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INTRODUCTION

Welcome to the Teacher Education Program at Elizabeth City State University!

This Teacher Education Student Handbook has been developed to guide candidates through the requirements for formal admission, retention, and exit from the Teacher Education Program in the Dr. Helen Marshall Caldwell School of Education and Psychology (SOEP). There are myriad decisions along the way to these major decision points. The Conceptual Framework guides candidates through their coursework and experiences which lead to becoming the 21st Century Professional Educator. The professional learning community—the University, local education agency, and family/community—works collaboratively to develop the dispositions that describe the professional educator who is a decision maker; that is, global competitor, advocate for diversity, healthy and responsible citizen, critical thinker and innovator, embedded technology user, and effective communicator and collaborator.

As educators prepare to meet the needs of students in 21st Century schools and continue to meet the demands of “Race to the Top,” it is essential that they possess knowledge of curriculum, curriculum resources and tools such as computers and other technologies. Linda Darling-Hammond (2007) states “without teachers who have sophisticated skills for teaching challenging content to diverse learners, there is no way that children from all racial and ethnic, language, and socioeconomic backgrounds will reach the high academic standards envisioned by the law” (p.1).

The SOEP contains three departments: Education, Psychology, and Health and Physical Education. In addition, the school contains the following units: Office of Teacher Education (administers Teacher Education Program and licensure); Office of School Services (coordinates field placement and student teaching); Office of School-University Teacher Education Partnership, U-STEP (coordinates year-long teacher internships and beginning teacher programs for Elementary, Middle Grades, and Secondary); Teacher Preparation Partnership (coordinates collaboration with the community colleges), and Viking Fellows Program (administers special ECSU programs for recruiting, preparing, and retaining teachers). In the School, the Department of Education delivers the professional education core courses (including methods and student teaching) and students can receive licensure in Birth-Kindergarten, Elementary, Middle Grades, and Special Education. The Department of Health and Physical Education administers its specialty area. The special subject areas and secondary areas are offered in their respective schools.

The Teacher Education Program holds national accreditation through the National Council for Accreditation of Teacher Education (NCATE). Also, the North Carolina Department of Public Instruction (NCDPI) has granted program approval for the Teacher Education Program to certify candidates for licensure.

All departments and units in the SOEP are managed by the Dean in the SOEP. The Teacher Education Program, administered through the Office of Teacher Education. Faculty and staff are available to answer your questions to guide you in making decisions toward becoming the competent professional educator who makes decisions to facilitate student learning.
The Dr. Helen Marshall Caldwell School of Education and Psychology educator preparation conceptual framework is consistent with ECSU’s mission and was developed to describe its vision and purpose in preparing educators to work in P-12 schools. The focus of the conceptual framework is to prepare educators who are global competitors, advocates for diversity, healthy and responsible citizens, critical thinkers and innovators, embedded technology users, and effective communicators and collaborators. Supported by a strong knowledge base, the Conceptual Framework provides a system for ensuring coherence and a well-articulated professional commitment to student knowledge of content, teaching competence, leadership, and learning. This is reflected in the curriculum, instruction, and clinical experiences provided to develop the knowledge, skills, and dispositions that are valued in educators. The Conceptual Framework provides the direction for programs, courses, candidate performance, scholarship, service, and unit accountability. Coherence exists among the conceptual framework, courses, field experiences, clinical practice, internships, and learner outcomes—what candidates know and are able to do.

By design, the Conceptual Framework model is dynamic and is structured philosophically to embrace the changing contexts of teaching and learning. Supported by multiple forms of knowledge drawn from many disciplines, research, best practice, historical and cultural perspectives, and the dispositions valued by the educational and local community, its major tenets encompass the following three areas:

Area One, the triangle, includes the learning community collaborative partners that joined together to develop the 21st Century Professional Educator. These three equal partners include the university, local education agency, and family/community. These stakeholders believe in accountability, quality assurance, collaboration, diversity, and equity.

Area Two, the hexagon, includes the six dispositions that describe the educator who is a decision maker. These six dispositions are paramount throughout preparation and as such are the outcomes expected of the Professional Educator as Decision Maker. The knowledge, dispositions, and skills were refined in 2008 and are delineated for one who is a global competitor, advocate for diversity, healthy and responsible citizen, critical thinker and innovator, embedded technology user, and effective communicator and collaborator. These essential characteristics in the institutional standards are assessed both formally and informally.
and are aligned with North Carolina Common Core Standards, National Council for Accreditation Teacher Education (NCATE) standards and Interstate New Teacher Assessment and Support Consortium (INTASC).

**Area Three, the three interlocking circles**, includes the major components that encompass the knowledge and skill requirements of candidates at the initial and advanced levels of **Professional Knowledge, Pedagogical Knowledge, and Content Knowledge**. One of the most important determinants of student achievement is teacher expertise; skilled teachers are the most critical of all schooling inputs. At the initial level, the program at Elizabeth City State University seeks to produce skilled educators who demonstrate a potential for developing the expertise needed for high student achievement. At the advanced level, candidates must have completed an equivalent liberal arts or science degree prior to entering the graduate program. Further, “master teachers” or “highly qualified teachers” must first be good teachers and demonstrate the knowledge and skills expected of beginning teachers as prerequisites for the advanced level.

**Candidate Proficiencies Aligned with Professional and State Standards**

All specialty areas reflect the unit’s Conceptual Framework and appropriate professional program standards for the NC Department of Public Instruction. These standards are correlated with the standards for beginning teachers (INTASC). In revising the Conceptual Framework, the team made special effort to include elements and language that would reflect the professional proficiencies required of all programs within the unit.
## Candidate Proficiencies Aligned with Professional and State Standards

<table>
<thead>
<tr>
<th>Standard 1: Content Pedagogy</th>
<th>INTASC</th>
<th>NCDPI (State)</th>
<th>SOEP (IHE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS* 1-Content; DS** 1- Culturally-Relevant Content; TS*** 1-Concepts, TS 3-Curriculum</td>
<td></td>
<td>Effective Communicator and Collaborator</td>
<td></td>
</tr>
</tbody>
</table>

| Standard 2: Student Development | CS 2-Teach Students; CS 6- Respect & Care; DS 2- Student Learning; TS 2-Learning Experiences | Advocator for Diversity; Healthy and Responsible Citizen |

| Standard 3: Diverse Learners | CS 3-Diverse Learners; DS 1-5; TS 6-Social, Legal, & Ethical Issues | Advocator for Diversity; Global Competitor |

| Standard 4: Multiple Instructional Strategies | CS 2-Teach Students; DS 1- Culturally-Relevant Content; DS 2-Student Learning; TS 2-Learning Experiences | Critical Thinker and Innovator; Embedded Technology User; Effective Communicator and Collaborator |

| Standard 5: Motivation and Management | CS 2-Teach Students; DS 1-Culturally-Relevant Content; TS 3-Curriculum | Effective Communicator and Collaborator |

| Standard 6: Communication & Technology | CS 2-Teach Students; DS 2-Student Learning; DS 3-Parents, Colleagues, & Community; TS 1-6 | 5-Embedded Technology User |

| Standard 7: Planning | CS 2-Teach Students; CS 6- Respect & Care; DS 4-Classroom Environment; TS 2-Learning Experiences | 3- Effective Communicator and Collaborator |

| Standard 8: Assessment | CS 2-Teach Students; DS 1-Culturally-Relevant Content; TS 4-Assessment | Effective Communicator and Collaborator |

| Standard 9: Reflective Practitioner | CS 5-Reflective Practitioner; CS 4-Leaders; DS 6- Reflective Practitioner; TS 5- Reflective | Effective Communicator and Collaborator |

| Standard 10: School and Community Involvement | CS 3-Diverse Learners; DS 3-Parents, Colleagues, & Community; DS 5-Leadership; TS 5- Professional Practice | Healthy and Responsible Citizen; Global Competitor |

* - Core Standard; ** - Diversity Standard; *** - Technology Standard
The elements of the conceptual framework are both independent and interdependent. Interdependency is the strength of the Conceptual Framework. Candidates must have the professional knowledge, content knowledge and pedagogical knowledge to enable them to teach diverse student populations in a highly technological learning environment. They must make myriad decisions that affect their learning and their students’ learning. The 21st Century Professional Educator must abide by a code of professional ethics. Education candidates must have a strong desire for professional development and they should demonstrate a propensity for lifelong learning that includes those mental habits enabling them to learn on their own whatever they want or need to know.

To facilitate candidate progression toward the program disposition outcomes, an assessment system is used to collect information on candidate proficiencies outlined in the unit’s conceptual framework, state standards, and professional standards. Decisions about candidate performance are based on multiple assessments, internal and external, made at multiple points before program completion. Candidates are assessed at the transition points of admission to the teacher education program, prior to clinical practice, at the end of clinical practice, and one year after program completion. With the program disposition outcomes of reflective practitioner, advocate of diversity, effective facilitator, critical thinker, proficient technology user, and competent evaluator, the candidate will have the knowledge, skills, and disposition to collaborate with colleagues to exemplify the 21st Century Professional Educator.
Teacher Licensure

ELIZABETH CITY STATE UNIVERSITY
BELIEFS THAT GUIDE THE TEACHER EDUCATION PROGRAM

SCHOOLS

We believe that the functions of schools are myriad in that they are responsible for:

- providing an environment in which the school, home and community work as a team to ensure a safe and positive climate for teaching and learning;
- developing an awareness of and respect for diversity;
- developing each student intellectually, emotionally, socially, physically and academically;
- facilitating a love of learning, preparing students for lifelong learning and contributing to all areas of life after graduation and in the world of work;
- serving a number of social functions—transmitting and refining skills, values, and beliefs of culture, caring for people, preparing students for the world of work, and acting as agents for social change; and
- providing access to the global concepts and ideas through technology.

TEACHERS

We believe that the role of teachers is complex in that they are individually and collectively responsible for:

- being professional educators who model and promote good communication skills, positive moral and ethical values, and good health habits;
- facilitating learning for children who already come to school with a body of knowledge;
- assuming a variety of roles—decision-maker, child advocate, facilitator, master of content, problem-solver, model, curriculum designer, diagnostician, and manager;
- continuing their own learning/professional development; and
- making decisions about technology, including its effects in the classroom, home and community.
TEACHER PREPARATION

We believe that the teacher preparation program should be responsible for:

- reflecting the beliefs of the teaching profession and that these beliefs should be evident throughout the program;

- providing a physical environment and an emotional climate supportive of a high quality teacher education program;

- providing instruction and other experiences throughout the program which foster the development of knowledge, skills, and dispositions that teachers must have to assume their numerous decision-making roles in schools;

- providing a framework to help candidates develop their own beliefs about schools and teaching, and to apply these beliefs to decisions about curriculum and instruction; and

- integrating the application of technology throughout the curriculum to assure decision-making experiences of prospective teachers.
# Teacher Education Program

## Professional Educator as Decision Maker

### Standards, Dispositions, Knowledge, and Skills*

<table>
<thead>
<tr>
<th>Dispositions/ECSU Outcomes</th>
<th>Values/Dispositions</th>
<th>Knowledge</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARD 1:</strong> REFLECTIVE PRACTITIONER</td>
<td>--is committed to refining practices that reflect the individual needs of students. --is committed to self analysis and life-long learning. -- values collaborating with colleagues and accepting feedback.</td>
<td>--evaluate data from a variety of sources to improve teaching/learning practices. --employ various resources that enhance professional development in the teaching/learning process. --consult with colleagues and other professionals to support reflection and critical thinking through seeking and providing feedback.</td>
<td>--evaluate and assess methods used in learning outcomes. --use systematic observation to determine the effectiveness of daily lessons. --utilize best practices to promote conducive learning environments. --implement changes based on data analysis. --modify methods and activities based on assessment outcomes.</td>
</tr>
<tr>
<td><strong>STANDARD 2:</strong> ADVOCATOR FOR DIVERSITY</td>
<td>--believes that all children can learn. --values human diversity by respecting students’ perspectives and individual talents. -- values community and cultural norms.</td>
<td>--design and adjust instruction appropriate to students’ stages of development, learning styles, strengths and needs. --incorporate student’s culture and community to connect background knowledge with learning.</td>
<td>--develop and apply instructional strategies that are appropriate to student learning styles and needs. --use best practices to promote student participation in a learning community. --identify and use community resources to foster student learning. --act as an advocate for students while respecting student/family confidentiality.</td>
</tr>
<tr>
<td><strong>STANDARD 3:</strong> EFFECTIVE COMMUNICATOR AND COLLABORATOR</td>
<td>--values the importance of creating a classroom climate conducive to learning.</td>
<td>--develop short and long-range plans that support individual students’ needs. --engage students in an authentic learning process that provides opportunities for decision-making. --develop clear procedures and expectations, organize, allocate, and manage time as students engage collaboratively.</td>
<td>--develop evidence-based instructional strategies to achieve curriculum goals. --involve students in the decision-making and evaluation process. --monitor student behavior to promote student engagement and productivity.</td>
</tr>
<tr>
<td><strong>STANDARD 4:</strong></td>
<td>--values flexibility in the teaching/learning process</td>
<td>-- select and use a variety of instructional approaches</td>
<td>--develop a variety of accurate presentations and...</td>
</tr>
<tr>
<td>Dispositions</td>
<td>Values/Dispositions</td>
<td>Knowledge</td>
<td>Skills</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------</td>
<td>-----------</td>
<td>--------</td>
</tr>
<tr>
<td>ECSU Outcomes</td>
<td>The candidate</td>
<td>The candidate knows how to</td>
<td>The candidate is able to</td>
</tr>
<tr>
<td>CRITICAL THINKER AND INNOVATOR</td>
<td>to meet student needs, responses, and ideas. --values development of higher-order thinking, independent problem-solving, and critical thinking skills.</td>
<td>and roles that facilitate students’ critical thinking, higher-order thinking, and problem-solving skills.</td>
<td>representations of concepts to engage students in active learning and critical thinking. --use a variety of instructional strategies to assist students’ understanding of diverse perspectives and alternative solutions. --vary the instructor role based on the content, purpose of instruction, and student needs. --use critical thinking skills to solve problems, manage projects, plan and conduct research, and make informed decisions.</td>
</tr>
<tr>
<td>STANDARD 5: EMBEDDED TECHNOLOGY USER</td>
<td>--is committed to using a variety of digital media in the teaching/learning process. --seeks opportunities to develop best practices using technology. --is committed to using digital tools to gather and use information.</td>
<td>--demonstrate mastery of technology concepts, operations and professional productivity. --create an effective technology-enhanced learning environment. --access and utilize technology to facilitate multiple instruction and assessment strategies. --apply the social, ethical, and legal issues impacting the use of technology in P-12 schools. --use technology to accommodate various learning styles. --use technology to engage school, home, and community in student learning.</td>
<td>--use current technology knowledge and skills to enhance productivity and life-long learning. --plan and design learning experiences implemented with technology to maximize student learning. --apply technology to develop students’ higher-order thinking skills and creativity. --promote safe and healthy use of technology resources. --use technology to support multiple instruction and assessment strategies to address the diverse needs of students. --use technology to communicate and collaborate with peers, parents, and the community to nurture student learning.</td>
</tr>
<tr>
<td>STANDARD 6: COMPETENT</td>
<td>--values ongoing assessment in instruction that promotes student learning</td>
<td>--develop, implement and modify various assessment tools that are aligned with guidelines.</td>
<td>--use assessment data and student feedback to monitor, analyze and improve instruction.</td>
</tr>
<tr>
<td>Dispositions</td>
<td>Values/Dispositions</td>
<td>Knowledge</td>
<td>Skills</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>ECSU Outcomes</td>
<td>The candidate</td>
<td>The candidate knows how to</td>
<td>The candidate is able to</td>
</tr>
<tr>
<td>EVALUATOR</td>
<td>learning. --is committed to using assessment that promotes students’ access to learning opportunities.</td>
<td>desired learning outcomes for all students. --facilitate student self-assessment of strengths and weaknesses and guides them in developing appropriate goals. --collect, interpret and explain student data and their progress and performance.</td>
<td>revise instructional methods. --use assessment data and feedback to improve achievement for all students. --maintain records of student work and performance and communicates student progress to students, parents, and other colleagues.</td>
</tr>
<tr>
<td></td>
<td>One who uses formal and informal assessment strategies to evaluate student current level of performance and to support continuous development of the student.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REQUIREMENTS FOR ADMISSION INTO TEACHER EDUCATION PROGRAM

1. Meet with advisor.

2. Criminal Background Check (see page 2).

3. Complete 15 hours of field experience.

4. Complete Application for Admission into Teacher Education Program. ALL FORMS MUST BE SUBMITTED INCLUDING TWO DISPOSITIONS FORMS
   
   ➢ *Pass PRAXIS I: Pre-Professional Skills Test (PPST)/Computer-Based Test (CBT) (see page 2).

   ➢ Undergraduate GPA of at least a 2.50.

   ➢ Licensure-only students must submit copy of transcript from where degree(s) received.

5. Interview – All students must complete an interview. Interviews are scheduled on the first Tuesday of each month during the fall and spring semesters.

   *Licensure-only students are not required to take PPST/CBT.

Completed application including this form must be signed by both the advisor and applicant.

Advisor Signature:__________________________ Date:____________________

Student Signature:__________________________ Date:____________________
PRAXIS INFORMATION

PRAXIS I/SAT/ACT Test Requirements

<table>
<thead>
<tr>
<th>PRAXIS I: Pre-Professional Skills Test (PPST) Effective Date: July 1, 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
</tr>
<tr>
<td>Reading (0710)</td>
</tr>
<tr>
<td>Writing (0720)</td>
</tr>
<tr>
<td>Mathematics (0730)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRAXIS I: Computer-Based Test (CBT) Effective Date: January 1, 2002 (new scores)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
</tr>
<tr>
<td>Reading (5710)</td>
</tr>
<tr>
<td>Writing (5720)</td>
</tr>
<tr>
<td>Mathematics (5730)</td>
</tr>
</tbody>
</table>

Composite PRAXIS I score of 522 (reading, writing, math) Effective Date: April 2007

<table>
<thead>
<tr>
<th>Praxis I Exemption</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT score of 1100 (Reading/Math) are exempt from Praxis I</td>
</tr>
<tr>
<td>Total score of less than 1100, but a score of 550 or better on the Critical Reading/Verbal tests- Professional Skills Test (PPST) in Reading and Writing</td>
</tr>
<tr>
<td>Total SAT score of less than 1100, but score of 550 or better on the Math test- exempt from the Pre-Professional Skills Test (PPST) in Mathematics</td>
</tr>
<tr>
<td>Composite ACT score of 24</td>
</tr>
<tr>
<td>Composite ACT score of less than 24, with at least 24 on the English test- exempt from (PPST) in Reading and Writing</td>
</tr>
<tr>
<td>Composite ACT score of less than 24, with at least 24 on the Math test- exempt from (PPST) in Mathematics</td>
</tr>
</tbody>
</table>

CRIMINAL BACKGROUND INFORMATION

All students are required to have a criminal background check prior to entering the field for clinical practice. Students may complete a background check online with CertifiedBackground.com. A committee will review student records once information has been released by CertifiedBackground.com.

Instructions for CertifiedBackground.com:

- Certifiedbackground.com
- Click on Students
- Code: EL65
- Cost: $25
OFFICE OF TEACHER EDUCATION
21st Century Professional Educator
APPLICATION FOR ADMISSION INTO TEACHER EDUCATION PROGRAM

Name of Student_________________________________________________________

Local Address_____________________________________________________________________

Permanent Address_____________________________________________________________________

ECSU E-Mail Address____________________________ Alternate E-Mail Address______________________

Gender:  □ Female    □ Male

Race/Ethnic Origin:  □ American Indian/Alaskan    □ Asian    □ Black    □ Hispanic    □ White    □ Other

Social Security Number: ______ - ______ - ______    Student ID: ______________________________

Home Phone: (     ) ______-______    Cell Phone: (     ) ______-______

Degree Type:  □ Degree-Seeking    □ Non-Degree (Circle One - Lateral-Entry, Licensure-Only)

Licensure-Only Students Please Read Statement, Sign and Date
I understand that I am applying for admission to the licensure-only program. This program entitles me to apply for a license only. I understand that I will not graduate from Elizabeth City State University and I will not participate in the graduation ceremonies. Should I change my mind and decide to apply for a bachelor’s degree, I must complete an application for admission to the degree program and meet all of the requirements for admission including passing PRAXIS I.

Signature: _______________________________    Date: _______________________________

Expected Completion Date: ______/____    Current GPA: ______

Praxis I Scores:    Date__ /__/____    ______    ______    ______

Reading    Mathematics    Writing

SAT Scores:    Date__ /__/____    ______    ______

Verbal    Mathematics

ACT Scores:    Date__ /__/____    ______    ______

English    Mathematics

I propose to major in:

□ Birth through Kindergarten (B-K)
□ Elementary Education (K-6)    Academic Concentration:____________________________
□ Middle Grades Education (6-9)    Specify concentration:____________________________
□ Special Areas (K-12)    Specify Major:____________________________
□ Secondary Education (9-12)    Specify Major:____________________________
OFFICE OF TEACHER EDUCATION
21st Century Professional Educator

SPECIAL PROGRAMS/PARTNERSHIPS & STATEMENT OF APPLICANT

<table>
<thead>
<tr>
<th>Teacher Education Special Programs:</th>
<th>Elizabeth City State University Partnerships:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check Program:</td>
<td>Check Partnership:</td>
</tr>
<tr>
<td>☐ Maynard Outreach Project (MOP)</td>
<td>☐ College of the Albemarle (COA) 2+2</td>
</tr>
<tr>
<td>☐ Maynard Scholars</td>
<td>☐ Halifax Community College (HCC) 2+2</td>
</tr>
<tr>
<td>☐ 2 + 2 Program</td>
<td>☐ Mid-Atlantic Christian University (MACU)</td>
</tr>
<tr>
<td>☐ Viking Fellows</td>
<td>☐ Other</td>
</tr>
<tr>
<td>☐ Other</td>
<td>☐ ____________________</td>
</tr>
<tr>
<td>☐ None</td>
<td>☐ None</td>
</tr>
</tbody>
</table>

**Statement of Applicant:** Have you ever been convicted of a felony or crimes other than minor traffic offenses? ☐ Yes ☐ No. If the answer is ‘yes,’ give the date, name of the offense, the trial court including city and state and an explanation on a separate sheet.

I hereby certify that the information given on this application is correct and true. I understand that the falsification of any statement on this application will constitute grounds for denial of and/or expulsion from the Teacher Education Program.

Signature__________________________  Date_______/_______/_______
ADVISOR MUST COMPLETE THIS FORM AND ONE DISPOSITIONS FORM
To be completed by Secondary and Special Areas Degree-Seeking Students Only

DEPARTMENTAL INTERVIEW & RECOMMENDATION
FOR CANDIDATE’S ADMISSION INTO TEACHER EDUCATION PROGRAM

The Department of ________________________________ herewith recommends

Major Department

________________________________________ for admission into the Teacher Education Program

Name of Student

with ________________________________ as his/her proposed teaching major. The student’s
information has been reviewed and verified for formal admission into the Teacher Education
Program.

Certified by:

Advisor:_________________________________________ Date ___/___/___

Director of Teacher Education:____________________ Date ___/___/___

Must be returned to the Office of Teacher Education in a sealed enveloped
Elizabeth City State University  
School of Education and Psychology  
Teacher Education Candidates Dispositions Assessment

Candidate Name: _______________  
Student ID#: _______________  
Major/Minor: _______________

Rated by: ________________________  
(One of the following: Professor, Advisor, School Personnel, Employer)

The National Council for Accreditation of Teacher Education (NCATE) and the Interstate New Teacher Assessment and Support Consortium (INTASC) expect teacher candidates to demonstrate knowledge, skills, and dispositions to provide learning opportunities that support students’ development. Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth.

Ratings: 4=Proficient  3=Acceptable  2=Developing  1=Not demonstrated  NO= Not Observed

<table>
<thead>
<tr>
<th>Rating</th>
<th>Item</th>
<th>Component</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>A. The candidate perceives what to do to maintain good relationships with others.</td>
<td>Leadership</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. The candidate collaborates effectively to achieve team goals.</td>
<td>Leadership</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. The candidate articulates ideas clearly and comfortably in conversations, discussions or presentations, demonstrating conventions of standard spoken English and awareness of audience.</td>
<td>Leadership</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. The candidate takes initiative to identify and solve problems.</td>
<td>Leadership</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E. The candidate establishes an environment of respect for diversity in professional relationships including the class setting.</td>
<td>Leadership</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>F. The candidate accepts consequences for personal words, actions or decisions.</td>
<td>Attitudes toward learning: Initiative; Motivation and Responsibility.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G. The candidate prioritizes work based on established goals.</td>
<td>Attitudes toward learning: Initiative; Motivation and Responsibility.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H. The candidate demonstrates the ability to identify and utilize resources.</td>
<td>Attitudes toward learning: Initiative; Motivation and Responsibility.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I. The candidate responds appropriately to authority.</td>
<td>Attitudes toward learning: Initiative; Motivation and Responsibility.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>J. The candidate responds positively to constructive criticism and suggestions.</td>
<td>Attitudes toward learning: Initiative; Motivation and Responsibility.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>K. The candidate consistently attends classes and meetings on time.</td>
<td>Commitment to academic performance.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>L. The candidate honestly &amp; ethically meets academic and professional requirements on time.</td>
<td>Commitment to academic performance.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>M. The candidate demonstrates truthfulness and trustworthiness.</td>
<td>Respectful Characteristics: Empathy; Respect for Rights and Opinions of others; Integrity.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N. The candidate demonstrates an understanding, awareness, and sensitivity to the feelings, thoughts, and experiences of others.</td>
<td>Respectful Characteristics: Empathy; Respect for Rights and Opinions of others; Integrity.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>O. The candidate displays a positive attitude toward teaching and interactions with students and families.</td>
<td>Respectful Characteristics: Empathy; Respect for Rights and Opinions of others; Integrity.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>P. The candidate demonstrates good personal hygiene.</td>
<td>Professional Appearance.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Q. The candidate dresses appropriately for the situation.</td>
<td>Professional Appearance.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>R. The candidate uses appropriate verbal and non-verbal expressions.</td>
<td>Emotional maturity and Psychological insight.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S. The candidate demonstrates flexibility to new or unexpected situations.</td>
<td>Emotional maturity and Psychological insight.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T. The candidate responds to frustration and stress with poise and self control.</td>
<td>Emotional maturity and Psychological insight.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>U. The candidate demonstrates situational appropriate behavior.</td>
<td>Emotional maturity and Psychological insight.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>V. The candidate examines critically his/her perspective, experiences, and effectiveness and reflects on ways to improve performance.</td>
<td>Self-Reflection</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
# Teacher Education Candidates Dispositions Assessment

**Candidate Name:** __________  
**Student ID#:** __________  
**Major/Minor:** __________  
**Rated by:** ____________________________________  
(One of the following: Professor, Advisor, School Personnel, Employer)

The National Council for Accreditation of Teacher Education (NCATE) and the Interstate New Teacher Assessment and Support Consortium (INTASC) expect teacher candidates to demonstrate knowledge, skills, and dispositions to provide learning opportunities that support students’ development. Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth.

### Ratings:    4=Proficient  3=Acceptable  2=Developing  1=Not demonstrated  NO= Not observed

| 1. **Leadership:** Influence; Ability to communicate; Commitment to Growth of others and self. |
|---|---|---|---|---|---|---|
| A. The candidate perceives what to do to maintain good relationships with others. | 4 | 3 | 2 | 1 | NO |
| B. The candidate collaborates effectively to achieve team goals. | 4 | 3 | 2 | 1 | NO |
| C. The candidate articulates ideas clearly and comfortably in conversations, discussions or presentations, demonstrating conventions of standard spoken English and awareness of audience. | 4 | 3 | 2 | 1 | NO |
| D. The candidate takes initiative to identify and solve problems. | 4 | 3 | 2 | 1 | NO |
| E. The candidate establishes an environment of respect for diversity in professional relationships including the class setting. | 4 | 3 | 2 | 1 | NO |

| 2. **Attitudes toward learning:** Initiative; Motivation and Responsibility. |
|---|---|---|---|---|---|---|
| F. The candidate accepts consequences for personal words, actions or decisions. | 4 | 3 | 2 | 1 | NO |
| G. The candidate prioritizes work based on established goals. | 4 | 3 | 2 | 1 | NO |
| H. The candidate demonstrates the ability to identify and utilize resources. | 4 | 3 | 2 | 1 | NO |
| I. The candidate responds appropriately to authority. | 4 | 3 | 2 | 1 | NO |
| J. The candidate responds positively to constructive criticism and suggestions. | 4 | 3 | 2 | 1 | NO |

| 3. **Commitment to academic performance.** |
|---|---|---|---|---|---|---|
| K. The candidate consistently attends classes and meetings on time. | 4 | 3 | 2 | 1 | NO |
| L. The candidate honestly & ethically meets academic and professional requirements on time. | 4 | 3 | 2 | 1 | NO |

| 4. **Respectful Characteristics:** Empathy; Respect for Rights and Opinions of others; Integrity. |
|---|---|---|---|---|---|---|
| M. The candidate demonstrates truthfulness and trustworthiness. | 4 | 3 | 2 | 1 | NO |
| N. The candidate demonstrates an understanding, awareness, and sensitivity to the feelings, thoughts, and experiences of others. | 4 | 3 | 2 | 1 | NO |
| O. The candidate displays a positive attitude toward teaching and interactions with students and families. | 4 | 3 | 2 | 1 | NO |

| 5. **Professional Appearance.** |
|---|---|---|---|---|---|---|
| P. The candidate demonstrates good personal hygiene. | 4 | 3 | 2 | 1 | NO |
| Q. The candidate dresses appropriately for the situation. | 4 | 3 | 2 | 1 | NO |

| 6. **Emotional maturity and Psychological insight.** |
|---|---|---|---|---|---|---|
| R. The candidate uses appropriate verbal and non-verbal expressions. | 4 | 3 | 2 | 1 | NO |
| S. The candidate demonstrates flexibility to new or unexpected situations. | 4 | 3 | 2 | 1 | NO |
| T. The candidate responds to frustration and stress with poise and self control. | 4 | 3 | 2 | 1 | NO |
| U. The candidate demonstrates situational appropriate behavior. | 4 | 3 | 2 | 1 | NO |

| 7. **Self-Reflection** |
|---|---|---|---|---|---|---|
| V. The candidate examines critically his/her perspective, experiences, and effectiveness and reflects on ways to improve performance. | 4 | 3 | 2 | 1 | NO |
LATERAL ENTRY/LICENSURE-ONLY CANDIDATES

PRAXIS I PPST
Candidates for admission to the Teacher Education Program who already hold a baccalaureate degree, are exempt from the requirement for PRAXIS I: Pre Professional Skills Test (PPST) on the assumption that completion of baccalaureate studies provides evidence of adequate mastery of basic skills tapped by the PPST (State Board of Education). *Lateral entry employees may be required to take PPST for employment in their school district.*

GPA
ECSU requires students who already hold a baccalaureate degree to have a minimum GPA of 2.50 from the institution conferring the degree in order to be admitted to its Teacher Education Program.

RECENCY OF COURSEWORK
The previous degree coursework must be *current within FIVE years* in order to be used in detailing the necessary courses for teacher licensure.

GPA LESS THAN 2.50
Licensure-only candidates having *less than a 2.50 cumulative average* from their graduating institution must carry at least twelve (12) hours at ECSU and maintain a minimum GPA of 2.50 before being admitted to the program. The courses they take must represent some of the options listed below:

- a. academic concentration;
- b. remediation;
- c. enrichment;
- d. updated major requirements for teaching area.

ADMISSION
*Licensure-only candidates are permitted to take only Introduction to Education and Special and Diverse Learners prior to being admitted to teacher education.* Most Licensure-Only candidates can be admitted into teacher education within their first semester, provided they complete field experience.
PROCEDURES FOR LATERAL ENTRY LICENSURE

Institutions of Higher Education officials are responsible for:

• Evaluation of credentials to determine a program of study necessary to qualify for licensure.

• Submission of a recommendation for licensure based upon completion of the approved education program to the Licensure Section.

The employing school system and the individual are responsible for:

• Completion of the lateral entry licensure request.

• Completion of the Initial Application for Licensure including all supporting credits, experience, test scores and other pertinent information.

• Involvement of the individual in the Initially Licensed Teacher (ILT) Program.
Qualifying for a Lateral Entry License

☐ Must have at least a Bachelor’s degree from a Regionally Accredited College or University and
☐ Meet (1) of the criteria from each side below

<table>
<thead>
<tr>
<th>ONE OF THE FOLLOWING:</th>
<th>ONE OF THE FOLLOWING:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant Degree *See Note Below</td>
<td>2.5 GPA</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>24 Semester Hours of course work in core area *See Note Below</td>
<td>Five years of experience considered relevant by the employing LEA</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>Passing score on the Praxis II subject assessment test(s) for the area of license</td>
<td>Passing scores on Praxis I, or a total SAT score of 1100, or a total ACT score of 24 plus one of the following:</td>
</tr>
<tr>
<td>Or</td>
<td>- GPA of 3.0 in the major field of study or</td>
</tr>
<tr>
<td>The American Council on the Teaching of Foreign Languages (ACTFL) (The ACTFL is only for World Languages except English)</td>
<td>- GPA of 3.0 in all courses in senior year or</td>
</tr>
<tr>
<td>Or</td>
<td>- GPA of 3.0 on a minimum of 15 semester hours of courses completed within the last five years after the bachelor’s degree.</td>
</tr>
</tbody>
</table>

*NOTE:

☐ Qualifying for a lateral entry license requires a bachelor’s degree from a regionally accredited college/university and one of the items from both sides of the above table. Further requirements will be outlined upon receipt of a lateral entry license to be satisfied in order to qualify for a clear, Standard Professional I or II license.

☐ Qualifying for a lateral entry license in Elementary Education OR Exceptional Children (Teacher of Record) requires prior to employment, the Praxis II subject assessment and at least a bachelor’s degree.

☐ Qualifying for a lateral entry license in English as a Second Language requires a degree in English, OR 24 semester hours in English OR Linguistics, OR passing the Praxis II subject assessment.

☐ Effective 7/1/08, Individuals who do not fulfill the requirements of their lateral entry license within the three years they are initially given may be issued another lateral entry license provided:
- They have passed the required Praxis II exam(s) for the specialty area in which the license will be issued and
- At least six years have passed since the prior lateral entry license was issued.

Example:
The initial license was issued 2006-2008; Applicant did not complete all requirements; The ineligible time period 2008-2011; Upon employment, the applicant is eligible for another lateral entry with passing Praxis II effective 7/1/2011.
ELIZABETH CITY STATE UNIVERSITY’S EDUCATIONAL WARRANTY PROGRAM

NEEDS-BASED The Dr. Helen Marshall Caldwell School of Education and Psychology, through the Office of Teacher Education, has developed a beginning teacher assistance program. This program is designed to ensure excellence in teaching performance of the Teacher Education Program graduates by providing to them and to employing schools a system of needs-based professional improvement. The program, begun in the Spring of 1989, provides a three-year “warranty” for any teaching graduate who has achieved initial North Carolina licensure and who is employed in a participating North Carolina School System in the area of licensure.

TEAM Any graduate experiencing professional difficulties in demonstrating acceptable teaching performance during the first year of employment will be provided professional services through the first two years of teaching. The Office of Teacher Education, in collaboration with a clinical team consisting of appropriate university faculty and site personnel, will develop an individually-prescribed improvement plan.

INDIVIDUAL ASSISTANCE PLAN The Individual Assistance Plan is designed to include experiences to be pursued, and specifics for assessment. By providing such services as on-site direct assistance, counseling, campus-based workshops or courses, and individual assistance with university specialists, the Office of Teacher Education becomes an advocate for its graduates, a resource to local school systems, and an active participant in the evaluation of teaching by graduates in the real context of teaching and learning.

EXPECTED OUTCOMES

- greater retention of beginning teachers in the teaching pool;
- improved public image of the ECSU Teacher Education Program;
- increased quality in the performance of teaching graduates;
- improved professional relationships between the Teacher Education Program and local school systems; and
- improved P-12 student learning
TEACHER EDUCATION SUPPORT SERVICES

Curriculum Materials Center

The Teacher Education Curriculum Materials Center is located in Willie and Jacqueline Gilchrist Education & Psychology Complex. Materials are available for check out for current students and graduates in their first three years of teaching. The Center houses language arts materials, math materials, math manipulatives, secondary content are materials, science and math kits and much more.

Office of School Services and Teacher Education

The Office of School Services and Teacher Education are charged with the responsibility of placement and supervision of early field experiences and clinical practice internship, in ECSU’s twenty-one county service area. This office works with Local Education Agencies personnel in securing placements for the sequentially-planned school-based learning tied to the courses that occur with the early, intermediate, and final clinical experience.

University-School Teacher Education Partnership

U-STEP is designed to unite the university education system to the public school system. In this collaboration, the University and the public school system work together to prepare university students to become highly qualified teachers. The partnership focuses on the mutual goal of enhancing teaching, learning and research in schools. Candidates complete a year-long student teacher internship (two consecutive semesters). Students are also supported during their first 3 years of teaching.

Viking Fellows

Viking Fellows administers this ECSU program, a very ambitious teacher recruitment program that include generous scholarship awards. Viking Fellows participate in academic seminars, leadership development opportunities, professional internships, and social and cultural experiences. Following graduation from college, the student agrees to teach for four years in one of North Carolina’s public schools.

Office of Articulation and Transfer Resources

The Office of Teacher Preparation Partnership administers the SOEP’s articulation with the community colleges. The 2+2 Partnership Program includes Halifax Community College, Roanoke-Chowan Community College, Martin Community College, and College of the Albemarle. ECSU has formed a partnership with the community colleges for students who finish their two-year degree and enroll at ECSU to earn a degree in elementary education.
OVERVIEW OF TEACHER EDUCATION PROGRAM

Organized as a component within the Dr. Helen Marshall Caldwell School of Education & Psychology, the Teacher Education Program has conceptualized itself within the framework of – 21st Century Professional Educator. Consequently, prospective teacher candidates are guided in using problem-solving and reflective processes to facilitate student learning. The Teacher Education Program is the administrative unit for all professional education courses and licensure. Program areas, their coordinating schools, and contact emails are provided below.

<table>
<thead>
<tr>
<th>Area</th>
<th>Contact</th>
<th>Coordinating School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education (K-12)</td>
<td>Dr. Phyllis Hill</td>
<td>Arts &amp; Humanities</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:phill@mail.ecsu.edu">phill@mail.ecsu.edu</a></td>
<td>252.335.4575</td>
</tr>
<tr>
<td>Birth-Kindergarten</td>
<td>Dr. Natasha Spellman</td>
<td>Education &amp; Psychology</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:nbspellman@mail.ecsu.edu">nbspellman@mail.ecsu.edu</a></td>
<td>252.335.8761</td>
</tr>
<tr>
<td>Comprehensive Science (9-12)</td>
<td>Dr. Josiah Sampson</td>
<td>Math, Science &amp; Tech</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:jjsampson@mail.ecsu.edu">jjsampson@mail.ecsu.edu</a></td>
<td>252.335.3739</td>
</tr>
<tr>
<td>Elementary Education (K-6)</td>
<td>Dr. Linda Woolard</td>
<td>Education &amp; Psychology</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:ljwoolard@mail.ecsu.edu">ljwoolard@mail.ecsu.edu</a></td>
<td>252.335.2163</td>
</tr>
<tr>
<td>English Education (9-12)</td>
<td>Ms. Dionne Wesley</td>
<td>Arts &amp; Humanities</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Dionnewesley1@gmail.com">Dionnewesley1@gmail.com</a></td>
<td>252.335.3350</td>
</tr>
<tr>
<td>History Education (9-12)</td>
<td>Dr. Ted Mitchell</td>
<td>Arts &amp; Humanities</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:trmitchell@mail.ecsu.edu">trmitchell@mail.ecsu.edu</a></td>
<td>252.335.3547</td>
</tr>
<tr>
<td>Mathematics Education (9-12)</td>
<td>Dr. Farrah Jackson</td>
<td>Math, Science &amp; Tech</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:fjchandler@mail.ecsu.edu">fjchandler@mail.ecsu.edu</a></td>
<td>252.335.8549</td>
</tr>
<tr>
<td>Middle Grades (6-9)</td>
<td>Dr. Geraldine Hill</td>
<td>Education &amp; Psychology</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:gnhill@mail.ecsu.edu">gnhill@mail.ecsu.edu</a></td>
<td>252.335.3125</td>
</tr>
<tr>
<td>Music Education (K-12)</td>
<td>Dr. Gloria Knight</td>
<td>Arts &amp; Humanities</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:jparnell@mail.ecsu.edu">jparnell@mail.ecsu.edu</a></td>
<td>252.335.3363</td>
</tr>
<tr>
<td>Physical Education (K-12)</td>
<td>Kacey DiGiacinto</td>
<td>Education &amp; Psychology</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:kldigiacinto@mail.ecsu.edu">kldigiacinto@mail.ecsu.edu</a></td>
<td>252.335.3403</td>
</tr>
<tr>
<td></td>
<td>Dr. William Holt</td>
<td>252.335.3908</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:whholt@mail.ecsu.edu">whholt@mail.ecsu.edu</a></td>
<td>252.335.8702</td>
</tr>
<tr>
<td>Special Education (K-12)</td>
<td>Dr. Kimberly Bazemore</td>
<td>Education &amp; Psychology</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:kafitchett-bazemore@mail.ecsu.edu">kafitchett-bazemore@mail.ecsu.edu</a></td>
<td>252.335.8702</td>
</tr>
</tbody>
</table>
UNIVERSITY-WIDE COUNSELING SERVICES

Often students experience feelings of uncertainty, confusion, anxiety and depression while adjusting to the demands of college life. Counseling can help students on a variety of issues. Counselors are available to conduct individual or group counseling sessions and to provide presentations for clubs and/or organizations on:

- Depression/Anxiety
- Love/Social Relationships
- Anger Management
- Substance Abuse
- Sexuality Issues
- Family
- Stress/time Management
- Grief Counseling
- Spiritual Counseling
- Career Counseling

Counseling is FREE to all students and is CONFIDENTIAL. Referrals to off campus counseling and support resources are also available. Walk-ins or appointments are available for 8:00 am - 5:00 pm.

STUDENTS WITH DISABILITIES

In accordance with Section 504 of the Rehabilitation Act of 1973 and American with Disabilities Act of 1940 (ADA), Elizabeth City State University has a program designed to protect the rights of post secondary students with disabilities. Students may be classified in the following areas:

- Visually impaired
- Physical Impaired
- Hearing Impaired
- Learning Disabled

Students who exhibit a substantial discrepancy between academic achievement and intellectual abilities in one or more of the following areas, which are not the result of some other handicap:

- Oral Expression
- Basic Reading Skills
- Listening Comprehension
- Mathematical Calculation
- Spelling

Support Services:

- Disability-Related Counseling
- Personal Counseling
- Assisting with Appropriate Vocational Rehabilitation for further Services
- Accommodation Letter to Instructors
Accommodations:

- Extended time on tests
- Taped option
- Extended time for assignments
- Note-takers
- Special seating
- Tutorial Services

ACCOMMODATION STATEMENT

The following Accommodation Statement appears on all course syllabi:

Any student in this class who has a disability that may prevent full demonstration of ability should contact the instructor personally before the end of the first week of classes so that a discussion can be held regarding accommodations necessary to ensure full participation and facilitate individual educational opportunities.
ORIENTATION TO TEACHING: TEACHING, THINKING, AND DECISION MAKING

WELCOME to beginning your P-12 classroom experiences. It is designed to facilitate your goal in becoming a teacher. To begin, you will examine Elizabeth City State University’s Conceptual Framework of teaching. The role of the framework is to provide you with a schema for receiving and organizing information about teaching, asking questions about teaching, and constructing meaning from what you observe in elementary, middle grades, and secondary classrooms. You will continue to examine and explore this conceptual framework in teacher preparation courses in which you will take.

What is teaching? One of the more popular definitions expresses teaching as an act designed to change the behavior of a learner. Another common definition is that teaching is a set of skills or competencies. Other definitions describe teaching as communication, behavioral engineering, problem solving, information processing and common sense. Undoubtedly, none of these descriptions take into account the knowledge and thinking processes needed to determine what to teach, when to teach it, why to teach it, how to teach it, and to whom to teach it.

The purpose of this section is to provide you with information and discussion leading to:

1. developing an understanding of a Conceptual Framework for teaching.
2. understanding and recognizing the kinds of decisions classroom teachers make.
3. understanding the kinds of knowledge teachers use in teaching.
4. understanding changes in teachers' behavior (skills) as they develop through the stages of novice teacher to accomplished teacher.
5. understanding the kinds of dispositions teachers need to possess to teach the very diverse population of students in his/her class.
Professional Dispositions -- Introduction to Teaching

Motives for Teaching

The purpose of your initial field experience is to place you in a setting which will assist you in evaluating yourself in relation to the demands of the teaching profession. You will be reacquainted with the public school setting. You will reflect on those prior experiences as you refine and adjust your lenses to develop professional teacher dispositions. You will continue to refine your professional teacher dispositions as you progress through courses and experiences. Professional educators are expected to be able to help all children learn in a climate that respects them and their families.

You begin the initial field experience with two assumptions. First, as a result of your P-12 years of field experience in schools, you already have concepts/ideas of teaching and learning and what schooling is. Part of this observation experience will be spent with having you examine critically and articulate those concepts/ideas.

Second, your concepts, beliefs, attitudes, and values that you have constructed about schools and the teaching and learning that take place within them, as a result of your P-12 experiences, are the lenses through which you saw the world of public education. The field experiences will help you to recognize that these lenses determine, to a large extent, what you see and do not see in observing life in the public schools. Through the sequenced experiences, you will "find" some new lenses and develop some different ways to conceptualize and observe what occurs within the “familiar” settings we call schools. You will reflect on your observations and begin to examine the validity of these various ways of conceptualizing teaching and learning.

Field Experiences

Field experiences are designed as a sequential and continuous exploration of educational possibilities under a variety of conditions and settings. They constitute an open-ended process of continuing discovery for everyone involved in teacher preparation. Field experiences serve as a vehicle for introducing candidates to the teaching role as well as preparation for clinical practice.

Prior to clinical practice, candidates are required to complete a graduated sequence of field observation and participation as an integral component of their professional preparation. Candidates may participate in additional field-based experiences as part of their specialty area studies.

Individuals in participatory field activities include, but are not limited to: the candidate; the instructional aide (where applicable); the cooperating teacher(s); and the university supervisor (or university methods/specialty area instructor where applicable).
Guidelines for Field Experiences

Field observations/participation is a part of the class assignments; therefore, benchmarks will be set up as an accountability process to make sure that each student completes the number of hours assigned.

1. Most courses require field observations/participation.

2. All field observations/participation should be completed while class is in session.

3. Field observations/participation should NOT be completed during the holidays or during vacation/break.

4. Students who do not complete their field observations/participation during the semester will receive an “I” (please refer to the University Catalog guidelines for removing an “I” grade).

5. Field experience placements will be made so candidates may experience a range of P-12 student diversity.

6. Field experience is invalid unless the cooperating teacher and principal sign the University form verifying that the student has completed the task.

7. Dress for the professional educator role.

8. Be punctual at all times. Notify the teacher if you are unable to observe on your planned scheduled day and time.

9. Be active in the classroom. Assist the teacher whenever possible.

10. Finally, make sure you complete all requirements (including your observation journal) and enjoy your experience.
FIELD EXPERIENCE REGISTRATION

Field experiences are a part of the requirements for licensure in the State of North Carolina; therefore, each student who is considering Teacher Education as his/her career must have this experience. As part of the Teacher Education Program, students are required to observe from 15-60 hours. Students/Candidates are placed in a P-12 setting to get first-hand experience on a daily basis of the duties and responsibilities of a teacher. They observe the various aspects of the educational process.

According to their course requirements, students taking any of the following courses must register for the Field Experience in one of the designated P-12 public schools. Students will register for Field Experiences in TaskStream.

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course #</th>
<th>Description</th>
<th>Observation Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BKED</td>
<td>325</td>
<td>Infant and Toddler Curriculum and Environments</td>
<td>15</td>
</tr>
<tr>
<td>BKED</td>
<td>330</td>
<td>Educational Assessment of Infants, Toddlers &amp; Pre-Schoolers</td>
<td>15</td>
</tr>
<tr>
<td>BKED</td>
<td>420</td>
<td>Preschool Curriculum Development</td>
<td>20</td>
</tr>
<tr>
<td>BKED</td>
<td>445</td>
<td>Exploration of Early Childhood Settings</td>
<td>10</td>
</tr>
<tr>
<td>BKED</td>
<td>454</td>
<td>Inclusive Preschool Environment</td>
<td>20</td>
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<tr>
<td>BKED</td>
<td>470</td>
<td>Kindergarten Curriculum and Methods</td>
<td>20</td>
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<tr>
<td>EDUC</td>
<td>211</td>
<td>PSI: Introduction to Education Field Experience</td>
<td>15</td>
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<tr>
<td>EDUC</td>
<td>311</td>
<td>PSII: Special Education and Diverse Learners Field Experience</td>
<td>30</td>
</tr>
<tr>
<td>EDUC</td>
<td>351</td>
<td>Intermediate &amp; Content Reading Field Experience</td>
<td>30</td>
</tr>
<tr>
<td>EDUC</td>
<td>406</td>
<td>Young &amp; Adolescent Learner</td>
<td>10</td>
</tr>
<tr>
<td>EDUC</td>
<td>411</td>
<td>PSIV: Instructional Methods Field Experience</td>
<td>30</td>
</tr>
<tr>
<td>EDUC</td>
<td>412</td>
<td>Middle School Methods</td>
<td>20</td>
</tr>
<tr>
<td>EDUC</td>
<td>468</td>
<td>Teaching Methods/Inclusion in the Classroom</td>
<td>20</td>
</tr>
<tr>
<td>EDUC</td>
<td>424</td>
<td>Art Education Materials &amp; Methods</td>
<td>10</td>
</tr>
<tr>
<td>EDUC</td>
<td>428</td>
<td>Music Methods in the Elementary School</td>
<td>10</td>
</tr>
<tr>
<td>EDUC</td>
<td>429</td>
<td>Music Methods in the Secondary School</td>
<td>10</td>
</tr>
<tr>
<td>EDUC</td>
<td>430A</td>
<td>Secondary Methods</td>
<td>30</td>
</tr>
<tr>
<td>EDUC</td>
<td>430B</td>
<td>Secondary &amp; Middle Grades Instructional Methods</td>
<td>30</td>
</tr>
<tr>
<td>EDUC</td>
<td>440</td>
<td>Methods &amp; Materials for Teaching PE</td>
<td>10</td>
</tr>
<tr>
<td>ELEM</td>
<td>301</td>
<td>Reading &amp; Language Arts Field Experience</td>
<td>30</td>
</tr>
<tr>
<td>ELEM</td>
<td>390</td>
<td>Social Studies Methods in the Inclusive Class</td>
<td>10</td>
</tr>
<tr>
<td>ELEM</td>
<td>395</td>
<td>Science Methods in the Inclusive Class</td>
<td>10</td>
</tr>
<tr>
<td>SPED</td>
<td>301</td>
<td>Reading Practicum</td>
<td>30</td>
</tr>
<tr>
<td>SPED</td>
<td>431</td>
<td>Mathematics Practicum</td>
<td>30</td>
</tr>
<tr>
<td>SPED</td>
<td>449</td>
<td>Advanced Practicum Secondary School</td>
<td>30</td>
</tr>
<tr>
<td>SPED</td>
<td>450</td>
<td>Implementing Positive Behavior Support</td>
<td>30</td>
</tr>
</tbody>
</table>

If students are taking courses requiring more than 60 hours in one semester, only 60 hours are required.
Elizabeth City State University
Teacher Education
Clinical Practice Dress Code Guidelines

All students visiting a school, to complete clinical practice for Elizabeth City State University, must dress appropriately and professionally at all times.

You must abide by the following when completing field experiences:

- Dress and appearance must be clean. Appearance must not disrupt class or learning activities.

- Clothing and/or tattoos should not promote alcoholic beverages, tobacco, controlled substances, profanity, nudity, violence or sex by words or symbols.

- Any clothing made of denim cannot be worn, this includes: pants, skirts and jumpers. Denim skirts and jumpers/dresses may be worn if allowed by the participating school. Denim may be worn on a designated spirit day, workday, or casual day, if this has been adopted by the school.

- Sweatpants cannot be worn.

- Piercings can be worn in ears only.

- Clothing cannot be tight-fitting nor short. This includes pants, dresses and shorts (for P.E. majors). Clothing cannot be low-cut in the chest area. Halter tops nor tube tops are permitted. The chest area cannot be exposed when standing, sitting or bending.

- Flip-flops, bedroom slippers nor sneakers may be worn (P.E. students can wear clean sneakers). Sneakers may be worn on a designated spirit day, workday, or casual day, if this has been adopted by the school.

- Shirts must be tucked inside. Ties must be worn for men, if required by the school.

- Hairstyles must reflect professionalism. Hairstyles cannot be a distraction to student learning (e.g., purple and pink hair color).

*Students will be required to adhere to the dress code as stated above and must adhere to any additional policies set forth by the school where clinical practice is being completed. Those who choose to violate guidelines instituted will be subject to removal from field placement. Reasonable accommodations will be considered based on religion, cultural heritage or medical reasons. A request for waiver must be submitted to the Office of Teacher Education.*
Teacher Assistants

Students who are employed as a Teacher’s Assistant seeking a degree or certification may be eligible for field experience exemption. Students must be working in the area they are seeking a license (i.e., K-6 seeking an Elementary license). Students will be required to observe/participate in a classroom other than their assigned classroom for at least 10% of the required hours.

Documentation must be provided. A letter or email must be received by the professor from the school principal or his/she designee. All hardcopies must be on school letterhead. Professors will forward documentation to the Office of Teacher Education. Additional requirements may be requested at the discretion of the professor.
**2 + 2 TEACHER PREPARATION PARTNERSHIP PROGRAM**

"Make A Difference!"
"Become A Teacher!"

Elizabeth City State University (ECSU) is very committed to the University of North Carolina-North Carolina Community College System (UNC-NCCCS) Joint Initiative and the 2 + 2 partnerships that have been established with our community college partners. This collaborative initiative has been a significant step towards producing "home grown" teachers to meet the demand for classroom teachers in North Carolina.

College of The Albemarle (Manteo, NC) and Halifax Community College (Weldon, NC) are the two off-site programs that offer the Bachelor of Science/Elementary Education Degree at their locations through ECSU. Students earn an Associate of Arts Degree in pre-elementary education at the community college. Students in the 2 + 2 Teacher Preparation Partnership Program then complete their junior and senior level courses through ECSU for their Bachelor of Science/Elementary Education Degree at the community college site.

The Associate of Arts Degree is offered through COA and HCC as part of the 2 + 2 program. Once the student completes the associate degree, ECSU offers the third and fourth year courses in elementary education at the community college. Courses are taught face-to-face, on-line, hybrid, and/or information highway format. Classes are scheduled primarily for evenings and weekends which allows students to further their education while staying actively employed and remaining their geographic location. Students can enroll as either part-time or full-time ECSU students.

Students will find small class sizes, academic support services, and credentialed faculty to support them.

Visit the 2 + 2 Teacher Preparation Partnership website for more specific detailed information about the program at [www.ecsu.edu](http://www.ecsu.edu). Click on “Academics”, “Schools and Departments”, “School of Education and Psychology”, “2 + 2 Teacher Preparation Partnership Program”, and “Forms and Documents”. Note some of the information that is readily available to assist you at this website:

Dr. Shelia H. Williams, Liaison
Teacher Preparation Partnership Program

Ms. Jeanie Billups, Administrative Support Associate
UNIVERSITY-SCHOOL TEACHER EDUCATION PARTNERSHIP (U-STEP)
PHASE I - YEAR-LONG STUDENT CLINICAL PRACTICE

Cooperating teachers are chosen by the principals and central office administrators at the respective schools. The university selects university supervisors with extensive public school experiences. To enhance communication, the cooperating teacher and the university supervisor will have an orientation as part of the collaborative efforts to provide a workable productive experience for the candidates throughout the clinical process.

Candidates will benefit from a longer period of classroom clinical experiences. During the second semester of the candidate’s senior year, the candidate will complete 14 weeks of teaching with the cooperating teacher as mentor. This includes 2 weeks of observation. Candidates will develop a portfolio using TaskStream; keep a reflective daily journal to use as tools for analysis and professional development. Performance of the candidates will be assessed by using rubric, observation, reflection, and feedback practices.

WHO PARTICIPATES IN U-STEP?
All majors/minors

WHO IS EXEMPT FROM PARTICIPATING U-STEP?
Lateral Entry teachers are exempt (students teaching while continuing to work on certification requirements).

HOW DO STUDENTS REGISTER TO PARTICIPATE IN U-STEP?
During pre-registration the semester prior to the semester for student teaching, students must complete a student teaching application (there is no separate application for U-STEP). Applications are completed with/by advisors. Advisors will submit completed applications to the Office of Teacher Education.

WHEN WILL STUDENTS PARTICIPATE IN U-STEP?
The semester prior to student teaching students will participate in the classroom with his/her cooperating teacher. The following semester the candidate will student teach with the same teacher, thus giving students a year-long experience. Cooperating teachers are selected by the principal and/or central office administrator at respective schools.

HOW WILL STUDENTS BE NOTIFIED REGARDING U-STEP PLACEMENT?
Students will be notified by the U-STEP Director via email and/or telephone once placement information is received. Clear and accurate contact information on the student teaching application is required.

Contact Information:
Dr. Shelia H. Williams, Director
shwilliams@mail.ecsu.edu  252-335-3749
CODE OF ETHICS FOR NORTH CAROLINA EDUCATORS
Adopted by the North Carolina 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 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 will adhere to the following three commitments:

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. Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the school district, 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.
CLASSROOM CLIMATE—DIRECTED REFLECTION

Management
• Explain your classroom management plan and classroom rules. What guidelines and resources did you use to develop your plan?
• When did you develop your classroom management plan? How did you implement it? Was your plan manageable or cumbersome? Which actions were effective? Which were not?

Motivation
• Describe some changes that you have made in your classroom over the year (or semester or quarter) to insure that students are engaged more in learning than in inappropriate behavior.
• How did you utilize student interests, cultural diversity, student choice, and individual differences to create a learning community that actively motivates and engages all students in learning?

Student Behavior
• What sample of your discipline log did you select?
• Why did you select this sample?
• Describe one student whose behavior has been a particular discipline challenge for you. What actions did you take to correct the behavior?
• Has your management plan helped you accomplish the behavior goals you set for your students? Has it effectively managed off-task student behavior so that learning could occur in your classroom?

Teaching Strategies/Pedagogy
• How did you manage your class time, classroom space, and learning activities to insure that your students were actively engaged in learning?
• How have you created a learning community that respects individual differences?

Resources
• What assistance did you seek from other teachers, counselors, administrators, and parents to help you implement your management plan?
• How were your resources helpful for problem solving and managing your classroom? Which input did you find most helpful? Why?

Reflective Practitioner
• In the future, what changes will you make in your teaching to address your management of the classroom or your motivation of students? Why?
• How have you changed over time as a classroom manager? How will you continue to grow in this area?
EDUC 210: INTRODUCTION TO EDUCATION

Observation and Participation in Non-Instructional Activities
Suggested Activities for Cooperating Teachers

Suggested activities for Field Experience in Education are provided below. These are not complete but rather examples of the type and variety for this field experience.

A. The student will observe a variety of instructional (total-groups, small-group, demonstration, etc.) activities.
B. The student will participate in a variety of non-instructional activities. Some suggested activities and experience are these:

Providing Student Assistance:
1. Assist students in library research.
2. Assist with labs.
3. Read stories to students.
4. Work with small groups as directed by the teacher.
5. Listen to individual students.

Providing Teacher Assistance:
6. Distribute and collect materials.
7. Duplicated materials as instructed by the teacher.
8. Prepare materials as instructed by the teacher.
9. Participate in a field trip.
10. Assist with planning and preparing bulletin boards and other classroom displays.
11. Type materials for the cooperating teachers.
12. Monitor student independent activities.

Learning Standard Operating Procedures:
13. Learn school policies and procedures.
14. Learn school and teacher grading policies.
15. Adhere to the Family Education Rights and Privacy Act (FERPA).

Providing Extracurricular Assistance:
16. Keep statistics at athletic events.
17. Line off the track field.
18. Serve as a timekeeper for athletic activities.
METHODS COURSES
INTERMEDIATE LEVEL FIELD EXPERIENCES

Suggested Activities for Instructional and Non-Instructional Activities

A) The candidate will continue some observation and non-instructional activities as listed under EDUC 210.

B) The candidate will adhere to the prescribed dress code of the school system.

C) The candidate will demonstrate professional behavior as prescribed by the NC Code of Ethics.

D) The candidate will begin to do some instruction with the supervision of the cooperating teacher. Some suggested activities and experiences follow:

Providing Student Assistance:
1. Assist students with library activities and research.
2. Assist with laboratory experiments or demonstrations.
3. Read to students.
4. Work with small groups as directed by the teacher.
5. Assist with monitoring students.

Providing Teacher Assistance:
1. Administer tests.
2. Design and make bulletin boards.
3. Assist with academic drills.
4. Supervise physical education activities.
5. Assist the teacher with lessons.
6. Teach small groups (with the teacher’s direction).
7. Supervise a free-reading period.
8. Supervise seat-work.
9. Supervise art activities.
10. Set up a learning center.
11. Teach a concept or skill.
12. Teach a series of related lessons.
13. Prepare and present a multi-media presentation
14. Teach musical activities.

Learning Student Database Management and Recordkeeping:
15. Average grades.
16. File student work.
17. Fill out student information cards.
18. Learn student management attendance procedure.
19. Take roll and record attendance.
20. Grade homework, class work, or tests.
21. Observe and assist a variety of student performance assessment

**Learning Standard Operating Procedures:**
22. Learn school policies and procedures.
23. Learn school and teacher grading policies.
24. Maintain confidentiality.
25. Assist in providing a safe and orderly environment.
26. Adhere to the *Family Education Rights and Privacy Act (FERPA).*

**Providing Extracurricular Assistance:**
27. Demonstrate gymnastic skills.
28. Organize warm-up in physical education.
29. Serve as an umpire or a referee.
30. Assist with field trips.
31. Assist with sporting events.
32. Assist with planning family-related activities.
APPENDIX

FORMS/DOCUMENTS
Six-Step Lesson Plan

Name ___________________________________________  School ____________________________

Class/Subject _________________________________  Block/Period _______  Date ____________

Objective ____________________________________________________________________________

Elements of Lesson Design

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description of Activities and Setting</th>
<th>Materials and Supplies</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Focus and Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; Focus the learner’s attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; Relate previous learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; Diagnose prerequisite skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; Give reasons why learning is important</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Statement of Objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; Let candidates know exactly what is expected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; Alert candidates to essential learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teacher Input</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; Presenting information (e.g., lecture, demonstration)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; Checking for understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; Monitoring and adjusting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Guided Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; Monitor all candidates’ first attempts at new learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; Prevent candidates from repeating errors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Independent Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; Practice new learning alone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; Internalize new skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; Acquire speed and fluency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Closure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; Encapsulate lessons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; Summarize major concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; Allow learning to be expanded with later lessons or recalled for application</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# 5-E Lesson Plan Template

<table>
<thead>
<tr>
<th>Your Name:</th>
<th>Your E-Mail Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td>Subject Area: Science</td>
</tr>
<tr>
<td>Lesson Title:</td>
<td>Lesson Length:</td>
</tr>
</tbody>
</table>

## THE TEACHING PROCESS

### Lesson Overview

### Unit Objectives:

### Standards addressed (NC ES SCS or national)

### List of Materials

### INSTRUCTIONAL SEQUENCE

#### Phase One: Engage the Learner

These activities mentally engage students with an event or question. Engagement activities capture students’ interest and help them to make connections with what they know and can do. The teacher provides an orientation to the unit and assesses students¹ prior understanding of the concepts addressed in the unit.

<table>
<thead>
<tr>
<th>What’s the teacher doing?</th>
<th>What are the students doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging the students to use what they already know to make observations</td>
<td>Talking with their peers and with the teacher about observations</td>
</tr>
</tbody>
</table>

#### Phase Two: Explore the Concept

Next, students encounter hands-on experiences in which they explore the concept further. They receive little explanation and few terms at this point, because they are to define the problem or phenomenon in their own words. The purpose at this stage of the model is for students to acquire a common set of experiences from which they can help one another make sense of the concept. Students must spend significant time during this stage of the model talking about their experiences, both to articulate their own understanding and to understand another’s viewpoint.

<table>
<thead>
<tr>
<th>What’s the teacher doing?</th>
<th>What are the student’s doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking around the room, talking to the students and encouraging them.</td>
<td></td>
</tr>
</tbody>
</table>

#### Phase Three: Explain the Concept and Define the Terms

Only after students have explored the concept does the curriculum and/or teacher provide the scientific explanation and terms for what they are studying. The teacher may present the concepts via lecture, demonstration, reading, or multimedia (video, computer-based). Students then use the terms to describe what they have experienced, and they begin to examine mentally how this explanation fits with what they already know.

<table>
<thead>
<tr>
<th>What’s the teacher doing?</th>
<th>What are the students doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking questions and listening to student’s responses to assess their understanding.</td>
<td>Sharing their answers with the class.</td>
</tr>
</tbody>
</table>

#### Phase Four: Elaborate on the Concept

The next stage of the model serves to help students elaborate on their understanding of the concept. They are given opportunities to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have accumulated so far. Interaction between the
students is essential during the elaboration stage. By discussing their ideas with others, students can construct a deeper understanding of the concepts.

<table>
<thead>
<tr>
<th>What’s the teacher doing?</th>
<th>What are the students doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring class behavior.</td>
<td></td>
</tr>
<tr>
<td>Encouraging and prompting students to make connections.</td>
<td></td>
</tr>
</tbody>
</table>

### Phase Five: Evaluate students’ Understanding of the Concept

The final stage of the model has a dual purpose. It is designed for the students to continue to elaborate on their understanding and to evaluate what they know now and what they have yet to figure out. Although the key word of the stage is evaluate, the word does not indicate finality in the learning process. Indeed, students will continue to construct their understanding of these broad concepts throughout their lives. Evaluation of student understanding should take place throughout all phases of the instructional model. The evaluate stage, however, is when the teacher determines the extent to which students have developed a meaningful understanding of the concept.

<table>
<thead>
<tr>
<th>What’s the teacher doing?</th>
<th>What are the students doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading the class in discussion about what they did and how it relates to them.</td>
<td>Sharing their work with the class and making connections about what they learned to what they already knew.</td>
</tr>
</tbody>
</table>
# ELEM Integrated Unit Plan EE#3 w/ standards

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Not demonstrated</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential questions are missing or are not relevant to the intended content.</td>
<td>Essential questions are mostly unclear and are mostly not relevant to the intended content.</td>
<td>Essential questions are mostly clear and relevant to the intended content.</td>
<td>Essential questions are clearly stated and are relevant to the intended content.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Standards | No standards are mentioned in lesson. Lesson is not related to standards. | Standards are alluded to in lesson, and lesson is related to standards. | Some relevant standards are referenced. Lesson is influenced by standards. Too many or too few standards are included. (Lesson may name many standards instead of focusing on important, key standards; alternately, lesson may not name relevant key standards.) | Key standards are referenced. Lesson is guided by standards. | |

---

## Standards

**NC- North Carolina Professional Teaching Standards**

**Standard: STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH**

In order to enhance the North Carolina Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

**Benchmark:** Teach the North Carolina Standard Course of Study

**Benchmark:** Develop and apply strategies to make the curriculum rigorous and relevant

**Benchmark:** Develop literacy skills appropriate to specialty area

---

## Objectives

**Learning objectives are present, but they may not be written in behavioral form. Some confusion may be present between learning outcomes and learning activities.**

Learning objectives are aligned with key standards, and are behavioral, measurable, and achievable.

Learning objectives show deep understanding of the relationship between learner needs and the requirements of the NC Standard Course of Study and/or IDEA.

---

## Standards

**NC- North Carolina Professional Teaching Standards (updated 2010)**

**Standard:** STANDARD 3. TEACHERS KNOW THE CONTENT THEY TEACH

**Descriptor:**

a. Teachers align their instruction with the North Carolina Standard Course of Study.

**Indicator:**

1. Develops and applies lessons based on the North Carolina Standard Course of Study.

2. Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students’ learning.

---

## Resources

**Many resources needed for lesson are not included in plan.**

Some resources needed for this lesson are not included in plan. Resources and materials may be incomplete and/or unappealing to students.

Resources needed for this lesson are included in plan. Materials enhance lesson.

Resources needed for this lesson are included in plan, and notes about assembling materials, contacting outside guests, or locating necessary materials are included.
<table>
<thead>
<tr>
<th>Not demonstrated</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>students.</td>
<td></td>
<td></td>
<td>additional resources are included, as well.</td>
<td></td>
</tr>
</tbody>
</table>

### Standards

**NC- North Carolina Professional Teaching Standards (updated 2010)**

**Standard:**

STANDARD 4. TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

**Descriptor:**

c. Teachers use a variety of instructional methods.

**Indicator:**

1. Uses a variety of appropriate methods and materials to meet the needs of all students.

### Unit content

<table>
<thead>
<tr>
<th>Content is inaccurate or irrelevant to 21st century learners.</th>
<th>Content is accurate but may not address the &quot;big ideas&quot; of the subject.</th>
<th>Content is accurate, addresses the big ideas and infuses 21st century learning skills.</th>
<th>Content shows deep understanding of the various subject areas and of the needs of 21st century learners. Content is scaffolded to address different ability levels.</th>
</tr>
</thead>
</table>

### Standards

**NC- North Carolina Professional Teaching Standards (updated 2010)**

**Standard:**

STANDARD 3. TEACHERS KNOW THE CONTENT THEY TEACH

**Descriptor:**

a. Teachers align their instruction with the North Carolina Standard Course of Study.

**Indicator:**

1. Develops and applies lessons based on the North Carolina Standard Course of Study.

**Indicator:**

2. Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.

**Descriptor:**

b. Teachers know the content appropriate to their teaching specialty.

**Indicator:**

1. Demonstrates and appropriate level of content knowledge in the teaching specialty.

**Indicator:**

2. Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.

**Descriptor:**

c. Teachers recognize the interconnectedness of content areas/discipline.

**Indicator:**

1. Demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study by relating content to other disciplines.

**Indicator:**

2. Relates global awareness to the subject

**Descriptor:**

d. Teachers make instruction relevant to students.

**Indicator:**

1. Integrates 21st century skills and content in instruction.

### Specialty Area

<table>
<thead>
<tr>
<th>The project does not address additional specialty area requirements.</th>
<th>The project may focus on the specialty area, but does not systematically address additional requirements.</th>
<th>The project includes all additional specialty area requirements.</th>
<th>The project systematically and comprehensively addresses all specialty area requirements and standards.</th>
</tr>
</thead>
</table>

### Instructional Activities

<table>
<thead>
<tr>
<th>Activities are unrelated to objectives. Many activities are extraneous and irrelevant. No attempt is made to individualize activities for learning styles or strengths.</th>
<th>Activities relate peripherally to objectives. Some activities are extraneous or irrelevant. Activities are not accessible to students with different learning styles and strengths.</th>
<th>Activities relate to objectives. A few activities may be extraneous or irrelevant. Activities are accessible to students of more than one learning style or strength. Sufficient</th>
<th>Activities provide a logical path to meeting objectives. No activities are extraneous or irrelevant. Students of many learning styles and strengths can benefit from activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not demonstrated</td>
<td>Developing</td>
<td>Proficient</td>
<td>Accomplished</td>
</tr>
<tr>
<td>------------------</td>
<td>------------</td>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td>strengths. OR</td>
<td>descriptive information is present about the instructional activities to make an informed determination about the quality.</td>
<td>descriptive information is provided for the reader to easily understand how the activities will be implemented.</td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

**NC- North Carolina Professional Teaching Standards**

**Standard:** STANDARD II: TEACHERS KNOW THE CONTENT THEY TEACH

**Indicator:** Teachers know the content appropriate to their teaching specialty.

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students’ natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

**Benchmark:** Direct students’ curiosity into an interest in learning.

**Standard:** STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

**Indicator:** 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.

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

**Benchmark:** Know how students think and learn

**Benchmark:** Understand the influences on student learning and differentiate instruction

**Benchmark:** Keep abreast of evolving research

**Benchmark:** Adapt resources to address the strengths and weaknesses of students

**Indicator:** Teachers use a variety of instructional methods.

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

**Benchmark:** Choose methods and materials as they strive to eliminate achievement gaps

**Benchmark:** Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

**NC- North Carolina Professional Teaching Standards (updated 2010)**

**Standard:**

**Descriptor:**

**c. Teachers use a variety of instructional methods.**

**Indicator:**

1. Uses a variety of appropriate methods and materials to meet the needs of all students.

**Descriptor:**

**e. Teachers help students develop critical-thinking and problem-solving skills.**

**Indicator:**

1. Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.

**Descriptor:**

**f. Teachers help students to work in teams and develop leadership qualities.**

**Indicator:**

1. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.

**Culturally-responsive teaching**

Materials, activities, and strategies all reflect a single cultural perspective.

Materials and resources reflect diverse cultures and perspectives.

Materials, resources, and activities reflect the diversity of cultures present in the classroom. Diverse community and family resources are utilized.

Materials, resources, and activities reflect diverse cultures. Instructional strategies emphasize multiple perspectives. Makes good use of community and family resources.

**Standards**

**NC- North Carolina Professional Teaching Standards (updated 2010)**

**Standard:**

**STANDARD 2. TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS**
<table>
<thead>
<tr>
<th>Not demonstrated</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptor:</strong></td>
<td>b. Teachers embrace diversity in the school community and in the world.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indicator:</strong></td>
<td>1. Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indicator:</strong></td>
<td>2. Incorporates different points of view in instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indicator:</strong></td>
<td>3. Understands the influence of diversity and plans instruction accordingly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Descriptor:</strong></td>
<td>c. Teachers treat students as individuals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indicator:</strong></td>
<td>1. Maintains a learning environment that conveys high expectations of every student.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Descriptor:</strong></td>
<td>e. Teachers work collaboratively with the families and significant adults in the lives of their students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indicator:</strong></td>
<td>1. Communicates and collaborates with the home and community for the benefit of students.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Instruction**

No differentiation of instruction is mentioned.

- Lesson plan includes minimal differentiated instruction, limited to either gifted students or students with special needs.
- Lesson includes some differentiated instruction for gifted students and students with special needs.
- Lesson clearly offers appropriate, creative, and well-integrated challenges for students of all levels, including gifted students and students with special needs.

**Standards**

NC- North Carolina Professional Teaching Standards (updated 2010)

**Standard:**

STANDARD 1. TEACHERS DEMONSTRATE LEADERSHIP

**Descriptor:**

a. Teachers lead in their classrooms.

**Indicator:**

2. Draws on appropriate data to develop classroom and instructional plans.

**Indicator:**

3. Maintains a safe and orderly classroom that facilitates student learning.

**Standard:**

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

**Descriptor:**

c. Teachers treat students as individuals.

**Indicator:**

1. Maintains a learning environment that conveys high expectations of every student.

**Descriptor:**

d. Teachers adapt their teaching for the benefit of students with special needs.

**Indicator:**

1. Cooperates with specialists and uses resources to support the special learning needs of all students.

**Indicator:**

2. Uses research-verified strategies to provide effective learning activities for students with special needs.

**Descriptor:**

e. Teachers work collaboratively with the families and significant adults in the lives of their students.

**Indicator:**

1. Communicates and collaborates with the home and community for the benefit of students.

**Standard:**

STANDARD 4. TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

**Descriptor:**

a. 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.

**Indicator:**

1. Identifies developmental levels of individual students and plans instruction accordingly

**Indicator:**

2. Assesses and uses resources needed to address strengths and weaknesses of students.

**Descriptor:**

b. Teachers plan instruction appropriate for their students.

**Indicator:**

1. Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.
<table>
<thead>
<tr>
<th>Not demonstrated</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptor:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Teachers use a variety of instructional methods.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indicator:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Uses a variety of appropriate methods and materials to meet the needs of all students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Descriptor:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Teachers communicate effectively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indicator:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Uses a variety of methods to communicate effectively with all students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Technology Use**
- There is no evidence of planning for technology use.
- Technology is included but may be limited to instructional presentation.
- Planning addresses student use of technology for collaboration.
- Planning includes high-quality opportunities for students to utilize technology to collaborate, create, and share learning.

**Standards**
**NC- North Carolina Professional Teaching Standards (updated 2010)**

**Standard:**
**STANDARD 3. TEACHERS KNOW THE CONTENT THEY TEACH**

**Descriptor:**
d. Teachers make instruction relevant to students.

**Indicator:**
1. Integrates 21st century skills and content in instruction.

**STANDARD 4. TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS**

**Descriptor:**
c. Teachers use a variety of instructional methods.

**Indicator:**
1. Uses a variety of appropriate methods and materials to meet the needs of all students.

d. Teachers integrate and utilize technology in their instruction.

**Indicator:**
1. Integrates technology with instruction to maximize students' learning.

**Assessment**
- Assessment is unrelated to objectives and standards.
- Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students’ learning styles and strengths.
- Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths.
- Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel.

**Standards**
**NC- North Carolina Professional Teaching Standards (updated 2010)**

**Standard:**
**STANDARD 1. TEACHERS DEMONSTRATE LEADERSHIP**

**Descriptor:**
a. Teachers lead in their classrooms.

**Indicator:**
1. Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.

**Indicator:**
2. Draws on appropriate data to develop classroom and instructional plans.

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

**Descriptor:**
c. Teachers treat students as individuals.

**Indicator:**
1. Maintains a learning environment that conveys high expectations of every student.

**Standard:**
**STANDARD 4. TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS**
<table>
<thead>
<tr>
<th>Not demonstrated</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptor:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Teachers use a variety of methods to assess what each student has learned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indicator:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Provides evidence that students attain 21st century knowledge, skills, and dispositions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standard:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STANDARD 5. TEACHERS REFLECT ON THEIR PRACTICE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Descriptor:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Teachers analyze student learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indicator:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Uses data to provide ideas about what can be done to improve students' learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson plans do not cohesively or systematically address a focused area of instruction.</td>
<td>Lessons are connected across a loosely defined theme, but do not systematically address a specific area of the NC Standard Course of Study.</td>
<td>At least two content areas are addressed. There is sufficient planning to systematically and cohesively address at least one specific area of the NC Standard Course of Study.</td>
<td>Comprehensive planning extends beyond one specific area of the NC Standard Course of Study to two or more subject areas in such a way that opportunities for learning in both subjects are enhanced.</td>
</tr>
</tbody>
</table>

**Standards**

**NC- North Carolina Professional Teaching Standards (updated 2010)**

**Standard:**

**STANDARD 3. TEACHERS KNOW THE CONTENT THEY TEACH**

**Descriptor:**

a. Teachers align their instruction with the North Carolina Standard Course of Study.

**Indicator:**

1. Develops and applies lessons based on the North Carolina Standard Course of Study.
2. Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.
3. Demonstrates and appropriate level of content knowledge in the teaching specialty.
4. Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.
5. Demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study by relating content to other disciplines.
6. Relates global awareness to the subject

**Standard:**

**STANDARD 4. TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS**

**Descriptor:**

b. Teachers plan instruction appropriate for their students.

c. Teachers help students to work in teams and develop leadership qualities.

**Indicator:**

1. Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.

**Descriptor:**

f. Teachers help students to work in teams and develop leadership qualities.

**Indicator:**

1. Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.

**Grade/age Level Appropriateness**

<table>
<thead>
<tr>
<th>Grade/age Level Appropriateness</th>
<th>Objectives and activities are inappropriate for the intended grade/age</th>
<th>Some, but not all, objectives and activities are appropriate for the intended grade/age</th>
<th>Most objectives and activities are appropriate for the intended grade/age</th>
<th>All objectives and activities are appropriate for the intended grade/age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not demonstrated</td>
<td>Developing</td>
<td>Proficient</td>
<td>Accomplished</td>
<td>Score/Level</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>level.</td>
<td>intended grade/age level.</td>
<td>level.</td>
<td>level.</td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

**NC- North Carolina Professional Teaching Standards (updated 2010)**

**Standard:**

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

**Descriptor:**

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

**Indicator:**

1. Maintains a positive and nurturing learning environment.

**Descriptor:**

c. Teachers treat students as individuals.

**Indicator:**

1. Maintains a learning environment that conveys high expectations of every student.

**Standard:**

**STANDARD 4. TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS**

**Descriptor:**

a. 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.

**Indicator:**

1. Identifies developmental levels of individual students and plans instruction accordingly.

**Indicator:**

2. Assesses and uses resources needed to address strengths and weaknesses of students.

**Time Allotment**

<table>
<thead>
<tr>
<th>Objectives are not accomplishable for most students in the time allotted.</th>
<th>Objectives may not all be accomplishable for many students in the time allotted.</th>
<th>Objectives are accomplishable by almost all students in the time allotted.</th>
<th>Objectives are accomplishable in the time allotted.</th>
</tr>
</thead>
</table>

**Mechanics**

<table>
<thead>
<tr>
<th>Spelling and grammar are unacceptable.</th>
<th>The lesson plan contains many spelling and grammar errors.</th>
<th>The lesson plan contains few spelling and grammar errors.</th>
<th>Spelling and grammar in lesson plan are almost flawless.</th>
</tr>
</thead>
</table>

**Standards**

**NC- North Carolina Professional Teaching Standards (updated 2010)**

**Standard:**

**STANDARD 3. TEACHERS KNOW THE CONTENT THEY TEACH**

**Descriptor:**

b. Teachers know the content appropriate to their teaching specialty.

**Indicator:**

1. Demonstrates and appropriate level of content knowledge in the teaching specialty.

**Standard:**

**STANDARD 4. TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS**

**Descriptor:**

g. Teachers communicate effectively.

**Indicator:**

1. Uses a variety of methods to communicate effectively with all students.
ELIZABETH CITY STATE UNIVERSITY
Office of School Services
Observation and Participation

1. When notified by email or classroom instructor, contact the school principal for appointment prior to reporting to your assigned schools. **Do not contact the schools prior to being notified by email or classroom instructor!** (NOTE: Students requesting Camden County Schools must meet with a representative of the Camden County School System prior to contacting the school.)
2. Candidates are responsible for transportation to schools.
3. Candidates are expected to complete the observation prior to the end of the semester.
4. Any exception must have prior approval from the Director of School Services.
5. Dress to impress! Remember – first impression is the lasting impression.
6. Strive to meet your obligations; notify the office if you cannot attend the assigned class(es).
7. If you are unable to complete your observation at the school requested, please notify the assigned school and the Office of School Services in Griffin Hall (GH) Room 161.
8. Make sure that you have completed the required number of hours.
9. Forms

<table>
<thead>
<tr>
<th>FORMS</th>
<th>1. Application for Field Experience in Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Observation and Participation Log/Teacher</td>
</tr>
<tr>
<td></td>
<td>➢ Cooperating teacher must sign in order for experience to be valid.</td>
</tr>
<tr>
<td></td>
<td>➢ Student must sign and return to professor</td>
</tr>
<tr>
<td></td>
<td>3. Evaluation form must be completed by the teacher.</td>
</tr>
</tbody>
</table>

**Important Notes for TaskStream Portfolio:**
- A typed copy of your journal observations/activities is to be submitted to your instructor and in some cases, as part of portfolio requirements.
- You should keep a digital copy of this journal as it will be evidence to be placed in your TaskStream Electronic Portfolio once you are admitted to the teacher education program.

**NOTE:** At all times you are to represent your department and Elizabeth City State University in a professional manner.
OFFICE OF SCHOOL SERVICES
Professional Educator as Decision Maker

OBSERVATION AND PARTICIPATION LOG/TEACHER
Please complete this in ink.

NAME:_________________________________________ TEACHER:___________________________

COUNTY:_____________________________ SCHOOL:______________________________

GRADE/SUBJECT:_________________________ SEMESTER:_______ YEAR:______

COURSE NAME/NO._________________________________________ No. of Hours_____

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME IN</th>
<th>TIME OUT</th>
<th>Number of Hours</th>
<th>TYPE OF ACTIVITY</th>
<th>TEACHER'S SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-3-12</td>
<td>9:00</td>
<td>11:00</td>
<td>2</td>
<td>Math Lesson</td>
<td>Mr./Mrs. Teacher</td>
</tr>
</tbody>
</table>

Comments:

I, _______________________________, affirm that the information supplied above is accurate.
(Student’s Signature)
Date Submitted to your Professor ______/______/_____ Total Number of Contact Hours: _____

(This form is valid ONLY when signed by the teacher)
Field Experience Rating Rubric

<table>
<thead>
<tr>
<th>4</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very effective/Very knowledgeable Very true</td>
</tr>
<tr>
<td></td>
<td>Candidate demonstrates a very high level of performance. Candidate seeks to expand scope of knowledge and skills and undertakes additional, appropriate responsibilities. Candidate is clearly knowledgeable about educational principles and effectively incorporates those principles into practice. Candidate demonstrates professionalism in attitudes, behavior, and dress.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Effective/Knowledgeable/True</td>
</tr>
<tr>
<td></td>
<td>Candidate performance consistently meets all performance expectations at an adequate and acceptable level. Candidate performs all assigned responsibilities. Candidate is knowledgeable about educational practices and consistently attempts to incorporate those principles into practice. Candidate consistently demonstrates professionalism in attitudes, behavior, and dress.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Marginal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sometimes effective/Sometimes knowledgeable/Sometimes true</td>
</tr>
<tr>
<td></td>
<td>Candidate performance is sometimes inadequate or unacceptable and needs improvement. Candidate requires close supervision and assistance to maintain an adequate scope of skills. Candidate sometimes fails to perform assigned duties. Candidate may be knowledgeable about educational principles but does not consistently incorporate them into practice. Candidate sometimes demonstrates professionalism in attitudes, behavior, and dress.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ineffective/Unknowledgeable Untrue</td>
</tr>
<tr>
<td></td>
<td>Candidate performance is consistently inadequate or unacceptable and most practices require considerable improvement to meet minimum performance expectations. Candidate requires close and frequent supervision in the performance of all responsibilities. Candidate fails to demonstrate professionalism in attitudes, behavior, and dress.</td>
</tr>
</tbody>
</table>
# EVALUATION OF FIELD EXPERIENCE IN EDUCATION

## RESPONSIBILITY:

<table>
<thead>
<tr>
<th>Item</th>
<th>Inadequate</th>
<th>Marginal</th>
<th>Adequate</th>
<th>Exceptional</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Arrives at school promptly at assigned time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>2. Calls if unable to come because of illness or emergency</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>3. Follows directions/complete assignments</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>4. Accepts increasing responsibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>5. Presents a professional appearance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
</tbody>
</table>

## PROFESSIONAL ATTITUDES:

<table>
<thead>
<tr>
<th>Item</th>
<th>Inadequate</th>
<th>Marginal</th>
<th>Adequate</th>
<th>Exceptional</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Shows a genuine interest for teaching</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>11. Demonstrates ability to establish rapport with students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>12. Relates well to the teachers and school staff</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>13. Welcomes and accepts constructive criticism</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>14. Recognizes the significance of meeting the needs of a diverse student population</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>15. Prepares well for assigned tasks</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>16. Demonstrates the ability to teach a lesson (where applicable)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>17. Shows initiative (e.g., “Finds something that needs to be done”)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>18. Demonstrates adequate knowledge of technology</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
</tbody>
</table>

## ADDITIONAL COMMENTS:

Cooperating Teacher Signature: ____________________________ Date: ____/____/____