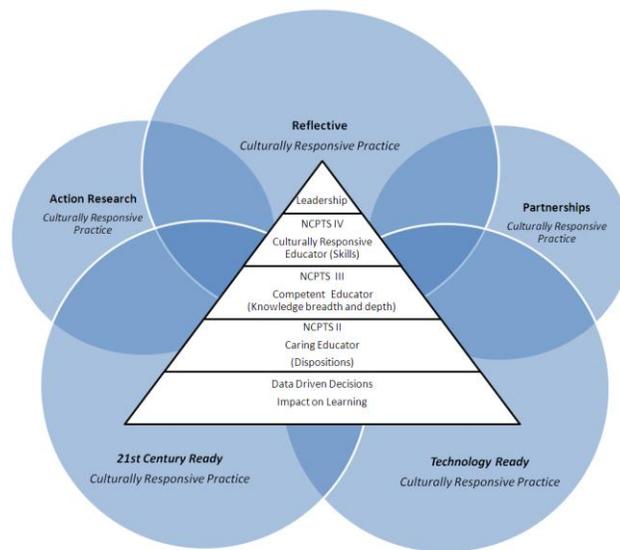


Preparing Educators for Diverse Cultural Contexts

NCCU School of Education

Teacher Education Handbook

for Undergraduate and Licensure-only Programs



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Introduction

Teaching is a noble profession with many intrinsic rewards. However, it is not for those without commitment, fortitude and persistence. On the way to becoming a teacher, there are many **hoops**. Knowing the **hoops** makes it easier to take control of your destiny and navigate through the guidelines and requirements at the university, state, and national levels. While at times these guidelines and requirements feel like **hoops**, they have been designed to prepare competent teachers and ensure effective education for our PK-12 grade students. This is really your goal, too, and we can help you attain it. The purpose of this handbook is to inform you of the guidelines and requirements, along with other helpful information, to ensure your success.

Our national and state accreditation was successfully reaffirmed in 2007. Additionally, all program areas were re-visioned based on the *North Carolina Professional Teaching Standards* and approved in 2009. Our faculty members are committed to excellence in teaching and modeling best teaching practices in their classes. The School of Education, in collaboration with the College of Behavioral and Social Sciences, College of Liberal Arts, and College of Science and Technology, has filled many schools and school systems with classroom teachers, special educators, administrators, counselors, speech pathologists, media specialists, and technology educators. We have served many local and remote school systems, including Durham Public, Wake County Public, Vance County, Warren County, Weldon City, Person County, Halifax County, Orange County, and Chapel Hill- Carrboro City. We are proud of our work and want you to be aware of the contribution North Carolina Central's School of Education, and teacher education programs in collaboration with the College of Arts and Sciences, have made to the education profession and, most importantly, to the lives of many children in North Carolina and beyond.

We also want you to feel successful and to represent yourself and this institution on campus and at school sites in the proud and professional manner of those who have come before you.

This handbook includes the School of Education's vision, mission, conceptual framework, along with state regulations, keys to success, candidate assessment information, field experience requirements, and student teaching highlights.

Vision

A Beacon for Educators in North Carolina and Beyond

Mission

The mission of the NCCU School of Education is to prepare education professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach and other related services. Central to our mission is the development of leaders who promote social justice and dedicate themselves to the well-being of a global society.

Conceptual Framework

Preparing Educators for Diverse Cultural Contexts in the 21st Century

Conceptual Framework: In Detail

(abbreviated version)

Preparing Educators for Diverse Cultural Contexts in the 21st Century

*All education is with a purpose and that purpose can only be political,
for either we educate to liberate or we educate to dominate.
~ Paulo Freire*

The Working Conceptual Framework: Unit Vision/Theme

Freire's quote communicates an essential focus of North Carolina Central University's School of Education (NCCU SOE) conceptual framework. We have operationalized this ideal by identifying elements of effective teaching that best serve underrepresented populations. These elements are embodied in the unit's theme, Preparing Educators for Diverse Cultural Contexts. Following is an in-depth explanation of the theme and an outline of these elements.

Preparing Educators

The NCCU SOE, working collaboratively with Arts and Sciences faculty and public schools, assumes responsibility for preparing candidates who are keenly aware of, sensitive to, and effective in teaching that is inclusive. Part of the preparatory process involves ensuring that educators know and are able to employ the appropriate content and pedagogical knowledge and clinical experiences that translate into excellent professional practices that promote student learning.

Focus on Diversity

The NCCU SOE acknowledges and attends to the multiple components of diversity (e.g., language, religion, region, age, sexual orientation, ethnicity, and/or race). The NCCU SOE, however, focuses on the dimensions of race, class, gender and exceptionalities because these dimensions have, historically, affected the academic achievement of particular groups. Additionally, the historical mission of the University has been to serve those populations the system has disenfranchised, particularly racial minorities. Responding to current realities, NCCU has expanded its mission to embrace multiple forms of diversity, but the issues of race, class, gender, and exceptionalities continue to remain in the forefront.

Focus on African Americans

Of particular importance is that the NCCU SOE is located in a community where over half of the student population is African American. The data shows that African Americans as a group underperform academically, are more likely to drop out of school, are more likely to be expelled or suspended, and are less likely to appear on the honor roll or to enroll in gifted and talented programs. These devastating statistics are especially true for many African American males. Another reason for this focus is the persistent academic achievement gap between African

Americans and European Americans, between less affluent and more affluent students, between males and females (especially in math and science), and between mainstream students and students with disabilities.

Cultural Contexts

The NCCU SOE employs cultural contexts to refer to internal and external environments that affect the schooling process. Internally, cultural contexts refer to the personal cultural experiences that the educator and the student bring to the educational milieu. Program planners suggest that the professional educator is one who reflects on and critically analyzes personal cultural experiences and identifies barriers these dimensions may pose for student learning. The committed, caring, culturally responsive educator is one who also makes use of a repertoire of instructional strategies to enhance the potential to increase student learning. Additionally, the educator is committed to capitalizing on students' strengths and cultural capital to promote learning. The NCCU educator views the professional role as a facilitator of learning and as a creator of an environment conducive to promoting learning. S/he endeavors to increase the possibility that the class is culturally inclusive.

Moreover the NCCU SOE employs cultural contexts to refer to the external environment's (e.g., urban, suburban, rural) emphasis on accountability and professional, national, and state standards. The NCCU SOE is committed to ensuring that these standards are infused in the program as evidenced by the alignment of the SOE's curriculum, clinical experiences, and assessment procedures.

Elements of the Culturally Responsive Educator: Knowledge, Skills and Dispositions

Following is an outline of knowledge, skills and dispositions of the NCCU SOE educator:

Knowledge

The NCCU Educator is a caring, committed, communicative, culturally competent educator who

- knows the subject that he/she teaches;
- understands varying pedagogical philosophies that support teaching and learning for diverse cultural contexts;
- knows the relationships between diversity, curriculum, and technology for teaching and learning;
- knows the interrelationships of curriculum, clinical experiences, and diversity for teaching and learning; and
- knows inquiry-based teaching that challenges assumptions regarding teaching and learning.

Skills

The NCCU Educator is a caring, committed, communicative, culturally competent educator who is

- capable of capitalizing on students' strengths to promote learning ;
- able to use a repertoire of instructional strategies which incorporate technology to promote learning;
- able to focus on academics and affect student learning;
- able to offer a global perspective;
- able to incorporate personal cultural experiences as a means of enhancing teaching and learning;
- able to demonstrate a variety of appropriate assessments which value the diversity of educational experiences of the students;
- engaged in inquiry that promotes improvements in teaching and learning;
- engaged in teaching that promotes student use of inquiry that challenges assumptions about teaching and learning ; and
- able to demonstrate facilitation of a learning experience that is culturally inclusive.

Dispositions

The NCCU Educator is a caring, committed, communicative, culturally competent educator who is

- sensitive to, understanding of, and prepared to effectively teach diverse student populations;
- committed to promoting social justice;
- able to view education as a political process;

- able to critique the system and advocate for change;
- understanding of the impact of culture in the teaching/learning process;
- understanding and accepting of colleagues' and his/her own personal cultural background;
- understanding and respectful of students' cultural backgrounds;
- accepting of and able to offer multiple perspectives in the teaching/learning process;
- able to offer a global perspective ; and
- consistently professional (i.e., collegial, responsible, reflective, fair-minded).

Philosophical Underpinnings

The theoretical constructs that underpin the NCCU SOE's conceptual framework include Bank's *Dimension Model* (1993) and the Sleeter and Grant *Education that is Social Deconstructionists Model* (1994). Following considerable collaborative reflection, and in an effort to respond to current realities, the SOE has added two other theoretical constructs: *Critical Race Theory* developed by Derrick Bell and *Postmodernism* as promoted by Giourox, McLauren, Williams, and others. Following is a description of the theoretical constructs.

Bank's *Dimensions Model*, consisting of five components, indicates that effective multicultural programs involve the total school program including curriculum, instructional strategies, staffing patterns, and school policies and procedures. Bank's model further suggests that schools be proactive in promoting positive intergroup relationships. He further advocates the importance of students examining the construction of knowledge. According to Banks, students should question what knowledge is most important, why it is important, and whose agenda this knowledge promotes.

Grant and Sleeter's *Education that is Multicultural and Social Deconstructionists Model*, suggests that the schooling process should target the improvement of both social and academic goals for all students. As an added plus, it advocates that students analyze inequality and societal oppression and develop skills to change the existing social structure.

Critical Race Theory

Developed by legal scholars Derrick Bell and Alan Freeman, *Critical Race Theory* (CRT) places race at the center of critical analysis. In this regard, CRT scholars analyze the effects of racism on individuals, institutions, and culture. Several important theoretical components are that CRT (a) assumes racism is “normal” in American society; (b) challenges racial oppression; and (c) indicates that dominant groups tolerate and encourage racial progress only to the degree to which it promotes their self interest. Moreover, CRT offers tools, especially the use of stories, to critically analyze the educational environment. Using stories is significant for at least three reasons: (a) it recognizes that “reality” is socially constructed; (b) it considers stories to be a vehicle for psychic self-preservation for members of out-groups; and (c) it acknowledges that the exchange of stories from teller to listener can help overcome ethnocentrism and the dysconscious conviction of viewing the world.

Postmodernism

Deeply embedded within existentialism philosophy, *Postmodernism* promotes the following ideas: *Postmodernism* (a) rejects ultimate truth; (b) acknowledges the fluidity of reality and truth; (c) supports “pushing the envelope”; (d) accepts multiple ways of looking at things; and (d) provides the philosophical underpinnings for *Critical Race Theory*. *Postmodernism* encourages equity pedagogy (one of Bank’s five dimensions), and the serving of individual students’ needs as they arise, thus engaging the teacher/professor in an examination of another way of knowing. (Lyotand, 1984; Giroux, 1991; Belenky, et al., 1994).

Conclusion

It brings us back to Friere’s quote, that all education is with a purpose. The NCCU SOE conceptual framework acknowledges the past and incorporates a theoretical perspective that enables us to make significant changes in the future educational experiences for all students, especially underrepresented populations.

Policies and Practices

The School of Education at North Carolina Central University is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (NCDPI). NCATE requires a comprehensive unit and candidate assessment system. This system includes program **gateways** (or **checkpoints**) to ensure adequate progress through a program for teacher candidates with respect to the knowledge, skills, and dispositions.

NCDPI sets forth Teacher Education Program Approval Standards for each licensure area and the requirements for admission to Teacher Education programs. Coursework and field experiences are designed to achieve the approved standards and to prepare teacher candidates for successful completion of the program and licensure requirements.

NCDPI requires teacher candidates to

- Be formally admitted to the Teacher Education Program (TEP) a full semester before student teaching with the following four criteria for admission:
 - Pass Praxis I tests (or an SAT composite of 1100 OR ACT composite of 24; for subtest considerations, see your program coordinator). Required for candidates who are first-degree (bachelor's) seeking candidates and for licensure-only candidates and lateral entry teachers whose first degree was earned with a grade point average less than 2.5);
 - Maintain at least a 2.5 grade point average (gpa);
 - Have C's or better in the required English courses (1100, 1210, and 1250 or the equivalent if transferring in English courses) for admission to TEP;
 - Have completed the General Education Curriculum requirements (GEC) of the university (or the equivalent at another university).
 - Must sign the statement on the TEP application about whether or not you have been convicted of any crimes other than minor traffic offenses. (If so, a detailed account must be provided *in writing*, so that we can clear the candidate through the NC Department of Public Instruction before the candidate is admitted to the TEP.)
- Complete an internship in the area of licensure in a public or charter school. (Note: a charter school is a public school.) In that we are preparing teachers for public school licensure, it is an expectation of NCDPI that internships occur in public school settings.

Additionally, serving as a teaching assistant does not meet the state requirement, as outlined by NCDPI. Criminal Background Checks are required in many school systems prior to student teaching placement. The cost varies depending on where and how many places a candidate has lived, but the candidate may be responsible for the cost of the background check.

- ❑ Some program areas are required to have academic concentrations. For elementary teacher candidates entering on or after fall 2004, the approved concentrations must be 18 credit hours, but may vary by concentration area. Elementary education candidates in the program prior to fall 2004 must have 24 credit hours in the concentration. For middle, secondary, and K-12 programs that have concentrations, 24 hours is required.

- ❑ For second degree and licensure-only students who have less than a 2.5 gpa, the candidate must take Praxis I and earn a 3.0 gpa on 15-credits of second chance hours. The program coordinator designates the second chance hours (15 credit hours) that the candidate must take. These may be content courses, related content courses, and/or non-restricted professional studies courses.

The School of Education must comply with these terms to maintain accreditation. Therefore, teacher candidates need to take the Praxis I tests during their sophomore year to allow for timely admission to the TEP. **EDU 2600: Orientation to Teaching** focuses on introducing candidates to the program and program requirements (including Foliotek), preparing for Praxis I, and laying the foundation for becoming a professional educator. It is required of all teacher education candidates.

In order to successfully complete the program (and pass PRAXIS II for Elementary Education and Special Education candidates), it is imperative that teacher candidates view all coursework and field experiences as critical professional development opportunities. Additionally, conferences, seminars, and workshops are offered and encouraged.

Effective April 2005, Praxis II is required only for Birth-Kindergarten (if choosing to be classified as “highly qualified”), Elementary, and Special Education licensure. While Praxis II is not required for other licensure areas (e.g., Middle, Secondary, and K-12 programs) when the candidate completes an approved teacher education program with a supervised student teaching, **lateral entry teachers must take Praxis II regardless of the area of licensure.**

All forms and applications (e.g., TEP Application, Student Teaching Application and special requests (course waivers, field experience and student teaching placement requests) should be submitted to the program coordinator in charge of each licensure area, who will forward it to the appropriate person in the School of Education. **All special requests must be *in writing*.** Action taken on special requests by program coordinators and/or the School of Education will be sent ***in writing*** to the candidate for his/her records.

Nine Keys to Success

- ❑ **Know your program requirements.** Although all programs must follow NCDPI requirements, some majors have additional requirements for their students (e.g., major area tests, recitals, seminars).
- ❑ **Focus on each gateway as you work toward your ultimate goal.**
- ❑ **Take responsibility for following your program check sheet and guidelines.** Be responsible for taking courses *in sequence* and meeting any timelines (e.g., admission to TEP or the submitting application for student teaching).
- ❑ **Know who your advisor is.** If you do not know your advisor, find out who he/she is from the program coordinator or the department chair. Seek advice before a problem becomes unmanageable.
- ❑ **Make sure your advisor is the teacher education advisor or program coordinator for your area** (particularly in those programs monitored and housed in the respective departments of the College of Behavioral and Social Sciences, College of Liberal Arts, and College of Science and Technology).
- ❑ **Schedule appointments with your advisor *early* in pre-registration periods** because classes fill up quickly. Pre-registration for spring begins in mid-October and for summer and fall in mid-March. Note: Faculty time is significantly limited at the end of each semester because of administering exams, grading student work, submitting grades, and attending commencement activities. Do not expect faculty to be available between semesters; many are not available in the summer.
- ❑ **Keep a folder with copies of *everything* about your program** (e.g., a program check sheet you update each semester as you pre-register, “paid” financial statements, test score reports).
- ❑ **Enroll in Foliotek (required). Keep electronic copies of all submitted coursework!** Begin your electronic portfolio early.
- ❑ **Use your energy in positive ways** to stay on top of things. Blaming advisors for lack of information, not being allowed in restricted classes, or not knowing deadlines takes time and energy away from working on the real goal – earning your degree and becoming licensed. Within the state-approved program guidelines, you have control over your success.

Gateways at a Glance

As you follow these keys to success, use the following *Gateways at a Glance* chart as an overview to understanding gateway requirements and expectations. More detailed information about each gateway follows the chart. Gateways are relevant to undergraduates (U), second degree (U2), and licensure-only (LO) students.

<i>For Undergraduates – freshman year</i>	<ul style="list-style-type: none"> • Take prescribed GEC courses. • Maintain a 2.5 GPA or greater. 	<ul style="list-style-type: none"> • Get to know your advisor. • Complete community service requirements in Eagle Village Schools. Keep track of where you provide community service, what you do, and how many hours you provide.
Gateway 1 Pre-Admission	<ul style="list-style-type: none"> • Begin professional studies courses (EDU 2600, 2800/4300, 3000, 3010, 3030, 3120). • Choose concentration area (if required in your program). • Maintain a 2.5 GPA or greater. 	<ul style="list-style-type: none"> • Successfully pass PRAXIS I. • Apply for admission to TEP. • Complete community service requirements in a prescribed school connected with EDU field experiences.* • Submit artifacts in Foliotek.
Gateway 2 Admission	<ul style="list-style-type: none"> • Continue with professional studies, methods, and requirements for major or concentration. • Maintain a 2.5 GPA or greater. 	<ul style="list-style-type: none"> • Complete community service requirements in a prescribed school connected with EDU field experiences.* • Apply for student teaching as full semester before student teaching. ** • Collect artifacts in Foliotek.
Gateway 3 Student Teaching	<ul style="list-style-type: none"> • Maintain a 2.5 GPA or greater. 	<ul style="list-style-type: none"> • Read the Student Teaching Manual. • Student teach. • Submit artifacts in Foliotek. • Participate in exit interviews.
Gateway 4 Program Completion	<ul style="list-style-type: none"> • Successfully complete student teaching. 	<ul style="list-style-type: none"> • Complete Exit Survey, Completer Surveys, etc. • Apply for Licensure (NCCU processes your application and sends to NCDPI)

See, also, *Gateways in Detail* at the end of this handbook.

*Alternative field experience sites require a written request to the instructor and program coordinator.

** The complete application is submitted to the program coordinator. Special requests must be in writing to the coordinator who will forward the complete application and any special request to the Director of University-School Partnerships. Request for a special placement does not guarantee that placement.

Foliotek is an electronic assessment system, like a portfolio, that helps guide the teacher candidate through the gateways, allows the candidate to store all major work, and provides opportunities for assessment and feedback on specific projects and clinical experiences. The teacher candidate must purchase a subscription to Foliotek that will cover the number of years the candidate will be in the program (typically three years for undergraduates and two years for licensure-only candidates).

The subscription can be purchased as a multiple year package or on a year-by-year basis. Instructions and individual codes are available in the Office of Teacher Education, School of Education, Room 2076.

Clinical Experiences

The clinical experience program is designed to have continuity and fit within the broader teacher education framework, beginning with field experiences and service learning and culminating in student teaching. The range of experiences provides teacher candidates with the opportunity to participate in every aspect of school life, to increase awareness of community and its impact on the teaching-learning process, and to transition more smoothly from life as a student to life as a professional. These opportunities are linked with courses in order to allow for the necessary balance between experience and reflection required for professional growth. Teacher candidates should observe in diverse settings; teach individual student, small group, and whole class lessons; develop, administer, and analyze tests; design and implement specific subject area lessons and units; and manage classroom instruction and student behavior.

Field Experience/Service Learning Program Goal

The goal of the field experience program is to create opportunities for teacher candidates to

- ❑ relate principles and theories from the conceptual framework to actual practice in classrooms and schools;
- ❑ study and practice in a variety of communities with students of different ages and with culturally diverse and exceptional populations;
- ❑ reflect on the teaching and learning process and his or her own role in that process;
- ❑ observe best practices in the teaching and learning process;
- ❑ observe challenges and teachers' responses to challenges in the teaching and learning process;
- ❑ establish professional relationships with practicing educators;
- ❑ demonstrate proficiency in specific competencies;
- ❑ gain evaluative feedback relative to personal growth and proficiency as a professional; and
- ❑ develop leadership skills as a professional educator.

To achieve the desired program outcomes, the TEP has given special attention to the quantity, quality, and diversity of the teacher candidate's field experiences.

Quantity of Experiences

The following clinical experience requirements apply by academic year, but may be modified by the sequence of courses in specific program areas. In general, these requirements, which can also be used for **community service hours**, are as follows:

Freshman	30 hours
Sophomore	40 hours
Junior	55 hours
Senior	60 hours (elementary and middle grades programs) or 15 hours (secondary and K-12 programs), and a full-time 15-week student teaching semester (all program areas)

Quality of Experiences

Increasing the quantity of field experiences is not sufficient for excellent teacher preparation. The quality of the experiences is equally important and dependent upon an intentionally planned, related sequence of experiences in which teacher candidates participate and upon which they reflect. To gain maximum benefit from a more carefully designed and coordinated clinical program, attention must be given to the following:

- ❑ preparation of cooperating teachers, clinical supervisors, and other school-based educators;
- ❑ collaboration between university and school around coursework;
- ❑ redefinition of roles for teacher leaders and university faculty members;
- ❑ sharing of resources between the university and the school; and
- ❑ decision making equity between university and school faculty members and administrators around university and school-based program components.

The program makes every effort to place interns within a purposely structured professional development network where university and school-based educators have been specially trained to design and support those experiences. School-based supervisors must be nominated by their building administrators and recognized by their peers and administrators as exemplary teachers who employ best practices to ensure that all children learn. They must also be pre-disposed toward mentoring teacher candidates and new professionals.

Diversity of Experiences

Increased diversity among school populations, persistent gaps in standardized test scores, and other societal issues affecting schooling all clearly speak to the need for intense efforts to prepare teacher candidates to succeed in diverse cultural contexts. Therefore, a comprehensive clinical

experience program allows candidates exposure to schools

- ❑ of various types, sizes, structures, and academic focuses;
- ❑ in urban as well as rural settings;
- ❑ that are making exemplary gains as well as those that are low performing;
- ❑ with traditional calendars as well as those with year-round calendars; and
- ❑ with ethnically and culturally diverse student and faculty populations.

In addition, the clinical experience should give teacher candidates a sense of place, i.e., of community as the context within which schooling takes place. In so doing, teacher candidates can experience the need for teachers to act as leaders within the school and community. Therefore, they should have the opportunity to

- ❑ study in-depth at least one community issue;
- ❑ take leadership in creating a solution/intervention for a classroom, school, or community issue;
- ❑ engage in meaningful interactions with parents;
- ❑ develop an awareness of and facility in the use of community resources.

Rationale for Varied Clinical Experience

Clinical experiences are organized by themes. Each year, the focus changes and builds upon the experiences of the year before. To ensure greater diversity, field experience sites are clustered and attached to specific academic year themes. Descriptions, focuses, and typical field experience sites are listed below. However, these may vary somewhat, as will quantity of experiences during any given semester, by course sequences in different teacher education programs. Additionally, guidelines and sites may be modified for licensure-only and lateral entry students, with the intention of ensuring that candidates have comparable experiences in meeting the program area competencies.

Note: While certain sites may be listed at each gateway, these may vary for different program areas or for different candidates. A teacher education candidate will have 3-4 different sites, but these may come in a different sequence for each candidate. For example, one English Education candidate may move through the following sequence of schools from early field experiences to student teaching: Hillside High, Southern High, Northern High, Riverside High. A second English Education candidate may move through the following sequence: Northern, Southern, Riverside, Hillside. A third English Education candidate may move through the sequence: Riverside, Northern, Southern, Durham School of the Arts.

Overview of Courses, by Gateway, that Provide Clinical Experiences

Freshman Year (Gateway 1): *Orientation to Schooling* (30 hours; 15 per semester)

Courses: General Education Curriculum

Description: Candidates who are seeking a first degree will meet their university community service requirements by providing one-on-one tutoring to low performing students. Tutoring may be provided on site or via computer. This experience is coordinated by the Community Service Office, including site arrangement, transportation, monitoring, and reflection sessions. The typical sites for field experiences coordinated by Community Service are the Eagle Village Schools.

Sophomore Year (Gateway : Pre-Admission): *Understanding the Learner and the School* (minimally 60 hours)

Courses: EDU 2600, 2800/4300, 3000, 3010, 3030, 3120

Description: Candidates engage in structured observations of teaching-learning interactions in a specific classroom or through other social interactions among children elsewhere within the school setting. Additionally, candidates observe the culture of the school; interview teachers and principals to determine how the school is structured and what educators do to meet the developmental needs of their student populations; and interview at least one child. Candidates interview and shadow a support teacher (e.g., exceptional children's teacher, Reading Recovery teacher, counselor, speech/hearing specialist) and assist a student with special needs. Candidates provide one-on-one tutoring and other direct services within the school setting, provided that ample time is also given for making and recording observations.

Junior Year (Gateways 2: Admission): *Curriculum, Instruction, and Assessment* (minimally 35 hours)

Courses: EDU 3150, 3170 and discipline specific methods courses

Description: Candidates jointly plan (individual, small group, and whole group experiences) and implement with the clinical experience teacher. They observe the assessment process and (with the assigned teacher) construct, administer, and analyze criterion-referenced tests using the North Carolina Standard Course of Study as the table of specifications for each grade level. For methods, school-based experiences have a greater range depending on the number of methods courses: Elementary and Middle Grades -- approximately 60 hrs prior to student teaching; secondary and

K-12 programs -- approximately 15 hrs. prior to student teaching.

Senior Year (Gateways 3: Student Teaching): *Teaching and Learning, An Integrated Process*

Note: student teaching is 5 days per week/40 hrs per week/15 weeks, totaling 600 hours)

Courses: Student teaching and Methods Seminar.

Description: Traditionally, in the fall semester, various content/pedagogy courses provide the basis for field experiences in the school site in which the teacher candidate will complete the full-time student teaching in the spring. The teacher candidate gets to know the school, the teacher, and the students. In the spring, teacher candidates complete full-time student teaching, described below. For some programs, this sequence could occur spring-fall, as well as the traditional fall-spring sequence.

General Guidelines for Field Experiences and Service Learning:

- ❑ Report to the main office of the assigned school site each visit and sign in. Be sure to sign out as well.
- ❑ Maintain appropriate conduct, dress, and other professional standards.
- ❑ Follow the agreed upon schedule with the classroom teacher. Consistency is important to the students and the teacher because it maximizes the benefit of the field experience for the teacher candidate.

Note 1: **Contact the teacher at the school prior to the scheduled time for any unavoidable absences.**

Note 2: Teacher candidates are responsible for documenting field experiences through logs, reflections, and assignments. Copies should be provided to specific instructors as well as to the faculty advisor.

Student Teaching Internship: The Practicum

The student teaching internship is a NCDPI requirement. It is a full semester, unless someone has licensure in another area or extensive teaching experience as the “teacher of record.” In those situations, the candidate may submit a written request to the program coordinator for an abbreviated internship and provide clear evidence of his/her role and of effective teaching (e.g., formative and summative evaluations).

An application for student teaching is submitted early in the semester prior to the intended semester of student teaching (September 1st for spring student teaching; February 1st for fall student teaching). These applications are duplicated and sent to the school system in which the candidate is placed. Therefore, candidates should plan what they will write prior to completing the application. The application should be completed very neatly with attention to details, because it is the first impression the cooperating teacher and principal will have of the candidate.

Candidates may submit a **written** placement request for a specific school system, school, or grade level, but **may not make their own placements**. While we make every attempt to accommodate special requests within reason, we do not guarantee that a candidate will get the specific requested placement.

The student teaching internship provides for an extended opportunity for the teacher candidate to practice applying the knowledge, skills, and dispositions learned throughout the program under the direct supervision of a master teacher (cooperating teacher) in the public schools. A university supervisor observes and provides feedback throughout the semester as well. A *Student Teaching Manual* provides specific details and expectations for which the student teacher is held accountable. It is available online (www.nccu.edu/soe -- Student Teaching, and www.foliotek.com).

The student teaching internship includes

- ❑ full-time attendance in the school with gradually increasing responsibilities as the teacher;
- ❑ submission of Foliotek artifacts;
- ❑ attendance at a weekly seminar for guided reflection and extending learning;
- ❑ Praxis II preparation (in applicable programs);
- ❑ completion of a portfolio (Note: electronic portfolios are required of students effective fall 2003);
- ❑ participation in Professional Development Day and workshops;
- ❑ participation in an Exit Interview;
- ❑ attendance at the Education Fair (required for spring semester student teachers, if one is held)
- ❑ completion of all exit surveys, graduation application, licensure application.

Other Important Points Related to Student Teaching

- ❑ According to NCDPI guidelines, serving in the role of *Teaching Assistant* does not meet the requirements of the internship.
- ❑ The student teaching internship and the roles of the student teacher, cooperating teacher and university supervisor, are described more fully in the *Manual for Student Teachers, Cooperating Teachers, and University Supervisors*.
- ❑ Teacher candidates register for *Directed Teaching* (EDU 4200 series) and the *Methods and Materials Seminar* (EDU 4100 series) according to their specific program area. For

example, Middle Grades candidates register for EDU 4107 and 4207; Elementary candidates register for EDU 4108 and 4208; Mathematics Education candidates register for EDU 4117 and 4217.

- This is an unpaid internship. Student teachers should prepare financially to eliminate or minimize any work responsibilities that could deter their success in student teaching or any related requirements (e.g., the seminar, parent meetings scheduled in the evening, etc.)

Gateways in Detail: A Final Checklist

Whether you are an undergraduate or licensure-only teacher education candidate, you have a sequence of courses, experiences, and requirements as you work toward completing a degree or program leading to licensure. This following list, organized by Gateways (with some variation depending on the program area), should provide the big picture, in detail, of the stepping stones to earning your teaching licensure which we have covered throughout this handbook.

Gateway 1: Pre-Admission

- A. Courses: GEC, Professional Studies (EDU 2600, 2800/4300, 3000, 3010, 3030, 3120 and begin academic concentration courses

- B. Field experiences –while candidates are typically observing for key concepts and interviewing about practices, they also provide service to teachers and students through assisting individual students, working on projects, or assisting the teacher.
 - EDU 2600: Orientation to Teaching (12 hrs) – observing different levels (elementary, middle and high school), different types (rural, urban, suburban), and different themes (magnet, year-round) of schools
 - EDU 3000: Educational Psychology (10 hrs.) -- observing learning theories and research-based cognitive learning strategies in the classroom
 - EDU 3010: Human Growth and Development – observing different ages/grades of students and identifying successful strategies used with each developmental level (10 hrs.)
 - EDU 3030: Diversity, Pedagogy, and Social Change – observing diverse contexts and pedagogical practices, identifying needs of diverse groups within a school setting; creating an action project for meeting a need of a diverse group (15 hrs.)
 - EDU 3120: Inclusive Teaching of Students with Special Needs in the Regular Classroom – interviewing regular and special education teachers; observing instruction for students with special needs; informally assessing and tutoring students with special needs (15 hrs.)

- C. Foliotek requirements:
 - Checklist;
 - TCER (Teacher Candidate Evaluation Rubric) Self-assessment and Goals (EDU 2600);
 - Three Generations Project (EDU 3010);
 - Diversity Project (EDU 3030); and

- ❑ Inclusive Teaching Comprehensive Project (EDU 3120).

Requirements:

- ❑ Complete GEC (unless your program has those spread out in the 4-year program) if you are a traditional candidate or provide official degree-dated transcripts from each institution attended in completing a Bachelor's degree if you are a licensure-only candidate,
- ❑ Earn a 2.5 or greater GPA,
- ❑ Earn C's or better in ENG 1110, 1210, and 1250 (or the equivalent in a Bachelor's degree for licensure-only)
- ❑ Pass Praxis I – all three parts
- ❑ Submit the *Application for Admission to the Teacher Education Program*

Gateway 2: Admission

- A. Courses: EDU 3150, 3170, discipline specific methods, academic major or concentration courses
- B. Field experiences:
 - ❑ EDU 3150: Instructional Planning and Classroom Management -- tutoring individuals, teaching small groups, or conducting whole class lessons; identifying classroom management plans (25 hrs.)
 - ❑ EDU 3170: Assessment of Learning -- designing, administering, and analyzing the results of a test (15 hrs.)
 - ❑ Methods experiences vary in number based on the program area. Field experiences relate specifically to the content area methods, providing candidates with more focused opportunities to observe and work closely with a classroom teacher to plan and implement lessons within specific subjects, for individual students, small groups, or the whole class. In many situations, this leads into the student teaching placement and enables the candidate to become familiar with the school, curriculum, classroom teacher, and students.
- C. Foliotek requirements
 - ❑ Checklist;
 - ❑ TCER Self- and faculty- assessment and Goals (EDU 3150);
 - ❑ Lesson plans, including accommodations for diverse learners and integration of technology (EDU 3150/Methods);
 - ❑ Test Construction Project and other assessments (EDU 3170)
 - ❑ EE 2: Multimodal Content Knowledge Project
 - ❑ EE: 3 Thematic Unit
- D. Other Requirements:
 - ❑ Maintain a 2.5 GPA
 - ❑ Complete all coursework prior to student teaching
 - ❑ Add electronic portfolio artifacts for this gateway.
 - ❑ Prepare and submit *Application to Student Teach* no later than September 1st
 - ❑ for spring student teaching and February 1st for fall student teaching.

Gateway 3: Student Teaching

- A. Courses: (Methods Seminar and Student Teaching -- EDU 4100 and 4200 series)
- B. Field experiences: 15-weeks at one school site (total immersion), with a cooperating teacher; 1-2 weeks may include observation of other teachers at the same school (or at different schools, at the discretion of the cooperating teacher and university supervisor)
- C. Foliotek requirements:
 - ❑ Checklist;
 - ❑ Individual Growth Plan based on TCER self-assessment;
 - ❑ Formative Evaluations;
 - ❑ Midterm Certificate of Teaching Capacity;
 - ❑ EE 4: Certificate of Teaching Capacity;
 - ❑ EE 5: Positive Impact on Student Achievement; and
 - ❑ EE 6: Leadership and Collaboration Project.
- D. Other Requirements: Specific requirements for student teaching are outlined in the Student Teaching manual.
 - ❑ Maintain a 2.5 GPA
 - ❑ Complete the electronic portfolio, which may include work samples from previous gateways.
 - ❑ Submit Intent to Graduate *degree checkout form*. For licensure-only candidates, inform program coordinator of intent to complete program and apply for licensure.

Gateway 4: Program Exit

- A. Foliotek Requirements:
 - ❑ Checklist;
 - ❑ EE1: Transcript;
 - ❑ Complete and submit *Licensure Application*;
 - ❑ Submit *Completer Surveys*.

Frequently Asked Questions

1. Q: What is an academic concentration and what does that have to do with being an elementary major, middle grades major, secondary education major, or K-12 program education major?

A:

- For elementary education, an academic concentration is required by the NCDPI for public institutions to ensure that elementary majors have strong content knowledge in one area. A list of the concentrations from which you can choose are available in the School of Education.
- For middle grades education, the academic concentrations are the areas that the teacher candidate will be teaching and comprise at least 24 hrs per concentration area. The courses for the four core concentration areas (language arts, social studies, mathematics, and science) are available in the School of Education. Undergraduates must select two of these four concentrations. Licensure-only candidates are only required to have one concentration; some of the concentration requirements may have been met in the first degree.
- For other program areas (e.g., Physical Education), concentrations may also be required. Please see the university catalog and your advisor for information about whether or not your licensure area requires a concentration and what options you have.

2. Q: Why can't I take restricted classes without passing all parts of the Praxis I exam? I don't have anything else to take!

A: The Praxis I exam is an NCDPI requirement. All teacher education programs across the state must abide by these regulations or run the risk of being "shut down" for not following NCDPI guidelines and policies. If a teacher education candidate takes **EDU 2600: Orientation to Teaching** and completes all the practice exercises, the candidate has a greater likelihood of passing the three subtests (Reading, Writing, Mathematics) in a timely manner. Additionally, there is plenty of time to take the test before "hitting the wall" of courses restricted to those who have been formally admitted to the TEP. One of the keys to success is planning ahead. Yes, these tests cost money, but it costs more to stay in college an extra semester taking "other" courses. It also costs a lot of money to keep taking a test; therefore, serious preparation early on can help a candidate avoid spending money on tests he/she has not prepared to take.

3. Q: Why can't I do all my field experiences in the same school? It is a great school and I

have been working with a wonderful teacher.

A: In order to best prepare you for teaching, you will need a diverse set of field experiences, some of which can be done in the same school setting, but not all. It is important for you to experience different schools, teachers, students, and communities to be fully prepared. Each school has its own mission and culture. Different teachers have different teaching styles and strengths. Students and the community, together with the teacher and school, create a unique culture that varies from school to school. It is important to be able to experience and compare the strengths of each and see which ones fit with your personal teaching style and goals. Because it is so important in your preparation as a teacher, NCDPI had made this a requirement for all Teacher Education Programs statewide.

4. Q: Why can't I get credit for student teaching if I am a teaching assistant?

A: NC Dept of Public Instruction (NCDPI) has policies that prohibit colleges and universities from waiving student teaching based on one's role as a teacher assistant. This is due, at least in part, to the varying responsibilities that teacher assistants may have in the classroom. Teacher assistants are not supposed to have the same role, or responsibilities, as a teacher does. Although not guaranteed, in some instances school systems will work with a teacher assistant to keep the assistant "working" while completing student teaching. Individuals may discuss this with the principal, or school system representatives, if desired. However, it is not the university's responsibility to advocate for a candidate to student teach while working as a teacher assistant. If the candidate has support from the school principal and approval of the school system, the candidate must request, *in writing*, to use the placement for student teaching. If the principal is willing, then a discussion *must* take place between the program coordinator (or Director of Teacher Education) and the principal to ensure that the necessary student teaching requirements can and will be fulfilled in the requested placement.

5. Q: What if I am already licensed in one area and am adding on another area of licensure?

A: Your transcripts are reviewed and your previous education courses and experiences are taken into consideration. However, you must complete an internship in the area of licensure you are "adding-on." This internship is generally abbreviated in duration, depending on how much teaching experience you have.

6. Q: Where do I get the applications I need to complete (e.g., TEP application, student teaching application, NCDPI licensure application)?

A: All forms are online (www.nccu.edu/soe).

7. Q: What is Foliotek and why do I have to purchase this?

A: Foliotek is an electronic assessment system, like a portfolio, where you can store all

documents. NCDPI requires evidence from all university teacher education programs on teacher candidates to assess the effectiveness of programs within the School of Education.