

## UPPER DIVISION OF TEACHER EDUCATION

**Degree and licensure requirements are subject to change beginning Fall 2010 pending NC State Board approval of revised licensure requirements. Students should consult their departmental advisor for specific program information.**

Upper Division is the official step in applying and being formally admitted into a teacher education program. Students seeking undergraduate teacher education degrees or non-degree students seeking initial licensure in education must be admitted to Upper Division of Teacher Education. Admission includes the completion of the following:

- (a) grade of "C" or better in Early Experience course (must be taken at East Carolina University),
- (b) adequate individual scores or the composite total score on the PRAXIS I: Pre-Professional Skills Tests (PPST) or Computerized PPST (C-PPST) in reading, writing and math; or Scholastic Aptitude Test (SAT) or American College Testing Program (ACT).
- (c) satisfactory interview,
- (d) a minimum 2.5 or better grade point average,
- (e) meeting technology competencies requirement and
- (f) essay (250 words) outlining reasons for wishing to pursue a career in education.

This process normally begins during the second semester of the sophomore year. At this time, students have (1) either completed or are enrolled in the Early Experience course, (2) applied to take the PRAXIS I ([www.ets.org/praxis/index.html](http://www.ets.org/praxis/index.html)), if applicable, and (3) met technology competency. The completed Application to Upper Division, copy of SAT or ACT scores (if being used in lieu of any or all of the PRAXIS I test scores), and CPL Data Form should be given to the department chair or coordinator when the student signs up for the departmental interview.

In alignment with NC Program Approval Standards, students must be admitted to upper division and submit their Senior I application to the Office of Clinical Experiences by:

- July 1 for Fall/Spring internships or the last business day prior to July 1, if July 1 is a Saturday or a Sunday.
- By 5:00 p.m. on the first day of classes for the Spring semester for Spring/Fall internships

### PROCEDURES FOR *ADMISSION* TO UPPER DIVISION OF TEACHER EDUCATION

#### COMPLETION

#### DATE

\_\_\_\_ 1. Contact the Department Chairperson/Coordinator of the area in which you plan to major. You will be assigned an advisor in your program area. Change of major documents will be completed at this time, if applicable.

\_\_\_\_ 2. Satisfactorily complete "Early Experience" (minimum grade of C) by the second semester of your sophomore year or as soon thereafter as possible. Course must be taken at East Carolina University.

\_\_\_\_ 3. Present essay (250 words), outlining reasons for wishing to pursue a career in education, to advisor.

\_\_\_\_ 4. Students must attain a minimum 2.5 GPA on all coursework attempted at ECU and meet departmental requirements.

\_\_\_\_ 5a. Submit appropriate SAT or ACT scores or apply to take PPST or C-PPST of PRAXIS I by the second semester of your sophomore year or as soon thereafter as possible. (See page 5.) The application may be obtained by going to [www.ets.org/praxis/index.html](http://www.ets.org/praxis/index.html). **Request that results be sent to ECU, Code 5180.**

\_\_\_\_ 5b. Achieve individual passing scores or the total composite score on PRAXIS I.

\_\_\_\_ 6. Exhibit satisfactory performance on a written evaluation (250 word essay) and spoken English evaluation (Department/School Interview).

\_\_\_\_ 7. Verify technology competencies. (See page 3.)

\_\_\_\_ 8. Complete application for **Admission to Upper Division of Teacher Education** and **CPL Data Form**. (See Appendix 1 and 3.)

\_\_\_\_ 9. Schedule an interview. Contact your program area for interview dates. (See Page 3.)

\_\_\_\_ 10. Report for interview when scheduled.

\_\_\_\_ 11a. After satisfactorily completing requirements for admission to Upper Division (early clinical experience, appropriate GPA, adequate scores on PPST or C-PPST or SAT or ACT, technology competencies, and satisfactory interview), you can view your admission status on OneStop under Courses, Teacher Education.

**OR**

\_\_\_\_ 11b. If you are notified in writing by the Office of Teacher Education that you have not been accepted into the Upper Division of Teacher Education, you are responsible for eliminating the deficiencies and notifying the Office of Teacher Education.

### ***EARLY CLINICAL EXPERIENCE***

Early clinical experience is provided in departmental courses designated 2123-Early Experience for Prospective Teachers, DNCE 2190, FREN 2611, SPAN 2611, or GERM 2611. It is designed to provide prospective teachers with the opportunity to observe various school activities in the actual teaching/learning setting. This course must be taken at East Carolina University.

A minimum of sixteen (16) clock hours must be spent in guided observation or limited non-instructional participation in public schools or agencies.

Students are required to keep a journal of their activities during classroom observations, to keep a record of their observation hours and have it verified by the classroom teacher

or other appropriate individuals at the school, to complete observation form provided by the instructor, and to evaluate their experiences (use forms provided by the instructor).

Observation and non-instructional experiences will be determined by the university instructor and the classroom teacher. In addition to the observations, a minimum of eight (8) hours of class meetings are required.

### ***SPEECH AND HEARING SCREENING***

The Speech and Hearing Screening is no longer an admission requirement for Upper Division. A notation as to a potential problem is included on the Upper Division Interview Sheet and students will be referred to a Speech and Hearing Specialist by their advisor as needed. This documentation will be in the student's file with their advisor. This was effective for Fall 2006 admits.

### ***UPPER DIVISION INTERVIEW***

The interview process provides the committee (advisor plus two teacher education faculty members) an opportunity to know you better. It allows them to assist you in identifying and proposing options for problems or concerns that may deter your admission into Upper Division and/or completing degree/licensure requirements.

Contact your department for the interview schedule. An Interview Report Sheet is completed by each of the interviewers. (See Appendix 2.)

### ***TECHNOLOGY COMPETENCY***

The technology skills needed for admission to teacher education are 1) word processing, 2) spreadsheet, and 3) database.

Certification of technology competencies is achieved in one of four ways:

- 1) existing coursework in program area (check with advisor in program area);  
**or**
- 2) successfully demonstrating the competencies by passing the ASIP 2000 Challenge Exam\* (results will be available on OneStop under Courses, Teacher Education) **or**
- 3) successfully completing ASIP 2000, ASIP 2112, or MIS 2223 (formerly DSCI)  
**or**
- 4) transfer of equivalent technology course

\* Contact the Dept. of BITE, 2318 Bate Bldg. You may attempt the challenge exam only once. Those failing or voluntarily quitting must take one of the above courses.

### ***Technology Competencies Required for Admission to Upper Division***

#### ***Word Processing***

Demonstrate basic skills and knowledge through practical application of the following: Enter and edit text, copy and move blocks of text; change text format and style, set margins, line spacing, tabs; check spelling, grammar, word usage; create header and footer; insert date, time and page number; and add columns to a document.

### **Spreadsheet**

Demonstrate basic skills and knowledge through practical application of the following: Interpret and communicate information in an existing spreadsheet; enter data in an existing spreadsheet; create a spreadsheet with rows, columns, headings; create/copy formulas and functions to perform calculations; and create a graph from spreadsheet data.

### **Database**

Demonstrate basic skills and knowledge through practical application of the following: Use information from an existing database; sort a database by specific fields, add and delete records; and create databases with multiple fields and records.

## **TESTING**

SAT and ACT scores may be used in lieu of **or** in combination with PRAXIS I scores. Students with a score of 1100+ on the SAT or a composite score of 24+ on the ACT will be exempt from PRAXIS I. A score of 550+ on the math part of the SAT or 24+ on the math part of the ACT exempts a student from the math section of PRAXIS I. A score of 550+ on the verbal part of the SAT or 24+ on the English part of the ACT exempts a student from the reading and writing parts of PRAXIS I (the writing section of the SAT or the reading section of the ACT does not count in any way). It will be the student's responsibility to supply a copy of the scores (either a printout from OneStop, if available or a copy of the score) to their advisor to attach to the Upper Division application.

**Deadlines in the Office of Teacher Education will not be extended, nor will conditional admits to Upper Division be made, pending the receipt of scores.**

### **THE PRAXIS SERIES**

The *PRAXIS* consists of two parts: *PRAXIS I*, Pre-professional Skills Tests (PPST) or Computerized PPST (C-PPST)\* in reading, writing, and math and *PRAXIS II*, Subject Assessment or Specialty Area Tests. Although the mode of delivery for *PRAXIS I* is different, both formats cover similar content and measure similar academic skills. Application forms for the PRAXIS I and II and information booklets may be downloaded from <http://www.ets.org/praxis/index.html>. *Tests at a Glance* are available at the ETS website. These publications will help to familiarize you with the structure and content of the tests. Request that a copy of the test results be sent to East Carolina University, **Code 5180**.

Each *PRAXIS I* test to be taken is described in the following paragraph.

### **PRAXIS I**

The PPST-Reading is a one-hour test that assesses your ability to understand, analyze and evaluate written messages. The one-hour PPST-Writing is designed to measure your ability to recognize standard written English. The multiple-choice section consists of two types of questions; usage and sentence correction. The remainder of the test consists of writing an essay on an assigned topic. The one-hour PPST-Math measures mathematical skills and concepts that an educated adult might need. The C-PPST tests

are longer to allow time for tutorials and collection of background information. The three-part PPST or C-PPST\* are taken as a prerequisite for admission to Upper Division of Teacher Education, if used in lieu of the SAT or ACT. If scores on one or two tests of PRAXIS I are less than the minimum, a composite score of 522 may be used.

| Test Name                          | Test # | Test Name      | Test # | Minimum Score |
|------------------------------------|--------|----------------|--------|---------------|
| PPST-Reading                       | 10710  | C-PPST Reading | 5710   | 176           |
| PPST-Writing                       | 20720  | C-PPST Writing | 5720   | 173           |
| PPST-Math                          | 10730  | C-PPST Math    | 5730   | 173           |
| Composite Score on all three tests |        |                |        | 522           |

|   |  |      |
|---|--|------|
| SAT   | To be exempt from all three tests          | 1100 |
| SAT Verbal  | To be exempt from PPST-Reading and Writing | 550  |
| SAT Math  | To be exempt from PPST-Math                | 550  |
| The writing section of the SAT does not count in any way. |  |      |

|   |  |    |
|---|--|----|
| ACT   | To be exempt from all three tests          | 24 |
| ACT English   | To be exempt from PPST-Reading and Writing | 24 |
| ACT Math  | To be exempt from PPST-Math                | 24 |
| The reading section of the ACT does not count in any way. |  |    |

Students needing assistance in preparing for **PRAXIS I** may use the Plato® Pre Professional Skills Simulated Test Prep Package *with* referral from the program area coordinator or advisor.

## **PRAXIS II**

*Twenty-four (24) hours of content area courses or PRAXIS II test(s) are needed to be licensed. Students seeking a license in elementary and special education do not have an option. Students must take and pass the required tests.* If Specialty Area Tests or Subject Assessment Tests are required, schedule testing during the senior year internship. Required tests are on page 6.

**As a State Board of Education requirement, individuals must meet the scores in effect at the time of admission to a teacher education program and at the time the recommendation for licensure is made, regardless of the score in effect at the time a test is taken. It is your responsibility to know current testing requirements.**

\* Refer to the *PRAXIS* Series website, [www.ets.org/praxis/index.html](http://www.ets.org/praxis/index.html)

| <b>Area of Licensure</b>             | <b>Required Tests</b>   | <b>Required Score</b>  |
|--------------------------------------|---|--|
| <b>Art</b>                           | 20131, Art Making & 10133, Art Content Knowledge  | 162, 160 - <b>322</b> (total score) **                             |
| <b>Birth-Kindergarten</b>            | 10022, Early childhood: Content Knowledge   | 155 ***  |
| <b>Business Ed</b>                   | 10100, Business Education   | 580  |
| <b>Dance</b>                         | N/A   | N/A  |
| <b>Elementary</b>                    | 10011, Elem. Ed Curr., Instruction, & Assessment; & 20012, Elem. Ed Content Area Exercises  | 168, 145 - <b>313</b> (total score) **                             |
| <b>English</b>                       | 10041, English Content Knowledge & 30043, English Pedagogy  | 166, 155 - <b>321</b> (total score) **                             |
| <b>Family &amp; Consumer Science</b> | 10120, Family and Consumer Science  | 540  |
| <b>French</b>                        | 10171, French Productive Lang. Skills; & 20173, French Content Knowledge  | 173, 162 - <b>335</b> (total score) **                             |
| <b>German</b>                        | 20181, German Content Knowledge   | 153  |
| <b>Health Specialist</b>             | 20550, Health Education   | 640  |
| <b>Marketing</b>                     | 10560, Marketing Education  | 690  |
| <b>Math</b>                          | 10061, Math Content Knowledge & 30065, Math Pedagogy  | 141, 140 - <b>281</b> (total score) **                             |
| <b>Middle Grades Lang. Arts</b>      | 10049, Middle School English Language Arts  | 145  |
| <b>Middle Grades Math</b>            | 20069, Middle School Math   | 141  |
| <b>Middle Grades Science</b>         | 10439, Middle School Science  | 134  |
| <b>Middle Grades Soc. Std.</b>       | 20089, Middle School Social Studies   | 149  |
| <b>Music</b>                         | 30111, Music Ed Concept/Processes & 10113, Music Content  | 150, 149 - <b>299</b> (total score) **                             |
| <b>Physical Education</b>            | 10091, Phys. Ed Content Knowledge   | 158  |
| <b>Reading-bachelor level</b>        | 10200, Introduction to Reading  | 540  |
| <b>Science</b>                       | 10435, Gen. Science Content Knowledge & 30483, Phys. Science Pedagogy <b>or</b><br>10435, Gen. Science Content Knowledge & 30234, Life Science Pedagogy | 151, 154 - <b>305 or</b><br>151, 152 - <b>303</b> (total score) ** |
| <b>Social Studies</b>                | 10081, Social Studies Content Knowledge & 30084, Social Studies Pedagogy  | 162, 158 - <b>320</b> (total score) **                             |
| <b>Spanish</b>                       | 10191, Spanish Content Knowledge & 20192, Spanish Prod. Lang. Skills  | 159, 168 - <b>327</b> (total score) **                             |
| <b>Spec. Ed--Adapted Curr.</b>       | 30511, Fundamental Subjects: Content Knowledge & 10544, EES: Severe to Profound Dis.  | 148, ****144 *   |
| <b>Spec. Ed--General Curr.</b>       | 30511, Fundamental Subjects: Content Knowledge & 10542, EES: Mild to Moderate Dis.  | 148, **** 159 *  |
| <b>Theater Arts</b>                  | N/A   | N/A  |

+++ Beginning September 1, 2008, ETS will administer new versions of the following Praxis tests: Family & Consumer Sciences and Marketing Education. The new tests cover the same content as the previous tests. However, scores are reported on a different scale, so requirements will vary from the previous versions. You can click the link for more information.

|       |  |     |
|-------|--|-----|
| 10121 | <a href="#">Family and Consumer Sciences</a> (PDF) (calculators prohibited) beginning 11/15/08 | 148 |
| 10561 | <a href="#">Marketing Education</a> (PDF) (calculators prohibited) beginning 1/10/09           | 169 |

\* Score required for each test

\*\* Conjunctive Model - Individual must earn the total required score; no minimum score on each test required.

\*\*\* New test for B-K is not required for license. It is required for B-K licensed individuals to teach kindergarten.

\*\*\*\* New test for Adapted or General Curriculum. Test 30511 REPLACES test 20353. AS OF JANUARY 1, 2008, THIS TEST IS REQUIRED.

***Individuals must meet the score requirement in effect at the time recommendation is made, regardless of the score in effect at the time a test is taken. It is your responsibility to know current testing requirements. PRAXIS scores are an important item in your professional file. Keep a copy. Additional copies of your PRAXIS scores may be obtained from Educational Testing Service, Princeton, New Jersey for a period of ten years.***

## **REQUIREMENTS DURING UPPER DIVISION**

\_\_\_\_12. Complete all course requirements, including class work and laboratory experiences, in your curriculum. Check with your advisor at least once each month to be certain that you are meeting all requirements for licensure and/or graduation.

\_\_\_\_13. Students must maintain a minimum 2.5 GPA on all college work attempted at ECU. In addition, certain program areas require a minimum 2.5 GPA in their major. See advisor.

\_\_\_\_14. Students who fall below the required GPA will not be allowed to enroll in upper division courses or remain in pre-registered courses, including the Senior II semester.

\_\_\_\_15. Meet department GPA requirements for major/minor fields/academic concentrations and professional education courses.

\_\_\_\_16. Check with advisor on completion of Senior Summary Form (may be completed second semester of junior year; must be completed first semester senior year).

\_\_\_\_17. Achieve passing scores on Specialty Area Tests or Subject Assessment Tests of PRAXIS, if required (see pages 5 & 6).

\_\_\_\_18. Apply for graduation. Forms may be obtained from the Registrar's Office or printed from <http://www.ecu.edu/cs-acad/registrar/upload/UGradApp.pdf> after completing Senior Summary.

## **REQUEST FOR EXCEPTIONS**

**NOTE: PETITIONS FOR EXCEPTIONS ARE GRANTED ONLY IN EXTREME, DOCUMENTED EXTENUATING CIRCUMSTANCES.**

To request an exception to procedures and policies, file a Petition for Exception with the Director of Teacher Education. (Forms are available in the Office of Teacher Education). Petitions must include your signature, your advisor's and Department Chair/Coordinator's signature. A copy of the approved/disapproved petition will be returned to your advisor.

**The minimum 2.5 GPA is a state policy and no exceptions will be made.**

## **INTERNSHIP**

(Also see page 12)

The internship, one of the most significant requirements of the Teacher Education Program, is viewed as the culminating aspect of the professional component of teacher preparation. Achievement of program objectives requires a carefully planned sequence of laboratory experiences, including directed observation, participation, and full-time responsible teaching under the direction of a master teacher and a university supervisor.

An effective intern experience provides opportunities (1) to synthesize and apply previous learning and experience, (2) to develop and apply analytical and problem-solving skills to

the various activities of teaching, including self-evaluation and (3) for professional growth by observing, planning, and teaching with an outstanding teacher.

Prior to interning, the applicant must (1) be classified as a senior, (2) meet all departmental requisites, have overall minimum 2.5 GPA, (3) be in good standing according to the University records (those with pending University disciplinary action or legal action will be accepted pending the outcome of the action. Applicants who have been arrested or convicted of violation of local, state, or federal drug laws or of other serious offenses involving moral turpitude will not be admitted), and (4) complete criminal background check if required by internship school system. Administration of this phase of the students' work is provided by the Office of Clinical Experiences working with the Director of Teacher Education, department chairpersons, the teacher education staff of the University and local school systems to provide a program of internship experiences for all prospective teachers.

### ***PROCEDURES FOR THE INTERNSHIP***

\_\_\_\_19. Complete the Application for Internship (See Appendix 4). The application is available in the appendices of this handbook (or may be obtained in the Office of Clinical Experiences, Speight Building, Room 110).

The application must be submitted to the internship coordinator in your major department no later than one (1) year prior to designated internship semester (Senior II). Your program coordinator will attach verification of your admission to upper division.

**Assignments will be located within the Latham Clinical Schools Network at East Carolina University.** In alignment with NC Program Approval Standards, students must be admitted to upper division and submit their Senior I application to the Office of Clinical Experiences by:

- July 1 for Fall/Spring internships or the last business day prior to July 1, if July 1 is a Saturday or a Sunday.
- By 5:00 p.m. on the first day of classes for the Spring semester for Spring/Fall internships

\_\_\_\_20. Schedule appointment for internship physical examination. If you wish the examination to be done at East Carolina University, make an appointment through the Student Health Center by calling (252) 328-6317. The examination **MUST** be completed before the internship semester and **MUST** be completed before the internship begins. (See Appendix 5.) If you wish the examination to be completed by a personal physician, use the appropriate form. Make a copy for your files, as the Office of Clinical Experiences does not make copies.

\_\_\_\_21. Attend the Seminars for Interns scheduled by the Office of Clinical Experiences and your department. Contact your methods instructor for Senior I dates and times. Contact your university supervisor for Senior II dates and times. Also check OneStop for dates and times.

\_\_\_\_22. Successfully complete Internship.  
(a) If it is necessary to withdraw your internship application, notify the Office of Clinical Experiences and your department/advisor immediately. (See Appendix 8.)

- (b) If you are unable to complete your internship, consult with your university supervisor and your department/advisor regarding necessary procedures for dropping the course.
- (c) Revise or complete a new internship application, approved by the Admissions and Retention Committee of the Council for Teacher Education, to be submitted to the department by the appropriate date. (See page 20.)

\_\_\_23. Submit Senior Portfolio to University Supervisor.

\_\_\_24. Achieve a satisfactory score on the Specialty Area Test or Subject Assessment Test, if required. Request results be sent to ECU, **Code 5180**. (See Pages 5 & 6.)

### **PROCEDURES FOR COMPLETION OF DEGREE AND/OR LICENSURE**

\_\_\_25. Complete your State-approved program with the overall, major/minor field, and professional course GPAs identified in steps 12 and 13. **NOTE:** Students must have a minimum 2.5 GPA and a grade of C or better in the internship and internship seminar courses to be recommended for licensure, in addition to program area requirements.

\_\_\_26. Satisfactorily complete portfolio (see Senior Portfolio at [www.ecu.edu/cs-educ/teached/SeniorPortfolio.cfm](http://www.ecu.edu/cs-educ/teached/SeniorPortfolio.cfm) for scoring rubric).

\_\_\_27. Register online through The Career Center. Website is <http://www.ecu.edu/e3careers>. Register and maintain own references. Optional.

\_\_\_28. Schedule employment interview during on-campus interview sessions. Optional.

\_\_\_29. Order cap and gown through the ECU Student Store.

\_\_\_30. Meet all University requirements for graduation (See University Catalog).

\_\_\_31. Licensure packets will be available at the final Senior II Seminar. You will need to complete Form A, Application for a North Carolina License and Form V, Verification by Institution. A \$55 check made payable to SDPI is also required (See Appendix 10 & 10a). Both forms necessitate your social security number. The state of North Carolina requires this in order to issue a teaching license.

**Students completing a second degree must furnish a copy of first degree transcript to the Office of Teacher Education, if completed at an institution other than ECU.**

**All licensure only candidates are responsible for providing the Office of Teacher Education with a copy of all transcripts, including the final ECU transcript.**

### **TRANSFER STUDENTS**

Transfer students must meet the same requirements and follow the same procedures as all teacher education majors. They must successfully complete a minimum of one semester (12 semester hours minimum) at ECU with the appropriate grade point

average prior to admission to Upper Division. Transfer credit from junior colleges and/or community colleges will **not** be accepted for Early Experience course \_\_\_\_2123, DNCE 2190, FREN 2611, GERM 2611, or SPAN 2611.

### **LICENSURE ONLY STUDENTS**

**(SDPI requires a 4-year bachelor degree from *regionally accredited* institutions. Additional prerequisites are required of students with foreign degrees; consult with your advisor prior to pursuing your coursework).**

Licensure Only Students defined:

1. Those with degrees in fields other than education seeking initial North Carolina Licensure.
2. Licensed persons who want undergraduate or graduate licensure in an additional area.
3. Students (undergraduate or graduate) who seek licensure in addition to their non-teaching degree.

#### ***Admission Procedures for Licensure Only Students:***

1. Students seeking licensure should send official transcript(s) to:

Coordinator of Alternative Licensure, Office of Teacher Education, College of Education, East Carolina University, Greenville, NC 27858

2. You will receive a letter and a Plan of Study indicating requirements needed for North Carolina licensure, and your program area advisor will be identified. A copy of the Plan of Study will be filed in the Office of Alternative Licensure.
3. Apply for admission as a non-degree student through the Graduate School (131 Ragsdale).
4. If you are currently enrolled in a teaching degree program, and wish to add a licensure area, contact the department in which you seek licensure.

#### ***Admission and Retention Requirements for Licensure Only Students:***

All licensure only students seeking an initial license must be admitted to Upper Division. Procedures are the same as degree seeking students with the exception of testing requirements. See pages 1-7 for details about admission to upper division, internship and other procedures.

1. Obtain passing scores on the PRAXIS PPST or C-PPST or total composite score on the PRAXIS or passing scores on the SAT or ACT, if applicable. Students who hold a degree from an accredited institution and achieved a minimum 2.5 GPA overall are not required to take the PPST or C-PPST of the PRAXIS.
2. Licensure Only students must complete at least 12 semester hours at ECU prior to enrolling in an internship.

## **CLINICAL EXPERIENCES**

### ***APPEARANCE***

There may be a difference between the accepted patterns of professional dress in the public schools and the prevailing pattern on the university campus. Your appearance as a participant in any of the clinical experiences (including the internship) should not interfere with student learning. The first impression that you make is important in reflecting a professional image.

With regards to personal appearance, keep in mind, you must reflect cleanliness, the appropriate choice of clothes, a role model for the students, and you shall be required to follow the dress code of the school system in which you are placed.

### ***ATTENDANCE***

Participation in any clinical experience requires a commitment on your part to the program, the clinical teacher, and most importantly, the students. Lessons are often planned in advance and schedules made on the assumption of your attendance.

Pre-internship clinical experience assignments are made by the Office of Clinical Experiences in cooperation with the public schools. Students will work out observation schedules for specific times and dates with the assigned teacher during the first visit. If there is an emergency that requires an absence, notify the classroom teacher in advance according to a prearranged method.

## **SENIOR YEAR EXPERIENCE**

The internship for all teacher education majors is a two-semester experience in a public school classroom with a specially trained clinical teacher. The first semester (Senior I) is to acclimate the intern to the public school environment - i.e., to understand policies and procedures, to understand the multiple roles of the classroom teacher, to begin to understand the diverse needs of students, and to begin the process of long-range curricular planning and delivery of instruction. Senior I interns are expected to be in their clinical school one day per week (or the equivalent). During Senior I, the department chair/program coordinator should serve in the place of the university supervisor for the purpose of policies and procedures. The second semester (Senior II) is a full semester of teaching, with the clinical teacher providing constant feedback to the intern about the teaching and learning process. In addition, the interns, with support from the clinical teacher and the university supervisor, develop a portfolio to document their growth and development as a classroom teacher.

**NOTE: INTERNS ARE STRONGLY ADVISED NOT TO WORK DURING THE SENIOR II EXPERIENCE OF THE INTERNSHIP.**

## **INTERNSHIP PROCEDURES**

The following procedures for the internship have been established by the University:

1. The purpose of the internship is to afford the prospective teacher an opportunity to gain experience and attain a reasonable degree of competency in his/her major area of specialization. The internship is a 15-week experience in a public school.
2. All internship assignments must be approved by the Office of Clinical Experiences. Interns should not be assigned to schools they have attended, they have been employed, they have relatives employed, or they have children enrolled. See Appendix 4 for clarification.
3. If there are **emergencies** (personal illness, death in immediate family) during your Internship, requiring an absence, responsibilities include:
  1. Telephoning the clinical teacher as soon as possible.
  2. Sending plans to the school, if you are actively teaching.
  3. Telephoning the university supervisor.
  4. Telephoning the Office of Clinical Experiences ---(252) 328-6051.

**After two days of absence for personal illness, a doctor's note shall be submitted to the university supervisor.**

**Excused absences:** Interns will be permitted up to two (2) excused absences for the purposes of job interviews, professional meetings, court appearances or others approved by the Office of Clinical Experiences without required make-up time, provided the university supervisor and clinical teacher are properly notified and are in agreement. If additional absences from the internship are necessary, the make-up time needed should be arranged with the clinical teacher, the university supervisor and approved by the Office of Clinical Experiences. In the event that extended absences are necessary, the Office of Clinical Experiences should be notified promptly.

The clinical teacher, the university supervisor, principal, and the Office of Clinical Experiences, prior to the date of the requested absence, must approve requests for absences for job interviews, professional meetings, or court appearances. Any excused absence must be approved two weeks in advance. Documentation is required. Forms are available in the Office of Clinical Experiences (See Appendix 7).

4. As a general policy, interns **will not** be permitted to take courses on campus concurrently with the internship. Exceptions may be made in hardship cases, but only with the approval of the appropriate departmental chairperson. Provisions can be made for continuing certain AFROTC/AROTC leadership class sequences and applied music lessons with appropriate authorization.
5. The university supervisor and clinical teacher will jointly plan the observation and teaching schedule for the intern, leading to assuming total responsibility for instruction and for other tasks normally performed by the clinical teacher. When feasible and appropriate, interns should have experiences teaching a variety of subjects (within their licensure area), different grade levels, and students of differing achievement levels. Middle Grade and Secondary students, when appropriate, are expected to have teaching experiences in each area of concentration. **Interns must complete a minimum of**

**fifteen (15) consecutive days of full-time teaching responsibilities and a minimum of 10 weeks in the same intern placement.**

6. Regularly scheduled professional conferences between the clinical teacher and the intern are required. After the university supervisor observes, three-way conferences are encouraged.

7. A. Interns may not substitute in their internship placement during Senior I. When the clinical teacher is absent, a regular **substitute teacher** should assume responsibility for the instruction and well being of the students. The substitute teacher may need the intern's assistance in the administration of the day's instructional program and keeping of records. If the teacher is to be absent for an extended period of time, the Office of Clinical Experiences should be notified. Decisions about continuing the internship assignment will be made on an individual basis. In the absence of the regular clinical teacher, the intern is expected to continue his/her planned periods of instruction.

- B. Senior II Interns may serve as **substitute teachers** under the following conditions:
1. The intern may substitute **after** the first formal observation by the university supervisor, provided the progress report reflects satisfactory performance.
  2. The intern is authorized to substitute only for his/her clinical teacher.
  3. The intern may substitute no more than **two consecutive days** and no more than a **total of five days during the entire internship period.**
  4. When employed as substitute teachers, interns should be paid at the regular substitute teacher rate.

NOTE: Interns in North Carolina are recognized as professional educators under the state's written statutes and are given full legal status similar to that of regular teachers with the exception of salary, tenure, retirement, workmen's compensation and other fringe benefit guarantees. This status legalizes the assignment of interns to public schools, authorizes schools to delegate to them instructional and related responsibilities and provides legal protection for the schools involved and for interns as long as there is no evidence of negligence by interns in the performance of their duties within the policies of the school or of failure to comply with the appropriate guidelines of North Carolina Public School Laws. These legal provisions for professional status also provide a legal basis for the utilization of interns as substitute teachers.

8. The following **Internship Standards** have been adopted for the Teacher Education Program at East Carolina University:

- A. Interns must conduct themselves in a professional manner in all activities that affect their relationship and that of the University with the public school to which they have been assigned.
- B. The intern must abide by the same policies of the local school as those required of regular teachers, plus those created by the local school system specifically for interns.
- C. The intern is expected to present an acceptable professional appearance while on duty. He/she must also abide by any written code established by the local school or major department for professional personnel. Defiance of specific requests made by public school or university officials will be considered grounds for dismissal.

D. The intern will maintain acceptable teaching proficiency. At any point in the internship experience that, in the judgment of the supervisors, the intern demonstrates such ineffectiveness that the progress of the student is seriously impaired, he/she will be withdrawn from the program.

E. The intern must be punctual, prepared in advance, and ready to remain long enough after the close of the school day to participate in appropriate planning, preparation, and other professional activities.

F. Interns must possess good health and have a current physical examination form on file in the Office of Clinical Experiences **before** beginning the Senior II internship experience. Any changes in the medical status of the intern prior to the internship should be reported to the Office of Clinical Experiences. The intern will be permitted to continue in the internship as long as changes in health do not reduce his/her effectiveness as a teacher.

G. Interns who are arrested for violation of local, state, or federal drug laws, or for serious offenses involving moral turpitude will be withdrawn immediately. Other offenses or conduct that cause the intern's character or fitness for admission to the teaching profession to be questioned may result in an investigation initiated by public school officials, the chairman of the student's major department, the departmental coordinator of the internship, the clinical teacher, the university supervisor, the Office of Clinical Experiences, or other university officials.

H. Termination of an intern's experience and separation from the program can be accomplished by the Director of Teacher Education after receiving recommendations from the Department Chair/ Program Coordinator. Such critical decisions will be made only after careful consideration by the student, university supervisor, clinical teacher, departmental coordinator and/or chairperson, and the Office of Clinical Experiences.

I. Interns may not accept gifts having monetary value from pupils **at any time**.

J. Students must earn a "C" or better in the internship to meet licensure requirements.

9. If, for any reason the internship needs to be canceled, either the candidate, the Program Area Coordinator, or the Director of Teacher Education must complete the Cancellation of Internship Procedures Forms (See Appendix 8 & 9). Submit the forms to the Office of Clinical Experiences, Speight 109.

#### ***INTERNSHIP GRADING PROCEDURES***

Continuous guidance and evaluation of the intern is the joint responsibility of the university supervisor and the clinical teacher. The clinical teacher provides continuous, on-the-spot evaluations and assistance. The university supervisor must formally evaluate the intern a minimum of four times, with additional visits as needed. The intern should participate in the discussion of the evaluations so that he/she is aware of his/her progress as perceived by the clinical teacher and university supervisor.

A progress report (Appendix 13) is prepared by the university supervisor with input from the clinical teacher after each observation by the university supervisor. Student performance is rated Above Satisfactory (AS), Satisfactory (S), Needs Improvement (N), or Unsatisfactory (U). The report is signed by the university supervisor, the clinical teacher, and the intern.

A final evaluation (Appendix 14) is jointly prepared by the university supervisor and the clinical teacher. Interns are assigned letter grades (A,B,C,D,F) on the final evaluation. Although the grading of the intern involves the combined judgment of the university supervisor and the clinical teacher, the university supervisor is responsible for assigning the grade. See grading criteria Appendix 15. **Note:** In the event that the teacher and the university supervisor do not basically agree on the intern's performance, sign the progress/final reports and indicate disagreement. A statement may be attached.

The final grade will not be revealed to the intern by the clinical teacher or university supervisor before the end of the semester. The intern may view his/her final evaluation in the program area office on the last day of the semester.

#### ***FINAL INTERNSHIP REPORTS***

(1) University supervisors have the responsibility for submitting word-processed final evaluations to the Office of Clinical Experiences and a copy to the program area at the end of the internship semester.

(2) University supervisors have the responsibility for submitting Portfolio Verification Form and Dispositions Form C.

#### ***POLICY FOR EARLY RELEASE***

Early release occurs only in exceptional circumstances and is seen as a privilege to outstanding students. Requests for early release should originate from the employing principal/school system and must go to the Office of Clinical Experiences at ECU and copied to the Latham Clinical Schools Network Liaison for the employing system.

Before requests can be approved, the Office of Clinical Experiences will get approval from the University Supervisor. Approval must be given by the Department Chair or Program Area Coordinator, in cases where the university supervisor is a fixed term faculty member. Interns must agree to be released and always retain the right to refuse the release in order to complete the internship and shall do so without repercussion from the University or school system. If approved, no early release will be implemented until three weeks prior to the last day of internship for the semester in which the release is requested.

Prior to approval the student must have:

- (1) At least three satisfactory or better observations on file.
- (2) One observation must have occurred during the 15 consecutive days of full-time teaching responsibility.
- (3) 15 consecutive days of full-time teaching completed.
- (4) a mentor assigned from the employing school and the name of the mentor shall be forwarded to the Office of Clinical Experiences prior to the release date for the student.

After the release date:

- (1) A formal observation of the intern must be made by the principal of the employing school or his/her designee. This formal observation shall be forwarded to and filed with the Office of Clinical Experiences.

Released Interns are not considered licensed personnel until after the official date of graduation for the semester in which they graduate. Interns should be informed that they will only receive substitute pay for the early release period. ECU will not send any letters to confirm a student's status as graduated until after all grades have cleared the registrar's office. This may take as much as three weeks after a semester ends. Interns are released from the internship placement only. They are still required to complete all other course requirements, portfolio requirements, mandatory seminars, and other requirements from the department, program area or university. Interns shall be allowed to attend the Graduate Recognition Ceremony for their program area. A substitute shall be provided for them to attend on the day of the ceremony in the semester in which they graduate, either May or December.

### ***DISMISSAL POLICY FOR SENIOR I AND SENIOR II***

**During Senior I, the Department Chair/Program Coordinator shall serve in the place of the university supervisor for these policies.**

#### A. Policies

1. Interns in Senior I or Senior II may be dismissed for failure to meet any of the established intern standards.
2. Only the Director of Teacher Education may terminate an internship assignment after receiving recommendations from the Department Chair/Program Coordinator.
3. Appropriate officials of the University or Local Education Agency (LEA) may initiate a recommendation for dismissal.
4. The intern may withdraw upon written request to the Office of Clinical Experiences (See Appendix 8). The Office of Clinical Experiences may also require the intern to complete a conference with the office and/or the university supervisor.
5. Copies of the cancellation letter submitted to the intern by the Office of Clinical Experiences will be provided for the designated LEA representative, the clinical teacher, the university supervisor, Department Chair/Program Coordinator and Director of Teacher Education.
6. The intern will be informed of his/her right to appeal the dismissal to the Director of Teacher Education.

#### B. Procedures

1. Written recommendations for dismissal may be initiated by the clinical teacher and/or other appropriate LEA officials, or by the university supervisor and/or other appropriate university officials, such as the Department Chair/Program

Coordinator. This recommendation, stating reasons, will be submitted to the Office of Clinical Experiences. For expediency, recommendations may be made orally and followed by the required written recommendations.

2. Dismissal for failure to maintain acceptable levels of teaching proficiency.
  - a. The clinical teacher should notify the university supervisor at the earliest possible moment following the development of a serious concern about the intern's competence. The university supervisor will respond with an immediate site visit. An evaluation and a conference with the clinical teacher and intern should follow.
  - b. If the university supervisor develops a serious concern about the intern's competence, he/she should state these concerns in a conference with the clinical teacher and with the intern, as outlined on the Improvement Plan (see Appendix 6). Specific deficiencies should be identified with written suggestions and a time-line for improvement provided for the intern. The intern will be given an opportunity to respond to the statement of deficiencies or to offer documented extenuating circumstances. Anecdotal records may be necessary to supplement progress reports.
  - c. If the intern fails to improve during the specified period, or as soon as the deficiencies are deemed sufficiently acute to inhibit continued progress by pupils, termination of the intern's assignment should be recommended.
  - d. Supervisors may request an evaluation by the Office of Clinical Experiences or other program area faculty. The Coordinator may also choose to complete an evaluation on his/her own initiative.
3. Upon a decision for dismissal, the Office of Clinical Experiences will notify the intern and the above policies will rule to assure provisions for due process.

#### ***POLICY FOR READMISSION TO THE INTERNSHIP***

Students who withdraw or are removed involuntarily from the internship or those who receive a grade of "F" will not be allowed to repeat an internship except for unusual circumstances. A written *Petition for Exception* must be made to the Council for Teacher Education Admissions and Retention Committee prior to the internship application deadline. Interns will be placed in a county different from their original internship, except under documented extenuating circumstances.

#### **COMPETENCIES AND INDICATORS FOR INTERNS**

The following specific competencies and indicators have been established for East Carolina University.

- I.0 The intern demonstrates an open and flexible teaching personality by:
  - 1.1 Consistently maintaining a fair and friendly attitude.
  - 1.2 Displaying ability to accept each pupil "as is" and helping him/her from that point.
  - 1.3 Accepting pupils' responses and responding to students' questions in a non-defensive manner.

- 1.4 Exhibiting a positive self-image.
- 1.5 Individualizing instruction to the extent possible in a classroom situation.
- 2.0 The intern demonstrates an appropriate understanding of teaching-learning situations by:
  - 2.1 Adapting the material to the level of the learners.
  - 2.2 Setting attainable goals for all students and for the teacher.
  - 2.3 Presenting materials at proper level of concreteness-abstraction.
  - 2.4 Diagnosing pupil achievement and prescribing appropriate learning activities and materials based upon the diagnosis.
  - 2.5 Setting reasonable, measurable objectives and evaluating outcomes.
- 3.0 The intern demonstrates suitable concern for personal health and vitality by:
  - 3.1 Arriving at school punctually, alert, and "ready to go" each day.
    - 3.1.1 Arriving at the school at the time the regular teachers report.
  - 3.2 Being consistently prompt and in attendance.
  - 3.3 Discharging teaching and related responsibilities promptly and efficiently.
- 4.0 The intern demonstrates effective speaking and listening skills by:
  - 4.1 Pronouncing words clearly and distinctly.
  - 4.2 Using an adequate and appropriate vocabulary.
  - 4.3 Using the voice to set a variety of moods.
  - 4.4 Using standard English.
  - 4.5 Speaking on the grammatical level appropriate to the situation.
- 5.0 The intern demonstrates the ability to work cooperatively with other staff members by:
  - 5.1 Listening rather than talking at appropriate times.
  - 5.2 Assuming shared responsibilities.
  - 5.3 Responding positively toward supervision by principal and supervisors.
  - 5.4 Accepting criticism and suggestions from peers.
  - 5.5 Sharing materials, techniques and space with staff.
  - 5.6 Showing appreciation to those assisting with professional development.
- 6.0 The intern demonstrates the ability to profit from feedback by:
  - 6.1 Taking criticism in a positive manner.
  - 6.2 Utilizing self-evaluation.
  - 6.3 Being available and willing to discuss criticism.
  - 6.4 Properly reading student responses for understanding of material.
- 7.0 The intern demonstrates maturity of judgment and ability to make realistic decisions by:
  - 7.1 Weighing alternatives and choosing wisely.
  - 7.2 Basing decisions on adequate information.
  - 7.3 Behaving calmly and rationally during a crisis.
  - 7.4 Designing achievable objectives.
  - 7.5 Making decisions which support clearly expressed goals.
- 8.0 The intern demonstrates command of subject matter by:
  - 8.1 Identifying major concepts of the subject area.
  - 8.2 Selecting content appropriate for level of class.

- 8.3 Identifying skills basic to content area.
  - 8.4 Integrating knowledge from various fields.
  - 8.5 Using questioning techniques incorporating various levels of questioning.
  - 8.6 Helping pupils recognize the purpose and importance of topics or activities.
- 9.0 The intern demonstrates effective lesson preparation by:
- 9.1 Specifying or selecting learner objectives for lessons.
  - 9.2 Specifying or selecting teaching procedures for lessons.
- 10.0 The intern demonstrates effective classroom management by:
- 10.1 Providing feedback to learners about their behavior.
  - 10.2 Promoting comfortable interpersonal relationships.
  - 10.3 Maintaining appropriate classroom behavior.
  - 10.4 Managing disruptive behavior among learners.
  - 10.5 Demonstrating consistency in the conduct of classroom management procedures.
  - 10.6 Reinforcing pupils in a positive manner.
  - 10.7 Developing a sense of self-management on the part of students.
- 11.0 The intern demonstrates ability to perform a variety of critical tasks by:
- 11.1 Reinforcing pupils' positive self-concepts.
  - 11.2 Diagnosing class and individual problems.
  - 11.3 Planning for the individual needs of pupils.
  - 11.4 Handling confidential information appropriately.
  - 11.5 Asking thought-provoking questions.
  - 11.6 Diagnosing pupil achievement and prescribing appropriate learning activities.
- 12.0 The intern demonstrates competence in evaluating students by:
- 12.1 Using teacher-made or teacher-selected evaluation materials or procedures which are valid and reliable to obtain information about learner progress.
  - 12.2 Communicating with individual learners about their needs and progress.
  - 12.3 Using a variety of procedures, techniques and instruments in evaluation.
  - 12.4 Applying results of evaluation for diagnostic purposes.
  - 12.5 Using evaluations as a basis for re-teaching.
  - 12.6 Establishing clearly stated standards of achievement for pupils.
- 13.0 The intern demonstrates ability to motivate learners by:
- 13.1 Showing enthusiasm through voice, actions and preparation.
  - 13.2 Setting realistic expectations.
  - 13.3 Relating subject matter content to daily problems and occupational experiences.
  - 13.4 Taking advantage of existing student interest as a vehicle to more effective motivation.
- 14.0 The intern demonstrates a fair and just attitude in dealing with students by:
- 14.1 Setting realistic standards of behavior.
  - 14.2 Practicing courtesy with students.
  - 14.3 Exhibiting honesty and high morals as a model for students.
  - 14.4 Showing no bias towards students.
  - 14.5 Refraining from derogatory statements about students to colleagues.

- 15.0 The intern demonstrates a commitment to teaching by:
  - 15.1 Spending adequate time in preparation.
    - 15.1.1 Developing long-range units of instruction.
    - 15.1.2 Preparing appropriate daily lesson plans in advance for approval by the clinical teacher.

**NOTE: Lesson plans are required.**

Lesson plans must be approved by the clinical teacher (a) according to a schedule agreed upon by the university supervisor and the clinical teacher, (b) prior to being taught. Although any format approved by the university supervisor and clinical teacher is acceptable, interns are encouraged to become familiar with the State Department of Public Instruction's 6-Step Lesson Plan.

- 15.1.3 Maintaining a calendar of activities to be reviewed weekly by the clinical teacher and by the university supervisor at the time of each evaluation.
  - 15.1.4 Assisting with extra-curricular activities.
- 15.2 Participating actively in the internship seminars or seminars for regular teachers where appropriate.
- 15.3 Centering attention on students' needs rather than on personal concerns.
- 15.4 Continuing attempts to correct weaknesses and enhance strengths.
- 15.5 Giving the internship first priority in thinking and planning.

- 16.0 The intern engages in continuing professional growth by:

- 16.1 Participating in professional growth activities.
- 16.2 Sharing and seeking professional materials and ideas.
- 16.3 Participating in pre-professional organization(s).

**RESPONSIBILITIES FOR THE CLINICAL TEACHER: SENIOR I and II**

The internship is a cooperative endeavor involving the intern, the clinical teacher, and the university supervisor, as well as the principal of the clinical school and the Office of Clinical Experiences. In order for the internship experience to be meaningful, it is necessary that each person involved be aware of his/her responsibilities.

1. Plan and prepare for the arrival of the intern within the school and classroom as a co-worker.
2. Introduce the intern to the proper administrative officials, fellow teachers, building personnel, etc.
3. Become familiar with the intern's personal and educational background.
4. Supply the intern with essential data concerning the student groups with whom he/she will be working.
5. Provide the intern with information about school routine; policies and regulations; location of pupil records; co-curricular activities; classroom policies on discipline; making assignments; reports to be made; the physical facilities; available teaching materials and sources of school supplies.

6. Develop a plan, in conjunction with the university supervisor, to gradually guide the intern into teaching responsibilities.
7. Make certain that the intern makes good preparation for class instruction. Interns should be told when their lesson plans must be in to allow time for checking and providing feedback. **CLINICAL TEACHERS SHOULD REFUSE TO ALLOW INTERNS TO TEACH UNLESS PLANS ARE APPROVED IN ADVANCE.**
8. Establish regular times for conferences with the intern to provide feedback and assistance.
9. Complete Disposition Form B near the end of Senior I semester and provide feedback to the intern.
10. Be in the classroom the optimal amount of time necessary to assure the most successful supervised educational experiences for the intern. Lead up to leaving the intern alone in the classroom with periodic absences at different times. This will help ease the intern into "soloing" and will allow the teacher to come and go without the class reacting each time. Observations and feedback are crucial during the time the intern is in charge of half/whole day instruction.
11. Discuss intern progress with the university supervisor on a regular basis. Conferences after each observation are essential. Preparation of progress and final reports are prepared jointly with the university supervisor. Feel free to call the supervisor or the Office of Clinical Experiences regarding any concerns. **Note:** In the event that the teacher and the university supervisor do not basically agree on the intern's performance, sign the progress/final reports and indicate disagreement. A statement may be attached.
12. Help the intern develop skills in evaluating his/her own progress.
13. Encourage the intern to develop his/her own unique teaching style and abilities in keeping with school/system policies.
14. Assist the intern in planning observation and participation activities, if appropriate, in other subject areas, at other grade levels and in related extracurricular activities.
15. Provide feedback to the University on the teacher education program.

### **RESPONSIBILITIES FOR THE UNIVERSITY SUPERVISOR: SENIOR II**

1. Serve as a liaison between the university and (a) the clinical teacher (b) the public school. Interpret the internship program to the clinical teacher and communicate concerns of the clinical teacher to the university. Maintain an open and cooperative relationship with the clinical teacher, the building administrator and staff of the public school.
2. Conduct seminars for interns. An orientation meeting should be held prior to the internship experience. Additional seminars should be conducted. The department/university supervisor is responsible for providing a **minimum of six hours of seminars.**

3. Plan, with clinical teachers, schedules for phasing interns into all day responsibilities. This should be completed at the initial visit made **prior** to or as near the beginning of the internship experience as possible.
4. Observe intern. Formally evaluate the intern a minimum of four times for at least a class period or presentation of at least one subject. Elementary observations may vary due to the length of the lesson or subject area taught.
5. Confer with the clinical teacher and intern following each observation. Provide written specific strategies for improvement. Develop the Improvement Plan in conjunction with the clinical teacher if needed. (See Appendix 6.)
6. Prepare and submit all required forms to the Office of Clinical Experiences, including initial visit, progress reports, Disposition Form C and a word-processed final intern evaluation report. After each observation and conference with intern and clinical teacher, complete the progress report. The final evaluation should reflect the thinking of the clinical teacher and the university supervisor.
7. Assess candidate portfolio using teacher education rubrics. Submit portfolio verification forms and evaluation forms to the Office of Clinical Experiences
8. Evaluate the intern's overall performance. While the final grade should reflect the opinions of the clinical teacher and the university supervisor, the university supervisor has the authority for assigning the grade.
9. Model professionalism in dress, attitude, and communication.
10. Clarify expectations for the intern and the clinical teacher during the full-time teaching semester.
11. Observe and confer with the intern frequently to assist in improving instructional practices, planning, evaluating, and managing the classroom.
12. Work closely with the intern and the clinical teacher to provide a positive learning experience.
13. Be a trouble-shooter in handling the problems that occur during the full-time teaching semester.
14. Assist the intern and the clinical teacher in communicating openly about scheduling and improvement in teaching skills.
15. Consult extensively and reach consensus with the clinical teacher on progress reports, final evaluation, and grade for the second semester.

### **ADD-ON**

Licensed individuals seeking additional licensure do *not* have to meet upper division admission requirements. Students adding elementary or special education to an existing license have to take the appropriate PRAXIS II tests. Students adding additional

teaching areas to an existing teaching license must complete the appropriate teacher education program and meet the Highly Qualified definition, either by taking 24 hours in content courses or taking less than 24 hours and passing the appropriate test. (See pages 5 and 6 for required tests and scores). Individuals may work directly with SDPI or their local school system to add an additional teaching area to an existing teaching license by passing the appropriate PRAXIS II test.

### **LATERAL ENTRY LICENSE**

Lateral Entry teachers are individuals employed in a North Carolina school system and hold at least a bachelor's degree from a regionally accredited institution in the subject area they are employed to teach. Graduates of approved education programs in North Carolina who are not recommended for licensure by their college or university are not eligible for a lateral entry license. Lateral entry teachers who affiliate through East Carolina are advised through the Office of Alternative Licensure in the Office of Teacher Education. [http://www.ecu.edu/cs-educ/alternative\\_licensure/IndividualLateralEntry.cfm](http://www.ecu.edu/cs-educ/alternative_licensure/IndividualLateralEntry.cfm)

### **GRADUATE PROGRAMS**

East Carolina University offers a wide range of graduate programs in education. Masters Degrees are available in Art, Business Education, Counselor Education, Educational Administration and Supervision, Elementary Education, English, Health, History, Family and Consumer Sciences, Instructional Technology-Computers, Marketing Education, Math, Media Coordinator, Media Supervisor, Middle Grades, Music, Exercise and Sport Science (PE), Reading, Science, School Psychology, School Social Work, Special Education, and Communication Sciences and Disorders. Master degrees in education are designed for practicing teachers. **Applicants must hold a clear, Standard Professional License 1** (except for Counselor Education).

Students wishing to enter these graduate programs should contact the Graduate School, 131 Ragsdale, East Carolina University, Greenville, NC 27858, or their website <http://www.ecu.edu/gradschool/> for an application. The University *Graduate Catalog*, which is linked to their website, and individual departments can provide specific courses required for each Master's degree. Students are urged to teach at least one year before entering an advanced teacher education program.