons as required by program specific 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.

Internship I Credit Hours to Internship Experience Expectations	
<i>Credit Hour</i>	<i>Required Days at Host School</i>
3 credits	2 days in your internship school
2 credits	1.5 days in your internship school
1 credit	1 day in your internship school

*\*\*If your schedule does not allow full days, you may complete ½ days that combine to the required total.*

## ATTENDANCE EXPECTATIONS

1. Regular attendance at the school is mandatory.
  - a. In the event of personal illness or extreme emergency, the Intern should notify both the clinical educator and the field/academic supervisor immediately, as early as possible **prior to the beginning of the school day (prior to 8:00 a.m.)**.
2. During Intern I, if an intern **misses more than TWO days**, the Director of Field Experiences will be notified, and the students will have to write an explanation and schedule a meeting to explain the reason(s) for the absences.
3. **The Intern must make up any missed days beyond TWO.** If there are not substantiated valid reasons (illness, family emergency, etc.) for the absences, then the field supervisor, clinical educator, program coordinator/department head, and Director of Field Experiences will develop an action plan for remediation for the student. If the intern fails to meet the established terms of the plan, s/he may be removed from the internship.
4. **INCLEMENT WEATHER:** Interns should 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.
  - a. At no time, should an intern put him-/herself in danger during adverse weather conditions. Interns should discuss any variation from this policy with their clinical educators and supervisors for prior approval.
5. If the intern intends to **request** approval for an absence that does not involve illness or an emergency, the clinical educator and field supervisor should be informed of the request in advance.

- a. The request is made in writing to the Director of Field Experiences and must have the support of the clinical educator, field supervisor, and academic supervisor.

## INTERNSHIP I REQUIREMENTS

For Internship I, each program has created its own Program Specific Requirements, which are updated each semester. Candidates should review these documents as they contain specific information about their teaching requirements, lesson plan formats, journal/reflection expectations, notebook requirements, etc. The Program Specific Requirements can be found on the OFE website, under the Internship tab.

In addition to requirements outlined in each candidate's program specific requirements, all Intern I (with the exception of SPED 506, 562, 563) candidates will be issued an Internship I Binder. This Binder includes the following tasks that should be completed during the internship I experience:

### VIDEO & SELF-EVALUATION & REFLECTION

1. Distribute and collect video recording permission forms from students at host school.
2. Complete a 15-20 minute video of direct instruction or small group instruction.
  - a. Make sure that you adhere to recording guidelines and take necessary precautions to protect student privacy.
3. Review the video and complete the Self-Evaluation and Reflection.
4. Upload the video and self-evaluation and reflection document into Tk2o.

### INTERNSHIP I TIMESHEET

During internship I, all candidates must complete the appropriate Intern I Timesheet. Timesheets can be found on the OFE website under the Internship tab.

Timesheets should be uploaded to Tk2o after the last day of their internship I experience.

### INTERN EVALUATION OF CLINICAL EDUCATOR, FIELD SUPERVISOR, & OFE

At the end of the internship I experience, candidates are required to complete an evaluation of their clinical educator, field supervisor, and the Office of Field Experience. Data collected from this survey is confidential and will be used to monitor clinical educators, field supervisors, and OFE services.

### SUBSTITUTE TEACHING DURING INTERN 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 that must be followed by the intern. *Certain districts do not allow interns to substitute during their internships*. Please check with your hosting school district's policies if you are interested.

**NOTE: Due to liability issues, an intern cannot be considered a "substitute" or be given supervision responsibility of the student(s) without being paid as a substitute (employee) of the school district.** School administrators may request exceptions to these policies in extenuating circumstances by submitting the request in writing to the Director of Field Experiences.



## INTERNSHIP II

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Internship II is the second component of the full year internship experience. Internship II requires candidates to report to the host school every day for full-day participation in the school setting. Candidates take on responsibilities gradually through a phase in and phase out process for carrying and giving back the full load as lead teacher. 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.

The minimum independent teaching requirement for interns is six consecutive weeks (unless program requirements mandate more or less). **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.

### ATTENDANCE EXPECTATIONS

1. Intern II candidates 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**.
2. Regular **DAILY** attendance at the school is mandatory.
  - a. In the event of personal illness or extreme emergency, the Intern should notify both the clinical educator and the field/academic supervisor immediately, as early as possible **prior to the beginning of the school day (prior to 8:00 a.m.)**.
3. During Intern II, if an intern **misses more than THREE days**, the Director of Field Experiences will be notified, and the students will have to write an explanation and schedule a meeting to explain the reason(s) for the absences.
4. **The Intern must make up any missed days beyond THREE.** If there are not substantiated valid reasons (illness, family emergency, etc.) for the absences, then the field supervisor, clinical educator, 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.
5. **INCLEMENT WEATHER:** Interns should 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.
  - a. At no time, should an intern put him-/herself in danger during adverse weather conditions. Interns should discuss any variation from this policy with their clinical educators and supervisors for prior approval.
6. If the intern intends to **request** approval for an absence that does not involve illness or an emergency, the clinical educator and field supervisor should be informed of the request in advance.
  - a. The request is made in writing to the Director of Field Experiences and must have the support of the clinical educator, field supervisor and academic supervisor.
  - b. The field/academic supervisor(s) and clinical educator must give written approval for an absence for a specific reason (professional conference, observation in another setting)

## INTERNSHIP II REQUIREMENTS

For Internship II, each program has created its own Program Specific Requirements, which are updated each semester. Candidates should review these documents as they contain specific information about their “full-time” teaching requirements, lesson plan formats, journal/reflection expectations, notebook requirements, etc. The Program Specific Requirements can be found on the OFE website under the Internship tab.

### PROFESSIONAL DEVELOPMENT PLAN

During the internship II Seminar, candidates will complete a professional development plan. The Professional Development Plan (PDP) mirrors the evaluation of beginning and veteran teachers in the field. Candidates will reflect on their diversity, leadership, and technology skills, and then develop an action plan to be implemented during Internship II.

In addition to requirements outlined in each candidate’s program specific requirements, all Intern II candidates will be issued an Internship II Binder. This Binder includes the following tasks that should be completed during the internship II experience:

### INTERNSHIP II TIMESHEET

During internship II, all candidates must complete the appropriate Intern II Timesheet. Timesheets can be found on the OFE website under the Internship tab.

Timesheets should be uploaded to Tk2o after the last day of their internship II experience.

### INTERN EVALUATION OF CLINICAL EDUCATOR, FIELD SUPERVISOR, & OFE

At the end of the internship II experience, candidates are required to complete an evaluation of their clinical educator, field supervisor, and the Office of Field Experience. Data collected from this survey is confidential and will be used to monitor clinical educators, field supervisors, and OFE services.

### SUBSTITUTE TEACHING DURING INTERN II

If the school/school system allows eligible intern IIs 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 clinical educator 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.

An intern may **not** have any **paid** assignment in the school such as driving a bus, coaching, or directing a band that interferes with any internship responsibility. Intern II candidates 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.

**NOTE: Due to liability issues, an intern cannot be considered a “substitute” or be given supervision responsibility of the student(s) without being paid as a substitute (employee) of the school district.**

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’s eligibility for substitute teaching; each school/school system has requirements and policies regarding substitute teaching.

*Certain districts do not allow interns to substitute during their internships.* Please check with your hosting school district's policies if you are interested.

## edTPA REQUIREMENTS

edTPA is a preservice assessment process designed by educators to answer the essential question: "Is a new teacher ready for the job?" It is intended to be used for teacher licensure and to support accreditation. edTPA was developed by the Stanford Center for Assessment, Learning, and Equity. Teacher candidates completing a program that leads to initial teacher licensure are required to complete the edTPA portfolio assessment to be recommended for teacher licensure. edTPA due dates are announced in the internship course. It is critical that candidates complete and submit their edTPA on time. Candidates can find resources for developing the edTPA portfolio [here](#).

All candidates pursuing an initial license must submit an edTPA portfolio and meet proficiency by achieving at least the minimum score established by the North Carolina State Board of Education. For more information, including details about scoring requirements and resubmission, please visit [WCU's edTPA policy](#) website **Initial licensure candidates must successfully complete an edTPA portfolio as a subject-specific summative assessment (submitted in Tk20)**. It is expected that Clinical Educators, Field 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.

## EVALUATION OF CANDIDATES

It is critical that the 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). The Certification of Teaching Capacity (CTC), which is used for all Intern II final evaluations. **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.**

\*Currently, we are piloting the Candidate Preservice Assessment of Student Teaching (CPAST) ) with elementary education and middle grades education candidates. The CPAST is a valid and reliable tool that is completed twice during internship II, at the midterm evaluation (in lieu of the CTC) and at the final evaluation (in addition to the CTC) Candidates in these programs must still be rated at a "3" or above on the CTC to be recommended for licensure. There is currently no required score for the CPAST. The CPAST includes a 21-row rubric and supplementary information necessary for student teaching observation and evaluation. The rubric includes two subscales: (I) Pedagogy and (II) Dispositions, which are further divided as follows:

### Pedagogy

1. Planning for Instruction and Assessment
2. Instructional Delivery
3. Assessment
4. Analysis of Teaching

### Dispositions

1. Professional Commitment and Behaviors
2. Professional Relationships
3. Critical Thinking and Reflective Practice

Grades are determined with input from the clinical educator and the field and academic supervisors. **The field supervisor formally assigns and submits the final course grade.**

## GRADUATION

Interns 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 seminar, the licensure specialist in the College of Education and Allied Professions notifies interns 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) 227-3431 to verify the completion of all requirements.

## EARLY RELEASE FROM INTERNSHIP II

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

Any approved early release from 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 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 field supervisor and the academic supervisor (when one is assigned) until the end of the University's semester.

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

The Internship Early Release Request Form (see appendix) must be completed and submitted to the Director of Field Experiences for review **at least one week prior to the early release date.**

### Items That Must Be Included WITH the Request Form:

1. A written request from the **hiring school principal** for a full-time position in the candidate's area of licensure.
  - The request should outline the details of the job, the requested start date, and must contain an agreement stating that the hiring school will provide and pay for a substitute, if needed, for the early released candidate to attend all required internship seminars.
2. ***If the offered position will result in a change of CLASSROOM or SCHOOL*** for the candidate:
  - *To avoid potential disruption, written approval from the **school principal** of the candidate's internship placement must be provided stating that the candidate may accept the position.*
3. Signatures of approval and completion will be needed from the following:
  - Clinical Educator
  - Field Supervisor
    - All items in Tk20 must be completed before Early Release can be processed.
    - Grades cannot be posted until Final Exam Week.
  - Academic Supervisor (when one is assigned)
  - Seminar Instructor

- The student should be in good standing in the course and all assignments scheduled/submitted.
- 4. All electronic evidence(s) on Tk20 must have been submitted and been rated at least “proficient” by one or more evaluators.
- 5. edTPA successfully submitted and received an overall score of proficient.

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 five working days of the submission of the request.

The appeal of a negative decision must be filed with the **Associate Dean of the College of Education and Allied Professions** within five 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.



## Supervision of Candidates

*Part IV of the Handbook provides expectations of all field supervisors, clinical educators, and academic supervisors as it relates to the supervision of candidates completing Internship I and Internship II.*

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WCU Interns are fortunate to have a **team** of professionals who act as mentors, evaluators, and supervisors. The primary mentor in the public school classroom is the clinical educator with whom the intern spends the greater part of the school day. Each intern is also assigned a field 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.

### CLINICAL EDUCATORS

The **Clinical Educator** (CE) supervises and mentors the teacher education candidate daily. The clinical educator 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 clinical educator helps the intern acclimate to the school, schedule classroom duties, plan and implement lessons, and videotape lessons as required.

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### N.C. REQUIREMENTS FOR CLINICAL EDUCATORS

The North Carolina General Assembly requires by law **2017-189 § 115C-269.25**, that an Educator Preparation Program (EPP) shall ensure clinical educators and clinical mentors who supervise students in internships and residencies meet the following requirements:

1. Be professionally licensed in the field of licensure sought by the student.
2. Have a minimum of three years of experience in a teaching role.
3. Have been rated, through the educator's most recent formal evaluations, at least at the "proficient" level as part of the North Carolina Teacher Evaluation System, or the equivalent on an evaluation system utilized by another state or partner school, as applicable, and have met expectations as part of a student growth assessment system used by a school in the field of licensure sought by the student. The principal shall determine which clinical educator best meets the needs of each intern and shall assign the most appropriate clinical educator to that

intern, with priority consideration for those clinical educators rated as “distinguished” and “accomplished.” If a principal determines that a teacher rated as “proficient” is the most appropriate clinical educator for an intern, the principal shall maintain records of the reasons for that determination.

## RESPONSIBILITIES OF CLINICAL EDUCATORS

Clinical educators are selected to host candidates by their administrators/supervisors based upon their credentials, level of experience, demonstrated professionalism, and interest in mentoring an intern. Clinical educators play the most important role in creating a positive classroom experience for interns.

### DURING INTERNSHIP I

1. Assist the intern 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 field supervisor. **Suggested** observation forms can be found in the shared folder from the Office of Field Experiences.
  - a. You will upload your formal observations into Tk20. You will receive an email with a link to access this. *See appendix for instructions.*
3. Assist the intern in securing necessary permissions and in videotaping lessons as required. The permission form can be found [here](#). Review the videotape and provide written feedback to the intern and field supervisor.
4. Assist candidates in meeting expectations/deadlines outlined in the program-specific checklists.
5. Notify the field 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.
6. Participate in midterm and final evaluations with the field supervisor and academic supervisor as appropriate.

### DURING INTERNSHIP II

1. Mentor the intern 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. Assist the intern in securing necessary permissions and in videotaping lessons as required. The permission form can be found [here](#). Review the videotape and provide written feedback to the intern and field supervisor.
4. Complete a **minimum of four formal observations** and provide written feedback to the intern and field supervisor. **Suggested** observation forms can be found in the shared folder from the Office of Field Experiences.
  - a. You will upload your formal observations into Tk20. You will receive an email with a link to access this. *See appendix for instructions.*
5. Assist candidates in meeting expectations/deadlines outlined in the program-specific checklists.
6. Ensure that the intern carries/shares in co-teaching the full teacher load, including planning, grading, teaching, and extracurricular activities/duties, for the required period of time.

7. Notify the field supervisor immediately of any concerns/issues related to the intern 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.
8. Participate in midterm and final evaluations with the field supervisor and academic supervisor, where applicable. The Certification of Teaching Capacity (CTC), which is used for all Intern II midterm and final evaluations. **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. Sign the hard copy of the CTC and have the principal or designee sign.**

## **FIELD SUPERVISORS**

**Field Supervisor** – (FS) (formerly 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. Field 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 clinical educators, candidates, and academic supervisors. The field supervisor supports the development of the intern by observing, providing written and oral feedback, and maintaining open communication with the intern, clinical educator, academic supervisor, and others as needed. The field supervisor is also the instructor of record for the internship experience course and will evaluate and assign the final grade to the candidate.

Candidates in **designated distance education courses** with placements outside of WCU’s service area will be supervised virtually. Observations and meetings will be conducted via the streaming of live video or other technology-mediated instruction from the placement site while the candidate is engaged in teaching. Interactions between the field supervisor and the clinical educator may be accomplished via telephone, email, and/or video conference. The field supervisor will work in consultation with the candidate’s program and assigned clinical educator(s) to complete midterm and final evaluations.

### **RESPONSIBILITIES OF FIELD SUPERVISORS**

The **Field Supervisor** (FS) attends an informational meeting/orientation at the beginning of the semester, contacts the candidate and clinical educator as early as possible, but certainly within the first two weeks of the WCU semester, orients the CE and candidate, and communicates university expectations to the intern and the clinical educator throughout the semester. The field supervisor supports the development of the intern by observing, providing written and oral feedback, and maintaining open communication with the intern, clinical educator, academic supervisor, and others as needed. The field supervisor coordinates with the clinical educator and academic supervisor to schedule mid-term and final evaluation conferences. Field supervisors generally visit interns a minimum of three times during Internship I and five times during Internship II. 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 signed final evaluations (Certification of Teaching Capacity) must be submitted by the field supervisor to the Office of Field Experience in a timely manner so that graduation and licensure procedures can move forward. The following are the primary responsibilities of field supervisors:



**DURING INTERNSHIP I**

1. Call/email within the first two weeks of the candidate's arrival in their clinical placement to introduce yourself and schedule the initial visit for the first school meeting. During this meeting, introductions will be made, and the Field Supervisor will go over the program specific requirements, deadlines, and internship requirements.
2. Assist the intern in planning and teaching 5-10 lessons (depending upon program/departmental requirements and in collaboration with the academic supervisor as applicable) during the semester.
3. Complete a minimum of two formal observations and provide written feedback to the intern, clinical educator, and academic supervisor.
4. Assist the intern in securing videotaping equipment and in videotaping a lesson. Review the videotaped lesson and provide written feedback to the intern, clinical educator, and academic supervisor.
5. In collaboration with the clinical educator and academic supervisor as applicable, assist interns in meeting expectations/deadlines outlined in the program-specific checklists.
6. 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 remediation when a candidate is not progressing adequately and needs extra support or structure.
7. Coordinate midterm and final evaluation conferences with the clinical educator and academic supervisor where applicable, and complete and submit to Tk20 in a timely manner.
8. Post the final grade to MyWCU by the Registrar's specified deadline.

**DURING INTERNSHIP II (INCLUDING GRADUATE TEACHER CANDIDATES)**

1. Call/email within the first two weeks of the candidate's arrival in the school to introduce yourself, address concerns, and schedule the initial visit. During this meeting, introductions will be made, and the Field Supervisor will go over the program specific requirements, deadlines, and internship requirements. Include the academic supervisor in the initial contact.
2. Review lesson plans and provide feedback.
3. Complete a minimum of three formal observations with written feedback to the candidate and clinical educator/academic supervisor as appropriate.
4. In consultation with the academic supervisor as applicable, assist candidates in meeting expectations/deadlines outlined in the program-specific guidelines.
5. Ensure that the candidate follows the phase-in process (if applicable) and carries the full teaching load and extracurricular activities/duties for the period of time required.
6. Complete the candidate's Final Dispositions evaluation on Tk20.

7. 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.
8. Coordinate midterm and final evaluation conferences with the clinical educator and academic supervisor where applicable, collect all signatures and post the final Certification of Teaching Capacity evaluation (CTC) on Tk20. All elements of the **final** CTC must be rated at “3” or above in order to recommend the candidate for licensure.
9. Remind the candidate to submit all forms and fees required for licensure in the North Carolina. Instructions for how to complete your licensure application can be found [here](#).
  - a. All licensure questions should be directed to Rachel Wike at [rwike@wcu.edu](mailto:rwike@wcu.edu) or 828-227-3431
10. Submit all final paperwork (i.e. observations, checklists, grade sheets, midterm/final evaluations) to Tk20 no later than the last day of final exams. This will ensure that licensure procedures can be carried out in a timely manner.
11. Post the final grade to MyWCU in by the Registrar’s specified deadline.

**FIELD SUPERVISOR VISITATION SCHEDULE**

The following chart describes a **typical visitation schedule** for field supervisors of residential programs. Field 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 field supervisors, but both should attend mid-term and final conferences.

Status	Number of Site Visits	Purpose of Visits
Internship I	Four - five visits unless problems are evident and properly documented	<ol style="list-style-type: none"> <li>1. Initial visit, orientation of CE</li> <li>2. Formal observation</li> <li>3. Midterm evaluation/schedule a videotaped lesson</li> <li>4. Formal observation</li> <li>5. Final evaluation</li> </ol>
Internship II	Five – six visits unless problems are evident and properly documented	<ol style="list-style-type: none"> <li>1. Initial visit, orientation of CE</li> <li>2. Formal observation</li> <li>3. Formal observation</li> <li>4. Midterm evaluation (<i>Possible Formal Observation</i>)</li> <li>5. Formal observation</li> <li>6. Final evaluation (<i>Possible Formal Observation</i>)</li> </ol>

**ACADEMIC SUPERVISORS**

The **Academic Supervisor (AS)** observes undergraduate secondary and specialty area Intern II candidates a minimum of three times during the semester. The academic supervisor also collaborates with the clinical educator and the field 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, clinical educator, and field supervisor and evaluate the electronic evidences as required.

## Responsibilities of Academic Supervisors

The academic supervisor acts as the content-area specialist for undergraduate secondary or specialty area interns (Art, English, Math, Music, Science, Social Sciences). Academic supervisors collaborate with field supervisors to provide essential discipline-specific support to teacher candidates and are vital in ensuring a comprehensive, rewarding classroom experience for interns. Academic supervisors attend a supervisor orientation at the beginning of each semester and observe candidates as determined by their programs.

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. Include the field 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, clinical educator, and field supervisor.
6. Review one videotaped lesson and provide written feedback to the intern, clinical educator, and field supervisor.
7. In collaboration with the field 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 clinical educator and the field supervisor and complete the appropriate midterm and final evaluations.

### INTERNSHIP II

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. Include the field supervisor in the initial contact.
2. Review lesson plans and provide feedback (in collaboration with the field supervisor).
3. Complete two-three formal observations and provide written feedback to the intern, clinical educator, and field supervisor.
4. Assist candidates in meeting expectations/deadlines of the specific licensure program.
5. Collaborate with the field supervisor in establishing documentation of all interventions (i.e., action plan, conferences, etc.).
6. Participate in midterm and final evaluation conferences with the candidate, clinical educator, and field supervisor and help complete the Certification of Teaching Capacity (CTC).
7. Sign the hard copy of the CTC.



## APPENDICES

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### **Glossary of Terms Used in the WCU Clinical Practice Handbook**

**Academic Supervisor** – A faculty member designated by the major department to co-supervise an intern along with a field supervisor.

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

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

**Clinical Educator** – (formerly Cooperating Teacher) - An individual employed by a partner school, including a classroom teacher, who assesses, supports, and develops a clinical intern's knowledge, skills, and professional disposition during an internship.

**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.

**Field Supervisor** – (formerly University Supervisor) - An individual who is employed by a recognized EPP to observe students, monitor their performance, and provide constructive feedback to improve their effectiveness as educators during their clinical internship or residency.

**PDP** – Professional Development Plan that mirrors the evaluation of beginning and veteran teachers in the field. Candidates will reflect on their diversity, leadership, and technology skills, and then develop an action plan to be implemented during Internship II.

**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 arranges opportunities for licensure candidates to be placed in public schools to complete course assignments or to complete internships.

**Tk20** – CEAP data management system for all student data related to all education courses and requirements.

## 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 per 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.

- 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.
- 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.
- 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.
- Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
- Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
- 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.



## Early Field Experience Permission to Participate in Video Release Form

Dear Parent/Guardian:

I am a teacher education student from Western Carolina University. I am participating in a field experience in your child's class. To complete my program requirements, I need to submit videos of myself teaching and some examples of work that the students have completed. I am asking for your permission to include your child in the video of my teaching and to include your child's class work in my assignments.

The videos and the students' work will be:

- Kept confidential (all names will be removed from the students' work)
- Used to assess my performance as a teacher, not your child's performance
- Viewed in my teacher licensing program courses for feedback to me to improve my teaching
- Submitted to be evaluated through a password protected website
- Possibly selected to train others about the teaching and teacher education
- Destroyed and deleted when they are no longer needed

If you choose to not allow your child's image and work to be used, he or she will still have instructional activities on the same learning goals as all other students. Thank you for this opportunity to learn to teach with your child's teacher and for allowing me to become an effective teacher by closely studying myself teaching.

Sincerely,

\_\_\_\_\_  
(Teacher Education Student Signature and Typed Name)

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### PERMISSION by Parent or Guardian of students under 18 years old:

I am the parent/legal guardian of the child named below. I understand the use of my child's image, voice, and work samples for teacher education as described in the letter above.

\_\_\_\_ I DO give permission to include my child's image and voice on video recordings and my child's regular classroom work for the teacher education purposes.

\_\_\_\_ I DO NOT give permission to video my child or to use my child's classroom work for teacher education purposes.

Student's name: \_\_\_\_\_ Student's School: \_\_\_\_\_

Signature of Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

## El campo Early Experience Permiso para Participar

Estimado Padre / Tutor:

Soy un estudiante de la formación del profesorado de la Universidad de Western Carolina. Estoy participando en una experiencia de campo en la clase de su hijo. Para completar mis requisitos del programa, tengo que presentar videos de mi enseñanza y algunos ejemplos de trabajos que los alumnos han completado. Yo estoy pidiendo su permiso para incluir a su hijo en el video de mi enseñanza y para incluir el trabajo de clase de su hijo en mis tareas.

Los videos y trabajos de los alumnos serán:

- Se mantuvo confidencial (todos los nombres se eliminarán de trabajo de los estudiantes)
- Se utiliza para evaluar mi desempeño como maestro, no el desempeño de su hijo
- Visto en mis cursos del programa de concesión de licencias de los maestros para la retroalimentación para mí para mejorar mi enseñanza
- Sometido a ser evaluado a través de un sitio web protegido por contraseña
- Posiblemente seleccionado para entrenar a otros acerca de la enseñanza y el maestro de educación
- Destruir y borrado cuando ya no son necesarios

Si opta por no permitir que la imagen de su hijo y el trabajo a utilizar, él o ella todavía tendrá actividades de instrucción en las mismas metas de aprendizaje que los demás estudiantes. Gracias por esta oportunidad de aprender a enseñar con el maestro de su hijo y por permitir que me convierta en un maestro eficaz de estudiar de cerca a mí mismo enseñar a usted.

Atentamente,

\_\_\_\_\_  
(Firma del Estudiante Formación Docente y Typed Nombre)

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**El permiso de padres o tutores de los alumnos menores de 18 años**

Yo soy el padre / tutor legal del niño mencionado a continuación. Entiendo que el uso de la imagen, la voz de mi hijo, y muestras de trabajo para la formación del profesorado como se describe en la carta anterior.

\_\_\_\_ Sí, doy permiso para incluir la imagen de mi hijo y la voz en las grabaciones de vídeo y de trabajo en el aula normal de mi hijo a los efectos de formación de docentes.

\_\_\_\_ NO doy permiso para que mi hijo o de vídeo que utilice el trabajo de clase de mi hijo para fines de formación del profesorado.

Nombre del estudiante: \_\_\_\_\_ Escuela del Estudiante: \_\_\_\_\_

Firma del Padre o Tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_

## **Teacher Performance Assessment (edTPA) Student Consent to Participate**

Dear Parent/Guardian:

I am a Teacher Candidate from Western Carolina University. I am doing my student teaching in your child's class. To complete my teacher licensing program, I need to submit a video of myself teaching and some examples of work that the students have completed as part of the Teacher Performance Assessment. I am asking for your permission to include your child in the video of my teaching and to include your child's class work in my Teacher Performance Assessment.

The video and the students' work will be:

- Kept confidential (all names will be removed from the students' work)
- Used to assess my performance as a teacher, not your child's performance
- Viewed in my teacher licensing program courses for feedback to me to improve my teaching
- Submitted to be scored by trained scorers through a password protected website
- Possibly selected to train others about the Teacher Performance Assessment
- Destroyed and deleted when they are no longer needed for the Teacher Performance Assessment

If you choose to not allow your child's image and work to be included in the Teacher Performance Assessment, he or she will still have instructional activities on the same learning goals as all other students. Thank you for this opportunity to learn to teach with your child's teacher and for allowing me to become an effective teacher by closely studying myself teaching through this performance assessment.

Sincerely,

\_\_\_\_\_  
(Teacher Candidate Signature and Typed Name)

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### **CONSENT by Parent or Guardian of students under 18 years old**

I am the parent/legal guardian of the child named below. I understand the use of my child's image, voice, and work samples for the Teacher Performance Assessment as described in the letter above.

\_\_\_\_ I DO give permission to include my child's image and voice on video recordings and my child's regular classroom work for the Teacher Performance Assessment.

\_\_\_\_ I DO NOT give permission to video my child or to use my child's classroom work for the Teacher Performance Assessment.

Student's name: \_\_\_\_\_ Student's School: \_\_\_\_\_

Signature of Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

## Evaluación del Desempeño Docente (edTPA) Consentimiento del Estudiante para Participar

Estimado Padre / Tutor:

Soy un candidato a maestro de la Universidad de Western Carolina. Estoy haciendo mi estudiante enseñando en la clase de su hijo. Para completar mi programa de certificación para maestros, necesito presentar un video de mí mismo enseñar y algunos ejemplos de trabajos que los alumnos han completado como parte de la evaluación del desempeño docente. Yo estoy pidiendo su permiso para incluir a su hijo en el video de mi enseñanza y para incluir el trabajo de clase de su hijo en mi evaluación del desempeño docente.

El trabajo de los alumnos de vídeo y serán los siguientes:

- Se mantuvo confidencial (todos los nombres se eliminarán de trabajo de los estudiantes)
- Se utiliza para evaluar mi desempeño como maestro, no el desempeño de su hijo
- Visto en mis cursos del programa de concesión de licencias de los maestros para la retroalimentación para mí para mejorar mi enseñanza
- Sometido a ser anotado por goleadores capacitados a través de un sitio web protegido por contraseña
- Posiblemente seleccionado para entrenar a otros acerca de la evaluación del desempeño docente
- Destruir y borrado cuando ya no son necesarios para la evaluación del desempeño docente

Si opta por no permitir que la imagen de su hijo y trabaja para ser incluido en la evaluación del desempeño docente, él o ella todavía tendrá actividades de instrucción en las mismas metas de aprendizaje que los demás estudiantes. Gracias por esta oportunidad de aprender a enseñar con el maestro de su hijo y por permitir que me convierta en un maestro eficaz, estudiando de cerca a mí mismo a través de la enseñanza de esta evaluación del desempeño ti.

Atentamente,

\_\_\_\_\_  
(Firma del Maestro Candidato y Typed Nombre)

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CONSENTIMIENTO por el Padre o Tutor de los estudiantes menores de 18 años

Yo soy el padre / tutor legal del niño mencionado a continuación. Entiendo que el uso de la imagen, la voz y las muestras de trabajo de mi hijo para la evaluación del desempeño docente tal como se describe en la carta anterior.

\_\_\_\_ Sí, doy permiso para incluir la imagen de mi hijo y la voz en las grabaciones de vídeo y de trabajo en el aula normal de mi hijo para la evaluación del desempeño docente.

\_\_\_\_ NO doy permiso para que mi hijo o de vídeo que utilice el trabajo de clase de mi hijo para la evaluación del desempeño docente.

Nombre del estudiante: \_\_\_\_\_ Escuela del Estudiante: \_\_\_\_\_

Firma del Padre o Tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_

# North Carolina Teacher Candidate Evaluation Rubric

**Final**

Candidate:		School:	
Clinical educator 1:		Grade:	
Clinical educator 2:		Grade:	
LEA:		IHE:	Western Carolina University

*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
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## Professionalism

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> .			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Models the tenets of the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct, and encourages others to do the same.	Upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	Articulates the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	Recognizes the need for ethical professional behavior.
	Comments (optional) unless Developing or Emerging:			

## Classroom Climate/Culture

1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners.	Maintains a safe and orderly classroom that facilitates student learning.	Describes the characteristics and importance of a safe and orderly classroom environment.	Acknowledges the importance of high school graduation for students.
	Comments (optional) unless Developing or Emerging:			

1a. Teachers lead in their classrooms. (Continued...)	<b>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.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners.	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.	Understands positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint.	Acknowledges the importance of high school graduation for students.
	Comments (optional) unless Developing or Emerging:			
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	<b>2a.1 Maintains a positive and nurturing learning environment.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Enhances an inviting, respectful, inclusive, flexible, and supportive learning environment.	Maintains a positive and nurturing learning environment.	Recognizes and can explain aspects of a respectful and effective learning environment.	Articulates the importance of appropriate and caring learning environments for children.
	Comments (optional) unless Developing or Emerging:			
2c. Teachers treat students as individuals.	<b>2c.1 Maintains a learning environment that conveys high expectations of every student.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Enhances a learning environment that meets the needs of individual students.	Maintains a learning environment that conveys high expectations of every student.	Encourages and values individual student contributions, regardless of background or ability.	Articulates the need to treat students as individuals.
	Comments (optional) unless Developing or Emerging:			

4g. Teachers communicate effectively.	<b>4g.1 Uses a variety of methods to communicate effectively with all students.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Establishes classroom practices that encourage all students to develop effective communication skills.	Uses a variety of methods to communicate effectively with all students.	Demonstrates the ability to communicate effectively with students.	Communicates effectively both orally and in writing.
	Comments (optional) unless Developing or Emerging:			
	<b>4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
Establishes classroom practices that encourage all students to develop effective communication skills.	Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	Provides opportunities for students to articulate thoughts and ideas.	Recognizes a variety of methods for communicating effectively with students.	
Comments (optional) unless Developing or Emerging:				

**Instruction**

2b. Teachers embrace diversity in the school community and in the world.	<b>2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Consistently integrates culturally relevant and/or sensitive materials and ideas throughout the curriculum.	Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	Acknowledges that diverse cultures impact the world.
Comments (optional) unless Developing or Emerging:				

2b. Teachers embrace diversity in the school community and in the world. (Continued...)	<b>2b.2 Incorporates different points of view in instruction.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Builds on diversity as an asset in the classroom.	Incorporates different points of view in instruction.  Understands the influence of diversity and plans instruction accordingly.	Acknowledges the influence of all aspects of diversity on students' development and attitudes.	Identifies the range and aspects of diversity of students in the classroom.
	Comments (optional) unless Developing or Emerging:			
3a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .	<b>3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Evaluates and reflects upon the effectiveness of literacy instruction within and across content areas.	Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.	Integrates literacy instruction in individual lessons and in particular subject areas.	Understands the importance of literacy instruction across all subjects, grades and ages.
	Comments (optional) unless Developing or Emerging:			
3b. Teachers know the content appropriate to their teaching specialty.	<b>3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Prompts students' curiosity for learning beyond the required coursework.	Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	Demonstrates a basic level of content knowledge in the teaching specialty.	Successfully completes general education coursework across the required range of disciplines.
	Comments (optional) unless Developing or Emerging:			



3d. Teachers make instruction relevant to students.	<b>3d.1 Integrates 21<sup>st</sup> century skills and content into instruction.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Consistently integrates 21st century skills and content throughout classroom instruction and assessment.	Integrates 21st century skills and content in instruction.	Identifies relationships between the North Carolina Standard Course of Study and life in the 21st century. Demonstrates understanding of 21st century skills and content as specified in the Framework for 21st Century Learning and Critical Elements for 21st Century Skills.	Recognizes the relationship between the North Carolina Standard Course of Study and life in the 21st century.  Identifies 21st century skills and content as specified in the Framework for 21st Century Learning and Critical Elements for 21st Century Skills.
	Comments (optional) unless Developing or Emerging:			
4c. Teachers use a variety of instructional methods.	<b>4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Consistently enables the success of all students through the selection and use of appropriate methods and materials.	Uses a variety of appropriate methods and materials to meet the needs of all students.	Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	Understands a range of methods and materials that can be applied in the classroom.
	Comments (optional) unless Developing or Emerging:			
4d. Teachers integrate and utilize technology in their instruction.	<b>4d.1 Integrates technology with instruction to maximize students' learning.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Engages students in higher level thinking through the integration of technology.	Integrates technology with instruction to maximize students' learning.	Assesses effective types of technology to use for instruction.	Demonstrates knowledge of methods for utilizing technology in instruction.
	Comments (optional) unless Developing or Emerging:			

4e. Teachers help students develop critical-thinking and problem-solving skills.	<b>4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Creates or maintains instruction that consistently engages students in the processes of critical thinking and problem solving in meaningful contexts.	Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	Demonstrates knowledge of processes needed to support students in acquiring critical thinking and problem-solving skills.	Demonstrates an understanding of the importance of developing students' critical-thinking and problem-solving skills.
	Comments (optional) unless Developing or Emerging:			

4f. Teachers help students to work in teams and develop leadership qualities.	<b>4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Encourages students to create and manage learning teams.	Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	Demonstrates awareness of multiple approaches or strategies for developing and supporting student learning teams.	Recognizes the need to encourage the development of cooperation, collaboration, and student leadership.
	Comments (optional) unless Developing or Emerging:			

**Evaluation/Assessment**

1a. Teachers lead in their classrooms.	<b>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>.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the North Carolina Standard Course of Study.	Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.	Demonstrates how teachers contribute to students' progress toward high school graduation by following the North Carolina Standard Course of Study.	Acknowledges the importance of high school graduation for students.
	Comments (optional) unless Developing or Emerging:			

4h. Teachers use a variety of methods to assess what each student has learned.	<b>4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Uses information gained from assessment activities to improve teaching practice and students' learning.	Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.	Interprets data on student progress accurately and can draw appropriate conclusions.	Demonstrates awareness of multiple indicators or measures of student progress.
	Comments (optional) unless Developing or Emerging:			
4h. Teachers use a variety of methods to assess what each student has learned. (Cont'd)	<b>4h.2 Provides evidence that students attain 21<sup>st</sup> century knowledge, skills and dispositions.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Provides opportunities for students to assess themselves and others.	Provides evidence that students attain 21st century knowledge, skills and dispositions.	Interprets data on student progress accurately and can draw appropriate conclusions.	Demonstrates awareness of multiple indicators or measures of student progress.
	Comments (optional) unless Developing or Emerging:			
5a. Teachers analyze student learning.	<b>5a.1 Uses data to provide ideas about what can be done to improve students' learning.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Based upon data, selects or develops instructional approaches that are intentionally tailored to students' learning needs.	Uses data to provide ideas about what can be done to improve students' learning.	Identifies data sources to improve students' learning.	Recognizes multiple sources of information on students' learning and performance.
	Comments (optional) unless Developing or Emerging:			

## Impact on Student Learning

1d. Teachers advocate for schools and students.	<b>1d.1 Implements and adheres to policies and practices positively affecting students' learning.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Works with others to develop and/or revise policies and practices to improve students' learning.	Implements and adheres to policies and practices positively affecting students' learning.	Identifies the policies and practices affecting students' learning.	Demonstrates awareness of school practices and policies.
	Comments (optional) unless Developing or Emerging:			
2d. Teachers adapt their teaching for the benefit of students with special needs.	<b>2d.1 Cooperates with specialists and uses resources to support the special needs of all students.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
	Coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students.	Cooperates with specialists and uses resources to support the special learning needs of all students.	Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.	Recognizes that students have individual learning needs.
	Comments (optional) unless Developing or Emerging:			
	<b>2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.</b>			
	<b>Accomplished</b> 4 <input type="checkbox"/>	<b>Proficient</b> 3 <input type="checkbox"/>	<b>Developing</b> 2 <input type="checkbox"/>	<b>Emerging</b> 1 <input type="checkbox"/>
Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	Uses research-verified strategies to provide effective learning activities for students with special needs.	Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.	Recognizes that students have individual learning needs.	
Comments (optional) unless Developing or Emerging:				

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 <input type="checkbox"/> Accomplished	3 <input type="checkbox"/> Proficient
		2 <input type="checkbox"/> Developing	1 <input type="checkbox"/> 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			____/____/____
Clinical Educator (1)			____/____/____
Clinical Educator (2)			____/____/____
Field Supervisor			____/____/____
Academic Supervisor (if applicable)			____/____/____
Principal (or designee)			____/____/____

Comments (optional) unless Developing or Emerging:

Western Carolina University

**Internship II Early Release Request Form**

Early Release from internship will only be considered for full-time, teaching employment in the student's area of licensure, will only be granted on a case-by-case basis, and will not be granted before two weeks from the end of the semester of the internship experience.

Intern Name:	
<b>Internship II Placement Information</b>	
School District:	School:
Name of Clinical Educator:	

<i>Employing District – Employment Information</i>	
School District:	School:
Proposed Teaching Position:	
Date Requested to Begin Employment: ___/___/20___	Assigned Mentor Teacher:

<i>Employing District - Required Signatures</i>	
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 and/or campus meetings.**

<b>WCU Required Approvals &amp; Signatures</b>		
Approver	Internship Requirements Met	Signature
Clinical Educator	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Field Supervisor	<b>Certification of Teaching Capacity</b> Confirmation of "Proficient" or better on ALL ITEMS of the evaluation instrument Yes <input type="checkbox"/> No <input type="checkbox"/>	
Internship Seminar Instructor	<b>edTPA</b> Passed <input type="checkbox"/> Not Passed <input type="checkbox"/>	<b>Course Requirements</b> Yes <input type="checkbox"/> No <input type="checkbox"/>
Academic Supervisor (if applicable)	Yes <input type="checkbox"/> No <input type="checkbox"/>	

<b>Western Carolina University Approval</b>		
Director of the Office of Field Experiences	Licensure Test(s) Reviewed with Licensure Specialist	Passed <input type="checkbox"/> Not Passed <input type="checkbox"/>
	All electronic evidences have been submitted on TK20 and have earned satisfactory evaluations.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Associate Dean, Director of Teacher Education	Early Release Approved	Yes <input type="checkbox"/> No <input type="checkbox"/>

Approved Release Date: \_\_\_\_\_

Western Carolina University College of Education and Allied Professions

## Teacher Education Internship Participation Agreement

Please review the statements below indicating you understand and agree to each of them.

In consideration of my participation in the teacher education internship experience at the **PARTNER HOSTING SCHOOL** or any other site where I may participate in such a program (hereinafter referred to as the "HOST SCHOOL"), I indicate my agreement by initialing the following statements:

- I understand that I have right of refusal for my assigned internship experience, and that this may delay my matriculation in the WCU Teacher Education Program.
- I acknowledge that my in-person presence at the internship site places me at a risk of exposure to COVID-19.
- I understand that my internship experience may be cancelled, shortened or rescheduled, and that this may delay my matriculation in the WCU Teacher Education Program.
- I will follow the policies, standards and practices of the HOST SCHOOL when in the facility, including the HOST SCHOOL'S specific infection control procedures.
- I understand that I may be required to undergo a health examination as necessary to meet program requirements, including testing to determine infectious or contagious diseases. Also, I may be required to provide evidence of immunity, as may be appropriate and to meet program requirements.
- I understand and agree that I may be immediately withdrawn from the HOST SCHOOL or dismissed, suspended or expelled based upon my failure to comply with the rules and policies of the UNIVERSITY or HOST SCHOOL, if I pose a direct threat to the health or safety of others or, for any other reason the UNIVERSITY or the HOST SCHOOL reasonably believes that it is not in the best interest of the HOST SCHOOL'S students and faculty.
- I understand that potential risks of this internship experience include, but are not limited to, exposure to infectious diseases, including but not limited to COVID-19.
- I will complete any additional safety training related to infectious disease or other health risks as required by the HOST SCHOOL/DISTRICT and WCU.
- I will provide the necessary and appropriate personal protective equipment (PPE) required where not provided by the HOST SCHOOL..
- I understand that all medical or healthcare (emergency or otherwise) that I receive during my internship experience will be my sole responsibility and expense.
- I have read the above statements and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, and that I have freely and voluntarily signed this Agreement.

**Please choose one of the options below:**

- I elect to continue with my assigned internship experience.
- I do not elect to continue with my assigned internship experience.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name (please print): \_\_\_\_\_

92#: \_\_\_\_\_