

# 2016-2017 CLINICAL PRACTICE HANDBOOK

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



<b>PART I – GENERAL INFORMATION</b>	<b>3</b>
Background Checks.....	3
TK20 Requirements.....	3
Undergraduate Candidates and TK20.....	3
Graduate Candidates and TK20.....	4
Photograph and Video Release.....	4
Teacher Candidate Dispositions.....	4
Professional Appearance.....	5
Social Networking.....	5
Texting.....	6
Transporting Students.....	6
Action Plan for Improvement.....	6
<b>PART II – EARLY FIELD EXPERIENCES</b>	<b>8</b>
Early Field Experiences.....	8
Early Field Experiences Course Descriptions.....	8
Block/Practicum Placement.....	9
Suggestions for Cooperating Teachers Hosting An Early Field Experience Student.....	10
<b>PART III – INTERNSHIP</b>	<b>11</b>
Internship II/Student Teaching Fee.....	11
Placement of Intern at Schools with Relatives.....	11
Internship/Student Teaching Description.....	11
Applying for Internship/Student Teaching.....	12
Candidate Responsibilities.....	12
Attendance/Tardiness.....	13
Removal From Internship.....	14
Housing & Transportation.....	14
Professional Liability Insurance.....	15
Substitute Teaching and Outside Employment during Internship/Student Teaching.....	15
Assignments During Internship.....	16
Specific Program Requirements.....	16
Evaluation of Candidates.....	17
edTPA Requirements.....	17
Graduation.....	17
Licensure.....	17
Early Release from Internship II/Student Teaching.....	17
<b>PART IV – SUPERVISION OF CANDIDATES</b>	<b>19</b>
Descriptions.....	19
Responsibilities of University Supervisors.....	20
University Supervisors Visitation Schedule.....	21
University Supervisor Travel Reimbursement Procedures.....	21
Responsibilities of Academic Supervisors.....	22
Responsibilities of Cooperating Teachers.....	23
Suggestions for Cooperating Teachers.....	24
Models of Co-Teaching.....	25
Appendix A Glossary of Terms.....	26
Appendix B Code of Ethics and Code of Professional Practice and Conduct.....	27
Appendix C Action Plan for Improvement.....	31
Appendix D Certification of Teaching Capacity.....	34
Appendix E Internship/Student Teaching Early Release Request Form.....	39
Appendix F Candidate Photograph and Video Release Form.....	40
Appendix G Guidelines for Supporting Candidates Completing edTPA.....	41

---

# PART I – 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 student teaching internship as part of their program / licensure requirements. Those who will be taking Internship I / II or who will be completing a one-semester student teaching requirement should review Part 3 to understand the expectations and responsibilities of interns/student teachers.*

## **Background Checks**

All students enrolled in the following courses, EDCI 201, PSY 323, SPED 339, BK 250, BKSE 411, and BK 412 (early field experience courses) are required to complete a background check in order to receive a clinical practice placement in any public school. Students enrolled in the aforementioned courses will be assessed a course fee that will be used for the cost of background checks (and TK20 subscription) required for each phase of the clinical practice experiences. ***Upon submitting an internship application, candidates will need to complete a background re-check.*** The fees paid through the early field experiences courses will cover the re-check cost. Instructions for completing either type of background check can be found on the OFE website or by clicking [here](#) for the full check and [here](#) for the re-check.

Students who are not enrolled in any of the early field experience courses and all graduate students are responsible for the background check expense at the time it is ordered. Initial background checks are \$18.50 and background re-checks are \$11.50. For initial checks, see instructions [here](#). For re-checks, see instructions [here](#).

***Students with background checks that include charges and/or convictions must write a brief explanation that includes a summary of events and the lessons learned from the experience to be submitted with their applications for any clinical practice placements.*** Students are responsible for self-disclosure of any charges 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 that is not on the student's original background check requires that the student get a new background check.

## **Undergraduate Candidates and TK20 Requirements**

All teacher education candidates must subscribe to and submit required assignments via TK20 (tk20.wcu.edu). TK20 is used by CEAP to electronically store evidence of candidates' completion of specific tasks, including applications, résumés, edTPA portfolio, individual growth plans and records of assessments. All students enrolled in the following courses, EDCI 201, PSY 323, SPED 339, BK 250, BKSE 411, and BK 412 (early field experience courses) will be assessed a course fee that will be used for the cost of the TK20 subscription (and background checks).

Instructions for using TK20 at WCU can be found at [edportfolio.wcu.edu](http://edportfolio.wcu.edu). For technical assistance with TK20, contact Lee Nickles, the Assistant to the Dean for Technology and Curriculum at 828-227-3299, visit Killian 101, or email [tk20@wcu.edu](mailto:tk20@wcu.edu).

## **Graduate Candidates and TK20 Requirements**

Graduate candidates are required to use TK20 while completing the professional core of courses and are also required to use TK20 for additional program requirements such as the Initial Licensure portfolio and the Advanced Licensure portfolios. The CEAP graduate candidate policy concerning TK20 can be found [here](#).

## **Photograph and Video Release**

Each candidate is required to sign an annual photograph and video release. Beginning January 1, 2015 the release form must be submitted with the early field experience application, block placement application, and internship application in TK20. The form can be found in Appendix F of this handbook.

## **Teacher Candidate Dispositions**

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

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

## Professional Appearance

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

### Men

- Facial hair and facial jewelry are prohibited in some school districts
- Slacks and collared shirts are recommended
- Closed-toe shoes are recommended

### Women

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

### Both Men and Women

- Avoid flip-flops and know that some districts do not allow open-toed shoes
- Avoid tight-fitting clothing (tops, skirts, and slacks)
- Avoid expensive or attention-getting jewelry
- Avoid strong colognes or perfumes; some students may be allergic to them
- Jeans are not permitted, even on casual days (see previous note about jeans)
- Long hair should be pulled back from your face
- Your navel should be covered, even when you raise your arms above your head
- **Tattoos and/or other body art should be covered when you are at school (if possible, especially anything that might be considered offensive)**
- **Facial and/or mouth piercing must be removed when you are at school**

## Professional dress typically IS:

### For Women

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

### For Men

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

## Social Networking

Facebook, Twitter, Instagram, and Blog accounts should always have appropriate, conservative privacy settings in place to avoid access to students you are teaching. Privacy settings should be adjusted to protect

students/parents from viewing any status updates, posts, published pictures, profile pictures, or other content which may be considered offensive by the viewer.

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

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

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

## **Texting**

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

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

## **Transporting Students**

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

## **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. A faculty member, academic advisor, university supervisor in collaboration with a cooperating teacher, academic supervisor (where applicable) and/or Associate Dean of the College of Education and Allied Professions will formulate a plan that outlines deficiencies and identifies strategies for meeting expectations within a prescribed timeline, which an official Action Plan for Improvement. The form can be found [here](#).

In most cases, candidates improve with the additional support provided and successfully meet the goals of the Action Plan. Candidates who fail to meet expectations within the allotted time may fail the course, be removed from the Teacher Education Program, and/or be removed from internship/student teaching. In the case of being removed from internship/student teaching, the candidate would also not be recommended for

teacher licensure by Western Carolina University. A student who is dismissed from Internship for any reason earns a grade of D, F, or I for internship, at the instructors' discretion in consultation with the program coordinator 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/student teaching is not guaranteed.

---

## PART II – 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 placements.*

### EARLY FIELD EXPERIENCES

Teacher candidates will complete comprehensive hours and assignments in an assigned public school for the following courses. Prior to submitting an early field experience application, candidates must complete a criminal background check and submit the results with the completed application in TK20 before the established deadline each semester. More information on background checks can be found on page three of this handbook and or by clicking [here](#).

With the exception of EDCI 201, candidates enrolled in PSY 323, SPED 339 and most methods courses complete field experiences as part of course requirements and must be fully admitted into the teacher education program in order to enroll in these courses. EDCI 201, PSY 323 and SPED 339 require a contract and time sheet which are to be submitted to TK20 as part of your placement. Documentation of field experiences for other courses is at the discretion of the individual course instructor.

### Early Field Experiences (EDCI 201, PSY 323, SPED 339)

Early field experiences are designed to give teacher education candidates the 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.

### Early Field Experiences Course Descriptions

<b>EDCI 201</b>	<b>Teacher Leadership in a Diverse Society</b> Licensure candidates spend a minimum of 14 hours spread over several visits in a P-12 classroom. The primary purpose of this experience is for focused observations, reflection on the observations and thoughtful consideration of the teaching profession in the 21 <sup>st</sup> century. Candidates may be more involved in classroom activities at the discretion of the teacher.
<b>PSY 323</b>	<b>Psychology Applied to Learning and Teaching</b> In a minimum of 16 hours spread over four weeks, candidates observe and interview faculty on the influences of socio-economic status on learning and teaching. (Candidates concurrently enrolled in SPED 339 may combine observations for a total of 24 hours.)
<b>SPED 339</b>	<b>Designing Classrooms as Responsive Learning Communities</b> In a minimum of 16 hours spread over four weeks, candidates observe, interview the host teacher, complete a case study of a student with learning differences and create a plan of action for the student to show how a student with his/her needs could be supported in a regular classroom. (Candidates concurrently enrolled in PSY 323 may combine observations for a total of 24 hours.)

During these experiences 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

## BLOCK/PRACTICUM PLACEMENT

Block/Practicum placements are required for **ALL** Elementary, Inclusive, and Middle Grades Education majors.

ELMG 390 EDMG 411	<p><b>"Block" Practicum</b> Block students will spend at least 6.5 hours/week in the placement for 10 weeks. They will complete, at a minimum, the following assignments: one observation of the host teacher; five journals reacting to their experiences and/or seminar readings; plan and teach four lesson, reflecting upon each and gathering student work for assessment analysis work in the seminar. The level of participation of the students is at the discretion of the host teacher, though they are encouraged to become involved in class activities as much as possible.</p>
EDEL 415	<p><b>Language Arts Methods, K-6</b> Candidates work with their host teacher to develop and teach two research-based writing lessons that utilize a writing workshop format. Lessons may be taught to a small group or whole class.</p>
EDEL 416/516	<p><b>Science Methods, K-6</b> Candidates observe and collaborate with the host teacher for a minimum of two visits in order to plan, teach, and reflect on one hands-on, minds-on science lesson.</p>
EDEL 417	<p><b>Social Studies Methods, K-6</b> Candidates observe, teach and assist with social action projects in the classroom for six to 10 hours spread across several visits.</p>
EDEL 419	<p><b>Mathematics Methods, 3-6</b> Candidates observe, interview a student, teach one lesson and conduct a follow-up interview with the same student in a minimum of three visits totaling four to six hours.</p>
EDEL 446	<p><b>Digital Literacy Methods, K-6</b> Candidates will select a student or group of students and co-create a digital story using appropriate software covered in the course and are also encouraged to integrate what they are learning in the class (e.g. Web 2.0 tools, SMART Board) into their 10 lessons where appropriate.</p>
EDMG 415	<p><b>Language Arts Methods, 6-9</b> In several visits totaling five to 10 hours, candidates develop and teach to an individual or a small group a three-part lesson plan using writer's workshop process or other writing instruction.</p>
EDMG 416	<p><b>Science Methods, 6-9</b> Candidates observe and collaborate with the host teacher for a minimum of two visits in order to plan, teach, and reflect on one hands-on, minds-on science lesson.</p>
EDMG 417	<p><b>Social Studies Methods, 6-9</b> Candidates observe, teach and assist with social action projects in the classroom for six to 10 hours spread across several visits.</p>
EDMG 419	<p><b>Math Methods, 6-9</b> Candidates observe, interview a student, teach one lesson and conduct a follow-up interview with the same student in a minimum of three visits totaling four to 6 hours.</p>
EDMG 466	<p><b>Digital Literacy Methods, K-6</b> Candidates will select a student or group of students and co-create a digital story using appropriate software covered in the course and are also encouraged to integrate what they are learning in the class (e.g. Web 2.0 tools, SMART Board) into their 10 lessons where appropriate.</p>
EDRD 335	<p><b>Content Reading for Intermediate Grade Learners, 3-8</b> Candidates observe and work with struggling readers and/or guided reading groups. They will investigate the reading tasks that students are required to do throughout the school day across all subject areas.</p>
EDRD 420	<p><b>Reading Methods, K-6</b> Candidates work with their host teacher to develop and teach research-based reading lessons geared to meet specific learning needs. Lessons should be taught weekly to the same guided reading group.</p>
EDRD 440	<p><b>Reading Diagnosis and Instruction for Grades K-6</b> Candidates work with their host teacher to identify a struggling reader and will plan and implement focused, evidence-based, explicit instruction tailored to meet the student's assessed reading needs.</p>

<b>ELMG 390</b> <b>EDMG 411</b>	<b>"Block" Practicum</b> Block students will spend at least 6.5 hours/week in the placement for 10 weeks. They will complete, at a minimum, the following assignments: one observation of the host teacher; five journals reacting to their experiences and/or seminar readings; plan and teach four lessons, reflecting upon each and gathering student work for assessment analysis work in the seminar. The level of participation of the students is at the discretion of the host teacher, though they are encouraged to become involved in class activities as much as possible.
<b>EDEL 415</b>	<b>Language Arts Methods, K-6</b> Candidates work with their host teacher to develop and teach two research-based writing lessons that utilize a writing workshop format. Lessons may be taught to a small group or whole class.
<b>EDEL 416/516</b>	<b>Science Methods, K-6</b> Candidates observe and collaborate with the host teacher for a minimum of two visits in order to plan, teach, and reflect on one hands-on, minds-on science lesson.
<b>EDEL 417</b>	<b>Social Studies Methods, K-6</b> Candidates observe, teach and assist with social action projects in the classroom for six to 10 hours spread across several visits.
<b>EDEL 419</b>	<b>Mathematics Methods, 3-6</b> Candidates observe, interview a student, teach one lesson and conduct a follow-up interview with the same student in a minimum of three visits totaling four to six hours.
<b>EDMG 415</b>	<b>Language Arts Methods, 6-9</b> In several visits totaling five to 10 hours, candidates develop and teach to an individual or a small group a three-part lesson plan using writer's workshop process or other writing instruction.
<b>EDMG 416</b>	<b>Science Methods, 6-9</b> Candidates observe and collaborate with the host teacher for a minimum of two visits in order to plan, teach, and reflect on one hands-on, minds-on science lesson.
<b>EDMG 417</b>	<b>Social Studies Methods, 6-9</b> Candidates observe, teach and assist with social action projects in the classroom for six to 10 hours spread across several visits.
<b>EDMG 419</b>	<b>Math Methods, 6-9</b> Candidates observe, interview a student, teach one lesson and conduct a follow-up interview with the same student in a minimum of three visits totaling four to 6 hours.
<b>EDRD 335</b>	<b>Content Reading for Intermediate Grade Learners, 3-8</b> During several visits totaling at least 15 hours, licensure candidates observe, work with an individual or a small group on guided reading and comprehension, complete an informal reading inventory, do text level analysis and develop a unit plan that integrates reading/literacy instructional strategies within content-area texts.

### **Suggestions for Cooperating Teachers Hosting an Early Field Experience Student**

1. Make the student feel welcome:
  - Introduce him/her to students, faculty, and staff.
  - Show him/her around the building and grounds.
2. Give the student an overview of your classroom about your classroom:
  - Familiarize him/her with students.
  - Discuss factors affecting students at your school (poverty, language barriers, achievement gaps, learning disabilities, etc.).
  - Explain your grading policy.
  - Familiarize him/her with your classroom management system.
3. Maintain open communication with the student
  - Share necessary contact information to communicate and schedule visitations with your student.

## PART III – INTERNSHIP I/II & STUDENT TEACHING

*Part III of this handbook presents the specific expectations and policies related to the internship and/or student teaching experience. Candidates should consult their program advisors for details about the specific requirements of their internship experience (one-semester student teaching vs. full-year internship, etc.). All official communication from WCU comes through catamount email, so it is important that candidates check their WCU email on a regular basis.*

### **Internship II/Student Teaching Fee**

The internship/student teaching experience is the capstone of Western Carolina University's teacher education program. The successful completion of this experience leads to recommendation for the North Carolina Standard Professional I license. As part of tuition and fees and upon registering, each candidate completing Internship II or student teaching will be assessed a \$150 fee. The fee is used to support the modest honorarium that is provided to all cooperating teachers hosting second semester interns or student teachers.

### **Placement of Intern at Schools with Relatives**

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

### **Internship Descriptions**

The two-semester internship experience for undergraduates is completed during the senior (or, final) year. Prior to submitting the internship application, candidates must complete a criminal background check and submit the results with the completed internship application in TK20. More information on background checks can be found [here](#).

**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 work day, which is a valuable experience if it can be accomplished without incurring extra housing expenses. In all cases, the intern should coordinate the start date with the cooperating teacher and the university supervisor prior to the beginning of the host school's semester. The number of internship hours each week varies by program, though in most cases Intern I candidates are in their host classrooms the equivalent of two full days (15 hours) per week. Interns observe the cooperating teacher, participate in classroom activities, and plan and teach lessons as required by 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.

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

**Internship II** – 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.

### **Applying for Internship/Student Teaching**

1. Verify eligibility for internship (appropriate overall and major GPA, no incomplete or unsatisfactory grades, no arrests since submission of updated criminal background check, **all coursework completed prior to Internship II/student teaching**).
2. Apply for Internship/Student Teaching in TK20 by the deadline established by the OFE.
  - a. Internship applications can be found in your **Initial Licensure Portfolio**.
  - b. Attach the PDF of your recently updated criminal background check (with explanation if any charges or convictions are present).
  - c. Attach your Résumé
  - d. Submit the application to CEAP MASTER and be sure that you click the SUBMIT button, otherwise your application cannot be seen by the OFE personnel.
3. Complete the NC Health Certificate.
  - a. 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.
  - b. Download the form [here](#), fill out the personal information and take the form to the appointment.
  - c. Return to the physician's office 2 days later or as instructed to have the TB test site "read" and the form signed.
  - d. Unless otherwise directed by the OFE, provide the completed, signed form to the school on the first visit.

### **Candidate Responsibilities**

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

- Become familiar with the professional dispositions described in the previous section above.
- Investigate professional liability insurance which is strongly recommended and is available through several sources as described [here](#).
- Become familiar with the school and school system (LEA) websites and policies.
- Become familiar with the WCU Internship Student Teaching Handbook at [www.ofe.edu](http://www.ofe.edu).
- Become familiar with [North Carolina's accountability requirements](#) for the grade level and subject.
- Become familiar with the state curriculum and standards for the specified subject / grade level, including [Common Core State Standards and Essential Standards](#).
- Become familiar with the [North Carolina Professional Teaching Standards](#) adopted by the NC State Board of Education in August 2006.
- Become familiar with the [NC Code of Ethics and Code of Professional Practice and Conduct for NC Educators](#).
- Become familiar with the federal [Family Educational Rights and Privacy Act \(FERPA\)](#) as related to confidentiality of student information.

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

- Give the internship high priority and avoid outside activities that interfere with the ability to give the best effort in the experience. We strongly recommend that student athletes not attempt Internship II/Student Teaching during the semester of their sport.
- Check catamount email regularly for WCU announcements.
- Be present for every scheduled visit, arrive early and be actively engaged for the full duration expected.
- Continue in the placement through the last week of the WCU semester (not exam week).

- Notify the school office staff by phone and the teacher by agreed-on form of contact (email, text, phone) if an emergency requires absence or tardiness.
- Dress neatly and modestly, (See Professional Appearance).
- Develop and maintain appropriate professional relationships with students, parents, faculty, administrators, substitute teachers and support personnel, treating all with respect.
- Collaborate with the cooperating teacher to inform parents/families early in the semester that an intern/student teacher will be working in the classroom, send an introductory letter to parents and communicate with parents on a regular basis about their students' progress. All communication, whether written, by phone, or in person, should adhere to the highest professional and grammatical standards. Written communication with parents/families should be approved by the cooperating teacher.
- Follow directions, suggestions and submission deadlines of cooperating teachers, supervisors and seminar instructors.
- Take the initiative to learn about curriculum materials, testing procedures, grading systems, classroom and school management practices, parent communication processes, school improvement issues, school specialists and extra-curricular activities.
- Understand and respect federal, state, school system and school policies that protect students' confidential information.
- Maintain confidentiality of all student information.
- Support students with special needs:
  - Request permission to view student files and Individual Education Plans (IEPs).
  - Discuss appropriate accommodations with the cooperating teacher.
  - Include and implement accommodations in differentiated lesson plans.
- Use social media responsibly by maintaining privacy shields, by removing offensive material, by never contacting students, by not posting comments about the school, school personnel or students and by assuming that anything posted is available for public viewing.
- Discuss with the cooperating teacher or school administrator policies regarding bullying, cyberbullying and sexual harassment.

### **Interns/student teachers MUST NEVER...**

- Contact students on social media sites.
- Use corporal punishment or any form of physical aggression on (i.e., strike, grab, pull, etc.) a student.
- Become romantically or sexually involved with faculty, staff and/or students in the schools in which they are assigned. Failure to comply with this policy may result in dismissal from the internship, removal from the teacher education program at WCU, and non-recommendation for licensure.
- Criticize, verbally or in writing, and especially on social media sites, the school district, the host school, the cooperating teacher, the students or student population with which you work, the university or academic supervisor, or the university or the community.
- Identify by name students, teachers, school personnel or the school as part of WCU class discussions.

### **Attendance/Tardiness**

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

internship. Attendance at an announced WCU Career Fair and at the WCU Outstanding Prospective Teacher ceremony to accept an award are considered excused absences from the school.

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

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

### **Internship I**

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

### **Internship II/Student Teaching**

Intern II/student teachers are not permitted to miss school days for reasons other than illness or emergency, unless a request is made to the Director of Field Experiences **in advance and in writing**. The university/academic supervisor(s) and cooperating teacher must give written approval for the absence for a specific reason (professional conference, observation in another setting). If the intern/ student teacher misses more than **three days**, he/she must notify the Director of Field Experiences and the university supervisor via email to explain the reasons for the absences. If there are not substantiated valid reasons (illness, family emergency, etc.) for the absences and the pattern of absences is deemed a dispositional issue, then the university supervisor, cooperating teacher, program coordinator/department head, and Director of Field Experiences may develop an action plan. Failure to meet the established terms of the plan may result in removal from the internship. Attendance at an announced WCU event is considered excused absences from the school and do not require approval from the OFE.

### **Removal From Internship**

Principals/schools systems have the right to **terminate internships** at any time if the intern/student teacher 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 cooperating teacher and university supervisor can prevent such a situation. The university supervisor in consultation with the cooperating teacher 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.

### **Housing & Transportation**

According to WCU policy, all costs related to travel and housing for any field experiences are the intern's responsibility. Licensure candidates are advised to consider housing and transportation issues **prior** to

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

## **Professional Liability Insurance**

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

Applicable CEAP policy, North Carolina General Statutes and suggested options for purchasing liability insurance [here](#).

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

### **Internship I**

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

### **Internship II/Student Teaching**

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

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

## Assignments During Internship/Student Teaching

### Most candidates...

- Develop and submit the [edTPA portfolio on TK20](#).
- Complete and submit on TK20 the *WCU Individual Growth Plan* as directed by the Internship II/Student Teaching seminar instructor.
- Complete and submit on TK20 a *Teacher Leader Essay* (EE6) as directed by the Internship II/Student Teaching seminar instructor.
- Digitally record and reflect on selected lessons as directed by instructors/supervisors. Videotaping guidelines for edTPA recordings can be found [here](#). If video equipment is not available in the host school, cameras are available for checkout from Misty Colton (828-227-2747, Killian 102B) or the Tech Commons in the library.

## Specific Program Requirements for Internship/Student Teaching

**Elementary and Middle Grades** – A full-year internship is required for undergraduate elementary and middle grades majors. Those completing Internship I in the fall semester are encouraged to spend at least three days with their cooperating teacher before students start the school year in order to learn how the teacher sets up the classroom and teaches classroom procedures. Elementary and middle grades interns generally continue the following semester with the same teacher. Internship I is 15 hours per week and Internship II is a full-semester, all day, every day experience.

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

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

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

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

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

## Evaluation of Candidates

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

**Initial licensure candidates must successfully complete an edTPA portfolio as a subject-specific summative assessment (submitted in TK20).** It is expected that Cooperating Teachers, University Supervisors and Academic Supervisors provide appropriate formative supports for interns during the completion of the edTPA portfolio. Guidelines for acceptable support can be found in the Guidelines for Supporting Candidates Completing edTPA document (Appendix G).

## 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 and is currently being explored by multiple universities in North Carolina. WCU's teacher education programs are part of a pilot program in the state of North Carolina to implement the edTPA assessment of teacher candidate performance. Teacher candidates completing a program that lead to initial teacher licensure are required to complete the edTPA portfolio assessment to be recommended for teacher licensure. Candidates can find resources for developing the edTPA portfolio [here](#).

## Graduation

Interns/student teachers apply for graduation like all other students at WCU. **It is the candidate's responsibility to apply on time.** Most programs and departments require application the semester prior to graduation. Students completing a licensure-only program do not file for graduation.

## Licensure

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

## Early Release from Internship II/Student Teaching

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

Any approved early release from student teaching/internship does not mean that the candidate has graduated from WCU early, nor does it mean that the candidate has been granted a teaching license by the state of North Carolina. All interns/student teachers officially continue to be students of the university until the final day of the university's semester and will continue to be monitored by the university supervisor and the academic supervisor (when one is assigned) until the end of the university's semester.

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

- 1) The Internship/Student Teaching Early Release Request Form must be completed and submitted to the Director of Field Experiences for review **at least one week prior to the early release date** (See Appendix F).
- 2) A written request from the hiring school principal for a fulltime position in the candidate's area of licensure will be provided including a written agreement that the hiring school will provide and pay for substitutes for the early released candidate to attend all required internship seminars.
- 3) The cooperating teacher, university supervisor, academic supervisor (when one is assigned), program director, and seminar instructor's written approval of the release and written agreement that the candidate has been rated at least "Proficient" on all items of the Certification of Teaching Capacity evaluation instrument must be provided.
- 4) To avoid disruption, if early release of a candidate will result in a change of classroom or school for the candidate, written approval from the school principal of the candidate's internship/student teaching placement must be provided
- 5) All electronic evidences on TK20, including edTPA, must have been submitted, and all evidences must have been rated at least "proficient" by one or more evaluators.

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

WCU is in no way involved in the conditions of employment, eligibility for employment, or the contractual agreements between the candidate and the LEA. All employment conditions are between the candidate and the LEA.

WCU will submit a recommendation for licensure to the North Carolina Department of Public Instruction once all requirements are met, official transcripts are provided, and passing scores are received on any applicable tests required. The teaching license comes directly from the NC Department of Public Instruction to the candidate. Anyone requesting out-of-state licensure must apply through that state's department of education and will be responsible for that state's requirements.

---

## PART IV – SUPERVISION OF CANDIDATES

---

*This part of the Handbook provides expectations of all university supervisors, cooperating teachers, and academic supervisors as it relates to the supervision of candidates completing Internship I and Internship II/Student Teaching.*

### **Descriptions**

WCU interns/student teachers are fortunate to have a **team** of professionals who act as mentors/evaluators/supervisors. The primary mentor in the public school classroom is the cooperating teacher with whom the intern spends the greater part of the school day. Each intern/student teacher is also assigned a university supervisor from the College of Education and Allied Professions (CEAP).

Undergraduate candidates in 9-12 secondary education and K-12 special subjects have academic supervisors from their major departments as well. Other professionals involved in the internship may include the school principal, assistant principal(s), lead teacher, department chair and the school/LEA liaison to WCU.

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

The **university supervisor** (US) attends an informational meeting/orientation at the beginning of the semester, contacts the intern/student teacher and cooperating teacher as early as possible, but certainly within the first two weeks of the WCU semester, orients the CT and intern and communicates university expectations to the intern/student teacher and the cooperating teacher throughout the semester. The university supervisor supports the development of the intern/student teacher by observing, providing written and oral feedback and maintaining open communication with the intern, cooperating teacher, academic supervisor, and others as needed. The university supervisor coordinates with the cooperating teacher and academic supervisor to schedule mid-term and final evaluation conferences. University supervisors generally visit interns a minimum of three times during Internship I and five times during Internship II/student teaching. When considered necessary, additional visits may be pre-approved by the Director of Field Experiences. At the completion of each semester, final paperwork including midterm and signed final evaluations (Certification of Teaching Capacity) must be submitted by the university supervisor to the Office of Field Experience in a timely manner so that graduation and licensure procedures can move forward.

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

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

## **Responsibilities of University Supervisors**

The university supervisor acts as the liaison between the classroom teacher and Western Carolina University. He or she has the important responsibility of ensuring a comprehensive, rewarding classroom experience for interns/student teachers. University supervisors attend an orientation at the beginning of each semester in order to receive updates about policies, documentation and deadlines. They communicate WCU expectations to cooperating teachers, interns/student teachers and academic supervisors. Updated information and forms are [here](#).

The following are the primary responsibilities of university supervisors:

### **Internship I**

1. Call/email as early as possible but certainly within the first two weeks of the candidate's arrival in the school to introduce yourself and schedule the initial visit for the first school meeting. Make sure the intern and cooperating teacher understand that the initial visit will include an observation and orientation to policies and the Handbook. Include the academic supervisor in the initial contact.
2. Assist the intern in planning and teaching 5-10 lessons (depending upon program/departmental requirements, and in collaboration with the academic supervisor as applicable) during the semester.
3. Complete three formal observations and provide written feedback to the intern, cooperating teacher and academic supervisor. **Suggested** observation forms can be found [here](#).
4. Assist the intern in securing videotaping equipment and in videotaping a lesson. Review the videotaped lesson and provide written feedback to the intern, cooperating teacher and academic supervisor. Videotaping information and forms can be found [here](#).
5. In collaboration with the cooperating teacher and academic supervisor as applicable, assist interns in meeting expectations/deadlines outlined in the program-specific checklists. These can be found [here](#).
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 improvement when a candidate is not progressing adequately and needs extra support or structure. The template for the action plan can be found [here](#).
7. Coordinate midterm and final evaluation conferences with the cooperating teacher and academic supervisor where applicable, and complete and submit to the OFE the appropriate midterm and final paperwork in a timely manner.
8. In collaboration with the cooperating teacher and academic supervisor as applicable, determine and post the final grade to MyCat in a timely manner.

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

1. Call/email as early as possible but within the first two weeks of the candidate's arrival in the school to introduce yourself, address concerns, and schedule the initial visit for orientation and the first observation. Include the academic supervisor in the initial contact.
2. Review lesson plans and provide feedback.
3. Complete a minimum of four – five formal observations with written feedback to the candidate, cooperating teacher and academic supervisor as appropriate. A suggested observation form can be found [here](#).
4. In consultation with the academic supervisor as applicable, assist candidates in meeting expectations/deadlines outlined in the program-specific guidelines, which can be found [here](#).
5. Ensure that the candidate follows the phase-in process and carries the full teaching load and extracurricular activities/duties for the period of time required.
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. The Action Plan form can be found [here](#).

8. Coordinate midterm and final evaluation conferences with the cooperating teacher and academic supervisor where applicable, collect all signatures, and post the final Certification of Teaching Capacity evaluation (CTC) on TK20 as EE4. **A hard copy of the midterm CTC and the final CTC signed by all parties must be submitted to the OFE.** All elements of the **final** CTC must be rated at “3” or above in order to recommend the candidate for licensure. The Certification of Teaching Capacity, which is used for all Intern II/Student Teaching midterm and final evaluations can be found **here**.
9. Remind the candidate to submit all forms and fees required for licensure to the Licensure Specialist (828) 227-2000.
10. Submit all final paperwork (i.e. observations, checklists, grade sheets, midterm/final evaluations) to the Office of Field Experience no later than the last day of final exams. This will insure that licensure procedures can be carried out in a timely manner.
11. Post the final grade on MyCat in a timely manner.

Licensure candidates must successfully complete an edTPA portfolio as a subject-specific summative assessment (submitted in TK20). It is expected that Cooperating Teachers, University Supervisors and Academic Supervisors provide appropriate formative supports for interns during the completion of the edTPA portfolio. Guidelines for acceptable support can be found in the Guidelines for Supporting Candidates Completing edTPA document (Appendix G).

### University Supervisor Visitation Schedule

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

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

### Travel Reimbursement Procedures

At the beginning of each semester, the Office Field Experiences completes a blanket travel preauthorization on behalf of university supervisors authorizing travel reimbursement for 3-4 visits with Interns I and 5-6 visits with Interns II/Student Teachers. Additional visits may be approved by the Director of Field Experiences as needed. University supervisors are asked to submit reimbursement requests **monthly** rather than all at the end of the semester in order that CEAP travel budgets can be carefully monitored. Use the [Travel Template](#). For questions or assistance, contact Lead University Supervisor Amanda Chapman at [abchapman@email.wcu.edu](mailto:abchapman@email.wcu.edu) or 828-227-7314.

## **Responsibilities of Academic Supervisors**

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

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

The following are the primary responsibilities of academic supervisors:

### **Internship I**

1. Call/email as early as possible, but within the first two weeks of the candidate's arrival in the school placement to introduce yourself and schedule the initial observation. Make sure the intern and cooperating teacher understand that the initial visit will include an observation. Include the university supervisor in the initial email.
2. Assist the intern in planning and teaching 5-10 lessons depending upon program/departmental requirements during the semester.
3. Complete at least one formal observation and provide written feedback to the intern, cooperating teacher and university supervisor. Suggested observation forms can be found [here](#).
5. Review one videotaped lesson and provide written feedback to the intern, cooperating teacher and university supervisor.
6. In collaboration with the university supervisor, establish documentation of all interventions. Notify the Director of Field Experiences of any concerns.
7. Participate in midterm and final evaluation conferences with the cooperating teacher and the university supervisor, and complete the appropriate midterm and final evaluations.
8. Post the final grade in MyCat in a timely manner.

### **Internship II/Student Teaching**

1. Call/email as early as possible, but within the first two weeks of the candidate's arrival in the school placement to introduce yourself and schedule the initial visit for the first observation. Make sure the intern and cooperating teacher understand that the initial visit will include an observation. Include the university supervisor in the initial contact.
2. Review lesson plans and provide feedback (in collaboration with the university supervisor).
3. Complete two-three formal observations and provide written feedback to the intern/student teacher, cooperating teacher and university supervisor. Suggested observation forms can be found [here](#).
4. Review two videotaped lessons and provide written feedback to the intern/student teacher, cooperating teacher and university supervisor.
5. Respond in writing to at least four candidate journal entries.
6. Assist candidates in meeting expectations/deadlines of the specific licensure program.
7. Collaborate with the university supervisor in establishing documentation of all interventions (i.e., action plan, conferences, etc).
8. Participate in midterm and final evaluation conferences with the candidate, cooperating teacher and university supervisor. The Certification of Teaching Capacity (CTC) instrument, which is used for all Internship II/student teaching [midterm and final evaluations](#).
9. Sign the hard copy of the CTC, which must be submitted for licensure.
10. Remind the candidate to submit all forms and fees required for licensure to the Licensure Specialist (828) 227-2000.

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

Licensure candidates must successfully complete an edTPA portfolio as a subject-specific summative assessment (submitted in TK20). It is expected that Cooperating Teachers, University Supervisors and Academic Supervisors provide appropriate formative supports for interns during the completion of the edTPA portfolio. Guidelines for acceptable support can be found in the Guidelines for Supporting Candidates Completing edTPA document (Appendix G).

### **Responsibilities of Cooperating Teachers**

Cooperating teachers are selected to host candidates by their administrators/supervisors based upon their credentials, level of experience, demonstrated professionalism and interest in mentoring an intern. Cooperating teachers play the most important role in creating a positive classroom experience for interns/student teachers. Internship/student teaching information and forms can be [here](#).

### **Internship I**

1. Assist the intern/student teacher in planning and teaching 5-10 lessons (depending upon program/departamental requirements) during the semester.
2. Complete a minimum of two formal observations of lessons and provide written feedback to the intern and university supervisor. **Suggested** observation forms can be found [here](#).
3. Assist the intern/student teacher 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 university supervisor.
4. Assist interns in meeting expectations/deadlines outlined in the program-specific checklists, which can be found [here](#).
5. Notify the university supervisor (and academic supervisor if applicable) of any concerns/issues related to the intern and work with the supervisor(s) to formulate an action plan when necessary. Any concerns not addressed by the university/academic supervisor(s) should be immediately referred to the Director of Field Experiences at (828)227-7314.
6. Participate in midterm and final evaluations with the university supervisor and academic supervisor as appropriate.

### **Internship II/Student Teaching**

1. Mentor the intern/student teacher in long-term and lesson planning, in implementing and assessing lessons, in classroom management, in managing paperwork and in professionalism.
2. Review weekly plans before the lessons are to be taught and provide feedback.
3. Complete two formal observations and provide written feedback to the intern/student teacher and university supervisor. Suggested observation forms can be found [here](#).
4. Assist candidates in meeting expectations/deadlines outlined in the program-specific checklists, which can be found [here](#).
5. Ensure that the intern/student teacher carries/shares in co-teaching the full teacher load, including planning, grading, teaching, and extracurricular activities/duties, for the required period of time.
6. Notify the university supervisor immediately of any concerns/issues related to the intern/student teacher and assist in creating an action plan when necessary. Any concerns not addressed by the university and/or academic supervisor(s) should be immediately referred to the Director of Field Experiences at (828) 227-7314.
7. Participate in midterm and final evaluations with the university supervisor and academic supervisor, where applicable. The Certification of Teaching Capacity (CTC), which is used for all Intern II/Student Teacher midterm and final evaluations. The CTC can be found [here](#). 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.

8. Sign the hard copy of the CTC and have the principal or assistant principal sign.

Licensure candidates must successfully complete an edTPA portfolio as a subject-specific summative assessment (submitted in TK20). It is expected that Cooperating Teachers, University Supervisors and Academic Supervisors provide appropriate formative supports for interns during the completion of the edTPA portfolio. Guidelines for acceptable support can be found in the Guidelines for Supporting Candidates Completing edTPA document (Appendix G).

### **Suggestions for Cooperating Teachers**

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

### **Models of Co-Teaching**

WCU fully supports a co-teaching partnership in which student teacher and cooperating teacher plan and implement instruction collaboratively, sharing or alternating the role of lead teacher as outlined here. The expectation is that all Intern IIs/Student Teachers will assume full planning and teaching responsibility for at least one full unit of instruction and over a period of time lasting at least six weeks in length, 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/Student Teaching semester.

#### *BLOCK “PRACTICUM”/INTERNSHIP I*

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

### INTERNSHIP I/STUDENT TEACHING

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

### INTERNSHIP II/STUDENT TEACHING

**INDEPENDENT TEACHING:** ST collaborates with CT and team during the planning of units of instruction. The ST performs all activities of a full-time teacher for a period of time. This is the culmination of the STs progress through the teacher education program and provides the opportunity for the ST to demonstrate his/her professional experience. The **minimum independent teaching** requirement for interns/student teachers is 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.

## APPENDIX A

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## APPENDIX B

### Code of Ethics for North Carolina Educators

Adopted by the State Board of Education June 5, 1997

#### Preamble

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

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

To uphold these commitments, the educator:

#### I. Commitment to the Student

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

#### II. Commitment to the School and School System

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

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

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

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

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

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

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

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

##### **16 NCAC 6C.0602 - The Standards of Professional Conduct for NC Educators**

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

- e. Evaluation or grading of students or personnel;
  - f. Submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
  - g. Submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
  - h. Submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
4. Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
5. Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
- a. Any use of language that is considered profane, vulgar, or demeaning;
  - b. Any sexual act;
  - c. Any solicitation of a sexual act, whether written, verbal, or physical;
  - d. Any act of child abuse, as defined by law;
  - e. Any act of sexual harassment, as defined by law; and
  - f. Any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.
6. Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
7. Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
8. Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
9. Alcohol or controlled substance abuse. The educator shall not:
- a. Be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat./90-95, the Controlled Substances Act, without a prescription authorizing such use;

- b. Be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
- c. Furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
- d. Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.
- e. Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- f. Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
- g. Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system including but not limited to these Rules.
- h. History Note: Authority G.S. 115C-295.3; Eff. May 1, 1998.

## APPENDIX C



### ACTION PLAN FOR IMPROVEMENT

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

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

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

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

<b>Required Signatures</b>	
<b>Action Plan Originator</b>	<b>Date</b>
<b>Program Coordinator</b>	<b>Date</b>
<b>Associate Director, School of Teaching and Learning</b> <i>(Only applicable if candidate's major resides in STL)</i>	<b>Date</b>
<b>Associate Dean</b>	<b>Date</b>

<b>Additional Signatures</b>	
<i>Please add signature lines <u>as needed</u> for university supervisors, academic supervisors, Office of Field Experience representatives, cooperating teachers, academic advisors, and other faculty or staff. The Director of OFE must sign if the plan relates to any clinical field experience issues.</i>	
<b>[Title]</b>	<b>Date</b>
<b>[Title]</b>	<b>Date</b>
<b>[Title]</b>	<b>Date</b>

<b>[Title]</b> <span style="float: right;"><b>Date</b></span>

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

**Action Plan Tracking**

Action Taken	Date(s)
Action Plan Originated	
Addendum/Follow-up Documented (Add dates as needed)	
Action Plan Resolution (Please check one)	
<input type="checkbox"/> Student successfully completed action plan and graduated with education degree <input type="checkbox"/> Student shows improvement, currently enrolled in TE <input type="checkbox"/> Student changed majors <input type="checkbox"/> Student removed from TEP, earned degree but no license <input type="checkbox"/> Student removed from TEP, no degree in education	

*Note: Upon completion of the action plan meeting with the candidate and obtaining all necessary signatures, forward a signed copy of this document to the Coordinator of Education Admissions in Suite 201.*

*\*Coordinator will email executed copy to Candidate/Student, Originator, Program Coordinator, Associate Dean/Licensure Office, Advisor, and if applicable, Office of Field Experience, Associate Department Head, etc.*

## APPENDIX D

### LEA/IHE Certification of Teaching Capacity

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

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

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

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

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

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

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

## LEA/IHE Certification of Teaching Capacity

Overall			
Overall performance on all North Carolina Professional Teaching Standards.	Provide a rating of overall performance of the candidate considering all NCPTS standards and sub-standards indicated in the above document. The overall performance rating is related to but does not dictate a particular course grade.	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">4  Accomplished</div> <div style="text-align: center;">3  Proficient</div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">2  Developing</div> <div style="text-align: center;">1  Emerging</div> </div>

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

### SIGNATURES

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

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

## APPENDIX E

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

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

<b>Intern/Student Teacher</b>	
<b>Internship/Student Teaching Placement Information</b>	<b>School District:</b>
	<b>School:</b>
<b>Name of Cooperating Teacher</b>	
<b>Confirmation of "Proficient" on all items of the Certification of Teaching Capacity evaluation instrument</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>All electronic evidences have been submitted on TK20 and have earned satisfactory evaluations.</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Date of Request</b>	

\*Intern must attach a copy of licensure test scores to this form.

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

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

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

\_\_\_\_\_  
**Internship Seminar Instructor**

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

#### *Employing District*

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

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

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

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

#### Western Carolina University Approval

_____ <b>Director of Office of Field Experience</b>	_____ <b>Program Coordinator</b>
_____ <b>Associate Dean and Director of Teacher Education</b>	Licensure Test: ___ Passed    ___ Not Passed Release Date: _____

## APPENDIX F

### Candidate Photograph and Video Release Form

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

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

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

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