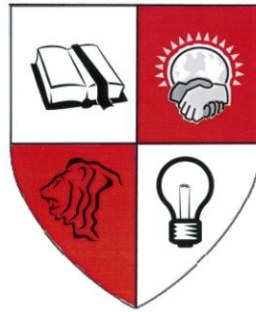


MARS HILL COLLEGE

TEACHER AS PROGRESSIVE LEADER
CREATIVE PEDAGOGY
KNOWLEDGE of ACADEMIC DISCIPLINES
SOCIAL JUSTICE



TEACHER EDUCATION PROGRAM
FIELD EXPERIENCE
HANDBOOK

1011 -2012

INTRODUCTION

For candidates seeking licensure field experiences are one of the most rewarding and challenging components of the Teacher Education Program at Mars Hill College. This opportunity to serve students and families in the K-12 setting opens opportunities to make a difference in the social, emotional, and intellectual lives of students and their families. Under the careful guidance of a teacher/mentor and a college supervisor, the teacher candidate is supported and evaluated throughout the entire field experience process.

As of spring semester 2011, the Education Department developed a more structured and sequenced set of field experiences that involved all stakeholders. The first step of this process was to survey all the principals in the surrounding schools and ask that they identify teachers/mentors within their school that would be outstanding role models within their discipline. With consideration and involvement of the MHC content area coordinator, Dr. Susan Stigall, the selected teachers were surveyed and asked if they were willing to participate in one of the three levels of field experience:

- FE-2: 200 Level classes – observations - no student /candidate interaction
- FE-3: 300 Level classes – (3-7 hours) Field Experience (candidates will assess and develop lesson plans under very close supervision of the classroom teacher and or professor). In some classes candidates may teach students using the foresaid lessons and/or cooperating teachers lesson plans)
- FE-4: 400 Level classes – (7-10) Internship (candidates will assess a student, develop a plan of study / lessons based on the assessment outcomes, and development of formative assessment to determine rates of student improvement).
- See Appendix B for a list of targeted Field Experience classes.

Once the teacher/mentor agrees to assist with a placement, they must complete an on-line training module in LiveText (See Appendix C) specific to the 300 & 400 level of FE in which they have been chosen to participate.

The Teacher Education Program at Mars Hill College is challenging and rigorous. The primary goal is to produce exceptional educators that will be leaders in the teaching profession. The Field Experience Program provides the candidate with the opportunity to progress from observer to involved participant using best practices.

The foundation of the Field Experience Program and Mission Statement is based on our recently rewritten Conceptual Framework. The Framework consists of Creative Pedagogy, Knowledge of the Academic Disciplines, and Social Justice through Critical Agency. The mission of the Teacher Education Program is to prepare candidates as progressive leaders, able to meet the challenges that they will face with optimism and energy and enable them to revive the positive conditions that make genuine learning possible – *Teacher as Progressive Leader*.

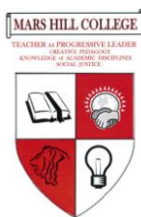
The purpose of this handbook is to outline policies and procedures, roles and responsibilities, and other significant components of the Field Experience Program. The teacher candidate will sign the last page of the handbook in acknowledgement of an understanding of this document.

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CONCEPTUAL FRAMEWORK



Teacher As Progressive Leader

The Evolution of the New Model

The new conceptual framework for Mars Hill College’s Teacher Education Program has evolved from earlier models that have guided our successful and growing program in Western North Carolina for more than two decades. Our previous framework, *The Teacher Professional*, focused on three central components of good teacher preparation: content knowledge, pedagogical skills, and professional ethics. The new framework emerged from the foundations of that original, but incorporates the education faculty’s changing understandings of, and perspectives on, teaching and learning. The new model manifests concerns about changes in our world, changes in the teaching profession, and changes within the socio-political contexts in which schooling occurs. The faculty’s continuing scholarship and professional activity have resulted in our awareness of a rapidly changing national landscape with regard to technology, communications, demographics, economics, and culture, as well as trends in American educational practice and policy. The new framework is built on our recognition that while continuous reworking of the program is necessary to continue preparing successful teachers in a changing world, certain sound principles about teaching—and about human curiosity, growth and motivation—endure. These constants include certain instructional principles as well as an understanding of teachers’ responsibility to teach to the heart and not just the mind—to work toward social justice and equity.

The New Conceptual Framework: A Response to Challenges

We believe that the next generation of teachers, and perhaps American education as a whole, will face important challenges brought about by the effects of large-scale reform that appears to have as its goal the realization of *uniform schools* in the U.S. or perhaps the replacement of free public education with privatized, profit-driven schooling. We have watched as these reforms have been implemented and as the efficiency model of schooling has become further embedded in the culture of American education. Among the school reforms we consider problematic are those based on an industrial model of schooling, the major components of which are: reductionist concepts of teaching and learning; the growth of the audit or accountability culture in education; the deskilling of teaching; over-reliance on questionable, short-term research in designing reforms; the imposition of marketplace principles and values on schools; the influence of anti-intellectual political and religious forces; and the efforts of various “philanthrocapitalists” and other corporate entities to influence education initiatives by offering financial incentives.

The collective impact of these reforms is to challenge us to resist the resulting shift in educational priorities from student discovery and independent thought to mean gain scores on standardized tests.

We find common ground with Diane Ravitch, who in her most recent book, *The Death and Life of the Great American School System*, a recantation of her long-standing belief in such reforms, concluded with the following caution:

At the present time, public education is in peril. Efforts to reform public education are, ironically, diminishing its quality and endangering its very survival. We must turn our attention to improving the schools, infusing them with the substance of genuine learning and reviving the conditions that make learning possible (p. 242).

Our new framework is designed to prepare teachers to meet the challenges that will face them with optimism and energy and enable them to revive the positive conditions that make genuine learning possible. Like the original, our new model is based on three components. First is *creative pedagogy*, that is, the capacity of teachers to shape and carry out their own instructional ideas for specific students and conditions. Second is *knowledge of academic disciplines*, an understanding of the central questions and methods of the major disciplines that enables effective teaching of those represented in the K-12 curriculum. The final component is *critical agency*, the awareness of bias and inequity and the concomitant will and efficacy to address them to effect social justice.

Framework Component 1: Creative Pedagogy



The teacher who is prepared to practice creative pedagogy can accept the challenge to create a curiosity-driven classroom, to be willing and able to experiment and take the risks associated with real learning. Graduates trained in creative pedagogy resist conformity and uncritical compliance with measures that serve the interests of individuals or agencies other than the students for whom schools truly exist. Resistance to these dominant forces requires the ability to reflect critically and plan and act autonomously, the ability to constantly reinvent ways of engendering student engagement and understanding, and the capacity for self-searching and willingness to speak clearly to power.

The new conceptual framework will inform a program that helps candidates develop strong, creative, and problem-solving faculties. We intend that graduates of the Mars Hill program will enter the classroom prepared *to design, and not just implement*, curricula and instruction. Consequently, they will be able to address effectively the differing needs of their students and will be able to adapt rapidly to the changing demands and circumstances characteristic of life in schools. This creative dimension of our framework is a response to the accelerating de-skilling of teaching. With the mandate for statewide curricula and testing, and indeed with a clear movement toward a national curriculum and national uniform testing, the classroom teacher's prerogative to shape curriculum is disappearing. Peter Taubman, in his recent book on the effects of school reforms (2009), writes

We have arrived at a moment when teachers and students are subjected to a curriculum driven by disconnected multiple-choice questions or essay prompts that must be answered in a set amount of time and that have little if any relationship to problems, interests, or speculations that we might associate with thinking, erudition, creativity, or a curriculum animated by and responding to the flux of a classroom. . . . we have already entered the 'soundbite' approach of the test-driven curriculum (pp. 17-18).

Our program is designed to help teachers work with the standard curriculum as a set of broad outlines--not as a list of directives to be literally and mechanically executed. We believe that while standard

goals and objectives must be taught, the weaving of curricular elements into the everyday fabric of what and how students learn should remain the domain of the classroom teacher. Teachers have become increasingly reliant on instructional systems produced by profit-driven entities. These include instructional plans and materials with specific directions for their use, sequencing calendars, assessments, progress records, and remedial packages. This kind of other-directed teaching experience, unshaped by the teacher's own educational values, personal creativity, and unique understandings of teaching and content devolves into a lifeless exercise devoid of meaning and professional satisfaction. Elliot Eisner describes this as "...pedagogical intelligence freezing into mechanical routine" (p. 177).

Framework Component 2: Knowledge of the Academic Disciplines



Knowledge of the
Academic Disciplines

With increasing emphasis on standard testing and accountability, factual recall and the empty display of academic procedures are the central preoccupations of K–12 learning. Among the richer and more complex aspects of scholarship that have been sacrificed for higher test scores is the knowledge of how disciplines are organized and how they generate knowledge. Beyond study of the most commonly anthologized *content* of disciplines, we believe it is necessary for education majors, and ultimately, their students, to know about disciplinary structures and processes, including direct experiences with the real-world objects of study, hands-on application of methods of inquiry, and exposure to working members of disciplinary communities. We believe that candidates should have understandings about the disciplines listed in the following set of expectations:

Candidates should understand that knowledge is divided into fields of study according to patterns which determine what can and cannot be included in each field.

Candidates should understand that each field of study has its own forms of representation, data structures, perspective frames or interpretations, methods of inquiry, technologies, and pedagogies.

Candidates should understand that though fields of study are separate, they overlap in areas and can inform one another.

Candidates should understand that each discipline has rules, procedures, and standards which are negotiated and upheld by the members of its community.

Candidates should understand that disciplinary rules and standards are strong, but not inflexible, and evolve as the understandings of the discipline evolve.

Candidates should understand each discipline's assumptions about the nature of truth.

Candidates should be able to apply research and interpretations skills within different fields of study.

Instead of focusing on disassociated facts to be memorized, our graduates should teach their students to apply the questions and skills of knowledge production in each discipline. Teachers should provide opportunities for students to have direct experiences with the observation, experimentation, and interpretation leading to knowledge production. This aspect of our model will inform our daily

practices as teacher educators who serve diverse candidates preparing to pass along disciplinary knowledge and its methods of production to a new generation of K-12 students.

Framework Component 3: Social Justice through Critical Agency



Critical agency is action taken to resist social injustice and economic inequity. Critical action is informed by an awareness of often-covert sources of oppression and limitations on opportunities for meaningful lives. This idea emanates from the critical pedagogy movement, liberation pedagogy, and similar modes of thought and philosophies of education. Adherents to these modes of thought include Lisa Delpit, Gloria Anzal Dua, Elliot Eisner, Michell Fine, Paulo Friere, Henry Giroux, Ivan Illich, Bill Pinar, Joel Spring, Joan Wink and many other contemporary thinkers. Graduates who are prepared to apply the principles of critical agency to the challenges of social justice will be prepared to transform the lives of their students.

A commitment to social justice lies at the heart of the Mars Hill College Teacher Education Program. Its aim is to prepare graduates, who in their own teaching practices, are committed to making students aware of the historical, social, political and economic forces that shape their lives and the lives of others, and who are empowered to take active roles in the life-shaping processes at work in schools, communities and the wider world. The means of achieving this aim are twofold. First, candidates themselves must become aware of the multiple interests, both implicit and explicit, that influence schools and communities, and learn to distinguish between those that are liberating and those that are oppressive. With this understanding, candidates can then develop the capacity to take individual and collective action to affirm the former and confront the latter. It is especially important that teachers enact these principles in their own classrooms, schools and communities. Schools, like other institutions, harbor bias, privilege, and social and economic inequities--and their consequences, personal diminishment and the failure of human potential. The teacher who has been made aware of such consequences and is prepared to address them effectively is, in our view, prepared for the most fundamental tasks of good teaching.

Second, candidates must be prepared to empower their students with those same understandings and equip them with the knowledge and skills to effect equity and social justice in their own lives and the lives of others. Students come to teachers from particular lifeworlds constructed of culture, language, geography, economic conditions, and understandings of, and adaptations to, their worlds. It is the well-prepared teacher's part to understand these diverse worlds of origin and help students expand them through a rigorous study of multiple disciplines. These expanded understandings of the world must also include awareness of the world outside oneself, and to an acknowledgement of the legitimacy, intensity, and immediacy of others' internal experiences. This leads to a realization of the need for fairness, social equity, and compassion and to a recognition and acceptance of one's responsibilities to others.

The Mars Hill Teacher Education Program is rooted in understandings of the relationship between rigorous inquiry, critical reflection, responsible action, and personal efficacy. We believe that education traces its power and importance from Latin origins, *e ducere*, to "lead from," that is, from a limited state of awareness of our responsibilities to others. A heightened awareness of these responsibilities, gained from critical reflection leads to the recognition that equity and social justice is a

central objective for teachers. This is consonant with the *Mars Hill College Mission Statement* which articulates a commitment to rigorous study, engagement in the world of meaningful work, and responsible citizenship, service to others, and ethical thought and action.

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PREFACE

It is the belief of the Mars Hill College Department of Teacher Educations that the field experiences within the candidates professional studies is one of the most important components of the teacher education program. The Department is therefore committed to placing teacher candidates in nurturing school environments with supportive, instructive supervising teachers. The faculty is committed to teaching, assisting, guiding, and counseling teacher education students with efficiency, diligence, and tenacity in order to help them develop into Teacher Professionals. To help make this goal a reality, the members of the Teacher Education Department pledge their vigorous efforts and support.

POLICIES & PROCEDURES GOVERNING FIELD EXPERIENCES

A teacher candidate will be placed in a public school classroom that corresponds to the level/area of licensure being sought.

In order to ensure systematic field experiences that enable our candidates to gradually move from observation to instruction the following set of field experience guidelines have been established.

- **FE-1:** Any experience working with children/adults in an educational setting that has been documented prior to entering the FE-2.
- **FE-2 Observation:** 200 Level classes – observations (no student / candidate interaction)
- **FE-3 Field Experience:** 300 Level classes – (3-7 hours) Field Experience (candidates will assess and develop lesson plans under very close supervision of the classroom teacher/mentor and or professor. In some classes candidates may teach students using the foresaid lessons and/or teachers/mentors lesson plans)
- **FE-4 Internship:** 400 Level classes – (7-10 hours) Internship (candidates will assess a student, develop a plan of study / lessons based on the assessment outcomes, and development of formative assessment to determine rates of student improvement)
- **FE-5 Clinical Practice:** Minimum of ten week clinical practice (student teaching). Details are explained in Student Teaching Handbook.
- **FE-6: Masters Level Internships**

ROLES AND RESPONSIBILITIES

Preparing the Teacher Professional Through an Act of Inquiry



The field experiences outlined are designed to gradually integrate the teacher candidate into the classroom by increasing the amount of time and responsibility assumed by the candidate.

Definition of terms

1. **Placement Coordinator** – A person holding faculty rank at Mars Hill College. The Coordinator makes placements, helps define assessments and activities within internships, has continuous access to ongoing placements, and generates reports on Field Experience activities.
2. **College Supervisor/Course Instructor** – A person holding faculty rank at Mars Hill College who has the expertise in professional education, teacher education, and the teacher candidate's area of specialization. The college supervisor shares with the cooperating teacher the responsibilities for guidance, direction, and evaluation.
3. **Cooperating School** – A public school where teacher candidates are placed for their field experience. The school administration and qualified teacher have made a commitment with the college to provide the necessary support to enable teacher candidates to develop their potential.
4. **Teacher/Mentor** – An experienced public school teacher who had demonstrated a high level of skill in teaching, learning, assessment, and classroom management. The teacher has three years experience in teaching and holds a current, valid license with the NC Department of Public Instruction.
5. **Teacher Candidate** – A teacher education candidate at Mars Hill College seeking licensure.
6. **Observation FE-2** – Candidate will observe the teacher. There will be no student/candidate interaction.
7. **Field Experience FE-3** – A professional experience within a public school setting under the direction and guidance of a cooperating teacher and a college supervisor.
8. **Internship FE-4** - Candidates will assess a student; develop a plan of study/lessons based on the assessment outcomes, and development of formative assessment to determine degrees of student improvement.

Roles and Responsibilities of the Teacher Candidate

Field experiences are an integral part of the MHC Teacher Education Program. They require full commitment and dedication from the teacher candidate. During these experiences candidates will demonstrate:

1. Active listening and open communication with the cooperating teacher and the college supervisor. This includes honest discussion and reflection on experiences, accomplishments, and areas for improvement.

2. Commitment to students in the classroom, including observance of policies and procedures.
3. Preparedness to fulfill any and all expectations and obligations to the cooperating school.
4. Professional behavior through appearance, language, and dress.
5. Thoughtful inquiry that is supported by careful observations and reflective analysis.
6. Demonstrate competence in dispositions/proficiencies related to working with students from diverse backgrounds (see Appendix A).

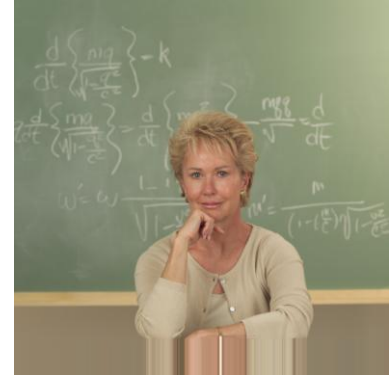
It is suggested that in fulfilling these roles and responsibilities, the teacher candidate should:

- Act as an assistant teacher under the guidance of the cooperating teacher/mentor
- Seek suggestions for improvement
- Write daily and long-range lesson plans
- Evaluate lesson after presentation
- Prepare for conferences with cooperating teacher and college supervisor/course instructor
- Seek to develop knowledge of all instructional resources available to the regular teacher
- Develop awareness of students as individuals
- Maintain professional ethics regarding all personal and confidential information about students
- Candidate will be asked to do a background check

Teacher candidate will find helpful information for Instructional Planning & Classroom Management in Appendix G as well as Positive Characteristics of a Successful Lesson in Appendix H.

Roles and Responsibilities of the College Supervisor

The college supervisor/course instructor is a faculty member of Mars Hill College who holds a license in either the content area or curriculum and instruction supervision. The college supervisor acts as a liaison between the college, the public schools and the host school districts. Prior to FE 3 and FE 4 field experiences, the college supervisor/course instructor conducts an orientation for all cooperating teachers/mentors. The college supervisor/course instructor maintains contact with the cooperating teacher/mentor, and is responsible for conducting an evaluation of the field experience.



Roles and Responsibilities of the Teacher/Mentor

The cooperating teacher/mentor is a critical person in the teacher candidate's professional experience, exerts a powerful influence over the dispositions and practices of the teacher candidates, and sets the stage for success in the teaching profession. The cooperating teacher/mentor should be familiar with the requirement of the field experience and his/her role. The teacher/mentor should:

1. Voluntarily express the desire to supervise teacher candidates
2. Acquaint the teacher candidate with all appropriate instructional materials and supplies available on the school's campus
3. Provide feedback on the execution of professional responsibility (short and long range planning, assessment, record keeping, student and teacher interaction, etc.)
4. Relate teaching theory to practice in the classroom (e.g. reasons for selection of certain methodology or materials)
5. Illuminate the basic principles of quality teaching and learning and show how they are applied in a variety of settings
6. Encourage good preparation and organization skills by requiring all lesson plans well in advance of all planned meetings
7. Discuss each plan and offer suggestions prior to teaching, encouraging independent, creative thinking in planning, use of materials, motivation, and teaching approaches
8. Withhold criticism during a lesson, except in instances where a mistake must be corrected
9. Help to develop consistency with classroom management techniques which support learning, self-control, and respect for others
10. Encourage a working environment in which the teacher candidate feels poised and confident
11. Model ways to address individual differences so that students develop a sense of affiliation, security, and achievement
12. Support the habits of continuous self-assessment, including post-lesson analyses
13. Encourage and support positive rapport between the teacher candidate and the classroom students, cultivating a collegial, professional working relationship.

It is suggested that in fulfilling these roles and responsibilities, the college supervisor/course instructor should:

- Interpret policy of the college
- Explain requirements of the specific field experience
- Observe the teacher candidate
- Evaluate the teacher candidate's progress
- Serve as consultant to the teacher candidate, supervising teacher/mentor and school administrator

- Serve as liaison between the college and the cooperating school
- Confer with teacher candidate, supervising teacher/mentor and school administrator
- Determine, in cooperation with teacher/mentor, candidate's final grade

Conferencing

It is essential that the teacher/mentor initiate informal and formal conferences on an as-needed basis. These conferences promote successful development during the field experience. Conferences may involve two or more individuals. Many times these conferences will be spontaneous while others will be scheduled on a regular basis. To ensure the success of a conference, each participant should understand the purpose of the conference and should feel free to play an active role in contributing, suggesting, and listening. Both the cooperating teacher/mentor and the teacher candidate must keep a log of these conferences.

Assessment

Fundamental to the field experience process is the on-going assessment that ensures continual growth throughout the candidates' planned experiences. Each licensure area may vary somewhat, however, all areas will use the specific rubrics (see Appendix E) developed by the Education Unit to track development and growth. These logs ensure that all parties are aware of the strengths and weaknesses of the teacher candidate.

Roles and Responsibilities of the Local School Administration

The principal or his/her designee either coordinates the clinical experience in the school. School personnel may orient the teacher candidate to the school culture in various ways. These include the following:



1. Making introductions to relevant faculty and staff
2. Discussing school policies, rules, regulations, and general procedures, including use of school resources, attendance at school district in-service, lunch and transportation procedures, etc.
3. Sharing a brief history and description of the school
4. Providing an orientation as to the physical layout of the school
5. Acquainting the teacher candidate with the role of school administration as it applies to teachers, parents, students, school board, and community

6. Meeting occasionally to determine how the field experience is progressing when necessary.

It is suggested that in fulfilling these roles and responsibilities, the local school administration should:

- Recommend qualified supervising teachers
- Assist in placing teacher candidates
- Prepare faculty and staff for teacher candidate's arrival
- Provide orientation for teacher candidates
- Interpret school's philosophy, aims, and goals to teacher candidate and college supervisor/course instructor
- Review policies regarding appearance, conduct, hours, etc. as needed

CODE OF ETHICS FOR NORTH CAROLINA EDUCATORS

North Carolina State Board of Education

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6C .0601 and .0602

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 exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. 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.

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 processes 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. Recommend 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.

Adopted by the State Board of Education June 5, 1997.

.0601 PURPOSE AND APPLICABILITY

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.

.0602 STANDARDS OF PROFESSIONAL CONDUCT

(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. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall 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.

(10) 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.

(11) 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.

(12) 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.

(13) 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.

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

PROFESSIONAL RELATIONSHIPS

At Mars Hill College we value and respect the acceptance of our candidates into the surrounding school districts who participate creating this guest-host relationship. It is important to note that a “host” school district and classroom teacher/mentor accept a teacher candidate as a “guest” who is learning to teach. Thus, acceptance on the part of the teacher candidate indicates the following:

- Understanding that the teacher candidate is expected to act in a professional manner at all times.
- Understanding that the teacher candidate is to abide by all regulations, procedures, and instructional practices, living up to professional and personal expectations.
- Understanding that if the learning environment is not compatible with the expectations of the school district, the teacher candidate may be asked to leave by either the college supervisor of the host school district.

Presentation of Teacher Candidate

The impact of one’s presentation of self is vital to establishing a high reputation and strong authority among students and colleagues. This is a goal of the teacher candidate while working in the school setting. Creating and maintaining a professional demeanor is expected. Problems arise when physical appearance interferes and distracts student learning and collegial relationships. Causes of concern are often immodesty, casualness, grooming, and hygiene.

Concerns most frequently involve hairstyles, jewelry, and visible piercing. When in doubt, please ask your college supervisor or cooperating teacher/mentor before wearing or doing something one might regret. It is essential to be sensitive to community norms. A Self-Evaluation Form for guidelines is provided in Appendix F.



OBLIGATIONS AND REQUIREMENTS

Continuing the Standards of Professionalism During the Field Experience

During the field experience placement, there are several obligations and requirements each teacher candidate must address. It is essential that the cooperating teacher/mentor and the teacher candidate discuss the following obligations and requirements.

Absence and Tardiness

Unexcused absences or tardiness in school placement will negatively affect the evaluation of the teacher candidate's performance, particularly in the area of "Professional Responsibilities." Excessive absences and/or tardiness will result in termination of the teacher candidate's field experience. If an extenuating circumstance should occur that would impact attendance, the college supervisor/course instructor should be contacted immediately. In follow-up, he or she will consult the cooperating teacher, building principal, and teacher education program concerning the ramifications and due process.

CANDIDATE & STUDENT INTERACTIONS

Confidential Information

Teacher candidates are often privileged to various sources of confidential and sensitive information, including student records, school and classroom problems, and faculty and parent-teacher meetings. Public disclosure of confidential information is a violation of human dignity and rights. In most circumstances, it is considered a breach of professional ethics.

Teacher candidates should inquire about the school's regulations and procedures concerning the handling of confidential information. It is extremely important that all privileged information be treated with honor and respect.

Corporal Punishment

Teacher candidates may not administer nor participate in the administration of corporal punishment at any time.

Suspected Child Abuse

Teacher candidates are obligated to report suspected child abuse to the cooperating teacher. It is the cooperating teacher's responsibility to report such suspicions following district policy and procedures. Teacher candidates also should report this disclosure to the college supervisor/course instructor.

Private Interactions

Mars Hill College teacher candidates should always meet with students in a visible public location, even for one-on-one tutoring, conferencing, or interviewing. Special care must be taken to ensure that the cooperating teacher is aware of all interactions between the teacher candidate and students. In

addition, teacher candidates may not transport students in their own vehicles, visit students at their homes or non- school locations, or establish contact on social networks such as Facebook.

Maintaining a professional distance from students, especially high school students, ensures respect and dignity.

Grading

The ultimate responsibility for the assessment of the field experience rests with the college supervisor / course instructor (see Appendix E for rubrics). The final grade within a specific course is weighted with the performance of the tasks required within the field experiences. Grades are based on the following criteria:

1. Successful performance of all tasks, both in and outside the classroom
2. Successful adherence to all policies and procedures during the field experience
3. Successful evaluations from the cooperating teacher and college supervisor
4. Successful participation in class both on and off campus
5. Successful demonstration of developing as a *Teacher as Progressive Leader*

OVERVIEW OF THE FIELD EXPERIENCE PHASES



The typical field experience model has traditionally been one of a gradual and incremental process. In keeping with this model, the teacher candidate gradually takes on more time and responsibility as their program of study increases and they work toward student teaching as the capstone field experience.

In current times, however, the focus is on co-teaching and co-learning. New teachers learn best at the alongside the experienced classroom teacher/mentor while both are planning, teaching, and assessing. Sometimes called mentoring,

this model of learning to teach is an apprenticeship model in which mentor and teacher candidate work side-by-side, explicitly designing instruction and inquiring into the effectiveness of their teaching. The advantages are:

- two professionals are available to work with the learners
- the mentor and teacher candidate support and learn from each other
- two professionals working together can do things that neither could do working alone

The teacher candidates are encouraged to participate as a co-planner and co-teacher in upper level field experiences. As the field experience progresses, the two professionals may jointly plan, teach, and assess. Sometimes the teacher candidate takes the lead, at other times the cooperating teacher takes the lead.

APPENDICES

APPENDIX A

DISPOSITIONS/PROFICIENCIES RELATED TO DIVERSITY THAT CANDIDATES ARE EXPECTED TO DEMONSTRATE THROUGH WORKING WITH STUDENTS FROM DIVERSE GROUPS IN CLASSROOMS AND SCHOOLS

Of the 33 dispositions that candidates are assessed on at Transitions 1 and 2, thirteen are related to diversity that candidates are expected to demonstrate. Listed are the dispositions:

9. Open to new forms of inquiry and knowledge
10. Open and receptive to change
11. Builds new understanding from personal reflection and reading
13. Seeks new experiences that broaden knowledge
14. Maintains positive attitudes in and out of class
18. Acts with fairness and honesty
19. Recognizes personal limitations and seeks to overcome them
24. Tolerant and responsive to ideas of others
25. Respectful of and responsive to individual differences
26. Believes in the worth and potential of others
27. Believes that everyone can and will learn
28. Seeks to understand beliefs, values, and understandings of all individuals
29. Is fair and just with all individuals

APPENDIX B

LIST OF TARGETED FIELD EXPERIENCE CLASSES

FE-2:

ED 205 Introduction to Education - Five hours of focused observations in local K-12 schools are required. Candidates observe five different schools. Elementary education majors will observe three elementary schools, one middle, and one high school. Middle school majors will observe three middle schools, one elementary, and one high school. Secondary majors will observe three high schools, one middle, and one elementary school. Special subject areas (K-12) will observe any of the combinations listed above, depending on preferred grade levels. Reflections for each field experience will be posted on Live Text, using the ED 205 field experience form.

ED 251 Introduction to Special Education - Class participants will be involved with two classroom observations. Class participants will reflect upon the experiences within the LiveText program and share these with the professor as reviewer. Each of these observations must be done in separate settings. The intent is to begin building professional relationships and the understanding of teacher / student interactions within the classroom as it relates to Exceptional Children.

FE-3:

ED 321 Language Arts: Candidates observe writing instruction at an appropriate grade level. They should obtain a sample of a selected student's writing from the classroom observation. The candidate will evaluate the student's current developmental stage of writing. Based on these results locate / develop a list of explicit instructional procedures, multi-sensory activities and materials for developing fine motor skills and teaching mechanics of writing, writing fluency and written expression. The total field experience time should be between 5-10 hours. Candidates will work with the professor and/or classroom teacher to ensure appropriateness of the lesson. Candidates will provide a visual presentation of findings and recommendations. The final project will be posted to LiveText.

Art 324 Art in the Elementary School: Structured observations in two different public school art classrooms, two early elementary and two upper elementary. Data collection, close observation, and analysis of both observations will be recorded in reflections.

ED 325 Social Studies Methods: Field experience will consist of approximately seven hours in the school, where candidates teach lessons, work individually with students, tutor, perform teaching clerical duties or other appropriate teaching activity.

ED 326 Science Methods: Field experience will consist of approximately seven hours

working (not observing) in local schools. Depending on the needs of the individual schools, students will teach lessons, work individually with students, tutor, perform teaching clerical duties or other appropriate teaching activity.

ED 329: Motor, Communication, & Sensory Deficits of the Exceptional Child

1. **Toy or Game Modification Project and Presentations:** The candidate may observe / interview a special needs child within an acceptable educational setting. This project should entail three to five hours spent in the classroom, with a student. Based on the information obtained, the candidate will then select and design a device to enable the student to have access to a leisure or academic activity in which the student has never participated. This access will be provided through the use of a candidate designed / researched adapted technology. Candidates are to video and reflect on the actual teaching and use of the device they have designed. You will demonstrate your technology-based activity in class and provide a written paper as detailed in the syllabus.
2. Candidates observe in an approved educational setting. This project should entail three to five hours spent in the classroom, with a student. The candidate should work with the student to select one of the following cognitive functioning areas as the focus of the project: attention, memory, visual processing, auditory processing, language, or executive control. Through informal classroom observational procedure, the candidate gathers additional information on the impact of the specific learning disability area, which has been selected based on a student's academic and/or behavioral functioning in the classroom. Candidates will use the S.E.T.T. forms to select an appropriate A.T. for the student, and submit all the data and recommendations to LiveText.

ED 340 Middle Grades Curriculum: Complete three field experiences in a middle school classroom. Use the field experience form in LiveText to complete the field experience requirements.

ED 350 Behavior Management: In this ten- hour internship, each candidate will work with a licensed teaching partner in an appropriate grade level classroom to complete a Functional Behavioral Assessment of a student, and to construct a Positive Behavior Intervention Plan to address a particular behavioral problem. The FBA will be shared with the classroom teacher and posted to LiveText.

FE-4:

ED 404 Reading Instruction in Elementary School: The purpose of this activity is to expose you to different teaching styles of reading, at different grade levels. You will be required to observe a minimum of three reading/language arts lessons. A minimum of three hours of focused observation in local K-6 schools is required. You will observe in three different schools if possible to broaden your awareness of instructional strategies and routines employed within the school system. Reflections for each field experience will be posted on LiveText using the ED 210 field experience form.

ED 410 Reading Content Area: Candidates will participate in field experiences focusing on observation, simple diagnostics and remedial activities.

ED 412 Teaching English in Middle/Secondary School: This course requires a minimum of six hours of focused observation in language arts or English classes of area middle schools and/or high schools. To ensure a diverse experience, these observations should take place on three different occasions in three different schools. (Those who are student teaching may arrange exceptions with the professors). While methods students are encouraged to observe and critique all aspects of the teaching/learning experience, these observations should focus on presentation of content. Documentation and reflections for each observation will be written and submitted on LiveText. Students should also be prepared to discuss their observations with the class.

ED 415 Teaching Social Studies:

ED 416 Specialized Instructional Methods and Materials: As part of this class, candidates will be required to be actively involved for seven to ten hours in a special educational classroom. During this time candidates will be observing the effectiveness of the current strategies and materials used for instruction. Candidates will be required to do some time sampling data of student on and off task. Candidates will also be implementing their own strategies under the supervision of a certified teacher

ED 418 Teaching Math in Middle/Secondary School: This course has several required field experiences in local mathematics classrooms.

ED 435 Assessment, Methods, Use, and Interpretation: Each candidate will administer a group of tests from a list provided to the student. Some of these tests require that the candidate observe and record behaviors displayed by the student. Most of the tests require the child to answer test items, either orally or in a written format. Arrangements will be made with local teachers for completion of this assignment. Since this is for practice only, no educational decisions will be made on the basis of your test administration. The confidentiality of the child will be maintained

ED 440 Advanced Strategies for Literacy Acquisition and Development: Make three directed field observations (elementary, middle, and high school). Submit report, including description of observed practices and behaviors, critique of same and recommendation for improvement.

ED 441 Competency Strategies for Teaching Content Based Literacy: Make three directed field observations (elementary, middle, and high school). Submit report, including description of observed practices and behaviors, critique of same and recommendation for improvement.

ED 450 Advanced Methods of Mathematics: Student's Mathematics Assessment and Instruction are based on observation and student assessment data. The candidate conducts the observations and student assessment, and then plans interventions accordingly in this ten to fifteen hour internship. This project is described in detail in LiveText. Candidates must do

twenty hours of observation, assessment, implementation teaching of continuous series of daily instructional lessons (that link to other curricula areas and include explicit instructional procedures for teaching essential skills from the North Carolina General Curriculum, using multi-sensory methods, continuing cycles of review, concrete to abstract, connection applications, and monitoring student's progress in the development of mathematical skills including quantity/magnitude, form of a number, numeration, base ten, equality, algebraic and geometric application and proportional reasoning. The candidate will be teaching the developed instructional plans and measuring the response to intervention shown by the student. The candidate should reflect on the overall project, changes that should be made, and lessons learned. The candidate will present the student assessment and a written paper with findings and recommendations. This will be submitted for review to the professor, in LiveText.

ED 451 Curriculum-Based Assessment:

- a. Candidates will complete formal Curriculum Based Assessments and implement an intervention for a school-aged child with disabilities and/or at risk of educational failure in three of the following reading performance (measures of phonemic awareness, letter-sound association, word identification, fluency, vocabulary, and comprehension), writing (measures of writing fluency, written expression, fine motor skills), mathematics (measures of error patterns, understanding of base ten, equality, form of a number, correct digits). Candidates will develop and conduct curriculum-based assessments based on both direct and indirect methods, including construction of content area curriculum based assessments "paper and pencil" test assessing student knowledge of content that you have taught. Describe the grade level, content area (Standard Course of Study), and learning objectives that you want to assess. Include in your test the following types of test items: multiple-choice, true-false, completion, matching, and at least one essay question. Make sure that you have included directions that you would provide for teachers / students for each of these types of test items. After you have scanned in your assessments provide a summary in each area and relate these to national norms. Please also describe what tier this child would best fit in within the Response to Intervention (RTI) model.
- b. Based on findings, students will prepare an *Academic Programming and Intervention Plan* that includes recommended instructional objectives and instructional strategies. Candidates will develop a series of lesson plans for a student, or group of students, with disabilities, addressing the specific grade level objectives in the North Carolina Standard Course of Studies, K through 8th grade. This plan will be based on effective instructional principles and strategies. Candidate will explain why a particular strategy was chosen.
- c. Candidate must teach at least two of the lessons developed and measure the student's response to the planned intervention.
- d. Candidates will present the findings and recommendations to the student's teacher (and IEP team, if appropriate). Candidates should include a transition plan for this student. Candidates will implement interventions with the student and will develop a data based system to monitor progress. The completed project will be presented in class.

ED 455 Teaching Students with Persistent Reading Problems: in the Reading Observation, Assessment, Intervention, Decision Making Project, ten to fifteen hours of field experience will be required (as part of Unit 5). During this time candidate will be observing the students'

interactions, teaching methods and strategies, and potential effectiveness of the current instruction in an appropriate grade. Using the BRSA candidates summarize the student's strengths and weaknesses in phonemic awareness, letter-sound associations, word identification skills, sight word reading skills, and reading fluency. This test will look at Segmentation Tasks (of both syllable and phoneme type), Deletion Tasks (of syllable and initial, final, and initial blend types), Letter Sound Associations (including consonants, consonant diagraphs, long vowels, short vowels, and r-controlled vowels), Word Identification (phonetically regular, irregular, and nonsense words), and Spelling (phonetically regular, irregular, and nonsense words). This is just a screening, depending on the results the candidate may be using more diagnostic tests for more detail into the underlying problem. These tests will help for a baseline for ongoing data. Based on the assessment results, plan and teach a comprehensive series of daily instructional lessons which include explicit instructional procedures, activities and materials for teaching phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, and reading comprehension. Develop an analysis that would track the student's progress. Candidates will then implement the instruction and track the student's response. Candidates will then use data to recommend changes for the instructional plan. Candidates should reflect on their overall project, changes they would make, and lessons learned. These reflections should be supported by research. This project will be submitted to LiveText for grading.

ED 456 Legal Issues/Procedures Focused on Exceptional Needs Children: Candidate will not leave the college campus for this field experience, instead the candidate will work alongside professors and public school teachers as they participate in mock IEP / transition meetings / case studies assuming various roles. All case studies will be based on data. The outcome will be a quality IEP that includes an effective transition plan and a reflection paper that will reflect understanding of policies governing services for children with disabilities.

ED 464 Planning & Management of the Learning Environment: The candidate will design a Research-Supported Social Skill, through ten to fifteen hours involvement in an appropriate educational setting; candidates will develop a research-supported social skills, (including positive communications skills), instructional program including collection of data on student progress, student exit interviews, and a video of teaching activity.

FE-5

Student Teaching:

ED 490 Student Teaching: This course is the student teaching/ internship experience for all areas, elementary, middle and secondary grades, as well as specialty areas. The purpose of each course is to provide the prospective teacher with an extended, yet appropriate, field experience. In this culminating field experience the candidate has the opportunity to apply all the knowledge, skills, and dispositions they have acquired in the FE-1, FE-2, and FE-3, and FE-4 experiences.

ED 491 Student Teaching: This course is the student teaching / internship experience for K-12 special subject area teacher education candidates. The purpose of each course is to provide the prospective teacher with an extended / appropriate field experience. In this culminating field

experience candidates have the opportunity to apply all the knowledge, skills, and dispositions they have acquired in the FE-1, FE-2, FE-3 and FE-4 experiences.

APPENDIX C

LiveText Field Experience Module – Instructions for Cooperating Teachers/Mentors

- I) To access your Field Experience activities in LiveText, you will first need to retrieve the automated email message that LiveText sent to the email address given to you by your school or district. The message should read like this:

*“Dear **YOUR NAME**,*

Thank you for agreeing to be a field experience mentor. You have been added to a list of available mentors and will be notified when a placement is made. During this placement, assessments and other activities will be managed through an online application called LiveText.

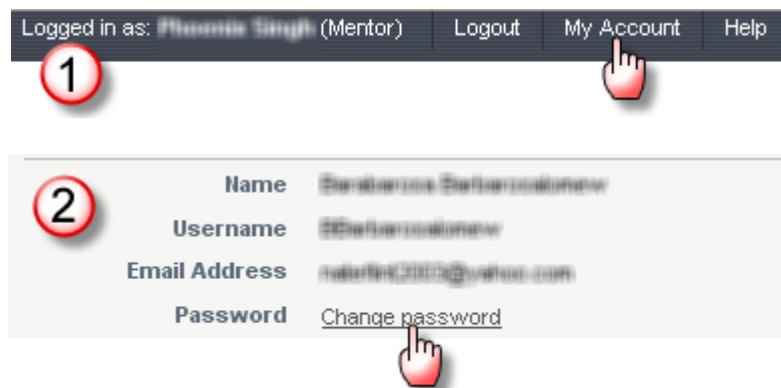
To log in, go to www.livetext.com and enter the following username and password:

*User name: **[YOUR USERNAME]***

*Password: **[YOUR PASSWORD]***

Thank you for the contributions you will make to your mentee's professional development.”

- II) Visit the website listed in this email message, www.livetext.com and log in with the username and password provided to you. This username will never change, but you have the **OPTION** to change the password by:
- 1) Clicking **My Account** in the upper right corner
 - 2) Clicking **Change Password**. You will be asked to enter the old password first, then to enter and confirm the new password.



- III) Under **Placements** you will see all students assigned to you. The details of each placement (including the school site, student, supervisor, grade, and subject). Click on the Placement (e.g. **Placement 1**) to access all activities associated with this placement.

Field Experience

Placements Profile Reports

Placements

Placement 2
Internship: Student teaching internship
The location for this internship consists of:
Student: Minnie Mouse
Supervisor: Fred Faculty

School: Cedar Elementary School
Start date: 04/06/2011
End date: 05/02/2011

705 - Financial Statement Analysis PTA scale: Minnie Mouse Self Assessment: Pending (Due 04/05/2011), Fred Faculty Pending (Due 04/05/2011), Your assessment: **COMPLETED**
Nursing Rubric: Minnie Mouse Self Assessment: Pending (Due 04/04/2011), Fred Faculty Pending (Due 04/04/2011), Your assessment: **COMPLETED**

IV) You will be directed to a page called **View Placement**. From this page, you can access all the key activities for your Field Experience Placement.

Field Experience

Placements Profile Reports

View Placement

Placement Details

Student: [Minnie Mouse](#) ①
Supervisor: [Fred Faculty](#)
Mentor: [Barbara Barba](#)

Academic Program:
Course: Underwater Digital Imaging
Course Number: IHD011F
Course Description: A blend of the ancient art of basket-weaving and aquatic fun!
Semester: FF2011

Student's Teaching Field:
Grade Level: 6

Internship Site:
CEDAR

Start Date: 04/06/2011
End Date: 05/02/2011

Assessments

705 - Financial Statement Analysis PTA scale:
Minnie Mouse Self Assessment: Pending (Due 04/05/2011)
Fred Faculty Pending (Due 04/05/2011)

Nursing Rubric:
Minnie Mouse Self Assessment: Pending (Due 04/04/2011)
Fred Faculty Pending (Due 04/04/2011)

Attachments

Time Log

Required Hours: 100

Date	Class Info	Activity	Hrs:Mn	Apprv
10/24/11	Physics	Tutoring students after school	08:00	✓
10/26/11	English	Teaching an original lesson	04:00	✓
04/06/11	Music 102	Spent extra time practicing.	00:00	<input type="checkbox"/>
TOTAL:			12:0	<input type="checkbox"/>

Approve Hours ④

⑤ View Demographics

- 1) Click on the name of your student intern or that student's supervisor to compose an email message to them.
- 2) To fill out your assessment rubric(s), click on the **Your Assessment** link and access the rubric.
 - a) Click the cells to highlight the level of performance achieved in each area.
 - b) Add comments by typing in the comment box at the top of the page or the **Add Comment** link in any row of the rubric

Comments And Feedback: Provide any final comments and feedback on the internship experience.

2

intern-Suzi Student					
Rubric	Criteria	3-Target	2-Acceptable	1-Unacceptable	Standards
Rubric	Element 1 Add Comment	test	test	test	
	Element 2 Add Comment	test	test	test	
	Element 3 Add Comment	test	test	test	

- 3) To open any attachment uploaded by the student, click its title in the **Attachments** area.
- 4) You may view the student's **Time Log** on the right side of the screen. Hours are entered by the student. To approve or validate the student's entries, check the box next to the entry and click **Approve Hours**.
- 5) To view and enter demographic information about the school and classroom, click **View Demographics**.
 - a) **School Demographics** may already have been added by the college or university.
 - b) Click in the boxes next to each value and type in a value. Contact the university to find out whether they require classroom demographic information, and whether values should be entered as percentages or numbers.

Multiple/No Response	56
Other	65
Gender	#
Male	35
Female	32
Unspecified	14

5

Attendance	#
Average Daily Attendance	69
School Modality Rate	36

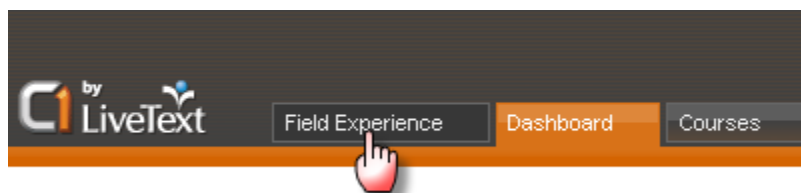
Classroom Demographics	
Total Students	0
Ethnic Distribution	#
African American	
American Indian	
Asian	
Hispanic	
Pacific Islander	
White	
Special Programs	#
English Language Learners	
Free Lunch Program	
Students with Disabilities	
Students in Accelerated Programs	

Staff Demographic	
Ethnic Distribution	#
African American	89
American Indian	48
Asian	84
Hispanic	75
Pacific Islander	57
White	95
Multiple/No Response	59
Other	62
Gender	#
Male	26
Female	35
Other	53

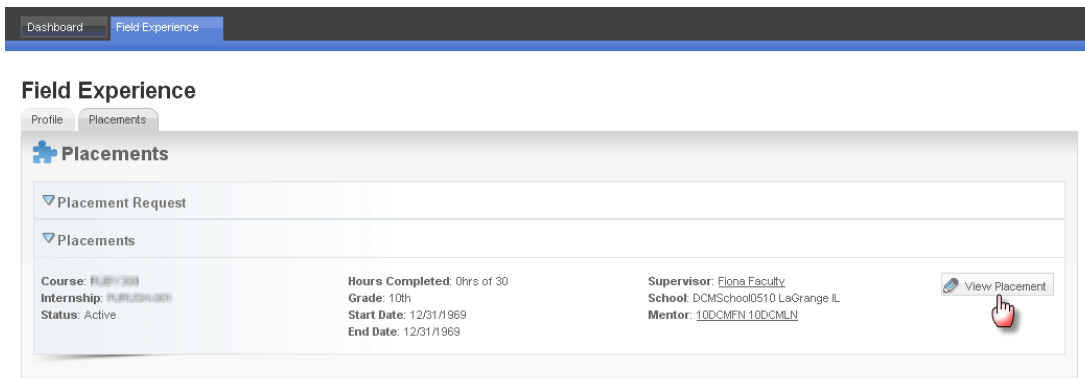
Save Close

LiveText Field Experience Module – Instructions for Student Interns

V) When you have logged in, you will see a new **Field Experience** tab at the top of your account (to the left of **Dashboard**). Click this tab.

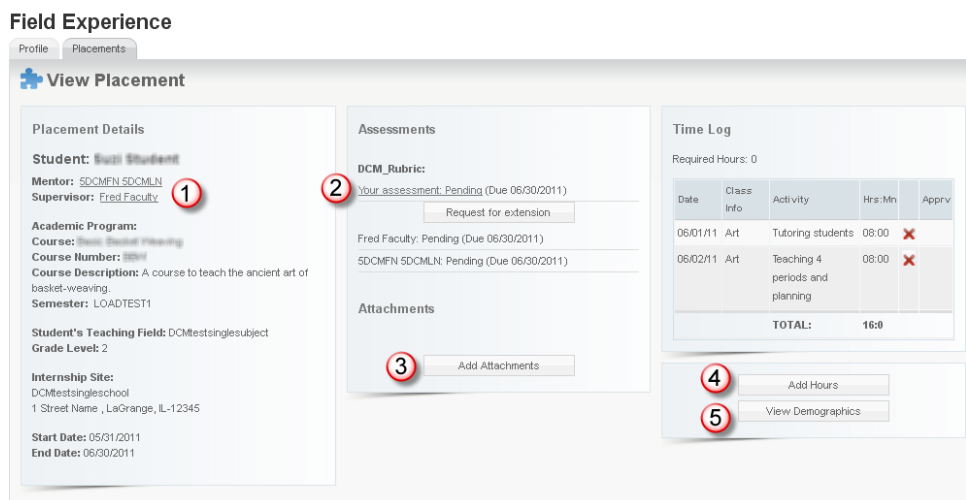


VI) Under **Placements**, you will see any active placements to which you are assigned. Click on the Placement (e.g. **Placement 1**) to access all activities associated with this placement.



VII) You will be directed to a page called **View Placement**. This page is a shared workspace, accessible to your supervisor and mentor as well as yourself, that is used to manage all the key activities for your Field Experience Placement.

- 1) Click on the name of your mentor or supervisor to compose an email message to them.
- 2) To complete assessments, click on the **Your Assessment** link and access the rubric.
 - a) Click the cells to highlight your level of performance in a each area.
 - b) Add comments by typing in the comment box at the top of the page or the **Add Comment** link in any row of the rubric
- 3) To upload attachments for your mentor or supervisor to access, click **Add Attachments**. Attachments can be LiveText documents or files.
- 4) To add an entry to your **Time Log** (if required), click **Add hours**
- 5) To view demographic information about your school and classroom, click **View Demographics**
- 6) To return to your LiveText **Dashboard**, click the tab at the top of the screen.

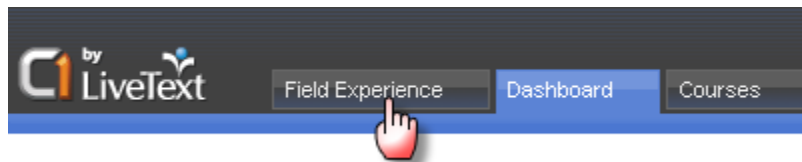


Comments And Feedback: Provide any final comments and feedback on the internship experience. 2

intern-Suzi Student					
Rubric	Criteria	3-Target	2-Acceptable	1-Unacceptable	Standards
Rubric	Element 1 Add Comment	test	test	test	
	Element 2 Add Comment	test	test	test	
	Element 3 Add Comment	test	test	test	

LiveText Field Experience Module – Instructions for College/University Supervisors

VIII) When you have been assigned the role of a Field Experience supervisor by an administrator, you will see a new **Field Experience** tab at the top of your account (to the left of **Dashboard**) the next time you log in. Click this tab.



IX) Under **Placements** you will see all students assigned to you. The details of each placement (including the school site, the student and mentor, and the grade and subject). Click on the Placement (e.g. **Placement 1**) to access all activities associated with this placement.

Field Experience

Placements Completed Reports

Placements

Placement 4
Internship: Music Internship 0302
The **team** for this internship consists of:
Student: Mickey Mouse
Mentor: Maria Quisenberry
School: School B
Start date: 03/15/2011
End date: 05/31/2011
705 - Financial Statement Analysis PTA scale: Mickey Mouse:Self Assessment: Active (Due 03/25/2011), Your assessment : [COMPLETED](#),
Nursing Rubric:

Placement 5
Internship: Health Internship
The **team** for this internship consists of:
Student: Mickey Mouse
Mentor: Maria Quisenberry
School: School B
Start date: 03/15/2011
End date: 05/31/2011
705 - Financial Statement Analysis PTA scale: , Your assessment : [COMPLETED](#) ,

Placement 6
Internship: Health Internship
The **team** for this internship consists of:
Student: Stanley Student
Mentor: Maria Quisenberry
School: Loyds Elementary School
Start date: 03/15/2011
End date: 04/29/2011
705 - Financial Statement Analysis PTA scale: Stanley Student:Self Assessment: Active (Due 03/01/2011), Your assessment : [COMPLETED](#) , Final evaluation record: Pending (Due 03/07/2011)

- X) You will be directed to a page called **View Placement**. This page is a shared workspace, accessible to the student and mentor as well, that is used to manage all the key activities for your Field Experience Placement.
- 1) Click on the name of your student intern or that student's mentor to compose an email message to them.
 - 2) To fill out your assessment rubric, click on the **Your Assessment** link and access the rubric.
 - a) Click the cells to highlight the level of performance achieved in each area.
 - b) Add comments by typing in the comment box at the top of the page or the **Add Comment** link in any row of the rubric
 - 3) To open any attachment uploaded by the student, click its title in the **Attachments** area.
 - 4) You may view the student's **Time Log** on the right side of the screen. Hours are entered by the student and approved by the mentor.
 - 5) To view demographic information about the school and classroom, click **View Demographics**.
 - 6) To return to your LiveText **Dashboard**, click the tab at the top of the screen.

6

Field Experience

Placements Completed Reports

View Placement

Placement Details

Student: [Wesley Wilson](#) 1

Mentor: [Pamela Dutton](#)

Supervisor: Fred Faculty 2

Academic Program:

Course: [Intro Music](#)

Course Number: MUSIC 404

Course Description: [Learn Music](#)

Semester: FEM2011

Student's Teaching Field:

Grade Level: 7

Internship Site:

[www](#)

Start Date: 03/15/2011

End Date: 05/31/2011

Assessments

705 - Financial Statement Analysis PTA scale:

[Wesley Wilson](#) Self Assessment: Active (Due 03/25/2011)

Nursing Rubric:

Attachments

[Intro to Greek Food.doc](#) doc

[Baseball.doc](#) doc

[Test Assessment](#) Itdoc

3

4

Time Log

Required Hours: 200

Date	Class Info	Activity	Hrs:Mn	Apprv
03/02/11	music	teaching	00:00	✓
TOTAL:			0:0	✓

5

[View Demographics](#)

Comments And Feedback: Provide any final comments and feedback on the internship experience. 2

intern-Suzi Student					
Rubric	Criteria	3-Target	2-Acceptable	1-Unacceptable	Standards
Rubric	Element 1 Add Comment	test	test	test	
	Element 2 Add Comment	test	test	test	
	Element 3 Add Comment	test	test	test	

[Submit](#) [Save](#) [Cancel](#)

APPENDIX D

FIELD EXPERIENCE QUESTIONS

These are the LiveText questions you will be using for field experience observations:

FE-2: ED205

School and Classroom Details

- a. Date, place, time of the observation
- b. School, city, state
- c. Class/group including content if applicable
- d. Classroom physical set up

Classroom/ Student Population Information

- a. Gender (number of males and females)
- b. Ethnicity (number of students in each ethnicities)
- c. Generalizations about socio-economic status
- d. Observed evidence of ESL students

NCPTS Observation Related Questions

1. STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

- a. How does this teacher lead in his/her classroom?

2. STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

(Choose two of the following indicators and discuss how the teacher you observed demonstrated them in his/her classroom.)

- i. teachers provide an environment in which each child has a positive, nurturing relationship with caring adults
- ii. teachers embrace diversity in the school community and in the world.
- iii. teachers treat students as individuals.
- iv. teachers adapt their teaching for the benefit of students with special needs.

3. STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH

(Choose two of the following indicators and discuss how the teacher you observe demonstrated them in his/her classroom)

- i. teachers align their instruction with the N C Standard Course of Study
- ii. teachers know the content appropriate to their teaching specialty.
- iii. teachers recognize the interconnectedness of content areas/disciplines.
- iv. teachers make instruction relevant to students.

4. STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

(Choose three of the following indicators and explain how the teacher you observed demonstrated them in his/her classroom?)

- i. teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- ii. teachers plan instruction appropriate for their students.
- iii. teachers use a variety of instructional methods.

- iv. teachers integrate and utilize technology in their instruction.
 - v. teachers help students develop critical thinking and problem-solving skills
 - vi. teachers help students work in teams and develop leadership qualities.
 - vii. teachers communicate effectively.
 - ix. teachers use a variety of methods to assess what each student has learned.
6. STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE
- a. What was effective/ineffective about the teaching techniques you observed in this lesson?
 - b. After observing the classroom, would teaching at this grade level appeal to you? Why or why not?

FE-2: Other

Field Experience Questions: A Guide for the Process of Teacher as Ethnographer

The following questions are to be used only as a guide. Do not use these questions as a “laundry list” but as thought provoking questions that enable you to become a more reflective practitioner.

Select

What lesson or unit did you observe?

Why have you selected this school, teacher, and group of children?

Describe

Which group/class did you observe?

What are the demographics of the group (race, class, gender, age, grade level)?

How were the seats arranged in the classroom? Draw a diagram.

Describe the lighting (natural or inside? Shades? Fluorescent?), room temperature, noise level, windows, plants, pets, decorations, etc.

What was the content of the unit or lesson?

When did you observe this unit or lesson?

What were your expected outcomes before the observation? After the observation?

What did the students do during the lesson?

What role(s) did the teacher assume during the lesson? Describe the teacher’s movements, eye contact, posture, and level of enthusiasm?

What kinds of questions did you ask or anticipate for your interview with the teacher? Describe the interview process?

Any rituals performed during the lesson?

Describe the teacher’s management style.

Analyze

How did the teacher/students present the material?

How were students engaged in meaningful learning? Was there evidence of creative drama, movement, visual art, music, creative writing, reading, integration of content?

Did students react to one another as well as to the teacher during the lesson?

What was your overall impression of the teacher/students? How does this impact your analysis?

How do you know the students were learning the content?
Did teacher/students relate this lesson to previous learning or students' shared experiences?
How did the teacher/students account for diversity in the lesson/unit?
Did the lesson allow students to experience "flow?"
Were choice, time, engaging images, reflection, and sharing a part of the lesson? And, did this contribute to the overall effectiveness of the lesson?
How effective was the teacher's management style in directing students toward success?

Appraise

What was effective/ineffective about the teaching techniques in this lesson/unit?
Did s/he achieve desired outcomes?
What evidence indicates this occurred? Were there outcomes achieved that you did not expect to see?
How did students react to the materials chosen or the methods used?
How does this lesson relate to your philosophy of education?
Describe the environment. Did it allow for intellectual comfort/ risk-taking/ creativity?

Transform

What techniques/ materials from this lesson will you take and use in your practice? Which ones would you not use or possibly modify? Why?
Based on how well the students interacted with the material, what would you do next if this were your classroom?
Given the cultural portrait of this classroom, how would you interact with this group? Are there any fears or doubts, strengths and weaknesses that come to mind?
How has this experience changed your thinking about the student-teacher relationships and learning activities, educational theory, power, student resistance, and informal/formal assessments?
What did you learn from the students/teacher that enabled you to rethink and redesign schooling and classrooms?
Has this changed your notion of your pre-service education here at the college or university?

FE-3 Standards: Questions to be addressed in your write-up:

The following questions are to be used only as a guide. Do not use these questions as a "laundry list" but as thought provoking questions that enable you to become a more reflective practitioner. You must specifically address all questions that are in bold print below to ensure that you are able to meet the Professional Teaching Standards (PTS) outlined below.

Basic:

What lesson or unit did you assist with?
Why have you selected this school, teacher, and group of children?
Which group/class did you assist with?

Knowledge Structure & Operations of the Disciplines

What was the content of the unit or lesson?
How did you prepare yourself as a master of the content?
What were the expected outcomes before the lesson and after the lesson?

In the design of your lesson how did you select the standards and goals you have chosen to teach within your lesson?

How did you specifically build connections between grades / subjects and the standards for your lesson(s)?

-PTS III: Teachers know the content they teach.

1- Teachers align their instruction with the NCSCOS

Teacher candidates will teach the North Carolina Standard Course of Study

3-Teachers recognize the interconnectedness of the content areas/disciplines

a. Teacher candidates know links between grades/subject and the NCSCOS

Creative Pedagogy

How did you communicate to the professional staff in the school and how did this inform your teaching?

What did the students do during the lesson?

What role(s) did the teacher assume during the lesson? What was your role?

How did you/teacher/students present the material?

How were students engaged in meaningful learning? Was there evidence of creative drama, movement, visual art, music, creative writing, reading, integration of content?

Did students react to one another as well as to the teacher during the lesson?

How do you know all students were learning the content?

Did you/teacher/students relate this lesson to previous learning or students' shared experiences?

Were choice, time, engaging images, reflection, and sharing a part of the lesson? And, did this contribute to the overall effectiveness of the lesson?

How effective was the classroom management style in directing students toward success?

Did you allow for intellectual comfort/ risk-taking/ creativity/ and ensure all students were learners?

What was effective / ineffective about the teaching techniques in this lesson/unit?

Did you achieve desired outcomes? What evidence indicates this occurred?

Were there outcomes achieved that you did not expect to see?

How did students react to the materials chosen or the methods used?

What techniques/ materials from this lesson will take and use in your practice? Which ones would you not use or possibly modify? Why?

Based on how well the students interacted with the material, what would you do next if this were your classroom?

-PTS I: Teachers demonstrate leadership.

1- Teachers lead in their classrooms:

a. Teacher candidates will take responsibility for all students' learning.

e. Teacher candidates will establish a safe and orderly environment

2-Teachers demonstrate leadership in the school

a. Teacher candidates will work collaboratively with all school personnel to create a professional learning community.

b.

- PTS IV:** Teachers facilitate learning for their students
- 2- Teachers plan instruction appropriate for their students
 - a. Teacher candidates will collaborate with colleagues
 - c. Teacher candidates will engage students in the learning process.

Social Justice through Critical Agency

What are the demographics of the group (race, class, gender, age, grade level)?

What was your overall impression of the teacher/students? How does this impact your analysis?

How did you/teacher/students account for diversity in the lesson/unit?

How did you ensure an environment that is inviting, respectful, supportive, inclusive, and flexible?

How does this lesson relate to your philosophy of education?

How did you uphold and ensure high expectations for all students?

Who where the specialist you collaborated with during this lesson?

Given the cultural portrait of this classroom, how would you interact with this group? Are there any fears or doubts, strengths and weaknesses that come to mind?

How has this experience changed your thinking about the student-teacher relationships and learning activities, educational theory, power, student resistance, and informal/formal assessments?

What did you learn from the students/teacher that enabled you to rethink and redesign schooling and classrooms?

Has this changed your notion of your pre-service education here at the college or university?

-PTS I: Teachers Demonstrate Leadership

5-Teachers demonstrate high ethical standards.

- a. Teacher candidates will demonstrate ethical principles

-PTS II: Teachers establish a respectful environment for a diverse population of students.

1-Teachers provide an environment in which every child has a positive, nurturing relationship with caring adults.

- a. Teacher candidates will encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

3- Teachers treat students as individuals

- a. Teacher candidates will maintain high expectations for all students.

4-Teachers adapt their teaching for the benefits of students with special needs

- a. Teacher candidates will collaborate with specialists.

FE-4 Standards: Questions to be addressed in your write-up:

The following questions are to be used only as a guide. Do not use these questions as a “laundry list” but as thought provoking questions that enable you to become a more reflective practitioner. You must

specifically address all questions that are in bold print below to ensure that you are able to meet the Professional Teaching Standards (PTS) outlined below.

Basic:

What lesson or unit did you teach?

Why have you selected this school, teacher, and group of children?

Which group/class did you teach?

Knowledge of Academic Disciplines

What was the content of the unit or lesson?

How did you prepare yourself as a master of the content?

What were the expected outcomes before the lesson and after the lesson?

In the design of your lesson how did you select the standards and goals you have chosen to teach within your lesson?

How did you specifically build connections between grades / subjects and the standards for your lesson(s)?

Justify the content you taught. Discuss how this content will be relevant to the students' future.

How did you direct the students curiosity within the subject and content you taught?

-PTS III: Teachers know the content they teach.

1- Teachers align their instruction with the NCSCOS

- a. Teacher candidates will teach the North Carolina Standard Course of Study
- b. Develop and apply strategies to make the curriculum rigorous
- c. Develop literacy skills appropriate to the area of instruction

2- Teachers know the content appropriate to their teaching specialty

- a. Know the subject beyond the content they teach
- b. Direct student's curiosity into an interest in learning

3-Teachers recognize the interconnectedness of the content areas/disciplines

- a. Teacher candidates know links between grades/subject and the NCSCOS
- b. Relates content into other disciplines

Creative Pedagogy

How did you communicate to the professional staff in the school and how did this inform your teaching?

How did you use data to organize, plan your instruction and set appropriate outcome goals?

How were the 21st Century Knowledge Skills, Performance, and dispositions enhanced within your lesson?

How did you and the students present the material?

What additional resources did you use in your instruction including technology?

How was technology used to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate?

How were students engaged in meaningful learning? Was there evidence of creative drama, movement, visual art, music, creative writing, reading, integration of content?

Did students react to one another as well as to the teacher during the lesson?

How do you know all students were learning the content? What data proves learning occurred?

Did you/teacher/students relate this lesson to previous learning, students' shared experiences or individual learning styles?

Were choice, time, engaging images, reflection, and sharing a part of the lesson? And, did this contribute to the overall effectiveness of the lesson?

How effective was the classroom management style in directing students toward success?

Did you allow for intellectual comfort/ risk-taking/ creativity/ and ensure all students were learners?

What was effective / ineffective about the teaching techniques in this lesson/unit?

How was instruction differentiated?

Did the differentiation and adaptations address the strengths and weaknesses of the students?

Did you achieve desired outcomes? What data was analyzed to ensure that your instruction had a positive impact on the students you taught?

Were there outcomes achieved that you did not expect to see?

How did students react to the materials chosen or the methods used?

What were the multiple indicators; both formative and summative, you used to evaluate student growth? How will this impact your future lessons?

What techniques/ materials from this lesson will take and use in your practice? Which ones would you not use or possibly modify? Why? What data supports your decisions?

Based on how well the students interacted with the material, collected data, what would you do next if this were your classroom?

-PTS I: Teachers demonstrate leadership

1- Teachers lead in their classrooms:

- a. Teacher candidates will take responsibility for all students' learning.
- b. Use data to organize, plan, and set goals
- e. Teacher candidates will establish a safe and orderly environment

2-Teachers demonstrate leadership in the school

- a. Teacher candidates will work collaboratively with all school personnel to create a professional learning community.
- b. Analyze data

-PTS IV: Teachers facilitate learning for their students

1- Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

- a. Know how students learn
- b. Understands the influences on student learning and differentiate instruction

- c. *Keeps abreast of evolving research*
 - d. *Adapts resources to address the strengths and weaknesses of students*
- 2- Teachers plan instruction appropriate for their students
- a. Teacher candidates will collaborate with colleagues\
 - b. Use data for short and long range planning
 - c. Teacher candidates will engage students in the learning process.
 - d. Monitor and modify plans to enhance student learning
- 3- Teachers use a variety of instructional methods
- a. Choose methods and materials as they strive to eliminate achievement gaps
 - b. Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction.
- 4- Teachers integrate and utilize technology in their instruction
- a. Know appropriate use
 - b. Helps students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.
- 7- Teachers communicate effectively
- a. Communicate clearly with student in a variety of ways
- 8- Teachers use a variety of methods to assess what each student has learned
- a. Use multiple indicators, both formative and summative, to evaluate student progress
 - b. Provide opportunities for self-assessment
 - c. Use assessment systems to inform instruction and demonstrate evidence of students' 21st Century Knowledge Skills, performance, and dispositions.

PTS V- Teachers reflect on their practice

- 1- Teachers analyze student learning
 - a. Think systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement
 - b. Collect and analyze student performance data to improve effectiveness
- 3- Teachers function effectively in a complex, dynamic environment
 - a. Actively investigate and consider new ideas that improve teaching and learning
 - b. Adapt practice based on data

Social Justice through Critical Agency

What are the demographics of the group (race, class, gender, age, grade level)?

What was your overall impression of the teacher/students? How does this impact your analysis?

How did you/teacher/students account for diversity in the lesson/unit?

Specifically how did you select and develop materials and lessons the counteract stereotypes and incorporate contributions from students?

How did you ensure an environment that is inviting, respectful, supportive, inclusive, and flexible?

How do you justify the standards of learning you set as high for all students?

How does this lesson relate to your philosophy of education?

How did you uphold and ensure high expectations for all students?

Who where the specialist you collaborated with during this lesson?

Given the cultural portrait of this classroom, how would you interact with this group? Are there any fears or doubts, strengths and weaknesses that come to mind?

How has this experience changed your thinking about the student-teacher relationships and learning activities, educational theory, power, student resistance, and informal/formal assessments?

What did you learn from the students/teacher that enabled you to rethink and redesign schooling and classrooms?

Has this changed your notion of your pre-service education here at the college or university?

-PTS I: Teachers Demonstrate Leadership

1-Teachers demonstrate high ethical standards.

- a. Teacher candidates will demonstrate ethical principles

-PTS II: Teachers establish a respectful environment for a diverse population of students.

5-Teachers provide an environment in which every child has a positive, nurturing relationship with caring adults.

- a. Teacher candidates will encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.
- 2- Teachers embrace diversity in the school community and in the world
 - b. Select materials and develop lessons that counteract stereotypes and incorporate contributions.
 - 3- Teachers treat students as individuals
 - a. Teacher candidates will maintain high expectations for all students.
 - 4-Teachers adapt their teaching for the benefits of students with special needs
 - a. Teacher candidates will collaborate with specialists.

APPENDIX E

RUBRICS

FE-2 Rubrics

Rubric – ED 205 Introduction to Education

	Exceeds (3 pts)	Meets (2 pts)	Falls Below Expectations (1 pt)
Introduction (1, 14%)	Exceeds expectations is evidenced by complete data and no spelling errors.	Meets expectations is evidenced by complete data and few spelling errors.	Falls below expectations is evidenced by incomplete data and spelling errors.
Demographics (1, 14%)	Exceeds expectations is evidenced by complete demographic data and no spelling errors.	Meets expectations is evidenced by complete demographic data and few spelling errors.	Falls below expectations is evidenced by incomplete demographic data and spelling errors.
Standard 1 (1, 14%)	Exceeds expectations is evidenced by no errors in spelling and grammar. Candidates provide an in-depth description of leadership traits.	Meets expectations is evidenced by few errors in spelling and grammar. Candidates provide a description of leadership traits.	Falls below expectations is evidenced by errors in spelling and grammar. Candidates fail to give a description of leadership traits.
Standard 2 (1, 14%)	Exceeds expectations is evidenced by no errors in spelling and grammar. Candidates provide an in-depth description of two indicators.	Meets expectations is evidenced by few errors in spelling and grammar. Candidates provide a description of two indicators.	Falls below expectations is evidenced by errors in spelling and grammar. Candidates fail to provide two descriptions of indicators.
Standard 3 (1, 14%)	Exceeds expectations is evidenced by no errors in spelling and grammar.	Meets expectations is evidenced by few errors in spelling and grammar. Candidates provide	Falls below expectations is evidenced by errors in spelling and grammar.

Rubric – ED 205 Introduction to Education

	Exceeds (3 pts)	Meets (2 pts)	Falls Below Expectations (1 pt)
	Candidates provide an in-depth description of two indicators.	a description of two indicators.	Candidates fail to provide two descriptions of indicators.
Standard 4 (1, 14%)	Exceeds expectations is evidenced by no errors in spelling and grammar. Candidates provide an in-depth description of three indicators.	Meets expectations is evidenced by few errors in spelling and grammar. Candidates provide two a description of three indicators.	Falls below expectations is evidenced by errors in spelling and grammar. Candidates fail to provide three descriptions of indicators.
Standard 5 - Reflection (1, 14%)	Exceeds expectations is evidenced by no errors in spelling and grammar. Candidates complete an in-depth reflection on teaching techniques and their desire to teach at this level.	Meets expectations is evidenced by few errors in spelling and grammar. Candidates complete a reflection on teaching techniques and their desire to teach at this level.	Falls below expectations is evidenced by errors in spelling and grammar. Candidates do not reflect on teaching techniques or desire to teach at this level.

Context

This is an observation Rubric used for all observations from ED 251 - ED 464. Assessment of each observation will be fine tuned based upon the required observation objective.

Purpose

The purpose of the first field experience is to provide teacher candidates, before admission to the Teacher Education Program, the opportunity to begin to identify the knowledge, skills, and dispositions involved in helping all students learn. Working with teachers/mentors and students in a school setting provides the opportunity, for those considering teaching as a career, to be involved in meaningful and relevant activities. The experiences should increase candidates understanding of teaching as a career and the responsibilities associated with being an educator. The initial field experience is designed to assist potential teacher candidates make earlier and wiser decisions relative to entrance into the Teacher Education Program.

Assessor

Specific roles may include, but are not limited to: self, peer, professor, sponsoring teacher/mentor. The Professor will appoint the intended or appropriate assessors based on each assignment.

Performance Assessment

Performance Assessment

	Target	Acceptable	Unacceptable
Observation Map related standards here	<p>Targeted performance is evidenced by addressing all areas of the observation form with great detail. Candidates give an in-depth description of the classroom and the effectiveness of the instruction supported by specific best practices your have read about or learned of in class. Candidates show deep reflection and strong growth while addressing how this will shape their personal philosophy and instructional style.</p>	<p>Acceptable performance is evidenced by addressing all areas of the observation. Candidates give a description of the classroom and the effectiveness of the instruction. Candidates show reflection and growth while addressing how this will shape their personal philosophy and instructional style.</p>	<p>Unacceptable performance is evidenced by fail to address all areas of the observation form. Candidates fail to give a description of the classroom and the effectiveness of the instruction. Candidates do not show reflection and growth while addressing how this will shape their personal philosophy and instructional style.</p>
Disposition Map related standards here	<p>Targeted performance is evidenced by focusing heavily on the positive aspects of teaching while addressing needs of</p>	<p>Acceptable performance is evidenced by focusing on the positive aspects of teaching while addressing needs of</p>	<p>Unacceptable performance is evidenced by failing to focus on the positive aspects of teaching while addressing needs of improvement.</p>

Performance Assessment

	Target	Acceptable	Unacceptable
	<p>improvement. Candidates show respect for diversity on multiple levels through-out the observation. Candidates discuss the professional dispositions of the classroom teachers they are observing. Candidates maintain a strong professional disposition while in the classroom.</p>	<p>improvement. Candidates show respect for diversity through-out the observation. Candidates maintain a professional disposition while in the classroom.</p>	<p>Candidates show little to no respect for diversity through-out the observation. Candidates fail to maintain a professional disposition while in the classroom.</p>

FE-3 RUBRIC

FE-3	Target	Acceptable	Unacceptable
<p>Knowledge of the Academic Disciplines</p>	<p>Targeted performance is evidenced PTS -III) the candidate clearly knowing the content they teach: 1) candidates align their instruction to the NCSCOS / and or the Core Standards (CS): a) Candidate's demonstration of detailed knowledge of the NCSCOS (CS) 3) candidates recognize the interconnectedness of the content area / disciplines: a) Candidate's demonstration of detailed knowledge of links between grades/subject and the NCSCOS as demonstrated by the candidate's qualitative review.</p>	<p>Acceptable performance is evidenced PTS -III) the candidate knowing the content they teach: 1) candidates align their instruction to the NCSCOS / and or the Core Standards (CS): a) Candidate's demonstration of knowledge of the NCSCOS (CS) 3) candidates recognize the interconnectedness of the content area / disciplines: a) Candidate's demonstration of knowledge of links between grades/subject and the NCSCOS as demonstrated by the candidate's qualitative review.</p>	<p>Unacceptable performance is evidenced PTS -III) the candidate not knowing the content they teach: 1) candidates fail to align their instruction to the NCSCOS / and or the Core Standards (CS): a) Candidate's do not demonstrate knowledge of the NCSCOS (CS) 3) candidates do not recognize the interconnectedness of the content area / disciplines: a) Candidate's demonstration of lack of knowledge of links between grades/subject and the NCSCOS as demonstrated by the candidate's qualitative review.</p>
<p>Creative Pedagogy</p>	<p>Targeted performance is evidenced by PTS-I) the candidate clearly demonstrates leadership: 1) the candidate clearly leads in his/her classroom by a) clearly taking responsibility for all students' learning,</p>	<p>Acceptable performance is evidenced by PTS-I) the candidate demonstrates leadership: 1) the candidate leads in his/her classroom by a) taking responsibility for all students' learning, e) establishing a safe and orderly</p>	<p>Unacceptable performance is evidenced by PTS-I) the candidate does not demonstrate leadership: 1) the candidate fails to leads in his/her classroom by a) not taking responsibility for all students' learning,</p>

	<p>e) clearly establishing a safe and orderly environment, 2) Candidates demonstrate leadership in the school by a) candidate works collaboratively with all school personnel to create a professional learning community. & PTS-IV: Candidates clearly facilitate learning for their students by 2) Planning instruction appropriate for their students through a) Collaboration with others and c) clearly engaging students in the learning process. These standards are clearly evident in and demonstrated by the candidate's qualitative review.</p>	<p>environment, 2) Candidates demonstrate leadership in the school by a) candidate works collaboratively with school personnel to create a professional learning community. & PTS-IV: Candidates facilitate learning for their students by 2) Planning instruction appropriate for their students through a) Collaboration with others and c) engaging students in the learning process. These standards are evident in and demonstrated by the candidate's qualitative review.</p>	<p>e) not establishing a safe and orderly environment, 2) Candidates do not demonstrate leadership in the school by a) failing to work collaboratively with school personnel to create a professional learning community. & PTS-IV: Candidates do not facilitate learning for their students by 2) failing to plan instruction appropriate for their students through a) Collaboration with others and c) failure to engage students in the learning process. These standards are evident in and demonstrated by the candidate's qualitative review.</p>
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<p>Social Justice through Critical Agency</p>	<p>Targeted performance is evidenced by PTS-1) the candidate clearly demonstrates leadership through: 5) Clearly upholding high ethical standards: a) Candidates clearly demonstrate ethical principles & PTS-II) clearly establish respectful environments for a diverse population of students by 1) providing an environment in which every child has a positive, <i>nurturing relationship with caring adults.</i> a) Candidates clearly encourage an environment that is inviting, respectful, supportive, inclusive, and flexible, & 3) candidates treat students as individuals. a) candidates clearly maintain high expectations for all students. 4)-Candidates clearly adapt their teaching for the benefits of students with special needs</p>	<p>Acceptable performance is evidenced by PTS-1) the candidate demonstrates leadership through: 5) upholding high ethical standards: a) Candidates demonstrate ethical principles & PTS-II) clearly establish respectful environments for a diverse population of students by 1) providing an environment in which every child has a positive, <i>nurturing relationship with caring adults.</i> a) Candidates encourage an environment that is inviting, respectful, supportive, inclusive, and flexible, & 3) Candidates treat students as individuals. a) candidates maintain high expectations for all students. 4)-Candidates adapt their teaching for the benefits of students with special needs a) Teacher candidates collaborate with specialists. These</p>	<p>Unacceptable evidenced by not meeting PTS-1) the candidate demonstrates leadership through: 5) failing to upholding high ethical standards: a) Candidates do not demonstrate ethical principles & do not meet PTS-II) of clearly establish respectful environments for a diverse population of students by 1) failing to providing an environment in which every child has a positive, <i>nurturing relationship with caring adults.</i> a) Candidates do not encourage an environment that is inviting, respectful, supportive, inclusive, and flexible, & 3) candidates do not treat students as individuals. a) candidates fail to maintain high expectations for all students. 4)-Candidates do not adapt their teaching for the benefits of students with special needs</p>
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	a) Teacher candidates collaborate with specialists. These standards are clearly evident in and demonstrated by the candidate's qualitative review.	standards are evident in and demonstrated by the candidate's qualitative review.	a) Teacher candidates do not collaborate with specialists. These standards are evident in and demonstrated by the candidate's qualitative review.
FE-4	Target	Acceptable	Unacceptable
Knowledge of the Academic Discipline	<p>Targeted performance is evidenced PTS -III) the candidate clearly knowing the content they teach: 1) candidates align their instruction to the NCSCOS and/or the Core Standards (CS): a) Candidate's demonstration of detailed knowledge of the NCSCOS (CS)</p> <p>b)candidates develop and apply appropriate and detailed strategies to make the curriculum rigorous</p> <p>c)candidates develop detailed literacy skills appropriate to the area of instruction</p> <p>2)candidate's know the content appropriate to their teaching specialty:</p> <p>a) candidate demonstrates</p>	<p>Acceptable performance is evidenced PTS -III) the candidate knowing the content they teach:</p> <p>1) candidates align their instruction to the NCSCOS and/or the Core Standards (CS): a) Candidate's demonstration of knowledge of the NCSCOS (CS)</p> <p>b)candidates develop and apply strategies to make the curriculum rigorous</p> <p>c)candidates develop literacy skills appropriate to the area of instruction</p> <p>2)candidate's know the content appropriate to their teaching specialty:</p> <p>a) candidate demonstrates knowledge of subject content they</p>	<p>Unacceptable performance is evidenced PTS -III) the candidate not knowing the content they teach:</p> <p>1) candidates fail to align their instruction to the NCSCOS and/or the Core Standards (CS): a) Candidate's do not demonstrate knowledge of the NCSCOS (CS)</p> <p>b)candidates do not develop and apply strategies to make the curriculum rigorous</p> <p>c)candidates do not develop literacy skills appropriate to the area of instruction</p> <p>2)candidate's know the content appropriate to their teaching specialty:</p> <p>a) candidate does not demonstrate knowledge of</p>

	<p>knowledge of subject beyond the content they teach.</p> <p>b) Candidate skillfully directs students' curiosity into an interest in learning</p> <p>3) candidates recognize the interconnectedness of the content area / disciplines: a) Candidate's demonstration of detailed knowledge of links between grades/subject and the NCSCOS as demonstrated by the candidate's qualitative review.</p> <p>b) Candidate skillfully relates content into other disciplines</p>	<p>teach.</p> <p>b) Candidate directs students' curiosity into an interest in learning</p> <p>3) candidates recognize the interconnectedness of the content area / disciplines: a) Candidate's demonstration of knowledge of links between grades/subject and the NCSCOS as demonstrated by the candidate's qualitative review.</p> <p>b) Candidate relates content into other disciplines</p>	<p>subject content.</p> <p>b) Candidate does not direct students' curiosity into an interest in learning</p> <p>3) candidates do not recognize the interconnectedness of the content area / disciplines: a) Candidate's demonstration of lack of knowledge of links between grades/subject and the NCSCOS as demonstrated by the candidate's qualitative review.</p> <p>b) Candidate does not relate content into other disciplines</p>
Creative Pedagogy	<p>Targeted performance is evidenced by PTS-I) the candidate clearly demonstrates leadership: 1) the candidate clearly leads in his/her classroom by</p> <p>a) clearly taking responsibility for all students' learning</p> <p>b) using extensive data collected to organize, plan, and set goals</p> <p>e) clearly establishing a safe and orderly</p>	<p>Acceptable performance is evidenced by PTS-I) the candidate demonstrates leadership: 1) the candidate leads in his/her classroom by</p> <p>a) taking responsibility for all students' learning</p> <p>b) using data collected to organize, plan, and set goals</p> <p>e) establishing a safe and orderly environment,</p> <p>2) Candidates demonstrate</p>	<p>Unacceptable performance is evidenced by PTS-I) the candidate does not demonstrate leadership: 1) the candidate fails to lead in his/her classroom by</p> <p>a) not taking responsibility for all students' learning</p> <p>b) not using extensive data collected to organize, plan, and set goals</p> <p>e) not establishing a safe and orderly</p>

	<p>environment, 2) Candidates demonstrate leadership in the school by a) working collaboratively with all school personnel to create a professional learning community. b) Skillfully analyzing data. PTS-IV: Candidates clearly facilitate learning for their students by 1)knowing the ways in which learning takes place, and knowing the appropriate levels of intellectual, physical, social, and emotional development of their students as evidenced by a)demonstrating acute knowledge of how students learn b) demonstration of a deep understanding of the influences on student learning and detailed differentiation of instruction c)candidates thorough demonstration of his/her knowledge of current evolving research d) the</p>	<p>leadership in the school by a) working collaboratively with school personnel to create a professional learning community. b) analyzing data. PTS-IV: Candidates facilitating learning for their students by 1)knowing the ways in which learning takes place, and knowing the appropriate levels of intellectual, physical, social, and emotional development of their students as evidenced by a)demonstrating knowledge of how students learn b) demonstration of an understanding of the influences on student learning and detailed differentiation of instruction c)candidates demonstration of his/her knowledge of current evolving research d) the candidate's ability to adapt resources to address the strengths and weaknesses of students.</p>	<p>environment, 2) Candidates do not demonstrate leadership in the school by a) failing to work collaboratively with school personnel to create a professional learning community. b) by failing to analyze data. PTS-IV: Candidates do not facilitating learning for their students by 1)being unaware of the ways in which learning takes place, and knowing the appropriate levels of intellectual, physical, social, and emotional development of their students as evidenced by a)demonstrating little to no knowledge of how students learn b) demonstration of little to no understanding of the influences on student learning and detailed differentiation of instruction c)candidates lack of demonstration of his/her knowledge of current evolving research</p>
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	<p>candidate's skillful ability to adapt resources to address the strengths and weaknesses of students.</p> <p>2) Planning instruction appropriate for their students through a) Collaboration with others and c) clearly engaging students in the learning process. These standards are clearly evident in and demonstrated by the candidate's qualitative review.</p> <p>3) Using a variety of instructional methods as evidenced by a) the candidates skillful ability to choose methods and materials as they strive to eliminate achievement gaps and b) the candidates skillful ability to employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction as demonstrated in the candidates lesson plans.</p> <p>4) Candidates integrate and utilize</p>	<p>2) Planning instruction appropriate for their students through a) Collaboration with others and c) engaging students in the learning process. These standards are evident in and demonstrated by the candidate's qualitative review.</p> <p>3) Using a variety of instructional methods as evidenced by a) the candidates ability to choose methods and materials as they strive to eliminate achievement gaps and b) the candidates ability to employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction as evidenced by the candidates lesson plans.</p> <p>4) Candidates integrate and utilize technology in their instruction as demonstrated by a) candidates knowledge of appropriate use and b) candidates ability to help students use</p>	<p>d) the candidate's lack of ability to adapt resources to address the strengths and weaknesses of students.</p> <p>2) failing to plan instruction appropriate for their students through a) Collaboration with others and c) failure to engage students in the learning process. These standards are evident in and demonstrated by the candidate's qualitative review.</p> <p>3) Not using a variety of instructional methods as evidenced by a) the candidates inability to choose methods and materials as they strive to eliminate achievement gaps and b) the candidates inability to employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction as evidenced by the candidates lesson plans.</p> <p>4) Candidates</p>
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	<p>technology in their instruction as demonstrated by a) candidates detailed knowledge of appropriate use and b) candidates strong ability to help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate as evidenced by the candidate's qualitative review.</p> <p>7) Candidates communicate effectively as demonstrated by a) candidate's ability to communicate clearly with the student in a variety of ways.</p> <p>8)Candidate uses a variety of methods to assess what each student has learned as evidenced by a) candidate's detailed and appropriate use of multiple indicators, both formative and summative, to evaluate student progress and b) by providing numerous opportunities for self-assessment, and</p>	<p>technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate as evidenced by the candidate's qualitative review.</p> <p>7) Candidates communicate effectively as demonstrated by a) candidate's ability to communicate with the student in a variety of ways.</p> <p>8)Candidate uses a variety of methods to assess what each student has learned as evidenced by a) candidate's use of multiple indicators, both formative and summative, to evaluate student progress and b) by providing opportunities for self-assessment, and c) candidate's use of assessment systems to inform instruction and demonstrate evidence of students' 21st Century Knowledge Skills, performance, and dispositions as demonstrated in candidate's qualitative review.</p>	<p>inability to integrate and utilize technology in their instruction as demonstrated by a) candidates lack of knowledge of appropriate use and b) candidates inability to help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate as evidenced by the candidate's qualitative review.</p> <p>7) Candidates does not communicate effectively as demonstrated by a) candidate's inability to communicate clearly with the student in a variety of ways.</p> <p>8)Candidate lack of uses a variety of methods to assess what each student has learned as evidenced by a) candidate's lack of detailed and appropriate use of multiple indicators, both formative and summative, to evaluate student progress and b) by</p>
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	<p>c) candidate's extensive use of assessment systems to inform instruction and demonstrate evidence of students' 21st Century Knowledge Skills, performance, and dispositions as demonstrated in candidate's qualitative review.</p> <p>PTS V – I)The candidate will reflect on his/her practice as demonstrated by 1) the candidate's ability to analyze student learning through a) thinking systematically and critically about learning in the classroom: Why learning happens and what can be done to improve student achievement and b) candidate's ability to collect and analyze student performance data to improve effectiveness.</p> <p>3) Candidate will function effectively in a complex, dynamic environment by a) actively investigating and considering new ideas that improve teaching and</p>	<p>PTS V – I)The candidate will reflect on his/her practice as demonstrated by 1) the candidate's ability to analyze student learning through a) thinking about learning in the classroom: Why learning happens and what can be done to improve student achievement and b) candidate's ability to collect and analyze student performance data to improve effectiveness.</p> <p>3) Candidate will function in a complex, dynamic environment by a) investigating and considering new ideas that improve teaching and learning and b) adaptation of practice based on data.</p>	<p>not providing numerous opportunities for self-assessment, and c) candidate's lack of extensive use of assessment systems to inform instruction and demonstrate evidence of students' 21st Century Knowledge Skills, performance, and dispositions as demonstrated in candidate's qualitative review.</p> <p>PTS V – I)The candidate does not reflect on his/her practice as demonstrated by 1) the candidate's inability to analyze student learning through a) thinking systematically and critically about learning in the classroom: Why learning happens and what can be done to improve student achievement and b) candidate's inability to collect and analyze student performance data to improve effectiveness.</p> <p>3) Candidate will not function effectively in a complex, dynamic environment by a) not actively</p>
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	learning and b) skillful adaptation of practice based on data.		investigating and considering new ideas that improve teaching and learning and b) lack of skillful adaptation of practice based on data.
Social Justice through Critical Agency	<p>Targeted performance is evidenced by PTS-1) the candidate clearly demonstrates leadership through:</p> <p>5) Clearly upholding high ethical standards: a) Candidates clearly demonstrate ethical principles & PTS-II) clearly establish respectful environments for a diverse population of students by 1) providing an environment in which every child has a positive, nurturing relationship with caring adults.</p> <p>a) Candidates clearly encourage an environment that is inviting, respectful, supportive, inclusive, and flexible, & 3) candidates treat students as</p>	<p>Acceptable performance is evidenced by PTS-1) the candidate demonstrates leadership through:</p> <p>5) upholding high ethical standards: a) Candidates demonstrate ethical principles & PTS-II) clearly establish respectful environments for a diverse population of students by 1) providing an environment in which every child has a positive, nurturing relationship with caring adults.</p> <p>a) Candidates encourage an environment that is inviting, respectful, supportive, inclusive, and flexible, & 3) Candidates treat students as individuals. a) candidates maintain</p>	<p>Unacceptable evidenced by not meeting PTS-1) the candidate demonstrates leadership through: 5) failing to upholding high ethical standards: a) Candidates do not demonstrate ethical principles & do not meet PTS-II) of clearly establish respectful environments for a diverse population of students by 1) failing to providing an environment in which every child has a positive, nurturing relationship with caring adults.</p> <p>a) Candidates do not encourage an environment that is inviting, respectful, supportive, inclusive, and flexible, & 3) candidates do not treat students as</p>

	<p>individuals. a) candidates clearly maintain high expectations for all students.</p> <p>4)-Candidates clearly adapt their teaching for the benefits of students with special needs</p> <p>a) Teacher candidates collaborate with specialists. These standards are clearly evident in and demonstrated by the candidate's qualitative review.</p>	<p>high expectations for all students.</p> <p>4)-Candidates adapt their teaching for the benefits of students with special needs</p> <p>a) Teacher candidates collaborate with specialists. These standards are evident in and demonstrated by the candidate's qualitative review.</p>	<p>individuals. a) candidates fail to maintain high expectations for all students.</p> <p>4)-Candidates do not adapt their teaching for the benefits of students with special needs</p> <p>a) Teacher candidates do not collaborate with specialists. These standards are evident in and demonstrated by the candidate's qualitative review.</p>
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FE-5 Standards

LEA/IHE Certification of Teaching Capacity

Candidate Name: _____ **School:** _____

Cooperating Teacher Name: _____ **Grade:** _____

LEA: _____ **IHE:** _____

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.

Standard/Element	Proficient Descriptor	Rating
Professionalism		
1e. Teachers demonstrate high ethical standards.	1e.1 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Classroom Climate/Culture		
1a. Teachers lead in their classrooms.	1a.3 Maintains a safe and orderly classroom that facilitates student learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring	2a.1 Maintains a positive and nurturing learning environment.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2c. Teachers treat students as individuals.	2c.1 Maintains a learning environment that conveys high expectations of every student.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4g. Teachers communicate effectively.	4g.1 Uses a variety of methods to communicate effectively with all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Standard/Element	Proficient Descriptor	Rating
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Instruction		
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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2b.2 Incorporates different points of view in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Candidate initials: _____

Standard/Element	Proficient Descriptor	Rating
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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
3d. Teachers make instruction relevant to students.	3d.1 Integrates 21st century skills and content in instruction.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
4d. Teachers integrate and utilize technology in their instruction.	4d.1 Integrates technology with instruction to maximize students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Evaluation/Assessment		
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</i>	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Standard/Element	Proficient Descriptor	Rating
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.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
5a. Teachers analyze student learning.	5a.1 Uses data to provide ideas about what can be done to improve students' learning.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Impact on Student Learning		
1d. Teachers advocate for schools and students.	1d.1 Implements and adheres to policies and practices positively affecting students' learning	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
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 learning needs of all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
	2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

Candidate initials: _____

APPENDIX F

SELF-EVALUATION FORM

SELF-EVALUATION FORM FOR TEACHER CANDIDATE

The purpose of this instrument is to help the teacher candidate discover areas in which their performance might be strengthened. They should rate themselves as honestly and objectively as possible. Their ratings will have no effect on their grade in student teaching. After they have marked all items, they should note weaknesses and look for opportunities to strengthen themselves in those areas.

A scale of 1 to 5 is suggested. Use 1 to denote poor, 2 to denote fair to below average; 3 to denote average; 4 to denote good to above average; and 5 to denote excellent.

Personal

- ____A. Do I dress neatly and in good taste?
- ____B. Do I have good posture?
- ____C. Am I adaptable to new situations?
- ____D. Am I enthusiastic in presenting new material?
- ____E. Do I show poise and self-control?
- ____F. Do I have good health and vitality?
- ____G. Am I self-confident?
- ____H. Am I courteous in speech and actions?
- ____I. Am I free from undesirable mannerisms?
- ____J. Do I keep a good balance between dignity and familiarity?
- ____K. Do I have a sense of humor?
- ____L. Am I reasonably free from prejudice?

Professional

- ____A. Am I dependable in all my relationships with students?
- ____B. Am I cooperative with teachers students, administration, and the community?
- ____C. Do I have high standards for my own personal conduct?
- ____D. Do I welcome and utilize suggestions for improvement?
- ____E. Do I have a growing acquaintance with reference materials?
- ____F. Is my understanding of students adequate?
- ____G. Do I use discretion in my conversation concerning school matters at all times?

APPENDIX G

INSTRUCTIONAL PLANNING & CLASSROOM MANAGEMENT

INSTRUCTIONAL PLANNING (IF REQUIRED)

It may be the responsibility of the teacher candidate to design, in consultation with the cooperating teacher. The cooperating teacher should assist the teacher candidate in evaluating each lesson during a specified conference time.

CLASSROOM MANAGEMENT

Being able to manage a class requires an on-going knowledge of philosophically and legally sound principles that can be put into practice. The MHC Teacher Education Department believes the following are essential to effective classroom management:

- Effective implementers of Functional Behavior Assessments and Behavior Intervention Plans if appropriate
- Effective managers of classroom behavior begins with an understanding of and tolerance for all students, taking into account their emotional, physical, and mental needs.
- Effective managers of classroom behavior minimize managerial tasks and maximize instructional tasks. This is accomplished by relegating non-instructional duties and responsibilities to the students and creating student ownership and responsibility for the classroom environment.
- Effective managers of classroom behavior understand that a positive democratic mode of interaction is more effective than an autocratic mode.
- Effective managers of classroom behavior are fair, consistent, and trustworthy.
- Effective managers of classroom behavior understand and are able to separate negative behaviors from the academic performance of the students.
- Effective managers of classroom behavior establish a learning environment where procedures for dealing with infractions and disturbances are equitable and consistent.
- Effective managers of classroom behavior maintain a highly stimulating learning environment, clearly demonstrating high expectations for all students.
- Effective managers of classroom behavior continuously seek new methods and procedures for dealing with students.

APPENDIX H

POSITIVE CHARACTERISTICS AN OBSERVER MIGHT NOTICE OF A SUCCESSFUL LESSON

1. Prompt beginning
2. Materials ready for use
3. Statement (however brief) of objective for the lesson
4. Students participating with a reasonable success rate
5. Instruction that is clearly articulated, free of sub-standard language, in an appropriately modulated voice
6. Students who are not only quiet and orderly but are engaged with the material of the lesson
7. Orderliness and attractiveness of the classroom environment
8. Good rapport between teacher and students
9. A well paced lesson
10. Contributions from the teacher's experience, preparation, or broader knowledge to enrich the lesson
11. Skillful direction of discussion or question-and-answer segments
12. Efficient handling of routine matters to extend teaching-learning time
13. Skillful integration of low-ability students into the class
14. A presentation which does not use one learning modality to the exclusion of others
15. Clear statement of teacher expectations for evaluation purposes
16. Clear statement of assignment

APPENDIX I

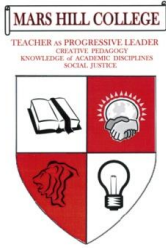


Candidate Field Experience Evaluation

Return the completed evaluation to the Field Experience Placement Coordinator

Course No _____ Semester of Experience: Fall ____ Spring ____ Candidate Licensure Area _____ School Placement _____ Cooperating Teacher/Mentor _____			
1. Summarize the major highlights of your field experience. What did you learn? Explain the experience. How did the coursework support your field experience?			
2. List questions that arose. What questions do you still have regarding classroom teaching?			
3. What suggestions would you make for improving the field experience process: <ul style="list-style-type: none"> • Handbook • Placement • LiveText module • Expectations • Length of field experience 			
4. Rate the following: (please circle response)			
My field experience overall was	Target	Acceptable	Unacceptable
My Cooperating Teacher/Mentor was	Excellent	Good	Average
My College Supervisor/Course Instructor was	Excellent	Good	Average

Additional Comments:



APPENDIX J

Candidate Field Experience Questionnaire

The Mars Hill College Teacher Education Program not only encourages but also requires extensive field experience in a variety of classroom settings prior to the student teaching experience. It is the purpose of this questionnaire to assess the effectiveness of the field experience program.

Course No _____ Semester of Experience: Fall _____ Spring _____

Candidate Licensure Area _____

School _____

1. Was your experience as a cooperating teacher/mentor positive?
Why/Why Not

2. Was the contact between you and the college supervisor/course instructor adequate and/or helpful?
Why/Why Not

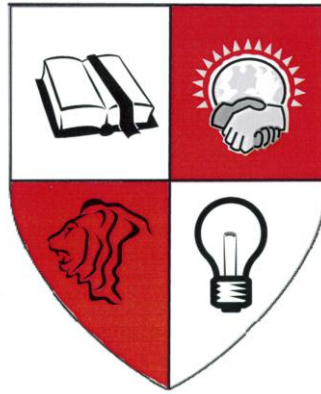
3. What could Mars Hill College do to strengthen the field experience component of the Teacher Education Program:

- Handbook
- Placement
- LiveText Module
- Expectations
- Length of field experience

Additional Comments

MARS HILL COLLEGE

TEACHER AS PROGRESSIVE LEADER
CREATIVE PEDAGOGY
KNOWLEDGE of ACADEMIC DISCIPLINES
SOCIAL JUSTICE



I, _____, hereby acknowledge that I have read the Field Experience
(Legibly print full name)

Handbook and understand that claims of ignorance of the policies outlined in the handbook will not be accepted as an excuse for policy violations.

Field Experience Candidate Signature

Date