WESTERN CAROLINA UNIVERSITY

Office of Field Experiences | College of Education and Allied Professions

Clinical Experiences Handbook

2024-2025

About the Office of Field Experiences

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

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GENERAL INFORMATION

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

BACKGROUND CHECK AND UNIVERSITY SANCTION POLICIES

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

Additionally, all licensure candidates seeking participation in any clinical experience and admission to Teacher Education must undergo a conduct history review. This review will be conducted by the Director of the Office of Field Experiences, who will obtain conduct history records from student records supplied by a designated university official within WCU's Division of Student Affairs.

SELF-DISCLOSURE AGREEMENT

Candidates are responsible for self-disclosure of

background check results, including the incident's date(s), explanation, and outcome

Student Population	Initial Background Check Requirement $18.90	Recheck Requirement $11.50
Undergraduate		

FIELD & SITE-BASED ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Students with disabilities who require accommodations for field experiences or internships must contact the Office of Accessibility Resources (OAR) to identify themselves as having a disability, provide current documentation, and discuss their need for accommodations. For additional information, visit accessibility.wcu.edu or call 828-227-3886. If you fail to arrange your field or site-based accommodations through the OAR, the Office of Field Experiences may be unable to meet your accommodation needs. NOTE: This process is separate from receiving academic accommodations in your courses.

Western Carolina University is committed to ensuring equal educational opportunities for students with disabilities and supports their civil rights as provided by the Americans with Disabilities Act of 1990 (ADA), its amendments (ADAAA), and Section 504 of the Rehabilitation Act of 1973.

FIELD EXPERIENCE REQUIREMENTS

Per North Carolina General Statute § 115C-269.25, to the extent practicable, EPPs shall require, in all programs leading to initial professional licensure, the following:

> (1) Field experiences in every semester that include organized and sequenced engagement of students in settings that provide them with opportunities to observe, practice, and demonstrate knowledge and skills. The experiences shall be systematically designed and sequenced to increase the complexity and levels of engagement with which students apply, reflect upon, and expand their knowledge and skills, and to increase in each semester prior to the student's internship the number of hours spent in field experiences.
>
> (2) A minimum of two hours of field experience in the first semester of the program and a cumulative total of at least 12 hours of field experiences prior to the student's internship.
>
> (3) At least one field experience in a low-performing school.

CANDIDATE CONSENTS & DISCLOSURES

During several of the application processes

CANDIDATE PHOTOGRAPH AND VIDEO RELEASE AGREEMENT

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

By selecting yes below, I hereby consent to the photographing/videoing of myself and the recording of my voice and the use of these photographs and/or recordings singularly or in conjunction with other photographs and/or recordings for clinical supervision purposes. I understand that the term "photograph" as used herein encompasses both still photographs and motion picture footage. I hereby release the College of Education and Allied Professions at Western Carolina University and any of its associated or affiliated faculty or staff from all claims of every kind on account of such use. I further agree to use photography/video only for purposes of clinical supervision and teacher development. I will not post or share video, audio, or pictures, under any circumstances, in any forum or context, except among myself, the field supervisor, cooperating teacher, and other middle level program faculty. I understand that candidate to candidate sharing oC d oise t thoddhumsc

3. Criticize, verbally or in writing, and especially on social media sites, the school district, the host school, the clinical educator, the students or student population with which you work, the university or academic supervisor, or the university or the community.
4. Identify by name students, teachers, school personnel, or the school as part of WCU class discussions.

PROFESSIONAL DRESS AND CONDUCT

During the school day and any time candidates attend school-related activities, candidates should appear in appropriate dress.

From: WCU Candidate
To: School Administrator
Cc: Assistant Administrator
Subject: Confidential – Student Concern

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

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

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

FOR REPORTING INCIDENTS OUTSIDE OF YOUR PLACEMENT SCHOOL

Example: You are walking in the park and see evidence of child abuse/neglect

North Carolina Mandatory Reporting Law

Any person 18 years of age or older who knows or should have reasonably known that a juvenile has been or is the victim of a violent offense, sexual offense, or misdemeanor child abuse under G.S. 14-318.2 shall immediately report the case of that juvenile to the appropriate local law enforcement agency in the county where the juvenile resides or is found.
Definitions under N.C.G.S. 14-318.6 (Reporting to Law Enforcement)

Serious bodily injury – As defined in G.S. 14-318.4(d), which defines "serious bodily injury" as bodily injury that creates a substantial risk of death or that causes serious permanent disfigurement, coma, a permanent or protracted condition that causes extreme pain, or permanent or protracted loss or

- G.S. 14-27.26 - first-degree forcible sexual offense;
- G.S. 14-27.27 - second-degree forcible sexual offense;
- G.S. 14-27.28 - statutory sexual offense with a child by an adult;
- G.S. 14-27.29 - first-degree statutory sexual offense;
- G.S. 14-27.30(a) - statutory sexual offense with a person 15 years of age or younger (defendant is at least six years older);
- G.S. 14-27.31 - sexual activity by a substitute parent or custodian;
- G.S. 14-27.32 - sexual activity with a student;
- G.S. 14-27.33 - sexual battery;
- G.S. 14-43.11 - human trafficking if (i) the offense is committed against a minor who is less than 18 years of age or (ii) the offense is committed against any person with the intent that they be held in sexual servitude;
- G.S. 14-43.13 - subjecting or maintaining a person for sexual servitude;
- G.S. 14-178 - incest between near relatives;
- G.S. 14-190.6 - employing or permitting minor to assist in offenses against public morality and decency;
- G.S. 14-190.9(a1) - felonious indecent exposure;
- G.S. 14-190.16 - first degree af.. Td( )TjEMC /LBody /MCID 34 BDC /C2_0 1 Tf-1((G 34 BDC /C2_0 itw 1s)-1.9 (e)11)12

ACTION PLAN FOR IMPROVEME NT

Candidates who do not demonstrate adequate progress in content knowledge, pedagogy and/or professionalism may need additional support and structure to succeed, which can be deemed appropriate at any level once a candidate is admitted into the Teacher Education Program. In these instances, a faculty member, academic advisor, and the field supervisor in collaboration with a clinical educator, academic supervisor (where applicable), and/or Director of Teacher Education of the College of Education and Allied Professions, will formulate an official Action Plan for Improvement that outlines deficiencies and identifies strategies for meeting expectations within a prescribed timeline.

In most cases, candidates improve with the additional support provided and successfully meet the Action Plan goals. However, candidates wh(id)4.9 (e4 (h(ia)i(a)(l)-3 (to)12 (m)3(e)6 (to Tw (l)8.1 (-)2-5.1 (t)9 36)-3(6))8

EARLY FIELD EXPERIENCES

Part II of this Handbook covers the specific expectations and requirements for all teacher candidates' early field experience requirements

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

COURSES THAT REQUIRE PLACEMENT THROUGH THE OFFICE OF FIELD EXPERIENCES

UNDERGRADUATE	GRADUATE
BK 250 BK 315 EDCI 201 EDCI 430 EDMG 411 ELMG 390 HPE 430	

EDCI201, SPED 240, SPED430/EDCI430/HPE430 and most methods courses **REQUIRE** students to complete field experiences. These courses, **except** EDCI 201 and SPED 240, require that students be admitted into the teacher education program before being permitted to enroll.
EDCI201, SPED 240, SPED430/EDCI430/HPE430, EDCI 500, 501, 609, & 616 **require students to document a required number of hours in the classroom by completing a timesheet and experience evaluation that must be submitted in Tk20 upon completion**. Documentation of field experiences for other courses is at the discretion of the individual course instructor.

PRACTICUM "BLOCK" EXPERIENCES

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

III

INTERNSHIP

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

BEFORE BEGINNING THE INTERNSHIP, CANDIDATES MUST REVIEW AND BECOME FAMILIAR WITH THE FOLLOWING…

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

APPLYING FOR INTERNSHIP

Applications for internship opens on the first day of classes each semester. The applications remain open for approximately four weeks. Please visit the Office of Field Experience website to review the application timelines. Due to the variety of programs we offer, the applications vary by program and level.
An informational site has been created within Canvas to assist you in the application process. Please use this site to ensure that you have completed all your application requirements:

- Internship Experiences Canvas Information Site

You must log into Canvas to view these resources. If you cannot access these materials, please contact Amanda Chapman at abchapman@wcu.edu to get access.

PLACEMENT ASSISTANCE THROUGH THE OFFICE OF FIELD EXPERIENCES

All students needing placement assistance through the Office of Field Experiences will apply through Tk20. For more information about the applications you must complete, please review the Internship Experiences Canvas Information Site. However, all candidates will need to **complete the following items** prior to applying:

1. **NC Health Certificate & TB Test** (mr2 (t)1ernp mrevn2951 (6(g)]TJMCID 15)-5 (d)420 T-19</MCID 1 (

The Student Intern Professional Liability coverage is provided through Mercer. This policy provides $2 million per occurrence and $4 million aggregate coverage for general and professional liability. It is a yearly policy that costs $12 and is valid from August to July. Students can receive a Certificate of Insurance (COI) as proof of coverage, which they can present to their internship site if required.
Note: Candidates who begin their internship during the spring term will be charged twice, once in January an again in August.

INTERNSHIP GATEWAY APPROVAL PROCESS

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

This information is collected in Tk20 and then exported and used by the Director of Field Experiences to analyze and initiate placement

Residential Programs

Candidates enrolled in a residential program are

is that all Intern II candidates will assume full planning and teaching responsibility based on individual program requirements.

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

During Internship I

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

During Internship II

Shared Teaching: CE and Intern plan and teach together to the whole group/class, building on each other's instruction and sharing leadership of the lesson. Relatively common, especially in secondary classrooms.

Alternative Teaching: CE and Intern plan together. One leads a formal whole-group/class session. The class is often divided into groups for reteaching, remediation and/or enrichment. CE and Intern each lead groups. This method is beneficial in classrooms with a wide range of abilities because of the flexibility to use alternative methods, techniques, or materials to reteach and/or extend lessons.

Station Teaching: CE and Intern plan together with attention to group differences. Each monitors and facilitates a station or stations. This method is responsive to individual needs and is a venue for implementing mini-lessons and/or mastery learning. Relatively common, especially in elementary classrooms.

Independent Teaching: Intern collaborates with CE and team while planning units of instruction. The intern performs all activities of a full-time teacher for a period of time. This model is the culmination of the candidate's

1. Successful completion of Internship I with a grade of A and ratings of Proficient or Higher in all areas of the CTC/CPAST.
2. No active Action Plan or Formative Feedback

The consideration of Accelerated Early Release from the internship program will be exclusively for full-time teaching employment ***within the student's licensure area***. Appointment as a long-term substitute is recommended, but hiring decisions remain at the discretion of the district. Consideration for Accelerated Early Release is contingent upon individual assessment, and the offered position must meet the following specified criteria:

1. The

monitored by the field supervisor and the academic supervisor (when one is assigned) until the end of the University's semester.

To be eligible for early release, you MUST meet the following:

- All electronic evidence(s) on Tk20 must have been submitted and rated at least "proficient" by one or more evaluators.
- edTPA successfully submitted and received an overall score of proficient.

To apply for Early Release, log into Canvas and all application instructions and requirements can be found in the Internship Resources (CEAP) course shell: https://westerncarolina.instructure.com/courses/17954

Upon receipt of the early release request form, the **Director of Field Experiences** will review the requested release and will notify all parties of the decision via email within five working days of the submission of the request.

The appeal of a negative decision must be filed with the **Director of Teacher Education of the College of Education and Allied Professions** within five working days of the date of email notification of a negative decision. The Director of Teacher Education will decide about the appeal and will notify all parties of the decision via email within five working days of the submission of the appeal. Candidates must continue seminar attendance and complete all graduation and licensure requirements if a request is granted. Candidates must NOT rush into full-time teaching in anticipation of early release for employment at the end of the semester.

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

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

INTERNSHIP I REQUIREMENTS

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

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

Video & Self -Evaluation & Reflection

1. Distribute and collect video recording permission ir

1.

INTERNSHIP II

Internship II is the second component of the full-year internship experience. Internship II is a 16-week experience that requires candidates to report to the host school every day for full-day participation in the school setting. Candidates report to their schools the first day the host teachers report and remain in the schools until the final day of classes (not exams) at WCU. During this experience, candidates take on responsibilities gradually through a phase-in and phase-out process for carrying and giving back teaching responsibility as the lead teachers.

For most of our programs, the minimum full-time independent teaching requirement for interns is six consecutive weeks (unless program requirements mandate more or less). Full-time independent teaching includes serving as the lead teacher for the entire school day, including all instructional and curricular planning, professional activities, and duties.

*Full-time teaching may be extended for the candidate to demonstrate competency at the proficient level.

ATTENDANCE EXPECTATIONS FOR INTERN II

Beginning Intern II Experience

Candidates report to their schools the first day the host teachers report and remain in the schools until the final day of classes (not exams) at WCU.

Daily Attendance

1. Intern IIs must keep their timesheet up-to-date and log all "days" in their internship.
2. Regular DAILY attendance at the school is mandatory.
3. Intern II candidates are NOT permitted to miss school for more than THREE days.
    a. These three days are allotted for illness or emergency.
    b. If you need to miss due to personal reasons (wedding, family reunion, etc.), a request must be made to the Director of Field Experiences *in advance* via email for approval.
4. Patterns of tardiness, early departures, or absences are unacceptable and demonstrate a lack of professionalism.
5. If you exceed your allotted THREE days, you must contact the Director of Field Experiences to make a plan to make up additional time.
6. If the reasons for absences or tardiness are deemed insufficient, you may be placed on an Action Plan or removed from your internship experience.

Sick Days

In the event of personal illness or extreme emergency, you should notify your Clinical Educator and Field Supervisor (also Academic Supervisor, if applicable) the night before or no later than the beginning of the school day (before 8:00 a.m.).

Inclement Weather

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

INTERNSHIP II REQUIREMENTS

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

Professional Development Plan

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

In addition to the requirements outlined in each candidate's program-specific requirements, all Intern II candidates will be issued an Internship II Binder in Tk20. This digital binder includes the following tasks that should be completed during the internship II experience:

Internship II Timesheet

During internship II, all candidates must complete the appropriate Intern II Timesheet. Timesheets can be found on

edTPA REQUIREMENTS

SUPERVISION OF CANDIDATES

Part IV of the Handbook provides expectations of all field supervisors, clinical educators, and academic supervisor regarding the supervision of candidates completing Internship I and

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

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principal determines that a teacher rated as "proficient" is the most appropriate clinical educator for an intern, the principal shall maintain records of the reasons for that determination.

RESPONSIBILITIES OF CLINICAL EDUCATORS

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

During Internship I

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conference) to the Director of Field Experiences and the appropriate program coordinator or department head regarding any concerns/issues related to performance or professionalism. Develop an action plan for remediation when a candidate is not progressing adequately and needs extra support or structure.

7. Coordinate midterm and final evaluation conferences with the clinical educator and academic supervisor where applicable, and complete and submit to Tk20.
8. Post the final grade to MyWCU by the Registrar's specified deadline.

During Internship I I

1. Call/email within the first two weeks of the candidate's arrival in the school to introduce yourself, address concerns, and schedule the initial visit. During this meeting, introductions will be made, and the Field Supervisor will review the program's specific requirements, deadlines, and internship requirements. Include r9 (D)Tj(e)

ACADEMIC SUPERVISORS

The **Academic Supervisor** (AS) observes undergraduate secondary and specialty area Intern II candidates a minimum of three times during the semester. The academic supervisor also collaborates with the clinical educator and the field supervisor in guiding and evaluating the teacher candidate. Each specific program/department establishes guidelines for academic supervision. Academic supervisors attend an orientation at the beginning of each semester, participate in mid-term and final evaluation conferences with the intern, clinical educator, and field supervisor and evaluate the electronic evidence as required.

RESPONSIBILITIES OF ACADEMIC SUPERVISORS

The academic supervisor is the content-area specialist for undergraduate secondary or specialty area interns (Art, English, Math, Music, Science, and ren(1 (r)-f) (is)13rntete i (A)-4 (c)2 (a)-m(6)1 (m)-4 (ic)2 (s)-2 6adervisors (n)e i(

APPENDICES

Glossary of Terms Used in the WCU Clinical Practice Handbook

Academic Supervisor – A faculty member designated by the major department to co-supervise an intern along with a field supervisor.
Candidate – A student in a program preparing to be a licensed teacher.
CEAP – The WCU College of Education and Allied Professions.
Clinical Educator – (formerly Cooperating Teacher) - An individual employed by a partner school, including a classroom teacher, who assesses, supports, and develops a clinical intern's knowledge, skills, and professional disposition during an internship.
DPI – The North Carolina Department of Public Instruction, the state licensing agency.
EdTPA – A research-based appraisal system for teacher licensure candidates.
Electronic evidences – Documents produced by teacher licensure candidates to demonstrate competencies required for successful teaching.
FERPA – The Family Educational Rights and Privacy Act.
Field Supervisor – (formerly University Supervisor) - An individual who is employed by a recognized EPP to observe students, monitor their performance, and provide constructive feedback to improve their effectiveness as educators during their clinical internship or residency.
PDP – Professional Development Plan that mirrors the evaluation of beginning and veteran teachers in the field.
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Code of Ethics for North Carolina Educators

Adopted by the State Board of Education June 5, 1997

Preamble

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

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

To uphold these commitments, the educator:

I. Commitment to the Student

A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.

B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.

C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.

D.

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

Code of Professional Practice and Conduct for North Carolina Educators

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

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

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

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

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

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

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,0 Td(w)-.3 ote,yio Td(w)-.3 ote s
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collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

f. Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
g. Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system including but not limited to these Rules.
h. History Note: Authority G.S. 115C-295.3; Eff. May 1, 1998.

Early Field Experience Permission to Participate in Video Release Form

Dear Parent/Guardian:

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

The videos and the students' work will be:

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

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

Sincerely,

_____

(Teacher Education Student Signature and Typed Name)

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

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

_____ I DO give permission to include my child's image and voice on video recordings and my child's regular classroom

Teacher Performance Assessment (edT PA)
Student Consent to Participate

Dear Parent/Guardian:

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

Evaluación del Desempeño Docente (edTPA)
Consentimiento de l Estudiante para Participar

Estimado Padre / Tutor:

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

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

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

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

Atentamente,

_____

(Firma del Maestro Candidato y Typed Nombre)

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

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

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

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

Nombre de

North Carolina Teacher Candidate Evaluation Rubric

Final

Candidate:

	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.

Accomplished

4

•

[redacted]

1a. Teachers lead in their classrooms. (Continued…%

4g. Teachers communicate effectively.	**4g.1 Uses a variety of methods to communicate effectively with all students.**			
	Accomplished 4 •	**Proficient** 3 •	**Developing** 2 •	**Emerging** 1 •
	Establishes classroom practices that encourage all students to develop effective communication skills.	Uses a variety of methods to communicate effectively with all students.	Demonstrates the ability to communicate effectively with students.	Communicates effectively both orally and in writing.
	Comments (optional) unless Developing or Emerging:			
	4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.			
	Accomplished 4 •			

2b.2 Incorpo2ccommu-0.004 Tmun Tc 0.017 Tw 0 -16 19 i6 po4 T2 (n)-7 9.9i-16 19 i622.4 (ivn)-7 9.92.1 (mu 0 -1_1 i

2b. Teachers embrace diversity in the school community and in the world. (Continued…)

3d. Teachers
make

	4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	
	Accomplished 4	Proficient 3
4e. Teachers help students develop critical-thinking and problem-solving skills.	•	

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

Impact on Student Learning				
	1d.1 Implements and adheres to policies and practices positively affecting students' learning.			
	Accomplished 4 •	Proficient 3 •	Developing 2 •	Emerging 1 •
1d. Teachers advocate for schools and students.	Works with others to develop and/or revise policies and practices to improve students' learning. n	Implements and adheres to policies and practices positively affecting students' learning.	Identifies the policies and practices affecting students' learning.	Demonstrates awareness of school practices and policies.

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

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

SIGNATURES

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

Individual	Printed Name	Signature	Date
Candidate			_____/_____/_____
Clinical Educator (1)			_____/_____/_____
Clinical Educator (2)			_____/_____/_____
Field Supervisor			_____/_____/_____
Academic Supervisor (if applicable)			_____/_____/_____
Comments (optional) unless Developing or Emerging:			